

**National Center for Education Statistics**  
**School Climate Surveys**  
**Pilot Test**

**Attachment 4**

**SCLS Platform Instructions and Guides**

## **Instructions for Survey Respondents**

SCLS Platform Instructions		
English Instructions	Spanish Instructions - Student Version	Spanish Instructions - Parent Version
Mark One Response.	Selecciona solo uno.	Seleccione solo uno.
Please Check All that Apply.	Por favor marca todas las que aplican.	Por favor marque todas las que aplican.
How strongly do you agree or disagree with the following statements? Mark One Response.	¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases? Marca una respuesta.	¿Qué tan de acuerdo o en desacuerdo esta con las siguientes frases? Marque una respuesta.
How much of a problem are the following at this school? Mark One Response.	¿Qué tanto problema son los siguientes en esta escuela? Marca una respuesta	¿Qué tanto problema son los siguientes en esta escuela? Marque una respuesta
How often do the following occur? Mark One Response.	¿Con que frecuencia sucede lo siguiente? Marca una respuesta.	NA (Student version only)
You have opted out of the survey. This username is no longer valid.	Tú has elegido no participar en esta encuesta. Este nombre de usuario ya no es válido.	Usted ha elegido no participar en esta encuesta. Este nombre de usuario ya no es válido.
Please click the “Log Out” button to exit the survey.	Por favor has click en “cerrar sesión” para salir de la encuesta.	Por favor haga click en “cerrar sesión” para salir de la encuesta.
The survey has closed.	La encuesta se ha cerrado.	La encuesta se ha cerrado.
The survey has not started yet.	La encuesta no ha comenzado todavía.	La encuesta no ha comenzado todavía.
If you understand this information and are willing to take this survey, please select “Yes, I am ready to begin.” If you are not willing to take the survey, please select “No I do not want to participate.”	Si entiendes esta información y estás dispuesto a tomar esta encuesta, por favor selecciona "Sí, estoy listo para comenzar." Si no estás dispuesto a participar en la encuesta, por favor selecciona "No, yo no quiero participar."	Si usted entiende esta información y está dispuesto a tomar esta encuesta, por favor seleccione "Sí, estoy listo para comenzar." Si usted no está dispuesto a participar en la encuesta, por favor seleccione "No, yo no quiero participar."
Please make note of the PIN below. It will allow you to log back into the survey if the session times out or you need to stop and come back later. The session will time out if left idle for more that xx minutes.	Por favor, toma nota del PIN a continuación. Esto permitirá que puedas volver a iniciar la sesión en la encuesta si la sesión se ha cerrado automáticamente o si necesitas parar y volver más tarde. La sesión se cerrara automáticamente si esta inactiva durante más de XX minutos.	Por favor, tome nota del PIN a continuación. Esto permitirá que pueda volver a iniciar la sesión en la encuesta si la sesión se ha cerrado automáticamente o si necesita parar y volver más tarde. La sesión se cerrara automáticamente si esta inactiva durante más de XX minutos.
PIN:XXXX	PIN: XXXX	PIN:XXXX
For your security, we will not be able to reset the PIN if lost or forgotten.	Por tu seguridad, no podemos restablecer tu PIN en caso de pérdida u olvido.	Por su seguridad, no podemos restablecer su PIN en caso de pérdida u olvido.
Thank you! You have successfully submitted your survey. If you wish, you may go back to review your responses up to the last point you logged in. If you do not want to review your responses, you may log out the survey at this time.	¡Gracias! Tu encuesta se ha enviado correctamente. Si deseas, puedes volver a revisar tus respuestas hasta el último punto que iniciaste la sesión. Si no deseas revisar las respuestas, podrás cerrar la sesión de la encuesta en este momento.	¡Gracias! Su encuesta se ha enviado correctamente. Si usted desea, puede volver a revisar sus respuestas hasta el último punto que inicio la sesión. Si usted no desea revisar las respuestas, usted podrá cerrar la sesión de la encuesta en este momento.
Thank you. You are logged out of the School Climate Survey. When you return to the survey use the PIN you were given when you started the survey. When you re-enter the survey, you will be taken to the point in the survey where you logged off. To protect your confidentiality, you will be unable to go back to previous questions to review your responses.	Gracias. Has cerrado la sesión de la Encuesta sobre el clima escolar. Cuando regreses a la encuesta usa el PIN que se te proporciono al principio de la encuesta. Cuando entres de nuevo a la encuesta te llevara al lugar donde saliste de la encuesta. Para proteger tu confidencialidad no podrás volver a preguntas anteriores para revisar tus respuestas.	Gracias. Ha cerrado la sesión de la Encuesta sobre el clima escolar. Cuando regrese a la encuesta use el PIN que se le proporciono al principio de la encuesta. Cuando entre de nuevo a la encuesta le llevara al lugar donde salió de la encuesta. Para proteger su confidencialidad no podrá volver a preguntas anteriores para revisar sus respuestas.
Which of the following grade groupings best describes the grade that you are currently in? 1. 5th to 8th grade 2. 9th to 12th grade	¿Cuál de las siguientes agrupaciones de años describe mejor el grado que actualmente cursas? 1. 5o al 8o grado 2. 9o al 12o grado	N/A (Student version only)
Welcome back to the School Climate survey. Please enter your PIN below. When you re-enter the survey, you will be taken to the point in the survey where you logged off. To protect your confidentiality, you will be unable to go back to previous questions to review your responses.	Bienvenido a la Encuesta sobre el clima escolar. Por favor ingresa tu PIN a continuación. Cuando entres de nuevo a la encuesta te llevara al lugar donde saliste de la encuesta. Para proteger tu confidencialidad no podrás volver a preguntas anteriores para revisar tus respuestas.	Bienvenido a la Encuesta sobre el clima escolar. Por favor ingrese su PIN a continuación. Cuando entre de nuevo a la encuesta le llevara al lugar donde salió de la encuesta. Para proteger su confidencialidad no podrá volver a preguntas anteriores para revisar sus respuestas.
Ungraded (this term refers to a student not being in a traditional school grade)	sin grado escolar (este termino se refiere a un estudiante que no esta en un grado escolar tradicional)	N/A (Student version only)
Throughout the survey, "at this school" means activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Unless otherwise specified, this refers to normal school hours or to times when school activities/events were in session.	N/A (Parent version only)	Durante la encuesta “en esta escuela” se refiera a actividades que pasan en los edificios de la escuela, en las instalaciones de la escuela, en los buses de la escuela, y otros lugares en donde se dan actividades y eventos patrocinados por la escuela. A menos que se especifique lo contrario, esto se refiere a las horas normales de la escuela o para ocasiones en que las actividades de la escuela /eventos estén en sesión.
The School Climate Survey (SCLS) is being administered by <i>[district or school name]</i> . Your responses are important to help in understanding the environment of this school and the conditions for teaching and learning.	La Encuesta sobre el clima escolar (SCLS, por sus siglas en inglés) se está administrado por <i>[district or school name]</i> . Sus respuestas son importantes para ayudar a entender el ambiente de esta escuela y las condiciones de la enseñanza y el aprendizaje.	La Encuesta sobre el clima escolar (SCLS, por sus siglas en inglés) se está administrado por <i>[district or school name]</i> . Sus respuestas son importantes para ayudar a entender el ambiente de esta escuela y las condiciones de la enseñanza y el aprendizaje.
To start the survey, please type in your username below.	Para empezar la encuesta, por favor ingresa tu nombre de usuario a continuación.	Para empezar la encuesta, por favor ingrese su nombre de usuario a continuación.

SCLS Platform Instructions		
English Instructions	Spanish Instructions - Student Version	Spanish Instructions - Parent Version
Informed Consent	consentimiento informado	consentimiento informado
<p>What is this survey about? The School Climate Survey asks questions about how connected you are to your school, about other students in your school, and about school staff. The survey is also being given to other students like you. This is not a test. There are no wrong answers. The survey should take about 60 minutes to complete.</p> <p>Do you have to take the survey? This survey is voluntary. If you or your parents don't want you to take this survey, you can let your school know and you don't have to take the survey. You do not have to answer any questions you do not want to answer, and you can stop taking the survey at any time. We hope you will do your best to answer as many questions as you can. Please be honest when answering each question.</p> <p>What if your parents don't want you to complete this survey? If your parents don't want you to take this survey, they can let your school know.</p> <p>Who will see your answers?  <i>[Confidentiality language that is consistent with FERPA and state laws will be inserted by the district or school administrating the survey]</i> .</p> <p>To analyze and refine the questionnaires, the National Center for Education Statistics (NCES) will receive individual-level responses from participating schools and districts without the names or other direct personal identifiers of the respondents. All information received by NCES that relates to or describes identifiable characteristics of individuals is protected from disclosure by federal statute; it may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required law (20 U.S.C., §9573)</p> <p>Who should you ask if you have any questions? If you have questions you can ask your teacher or other adults at your school.</p> <p>American Institutes for Research (AIR) is collecting the pilot test data for the National Center for Education Statistics (NCES) of U.S. Department of Education. This survey is estimated to take an average of 60 minutes, including time for reviewing instructions and completing and reviewing the collection of information. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0803 (expires 09/30/2016).” .</p> <p>If you understand this information and are willing to take this survey, please select "Yes, I am ready to begin". If you are not willing to take the survey, please select "No I do not want to participate."</p>	<p>¿De qué se trata esta encuesta? La Encuesta sobre clima escolar hace preguntas sobre la conexión que tienes con tu escuela, sobre los estudiantes que asisten a tu escuela, y sobre el personal de la escuela. La encuesta también se está dando a otros estudiantes como tú. Esta no es una prueba. No existen respuestas incorrectas. Debería tomar alrededor de 60 minutos completar la encuesta.</p> <p>¿Tienes que tomar la encuesta? Llenarla encuesta es voluntario. Si tu o tus padres no quieren tomar esta encuesta, pueden informarle a la escuela y no tienes que tomar la encuesta. No tienes que responder a cualquier pregunta que no quieras responder, y puedes dejar de tomar la encuesta en cualquier momento. Esperamos que hagas tu mejor esfuerzo por responder todas las preguntas que puedas. Por favor se sinceró al responder cada pregunta.</p> <p>¿Qué sucede si tus padres no quieren que hagas esta encuesta? Si tus padres no quieren que hagas en esta encuesta, ellos pueden informar a la escuela sobre su decisión.</p> <p>¿Quién verá tus respuestas?  <i>[Confidentiality language that is consistent with FERPA and state laws will be inserted by the district or school administrating the survey]</i> .</p> <p>Para analizar y refinar los cuestionarios el Centro Nacional para Estadísticas de la Educación (NCES por sus siglas en Inglés) recibirá respuestas a nivel individual de las escuelas y los distritos participantes sin los nombres u otros identificadores personales directos de los encuestados. Toda la información recibida por NCES que se relaciona con o describe las características identificables de individuos está protegida de la divulgación por la ley federal; esta información solo puede ser utilizada para propósitos estadísticos y no puede ser divulgada o utilizada, en forma identificable para ningún otro propósito excepto si las leyes lo requieren (20 U.S.C., §9573)</p> <p>¿A quién puedes hacerle preguntas? Si tienes preguntas, puedes ir con tu maestro/a o a otros adultos en tu escuela.</p> <p>El American Institutes for Research está recopilando los datos de la prueba piloto para el Centro Nacional para Estadísticas de la Educación (NCES por sus siglas en Inglés) del Departamento de Educación de los Estados Unidos. Esta encuesta debe tomar un promedio de 60 minutos para completar, revisar y recopilar esta información. De acuerdo ley de Simplificación de Trámites Administrativos de 1995, ninguna persona tiene que responder a la recolección de información a menos que esta tenga un número valido de OMB. El número de control de OMB para la recolección de información es 1850-0803 (expiración 09/30/2016)</p> <p>Si entiendes esta información y estás dispuesto a tomar esta encuesta, por favor seleccione "Sí, estoy listo para comenzar." Si no estás dispuesto a participar en la encuesta, por favor seleccione "No, yo no quiero participar."</p>	N/A (Student version only)

SCLS Platform Instructions		
English Instructions	Spanish Instructions - Student Version	Spanish Instructions - Parent Version
<p>What is this survey about? The School Climate Survey asks parents about the environment of the schools their children attend. We want to know your opinions about the climate, including the safety, discipline, and environment for learning for your child's school. The survey should take about 30 minutes to complete.</p> <p>Do you have to take the survey? This survey is voluntary. You do not have to answer any questions you do not want to answer, and you can stop taking the survey at any time without penalty.</p> <p>Who will see your answers? The results of this survey are confidential. No one at your child's school or district will see your answers to individual questions. Your answers will be combined with the answers of other parents and used to create reports about the climate of your child's school. These reports won't identify any person or their responses.</p> <p>To analyze and refine the questionnaires, the National Center for Education Statistics (NCES) will receive individual-level responses from participating schools and districts without the names or other direct personal identifiers of the respondents. All information received by NCES that relates to or describes identifiable characteristics of individuals is protected from disclosure by federal statute; it may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required law (20 U.S.C., §9573)</p> <p>Are there risks or benefits associated with taking this survey? There are no anticipated or known risks involved in participating in this survey. The information that you provide will help inform our understanding of conditions for working and learning in your child's school.</p> <p>Who should you ask if you have any questions? If you have questions you can speak with the school principal or survey administrator at the contact information that accompanied your survey invitation.</p> <p>American Institutes for Research (AIR) is collecting the pilot test data for the National Center for Education Statistics (NCES) of the U.S. Department of Education. This survey is estimated to take an average of 30 minutes, including time for reviewing instructions and completing and reviewing the collection of information. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0803 (expires 09/30/2016).” .</p> <p>If you understand this information and are willing to take this survey, please select "Yes, I am ready to begin". If you are not willing to take the survey, please select "No I do not want to participate."</p>	<p>NA (Parent version only)</p>	<p>¿De qué se trata esta encuesta? La Encuesta sobre clima escolar pregunta a los padres de familia sobre las escuelas a las que asisten sus hijos. Queremos conocer sus opiniones sobre el clima, incluso sobre la seguridad, disciplina y el ambiente de aprendizaje de la escuela de su hijo/a. Debería de tomar alrededor de 30 minutos completar la encuesta.</p> <p>¿Tiene que tomar la encuesta? Tomar la encuesta es voluntario. No tiene que responder a ninguna pregunta a la que no desee responder y puede dejar de tomar la encuesta en cualquier momento, sin penalización.</p> <p>¿Quién verá sus respuestas? Los resultados de esta encuesta son confidenciales. Nadie en la escuela o distrito de su hijo/a verá sus respuestas a las preguntas individuales. Sus respuestas serán combinadas con las de otros padres de familia y utilizadas para crear informes sobre el clima en la escuela de su hijo/a. Estos informes no identificarán a ninguna persona ni sus respuestas.</p> <p>Para analizar y refinar los cuestionarios el Centro Nacional para Estadísticas de la Educación (NCES por sus siglas en Inglés) recibirá respuestas a nivel individual de las escuelas y los distritos participantes sin los nombres u otros identificadores personales directos de los encuestados. Toda la información recibida por NCES que se relaciona con o describe las características identificables de individuos está protegida de la divulgación por la ley federal; esta información solo puede ser utilizada para propósitos estadísticos y no puede ser divulgada o utilizada, en forma identificable para ningún otro propósito excepto si las leyes lo requieren (20 U.S.C., §9573)</p> <p>¿Existen riesgos o beneficios relacionados con tomar esta encuesta? No existen riesgos previstos o conocidos relacionados con su participación en esta encuesta. La información que usted proporcione ayudará a mejorar nuestro conocimiento sobre las condiciones de trabajo y de aprendizaje en la escuela a la que asiste su hijo/a.</p> <p>¿A quién debe preguntar si tiene alguna pregunta? Si tiene preguntas, puede hablar con el director de la escuela o con el administrador de la encuesta comunicándose con ellos mediante la información de contacto incluida en su invitación para participar en la encuesta.</p> <p>El American Institutes for Research está recopilando los datos de la prueba piloto para el Centro Nacional para Estadísticas de la Educación (NCES por sus siglas en Inglés) del Departamento de Educación de los Estados Unidos. Esta encuesta debe tomar un promedio de 30 minutos para completar, revisar y recopilar esta información. De acuerdo ley de Simplificación de Trámites Administrativos de 1995, ninguna persona tiene que responder a la recolección de información a menos que esta tenga un número valido de OMB. El número de control de OMB para la recolección de información es 1850-0803 (expiración 09/30/2016).</p> <p>Si usted entiende esta información y está dispuesto a tomar esta encuesta, por favor seleccione "Sí, estoy listo para comenzar." Si usted no está dispuesto a participar en la encuesta, por favor seleccione "No, yo no quiero participar."</p>

# SCLS Platform Instructions

English Instructions	Spanish Instructions - Student Version	Spanish Instructions - Parent Version
<p>What is this survey about? The School Climate Survey asks instructional and non-instructional staff like you about the environment of the schools where you work. We want to know your opinions about the school climate, and the environment for teaching and learning for staff and students in your school. The survey should take about 60 minutes to complete.</p> <p>Do you have to take the survey? This survey is voluntary. You do not have to answer any questions you do not want to answer, and you can stop taking the survey at any time without penalty.</p> <p>Who will see your answers? The results of this survey are confidential. No one at your school or district will see your answers to individual questions. Your answers will be combined with the answers of other staff at your school and district and used to create reports about the climate of your school. These reports won't identify any person or their responses.</p> <p>To analyze and refine the questionnaires, the National Center for Education Statistics (NCES) will receive individual-level responses from participating schools and districts without the names or other direct personal identifiers of the respondents. All information received by NCES that relates to or describes identifiable characteristics of individuals is protected from disclosure by federal statute; it may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required law (20 U.S.C., §9573)</p> <p>Are there risks or benefits associated with taking this survey? There are no anticipated or known risks involved in participating in this survey. The information that you provide will help inform our understanding of conditions for working and learning in your school.</p> <p>Who should you ask if you have any questions? If you have questions you can speak with your school survey administrator.</p> <p>American Institutes for Research (AIR) is collecting the pilot test data for the National Center for Education Statistics (NCES) of the U.S. Department of Education. This survey is estimated to take an average of 60 minutes, including time for reviewing instructions and completing and reviewing the collection of information. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0803 (expires 09/30/2016)."</p> <p>If you understand this information and are willing to take this survey, please select "Yes, I am ready to begin". If you are not willing to take the survey, please select "No I do not want to participate."</p>	N/A (Instructional and Noninstructional staff versions only)	N/A (Instructional and Noninstructional staff versions only)

SCLS Platform Instructions		
English Instructions	Spanish Instructions - Student Version	Spanish Instructions - Parent Version
YES, I AM READY TO BEGIN	Sí, estoy listo para comenzar	Sí, estoy listo para comenzar
NO, I DO NOT WANT TO PARTICIPATE	No, yo no quiero participar	No, yo no quiero participar
CONTINUE	CONTINUAR	CONTINUAR
CLEAR	BORRAR	BORRAR
NEXT	SIGUIENTE	SIGUIENTE
BACK	ATRÁS	ATRÁS
LOG IN	INICIAR SESIÓN	INICIAR SESIÓN
If you have any questions about the SCLS, please contact Test Admin at (555) 555-5555.	Si tienes alguna pregunta sobre la SCLS, comunícate con Test Admin a (555) 555-5555.	Si tiene alguna pregunta sobre la SCLS, comuníquese con Test Admin a (555) 555-5555.
Username	Nombre de usuario	Nombre de usuario
You have already completed the survey.	Encuesta completada	Encuesta completada
Logged out	SESIÓN CERRADA	SESIÓN CERRADA
You have chosen to not participate in the School Climate Survey.	Elegiste no participar en la Encuesta sobre el clima escolar.	Usted eligió no participar en la Encuesta sobre el clima escolar.
Your opinions are important to us. If you would like to participate in the SCLS, please click the "BACK" button to return to your previous response. Otherwise, please click the "LOG OUT" button to exit the survey. Thank you for your time.	Tus opiniones son importantes para nosotros. Si te gustaría participar en la SCLS, por favor haz clic en el botón "ATRÁS" para regresar a tu respuesta anterior. De lo contrario, haz clic en el botón "CERRAR LA SESIÓN" para salir de la encuesta. Gracias por tu tiempo.	Sus opiniones son importantes para nosotros. Si le gustaría participar en la SCLS, por favor haga clic en el botón "ATRÁS" para regresar a su respuesta anterior. De lo contrario, haga clic en el botón "CERRAR LA SESIÓN" para salir de la encuesta. Gracias por su tiempo.
SURVEY COMPLETED	ENCUESTA COMPLETADA	ENCUESTA COMPLETADA
Invalid username or PIN.	Nombre de usuario o PIN no válido.	Nombre de usuario o PIN no válido.
Please fill out this field.	Por favor llena esta casilla	Por favor llene esta casilla

# **Administration Guide for Survey Administrators**



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## 1. Introduction

Welcome to the School Climate Surveys (SCLS)!

The SCLS are a suite of survey instruments being developed for schools, districts, and states by the U.S. Department of Education's National Center for Education Statistics (NCES). This national effort extends current activities that measure school climate, including the state-level efforts of the Safe and Supportive Schools (S3) grantees, which were awarded funds in 2010 by the Department of Education's Office of Safe and Healthy Students (OSHS) to improve school climate. Through the SCLS, schools nationwide will have access to survey instruments and a survey platform that will allow for the collection and reporting of school climate data across stakeholders at the local level. The surveys can be used to produce school-, district-, and state-level scores on various indicators of school climate from the perspectives of students, instructional staff, noninstructional staff and principals, and parents and guardians. NCES will also provide benchmark data, collected from a nationally representative sample of schools across the United States, to facilitate comparisons of school climate scores at the local and national levels.

### *Background and Key Respondents*

Although work on the SCLS began in response to a 2013 White House initiative, formal research on school climate, rooted in studies of organizational environments, can be traced back to the 1950s (Halpin and Croft 1962; Wilson 1959). The focus of the research expanded over the years to include many different aspects of school climate, including the physical condition of schools, a sense of community, and setting high expectations for academic achievement (Insel and Moos 1974; Rutter et al. 1979; Bandura 2001, 2007; Hoy, Hannum, and Tschannen-Moran 1998; Evans 1997; Hoy and Sabo 1998; Newmann 1992; Stockard and Mayberry 1992). More recently, the conceptualization of school climate has evolved to include the characteristics of school administration, student participation, students' social and emotional competencies, staff cohesion, and staff relationships with other staff, students, and school leaders (McLoughlin, Kubrick, and Lewis 2002; Wynn, Carboni, and Patall 2007; Harper 2010; Osher and Kendziora 2010).

School climate has been recognized as a potential lever in education policy since at least 1908, described by Perry (1908) in his book *The Management of a City School* as the "esprit de corps." Positive school climates are conducive to learning, whereas negative school climates are a barrier. A meta-analysis by Wang, Haertel, and Walberg (1997) that examined over 11,000 statistical findings to identify the most salient factors in student learning determined that "the different kinds of instruction and climate had nearly as much impact on learning as the student aptitude categories" (p. 205). Freiberg (1999) arrived at the conclusion that school climate is not only measurable and material to school stakeholders, but also malleable. The purpose of the SCLS is to provide school, district, and state leaders with reliable, actionable data that will afford them the levers needed to foster positive school climates.

The SCLS platform allows education leaders to seek the viewpoints of multiple respondent groups. A multi-perspective approach is important because each of the stakeholders experiences

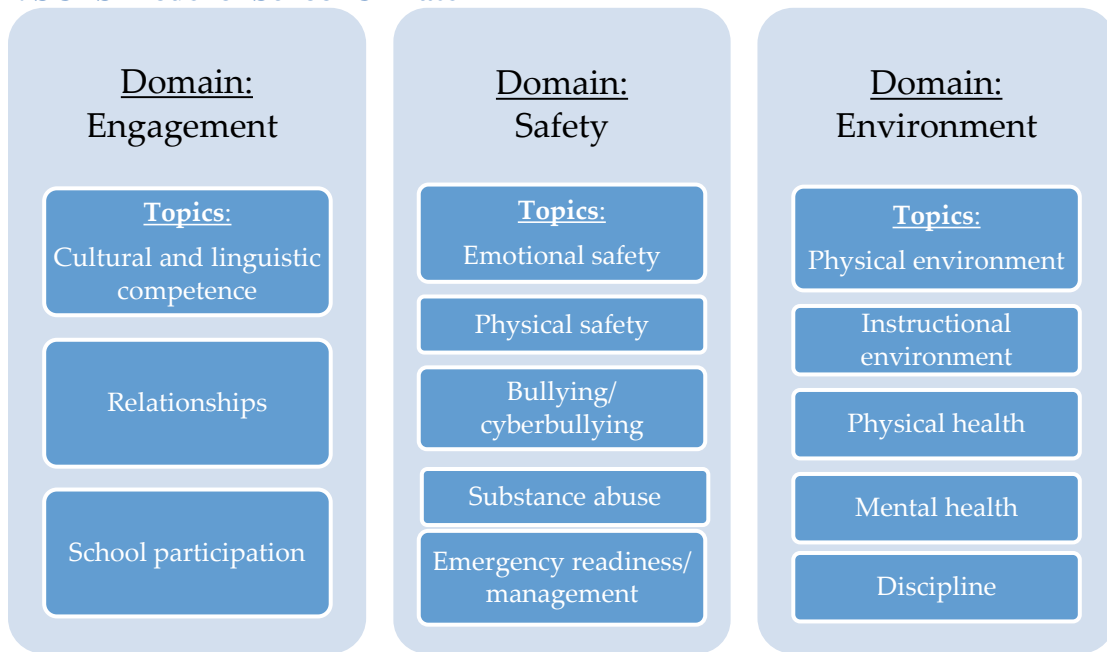
school climate differently. Students, as the focus of education, are the consumers. Teachers, as the agents of instruction, are the producers. School administrators and other staff, as the policymakers, are the leaders and implementers. Parents and guardians, as their children's supporters and advocates, are invested participants in fostering their children's academic, social, emotional, and physical development.

The SCLS includes four surveys, each measuring the perspective of a different group of stakeholders. The first instrument, the "student survey," is intended for middle and high school students. The second, the "teacher and instructional staff survey," seeks input from middle and high school teachers and other instructional staff. The third, the "principal and noninstructional staff survey," was developed for middle and high school noninstructional staff (e.g., administrators, counselors, coaches, librarians); most of the questions in this survey are presented to all noninstructional staff, but some are asked of principals only. The final instrument, the "parent survey," consults parents of middle and high school students.

## **2. What the School Climate Surveys (SCLS) Measure**

Three domains – Engagement, Safety and Environment – and their associated topical areas form the SCLS model of school climate (Figure 1). Each of these domains and topical areas are measured in each of the four survey instruments. Some of these domains and topical areas are closely related to one another and include similar concepts—SCLS takes a panoramic approach in order to fully map the composition and influences of a school's climate.

**Figure 1. SCLS Model of School Climate<sup>1</sup>**



## 2.1 Engagement

Engagement includes several components of “school connectedness,” such as the amount of effort students expend in the work of learning, their sense of belonging, and their emotional involvement with the school. Cultural and linguistic competence, relationships, and school participation formulate the bedrock measurements of Engagement in SCLS.

### ***Cultural and Linguistic Competence***

Cultural and linguistic competence involves the degree to which students and families from diverse backgrounds feel welcome and connected to their school.

### ***Relationships***

Positive relationships between students, adults, and peers are characterized by affirmative social interactions, leading to a nurturing environment of trust and support.

### ***School Participation***

Participation encompasses all of students’ efforts in the school context, ranging from class participation to extracurricular activities. Parents and staff also participate in school in various ways, such as through collective decision making and student instruction.

<sup>1</sup> See Appendix G for the research base of the SCLS.

## 2.2. Safety

Emotional and physical safety are fundamental characteristics of high-quality schools; in these schools, students feel a sense of belonging and are free to focus on learning (Dwyer and Osher 2000). Conversely, unsafe schools are associated with student and teacher victimization, increased truancy, lower levels of school attachment, decreased graduation rates, and increased disciplinary problems. In the SCLS, the Safety domain is measured via five topics: emotional safety, physical safety, bullying, substance abuse, and emergency readiness and management.

### *Emotional Safety*

Emotional safety is the actual and perceived experience of feeling safe to express emotions and the confidence to take appropriate academic risks.

### *Physical Safety*

Physical safety is predicated on protecting students from being victims of or witnesses to violence.

### *Bullying*

Bullying constitutes unwanted and aggressive actions directed from one person to another; the definition of bullying also involves a real or perceived power imbalance between the two parties, with the actions being repeated or having the potential to be repeated.

### *Substance Abuse*

Substance abuse is a harmful pattern of using substances such as alcohol, tobacco, illicit drugs, or prescription drugs.

### *Emergency Readiness and Management*

Emergency readiness entails a school's preparedness to respond to a crisis or to an emergency such as a natural disaster, a violent incident, or an act of terrorism.

## 2.3 Environment

Positive school environments are characterized by appropriate and well-maintained facilities; well-managed classrooms with high levels of engagement, rigor, productivity, and inclusion; a range of available school-based health supports; clear, fair disciplinary policies; and explicit policies and procedures governing various school practices. In the SCLS, the Environment domain consists of five topical areas: physical environment, instructional environment, physical health, mental health, and discipline.

### *Physical Environment*

A school's physical environment encompasses the physical appearance and functioning of the building, including lighting (artificial and natural), thermal comfort, air quality and ventilation, acoustics and noise control, size and configuration of rooms, permanent versus portable rooms, safety measures (cameras, signage, metal detectors, etc.), location, and the surrounding neighborhood.

### ***Instructional Environment***

The instructional environment refers to the interconnectedness of the academic, social, and emotional aspects of learning as they relate to student, including such things as the quality of instruction, the quality and availability of materials and resources, the level of expectations for academic achievement, a shared sense of responsibility, student engagement and connection with the curriculum, positive classroom management strategies, and a focus on building strong teacher-student relationships.

### ***Physical Health***

In the SCLS, physical health refers to the physical well-being of a school community and its members.

### ***Mental Health***

Mental health is more than just being psychologically well; it includes emotional and social well-being and is affected by many different factors.

### ***Discipline***

School discipline is defined as the rules and strategies applied in school to manage student behavior and the practices used to encourage self-discipline.

## **3. Goals of the SCLS Platform**

NCES's primary goal in the development of the SCLS platform is to provide a no-cost, user-friendly, high-functioning platform that schools, school districts, and states throughout the United States can use at their discretion to administer the suite of SCLS surveys. To achieve these goals, SCLS platform affords the following features:

- technology that does not require education agencies to incur licensing fees or other costs, such as those incurred for cloud-based servers or required contractor support;
- allows for the decentralized storage of data, accessible only to authorized users within the education agency that is administering the data collection;
- able to be installed and administered at all administering agencies with a "basic" network infrastructure;
- minimizes risks to data confidentiality, with procedures that preclude the collection of direct respondent identifiers (such as names, or e-mail addresses) and questions that may lead to indirect disclosure (such as detailed demographic information); and
- processes data and provides reports of survey results to the education agency using it, including scale scores.

These goals have implications for the design features that are present in many of the existing data collection platforms currently in use in schools, districts, and states, including features such as the ability to modify, delete, and add survey questions; the ability to create longitudinal data or linkages to external data sources; and detailed subgroup reporting.

## **4. Features of the SCLS Platform**

Education agencies independently administer the SCLS surveys, which means that there is no one organization (e.g., NCES) overseeing the data collection and ensuring that consistent procedures are implemented across schools. This lack of centralized oversight has the potential to threaten the validity of the results and comparability to national benchmarks. Therefore, the SCLS platform has been programmed with a focus on building in key features that should be implemented in a uniform manner across all collections.

### **4.1 Availability of Survey Link and Automated Dissemination of Username Credentials**

The platform allows respondents to access their survey through a URL that can be accessed from any location with internet access and from all standard operating systems and browsers; the student surveys are more likely to be administered at schools.

To allow potential respondents to follow a link to the survey platform, the platform offers education agencies the option to disseminate log-in credentials by e-mail directly from the platform. The e-mails can be generated and sent directly from the platform, containing log-in information for each e-mail address and/or a link to the log-in page of the survey (the link will be the same for every respondent). Although email addresses are matched with randomly generated log-in credentials, these email addresses are deleted from the database after the data collections are closed and, therefore, will not be linked to respondents within the platform to protect respondent confidentiality.

### **4.2 Informed Consent**

The SCLS is designed as a voluntary survey and incorporates informed consent/assent procedures; therefore, the need to obtain consent was considered during the development of the platform. For adult populations, obtaining consent is generally a straightforward process by which respondents receive information regarding the survey (including the purpose of the study, the extent to which confidentiality will be maintained, and other elements of informed consent) and, upon indicating their agreement to participate, begin the survey. For student populations, however, obtaining informed consent can require additional steps. Local education agencies administering the surveys should follow the appropriate procedures regarding parental consent that are used for any kind of surveys or testing. In the survey platform, students are presented with assent language that is appropriate for their age. This assent process is built into the surveys; similar to the adult populations, students are provided with information about the data collection and asked to participate. The default consent/assent language in the platform can be modified by the local education agencies based on their situations or practices.

### **4.3 Spanish/English Bilingual Feature**

The SCLS platform offers Spanish and English versions for the parent and student surveys. The SCLS platform allows these respondents to toggle between English and Spanish versions of questions at any point in the survey, giving them the option to answer different questions in different languages. The instructional staff and principal/noninstructional staff surveys are offered in English only.



#### 4.4 Survey Page Design

An important design issue of web-based surveys, with implications for question-level response rates, is the number of questions displayed on each survey page. If too many questions are included on each survey page or if the questions are poorly formatted to accommodate different screen sizes and resolutions, it is more likely that a respondent will be required to scroll down or across the page to view the question; this in turn can increase the likelihood that a respondent will fail to answer these questions. The SCLS platform contains only one question per page to allow for responding to surveys on mobile devices such as smart phones or tablets.

#### 4.5 Real-Time Submission Rates

The SCLS platform provides access to real-time submission rates at the school level. These submission rates are determined based on the number of respondents in each population who have logged into the survey and the education agencies' reports of the number of expected respondents in each population (i.e., the number of respondent usernames generated). The need to maintain respondent confidentiality and data security means that the platform cannot supply education agencies access to information about which respondents have completed the survey directly from the platform. The platform does, however, allow authorized users to export a list of usernames by completion status (e.g., a list of usernames not used). This information can be used by education agencies that have linked SCLS usernames to respondents in order to determine completion status at the respondent level and target non-response follow up as needed.

#### 4.6 Data Export

To maximize the utility of the SCLS data, the platform allows authorized users to download respondent-level data for all questions and scales. The initial log-in credentials are only included on student data. Those education agencies that have created a crosswalk between log-in credential and student identifiers can link individual-level student data to extant data (such as student administrative records) for further analyses. The data download process requires that the SCLS administrator read and acknowledge a statement that these data contain private, identifiable information, and must be handled in accordance with applicable confidentiality and privacy regulations. The data export functionality (and associated data import functionality) also allow schools to send data to districts for the purposes of creating district-level reports, and allow districts to send data to states for the same purpose.

#### 4.7 Platform Features Considered But NOT Included

Based on key informant recommendations and requests and AIR staff experience in administering school climate and other school-based surveys of students, parents, and staff, several design features were considered for integration into the SCLS platform. These platform features were considered advantageous but could not be implemented because they conflicted with platform goals described above or were outside of the scope of SCLS objective. Below we briefly describe these features, their potential advantages, and why they were not directly integrated into the SCLS platform.

#### **4.7.1 Preloading of Respondent Data**

Education agencies may desire a survey platform that allows respondent data to be preloaded into the platform rather than requiring respondents to enter the information. However, such a design feature could not be implemented for three reasons. First, it gives the impression that the SCLS surveys and platform can be used to create a federal database of identifiable student information, which if implemented, would violate federal regulations. Second, accommodating preloaded data to be used during survey administration would require significant custom programming—e.g., not all schools use the same staff role titles, so it would be difficult to ensure that all preloaded data would route staff to the appropriate role-based survey questions—that is outside of the scope of the SCLS objective. Third, risk to the confidentiality of responses would increase if SCLS responses were linked to identifiable records within the platform.

#### **4.7.2 Reporting of Data by Detailed Respondent Subgroups**

Enabling education agencies to break down the survey results by detailed respondent characteristics (such as gender, grade, race/ethnicity, gifted and talented status, special education status, and English language learner status) would allow agencies to assess perceptions of school climate in more detail and potentially create more targeted programs and policies to improve school climate. However, the potential for a breach in respondent confidentiality and data security outweighs the potential benefit. Additionally, statuses such as gifted and talented, special education, and English language learner may not be reliably reported by respondents. As such, the platform is not designed to allow agencies to view survey results by limited demographic characteristics, such as grade, gender, and race/ethnicity for student surveys. In order to maintain respondent confidentiality and data security, only a limited breakdown of results by respondent characteristics are allowed, and appropriate NCES Data Review Board (DRB) standards have been applied to resultant reports generated from the SCLS platform. If education agencies wish to perform more detailed subgroup student reporting, respondent-level data can be exported from the platform for this purpose, leaving the education agency responsible for ensuring proper protections.

#### **4.7.3 Customization of Survey Content**

Allowing end users to customize their survey administrations by adding, modifying, or deleting questions may be an attractive option to obtain maximum utility from the SCLS platform and surveys. However, modifying or deleting of survey content could potentially affect the psychometric properties of the SCLS scales, thereby posing significant risks to the comparability of results across education agencies and to national benchmarks. Specifically, the questions to be offered in the SCLS are intended to produce psychometrically validated scales, and it is crucial for the statistical validity of those scales that all questions remain in the survey. In the final version of the released platform after the benchmark study, the platform will allow education agencies to add questions, in the same multiple choice form, to the end of the surveys. The platform will

not provide any reporting on these additional questions. However, education agencies can export the data files and perform additional analysis and reporting outside of the system.

## 5. SCLS Recommended Practices

The recommended practices for SCLS survey administration provide education agencies with an overview of issues that they should be knowledgeable about prior to launching an SCLS administration. This guide covers the topics below and focuses on the different survey populations, as needed. The topics include:

### 5.1 Preparing for Administration

Determine location and/or methods for administrating student, instructional staff, noninstructional staff, and parent surveys. Though paper versions of the questionnaires are provided in Appendix F, SCLS are intended to be administrated and responded to online.

- Student
  - a. The school's own technology capacity plays a large part in considering whether computer lab, media centers, or classrooms (with laptops/tablets) are options for the administration. If multiple options are available, consider which venue in your school affords the most privacy to each student.
  - b. While acquiring parental consent is necessary, please use the standard practice of the state/district/school to acquire parental consent for any surveys or testing. The paper versions of the student questionnaires are available in both English and Spanish for parents to review. It is recommended that the paper version be sent along with start-of-school orientation documents, if possible. As references, two sample parental consent forms are included in Appendix E.
    - If your state law does NOT require parents to "opt in" for surveys of their child, you can provide them the Parent Consent Form I found in Appendix E.1.
    - If your state law does require parents to "opt in" for surveys of their child, you will need to provide them the Parent Consent Form II found in Appendix E.2.
- Instructional and noninstructional staff
  - a. If your school does not provide instructional and noninstructional staff access to computers in their classrooms or offices, consider creating a sign-up sheet for the available computers for staff to rotate through.
  - b. The conclusions of staff meetings provide opportune venues to both pitch the surveys to staff and to have them complete them. Consider setting aside time and/or computers in a part of the meeting for staff to use.
- Parent
  - a. In-person pitches may be more effective at increasing parent response rates than merely letters and emails. If a significant number of parents do not have email addresses or computer access, then letters and in-person pitches become even more important. In such an instance, consider making the SCLS a cornerstone of

the orientation and parent-teacher conferences. Allocate more computers for SCLS during these meetings as well and have plenty of print versions on hand for those who request them.

- Orientation is ideal for pitching the surveys to parents.
  - Parent-teacher conferences provide opportune venues to both pitch the surveys to parents and to have them complete them. Consider setting aside a room with computers for parents to use while waiting to start their conference or when they are finished with their conference.
- The importance of standardized procedures:
    - a. Whether your aim is to compare your school climate results to a nationally representative cohort or to establish your own trend data, applying standardized procedures is critical to producing reliable data. Accurate measurement of the discrepancies between two cohorts, or the change over time in a single cohort, cannot be achieved if the measurement itself is changed.
    - b. In the context of SCLS, this means maintaining uniform procedures for administering the survey to students, including the selection of proctors, using the proctor scripts (see Appendix D), and applying strict protocols to ensure privacy. Doing so requires a little training to familiarize the administrators and proctors with the scripts, procedures, and use of the FAQ guide to answer respondents' questions. It also means conducting your survey during the same cyclical window as the national benchmark (if you want the most reliable comparisons to the national cohort) and conducting the survey during the same cyclical time frame annually or biannually (if you want the most reliable trend data).
  - The logistics of administering SCLS:
    - a. The SCLS platform has been developed to be usable at varying levels, from entire states to individual schools. Depending on the size and complexity of the population and the education institutions, the logistics of the administration may require different divisions of labor.
    - b. For state level administrations, consider the following configuration:
      - "State Survey Administrator": The person leading the SCLS administration at the *state* level. This person controls the generation and dissemination of username credentials for all respondents, monitors the live response rates of each respondent group, and orchestrates the activities of the District and School Survey Coordinators.
      - "District Survey Coordinator": The people managing the SCLS administration at the *district* level. These people act as liaisons between the State Survey Administrator and the School Survey Coordinators.
      - "School Survey Coordinator": The people managing the SCLS administration at the *school* level. These people answer respondents' questions about SCLS,

- remind all respondents to answer their surveys, reserve space for students to take surveys, etc.
  - “Proctors”: The people administering the in-school student surveys. These people prepare the rooms for the students, read the Proctor Scripts to the students, take note of absentees, and provide support to students having trouble with the survey.
  - Depending on the size and complexity of the district, either the District Survey Coordinators or the School Survey Coordinators are tasked with recruiting Proctors, and organizing and conducting the Proctor Training.
- c. For district level administrations, consider the following configuration:
- “District Survey Administrator”: The person leading the SCLS administration at the *district* level. This person controls the generation and dissemination of username credentials for all respondents, monitors the live response rates of each respondent group, and orchestrates the activities of the District and School Survey Coordinators.
  - “School Survey Coordinator”: The people managing the SCLS administration at the *school* level. These people answer respondents’ questions about SCLS, remind all respondents to answer their surveys, reserve space for students to take surveys, etc.
  - “Proctors”: The people administering the in-school student surveys. These people prepare the rooms for the students, read the Proctor Scripts to the students, take note of absentees, and provide support to students having trouble with the survey.
- d. For school level administrations, consider the following configuration:
- “School Survey Administrator”: The person leading the SCLS administration at the school. This person controls the generation and dissemination of username credentials for all respondents, and monitors the live response rates of each respondent group. The person also answers respondents’ questions about SCLS, reminds all respondents to answer their surveys, reserves space for students to take surveys, etc. This person also recruits Proctors, and organizes and conducts the Proctor Training.
  - “Proctors”: The people administering the in-school student surveys. These people prepare the rooms for the students, read the Proctor Scripts to the students, take note of absentees, and provide support to students having trouble with the survey.
- Selecting proctors for the student survey:
    - a. The student surveys need classroom proctors, and therefore require an administrator or coordinator to select the proctors and furnish them with the usernames and scripts. Depending on the size and complexity of your administration, this task can either be accomplished by a district-level coordinator or it may need to be devolved to school-level coordinators.

- b. Eligible proctors may include teachers, student-teachers, noninstructional staff, school counselors, school nurses, or outside consultants. If teachers or student-teachers are used, please consider having them proctor for classes of students that they do not teach. Despite overt privacy procedures, students may not be as open to providing honest responses in the vicinity of their regular class teacher.
- Training Proctors:
  - a. Training the proctors is critical to ensuring that the students finish the survey within a single class period. Provide the proctors with the Proctor Introductory Script (see Appendix D) and the. Hold an in-person or virtual meeting to review the materials and field any questions the proctors may have.
  - b. All individuals involved in administering SCLS, including the survey proctors, should sign the Confidentiality Pledge (see Appendix C). This reinforces the commitment to confidentiality and the signed form can be shown to parents to assuage privacy concerns.
- Information on collecting data from a universe of respondents:
  - a. It is recommended that data be collected from all eligible respondents at a school to obtain a full picture of the school climate.
  - b. Response rate: Achieving high response rates are very important for obtaining valid and unbiased data. Education agencies should make a decision regarding the minimal response rates of a school for it to be included in reporting.
- Overcoming the challenges around communicating with parents:
  - a. Parents' opinions about a school's climate are very important. However, obtaining interest and support from parents can be challenging. Parents may not have the technology to access the survey or have enough technical skills to answer the online survey. Parents may also be too busy to respond to the survey. Given these challenges, we recommend reaching out to parents early, informing them about the goal of the survey and providing opportunities to ask questions. Schools may need to get creative in getting parents interested in the survey. It is important to note that the parent survey is short and it can be answered on any mobile device such as tablets or smart phones.

## 5.2 Setting Administration Window

Setting the dates of the administration involves early planning. The dates of the data collection window can affect participation rates, the perceptions of certain school climate factors, and future administrations. Consider the following guidelines:

- Validity
  - a. The national benchmark survey will be conducted between February and the end of April, 2016. If you are principally interested in comparing your survey results to those of the nation, you should set your data collection window to the same time frame.

- b. If you intend to use SCLS to establish trend data, repeated administrations should be conducted cyclically, during the same 2-week to 1-month window, annually or biannually. This prevents conflation of cyclical factors with structural factors.
- c. School Year Schedule
  - The SCLS should be administered no later than April, if possible. Later administrations face the challenge of competing for time with standardized tests, increasingly busy school schedules, and higher absentee rates (an especially acute problem when surveying 12th grade students).
- d. Other Considerations
  - **Holidays.** It is best to avoid conducting SCLS after long school breaks, especially after the winter holiday and spring break. In general, surveys should not be conducted on the day immediately before or after a holiday because absentee rates may spike.
  - **Days of the Week.** If possible, avoid administering the SCLS on Mondays and Fridays as they often have unusually low attendance rates. This is particularly prevalent on Fridays before a Monday holiday.
  - **Adjusting the Dates of the Data Collection Window.** If the submission rates<sup>2</sup> are low, the SCLS platform allows the survey administrator to extend the data collection window period. This is a particularly attractive feature when encountering high numbers of respondents whose status is “logged-in, not submitted.” This group of people has shown interest by logging in, and may be convinced to finish the survey if reminded and given a little more time.

### 5.3 Test Run Prior to Administration of Student Surveys

It is useful to do a test-run of the platform and logistics chain to make sure that the platform has been installed properly and the system works. It is also useful for familiarizing yourself and the administrators with the process. For efficiency, consider folding this test-run into the training of district- and/or school-level administrators.

- Set the Data Collection date.
- Generate one username for each respondent group.
- Use the usernames to login and answer the first few questions.
- Check the “Monitor Status” tool to make sure it is showing your username as “Logged-in, Not Yet Submitted.”
- Complete the rest of the survey.
- Check the “Monitor Status” tool to make sure it is showing your username as “Submitted.”
- Check the final report to make sure it reflects question-level data.

Two or three days before the survey, the administrator should distribute the following materials to each proctor:

- Classroom number(s) and period(s) of their administrations
- Class roster (to keep track of absentees)

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<sup>2</sup> The number of cases submitted over the number of usernames generated.

- Student usernames
- Proctor Instructions
- Introductory Script (see Appendix D)

## 5.4 During Administration

Guidelines to continued communication during administration:

- The SCLS platform does not allow the survey coordinator to see which individuals have completed the survey. However, it does tell the user how many of the usernames generated for each survey have been logged in and how many of those have completed the survey (see **Section X.X of the Technical Guide**). The survey administrator can then use the submission rates to motivate non-respondents to participate. For example, the submission rates can be included in the reminders sent to participants. We recommend displaying the numbers in visual formats (e.g., pie graphs) for added effect. If you are conducting the survey in multiple schools, you can imbue a competition aspect by publicizing the completion rates of each school. The same concept can be applied to whole district or state, depending on the size of your administration.

Monitoring submission rates:

- Achieving a high response rate is important to avoid non-response bias. Non-response bias occurs when the views expressed by those who respond do not reflect the views of non-respondents. For example, a possible SCLS manifestation of non-response bias could involve the most dedicated staff members eschewing the survey to cater to students' immediate needs. Such staff members are likely to have very strong staff-student relationships, but if they do not complete the survey, the overall results may be skewed towards weaker relationships.
- Please note that since SCLS does not allow pre-loading of respondent data, the survey administrators can generate usernames of any number<sup>3</sup> and later assign them to eligible respondents within or outside of the system. Given this feature, the SCLS system will display submission rates. These rates will be the same as the response rates if the number of usernames generated is the same as the number of eligible respondents. In cases where extra usernames are generated, submission rates can only be used as an approximation of response rates.

Non-response intervention options:

- Reminder emails and/or letters that can be sent to respondent groups to increase participation.
- Who sends the reminders to which respondent groups is best determined by relationship immediacy. As such, teachers are the best contact points for reaching out to parents, principals are best suited to influencing instructional and noninstructional staff to respond, and district leaders are best suited to achieving full participation from principals.

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<sup>3</sup> Extra usernames will be generated if an administrator sets the number of usernames in the system higher than the actual number of eligible respondents.



Lackluster response rates are most acute in parent surveys of school climate. Employ the following strategies to optimize parents' response rates:

- Emphasize the value/actionability of the data gathered and ensure confidentiality. The usernames are not connected to any particular individual. The parents' input is valuable because they are the only adult stakeholders in the school system who are not directly part of that school system.
- Teacher-parent conferences provide an opportune venue for parents to complete the survey. The teachers give feedback on the child's progress to the parents, and the parents can then provide feedback to the school about its climate. We recommend designating a room with computers for parents to fill out the survey while they are waiting for their turn with the teacher or when they are finished with their conference.
  - a. Be careful about soliciting parent input during school-sponsored events, like PTA meetings. Such programs draw a narrower band of parents who are likely to be far more involved in their child's school than the average parent, leading to an over-representation of a subset of the population.

Providing support to parent, instructional staff, and noninstructional staff:

- The SCLS package sent to all non-student respondents should include the FAQs provided in Section 7.
- If the FAQs do not provide the answer, respondents' queries should be routed to survey administrators or appropriate personnel:
  - a. Questions and/or comments about Survey Questions
    - Contact [NCES, affiliation, email, telephone]
  - b. Questions about logging-in (username not working, resetting usernames, using PIN, etc...)
    - Contact [Survey Administrator, affiliation, email, telephone]
  - c. Questions about Survey functionality and user-interface (navigation, time-outs, Spanish/English toggle feature, etc...)
    - Contact [AIR, affiliation, email, telephone]
  - d. Questions about Survey technological requirements (hardware and software required updates, access via Mac/Windows/Linux, access via different browsers, etc...)
    - Contact [AIR, affiliation, email, telephone]

## 5.5 After Administration

### **Results**

The SCLS platform automatically produces a report upon completion of each survey.<sup>4</sup> However, if you wish to apply further analysis of the data, you may export the data into an excel file and then manipulate it as needed.

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<sup>4</sup> During the pilot study, only the survey submission reports and item frequency reports are available in the system. Scale scores will be provided to participating schools/districts only after the pilot data have been analyzed.

### ***Storage of the Data***

The education agency that conducts SCLS is responsible for storing the data in a secure manner. Any materials that directly or indirectly identify respondents should be kept in a locked compartment in a locked room when not in use. For the pilot, AIR will receive data from local educational agencies after direct identifiers are removed from the data. The data will be password protected and kept on a secure server.

### ***Deletion of the Data***

The SCLS platform can be used for multiple cycles without deleting prior data collections. The platform's tools have been streamlined to allow sorting according to each administration. Keeping the data makes multi-administration comparison easier by establishing trend lines. However, the data are ultimately the responsibility of the education agency that collected them, and deleting or preserving them is the discretion of that agency.

## **6. Instructions for in-School Administration of the Student Survey**

The instructions for in-school administration of the student survey cover the following topics:

- Scheduling resources (e.g., time in computer labs)
  - a. The student survey portion of SCLS has been designed to be completed in a single, 50-60 minute class period. This includes the proctor reading the script to students, the students logging in, and the student completing the survey. Thus, the school survey administrator should be able to follow the standard computer lab/media center reservation procedures at his/her respective school.
- Accommodations for students (e.g., magnifying devices, bilingual dictionary, extended time, small group administration)
  - a. The SCLS surveys are 508 compliant<sup>5</sup> and are provided in both English and Spanish for students. For any additional accommodations, schools can choose to provide them as they usually do for student testing.
- Absent students (i.e., preparing for make-up administration time)
  - a. For student surveys it is important to fold make-up dates into the data collection window, especially for large school-, district-, and state-level administrations. Absentees are inevitable, and a large enough number of them could introduce a non-response bias. Have at least one make-up day set aside for school-level surveys, and consider setting aside multiple dates for larger administrations.
- Setting the ground rules of the administration
  - a. Students should be instructed to take a seat at a computer terminal of their choice that has a voluntary assent form and a username card to use to log-into the survey. They should be reminded to stay quiet throughout the survey to avoid distracting fellow classmates. If they have a problem logging into the survey, they should raise their hands. If they have a question about the meaning of language used in

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<sup>5</sup> Section 508 of the Rehabilitation Act of 1973, as amended in 1998, requires that all Federal information that is accessible electronically must be accessible for those with disabilities.

- the survey, they should do their best to figure out the intent—in order to ensure privacy, the proctor cannot answer such questions.
- b. When the above has been stated, the proctor should begin reading the Proctor Script (see Appendix D).
- Assigning log-in credentials and ensuring all students can log in to the survey platform
    - a. It should be evident to the students that the proctor cannot connect a username to a student. As such, we recommend placing a username at each computer before the students arrive, and then allowing them to choose where they sit. If you prefer assigned seating, we recommend having students pick-up a username from a stack as they walk into the room. Use the standard administration procedures and conduct the surveys in settings that ensure students' privacy.
    - b. The proctor should be free to move around the room until every student has successfully logged in and reached the welcome page. If a student has trouble, ask him/her to try the username again, paying careful attention to special characters and capitalization. If the problem persists, provide the student with a new username, make note of the problematic username and pass it on to the survey administrator. Once a student logs in, the system will generate a PIN for re-entry to their survey. The PIN cannot be recovered by the survey administrators. Please instruct students to write down their PINs in case they need to re-enter the survey.
  - Accessing the survey in Spanish
    - a. The SCLS platform has a bilingual toggle feature (see Section # of Technical Guide).
  - Answering students' questions
    - a. The proctor should help students log-in. Once students are logged in, the proctor should not try to come up with answers to any questions about wording of any items in the survey in order to maintain privacy and standardized protocols. In case of questions, please tell students to try their best to respond based on their best guess. Also note the items and the questions students have and pass the information to NCES through the survey administrators.
  - Closing out when the survey period ends
    - a. It is best not to allow students to leave the class or surf the web upon finishing the survey as this may incentivize them to rush through it too quickly. Either ask them to sit quietly or give them an activity that will not disturb others (e.g., a reading assignment).

## 7. Frequently Asked Questions (FAQs)

The FAQs provides both education agency staff and technical assistance staff with a list of potential questions and answers for general questions about the SCLS, as well as technical issues and survey administration issues<sup>6</sup>.

*Q: How long will the surveys take?*

---

<sup>6</sup> The list of FAQs is initially developed based on the experience of the SCLS team in administering school-based surveys via an online platform, and will be updated after the pilot study and the national benchmarking study.

A: The surveys range in time. The student, instructional, and noninstructional staff surveys take about 30 minutes to complete and the parent survey takes about 15 minutes.<sup>7</sup>

Q: *Can I modify/remove questions I don't want?*

A: Modifying or removing survey questions will potentially affect the psychometric properties of the SCLS scales, thereby posing significant risks to the comparability of results across education agencies and to national benchmarks. Specifically, the questions to be offered in the SCLS are intended to produce psychometrically validated scales, and it is crucial for the statistical validity of those scales that all questions remain in the survey. As a result, schools and districts will not be able to alter the questions that are currently part of SCLS.

Q: *Can I add additional questions?*

A: In the final version of the released platform, after the benchmark study, the platform will allow education agencies to add questions in the same multiple choice format to the end of the surveys. The platform will not provide any reporting on these additional questions. However, education agencies can export the data files and perform additional analysis and reporting outside of the system.

Q: *If there is a problem setting up the survey platform in the pilot study, who can I contact?*

A: There is an SCLS Help Desk that will be available should you have any problems setting up the survey platform. You may contact the SCLS Help Desk at 1-844-849-5252, or send an email to [schoolclimate@air.org](mailto:schoolclimate@air.org).

Q: *Who will be responsible for the data collected? Where are the data stored?*

A: Depending on the level of the survey administration, either your individual school, local school district, or state will be responsible for the data collected, and these data will be stored on the respective school, district, or state servers.

Q: *Do we need to obtain any additional approval for administering the survey?*

A: It is the responsibility of the education agency who conducts the SCLS to check if additional approval is required by the state or locality.

Q: *What questions do the surveys ask?*

A: The surveys cover a wide range of topics related to school climate, including questions concerning school engagement, school safety, and school environment. The survey does not ask about the personal experiences of individuals, but rather, asks about the perceptions of levels of safety, engagement, and environment at the school.

Q: *Are the paper versions of the questionnaires available?*

---

<sup>7</sup> The pilot study versions of the questionnaires are longer. Items that do not perform well in the pilot study will be removed from the released SCLS platform. In the pilot study, it will take around one hour to administer and complete the student, instructional staff and noninstructional staff surveys. The parent takes around half an hour to complete.

A: Print versions of the questionnaires are available for review, but SCLS are designed to be responded to online.

Q: *Who should respond to the surveys?*

A: The surveys were designed with all relevant stakeholders in mind. As a result, all school staff, along with all students and parents/guardians of students enrolled at the school should respond to the surveys.

Q: *When is the best time to administrate the surveys?*

A: While local needs and context may vary, it is recommended that the surveys be administered sometime during the spring.

Q: *How frequently can the surveys be administrated?*

A: There is no limitation to the frequency of survey administration in a given school year. However, to ensure consistency of data, the surveys should be administered during the same cyclical time frame each year.

Q: *Can we administrate just one or some of the four surveys?*

A: You can. However, SCLS is designed to be a suite of surveys to establish a baseline of school climate across all relevant stakeholders. We recommend the administration of the surveys to all respondent groups in order to obtain the most comprehensive picture of the school's climate.

Q: *What kind of reporting does the survey platform provide?*

A: The SCLS platform will provide access to real-time response rates at the school level. These response rates will be determined based on the number of respondents in each population who have logged into the survey and the education agencies' reports of the number of expected respondents in each population (i.e., the number of respondent access codes generated).

Q: *What is the accommodation for students with disability or ELL?*

A: The SCLS platform is 508 compliant and has been programmed so that the survey can be completed in either English or Spanish. However, it is beyond the scope of this project to directly accommodate additional student needs, such as translation into languages other than English and Spanish.

## **8. SCLS Reports – Understanding the SCLS scales**

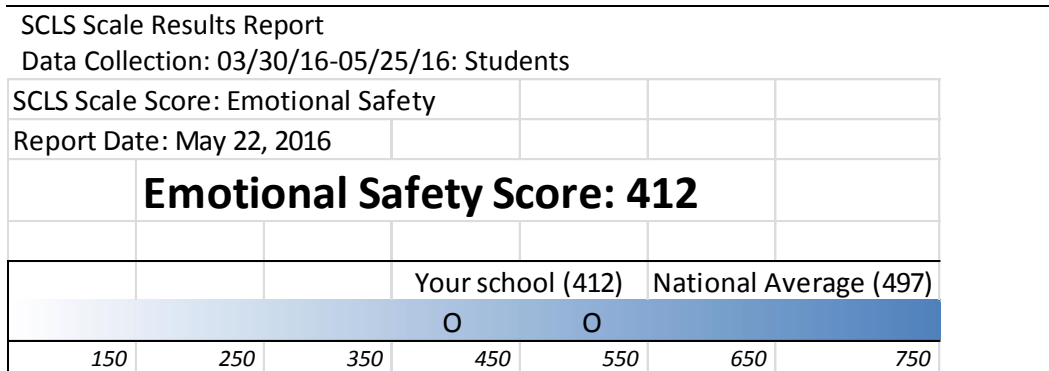
This section provides education agencies with information on how to interpret the SCLS scales. SCLS measure three domains -Engagement, Safety and Environment - and 13 topical areas. For the student, instructional staff, and noninstructional staff surveys, the aim is to measure most of the topical areas with scales; these topical area scale scores may be consolidated into the domain scores (Engagement, Environment, and Safety). For each of the topical areas that will be measured with a scale, we include 7-10 items for the student, instructional staff, and

noninstructional staff surveys, with the aim of ending up with 5-6 items per topical area in the final SCLS instruments. Due to the small number of items included in the emergency readiness and management topical area, we will omit this topical area as a scale score.

For each construct in the SCLS surveys, scale score reports in the released SCLS system after the pilot study will be available for each respondent group immediately after the close of data collection. For each survey, individual subdomain scores of all completed surveys will be aggregated at the education agency level and graphically presented. Results will be reported for all completed surveys when there are at least three completed surveys in the subgroup.

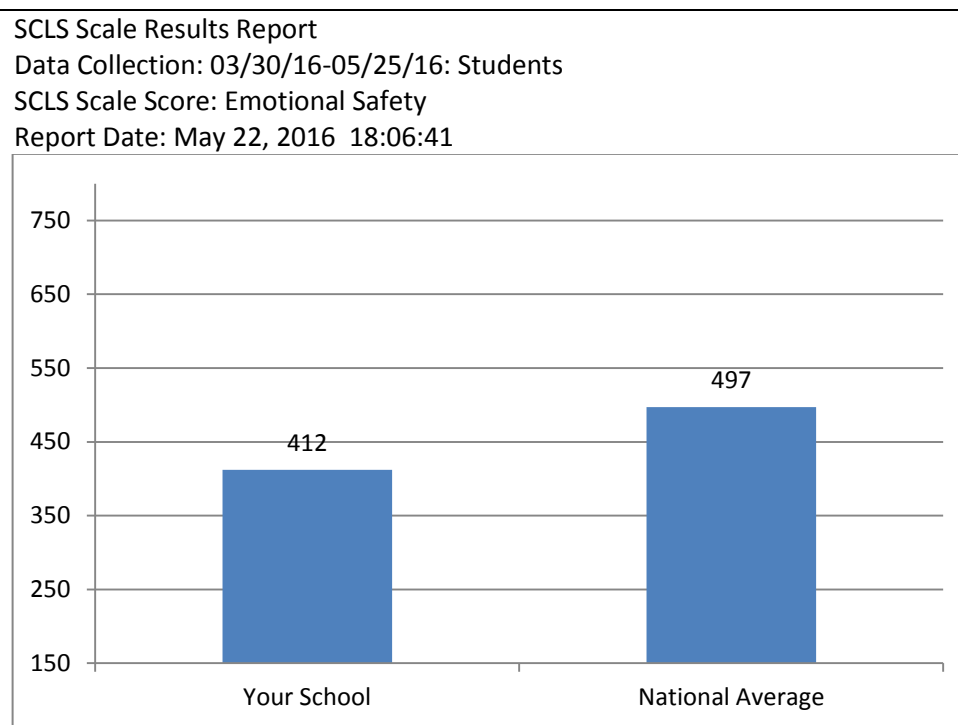
Similar to the item-level frequency distributions, scale scores for each subdomain (and domain, where appropriate) will be presented using simple graphical displays. The use of theta scores to represent construct measurements can be thought of as similar to SAT scores, where the raw value is meaningful in its relation to a comparison point. The graphical presentation of these theta scores can show the average theta score and the comparison point (the national average from the benchmarking study) for a respondent group, as shown in the example in Figure 2.

**Figure 2. SCLS scale report: Continuum display**



Simple bar graphs can also be used to show this information, as displayed in Figure 3.

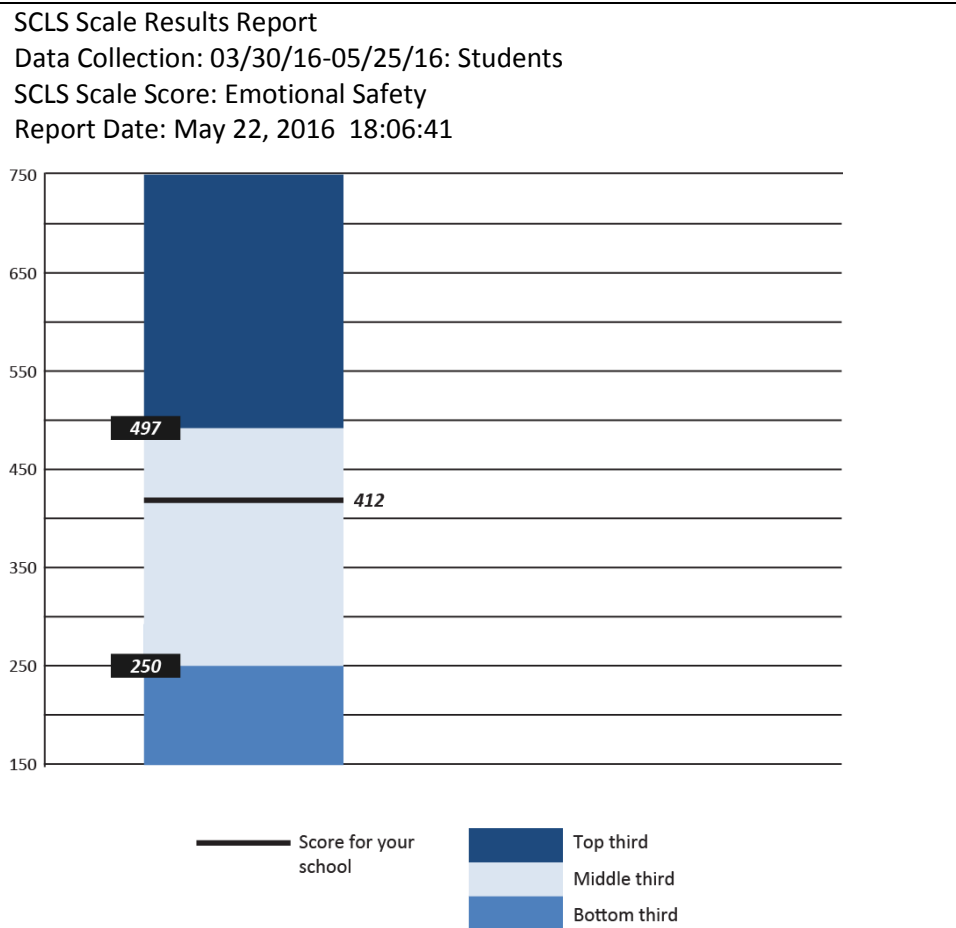
**Figure 3. SCLS scale report: Bar display**



While the bar graph presented in Figure 3 provides a simple display of the scores, it is necessary to include additional context, such as range and/or variability information that will help the user understand scores for a specific school in relation to the national average and distribution of scores. Cut points will not be calculated for the SCLS through psychometric analysis; however,

by displaying tertile information from the national distribution, users will be able to determine how their score compares to the national distribution, as shown in Figure 4.

**Figure 4. SCLS scale report: Bar display with national information, exact score**



Note: Thirds are displayed to provide context for the distribution. The line shows the exact score of a school.



## Appendix A General Communication Language (e.g., District communication about Pilot SCLS to schools)

<DATE>

<Coordinator name>

<school name>

<address>

<city, state zip>

Dear <administrator>

<Education Agency> has endeavored to help pilot test the School Climate Surveys (SCLS) platform, a suite of four surveys (one each for parents, students, instructional staff, and noninstruction staff) that can be administered to an individual school, a district, or an entire state. The SCLS platform, developed by National Center for Education Statistics (NCES), will be freely available to education agencies, with no licensing or other required costs associated with acquiring, installing, configuring, or administering the survey on existing network systems. Following the pilot test, NCES also plans to conduct a national benchmark study to provide data for comparisons between school climate scores at the local and national levels.

School climate has been recognized as a potential lever in education policy since at least 1908, described by Perry (1908) in his book *The Management of a City School* as the “esprit de corps.” School climate encompasses health and safety, interpersonal relationships, instructional resources, and facilities. Positive school climates are conducive to learning, whereas negative school climates are a barrier. Our purpose in administering the SCLS is to provide <Education Agency> with reliable, actionable data that will afford us the levers needed to foster positive school climate(s).

Participation in this study is voluntary; however, we encourage your <Education Agency’s> participation in this phase of SCLS. The participation of your <Education Agency> in this data collection is crucial for the development of valid survey question that will accurately measure school climate and to develop a no-cost, user-friendly, high-functioning tool that schools, school districts, and states throughout the United States can use at their discretion to administer the suite of SCLS surveys.

If you have questions about the SCLS or your <Education Agency/s> participation in this pilot test, please feel free to call me at <Coordinator Phone Number> or send an email to <Coordinator Email>.

Thank you for your support of this initiative.

Sincerely,

<Coordinator Name>

<Coordinator Contact Information>

## **Appendix B** **One-Page Flyer**

The one-page SCLS flyer is ideal for recruiting respondents and answering inquiries about SCLS from interested parties.



## School Climate Surveys Platform

### What is the SCLS Platform?

In early 2013, the Department of Education announced that a high priority would be placed on efforts to help the nation's schools "create safer and more nurturing school climates." One component of this effort is the development of a school climate measurement platform to provide valid and reliable measures of school climate for local education agencies including schools, school districts, and states. The Office of Safe and Healthy Students (OSHS) provided funds to the National Center of Education Statistics (NCES) to develop this platform for release in the fall of 2015.

The platform will be **downloadable free of charge** and provide user-friendly school climate reports. Local education agencies administering the survey will be able store the data locally on their own data systems. The platform will include surveys for middle and high school students, their parents, teachers/instructional staff, non-instructional staff and administrators. In 2016, NCES will survey 500 schools to create nationally-representative school climate benchmark scores. The national benchmark scores will be added to the platform's reporting functionality to enable comparisons between local and national scores.

### Features of the Platform

The school climate platform will provide domain-level climate scores for local education agencies administering the surveys and each of the school climate topics. School administrators can examine these scores for the entire school and by grade level, race, or gender. Item-level statistics will be available at the school-level. Districts administering the survey will be able to produce reports to compare between schools and compare individual schools with the entire district. States administering the survey will be able to produce reports to compare between districts and compare individual districts with the entire state.

#### Development Priorities

- Minimize disclosure risk
- Process data and provide survey results to the administering education agency
- Allow for the import and export of data such that schools can deliver data to districts or states, for the purposes of higher level reporting
- Allow for users to add user-created items
- The platform is being developed as license-free technology

### What's measured?

#### Engagement

- + Cultural and linguistic competence
- + Relationships
- + Participation

#### Safety

- + Emotional safety
- + Physical safety
- + Bullying/cyberbullying
- + Substance abuse
- + Emergency readiness/management

#### Environment

- + Physical environment
- + Instructional environment
- + Physical Health
- + Mental Health
- + Discipline

### Development Schedule

#### July 2014

Administer cognitive labs to test survey content and platform usability.

#### February 2015

Administer pilot test of 25 middle schools and 25 high schools to test items, develop scales for topics and domains, and refine platform technology.

#### September 2015

School climate platform available for education agency download.

#### March 2016

National benchmark data collection of 250 middle schools and 250 high schools.

#### September 2016

A revised school climate platform with national benchmark reporting is available for education agency download.

If you are interested in knowing more about the SCLS Platform or the upcoming SCLS pilot study, please email [schoolclimate@air.org](mailto:schoolclimate@air.org) or leave a message at 1-844-849-5252 (toll free).



## Appendix C Confidentiality Pledge (sample form)

I hereby certify that I have carefully read and will cooperate fully with the SCLS procedures on confidentiality. I will keep completely confidential all information arising from surveys concerning individual respondents to which I may gain access. I will not discuss, disclose, disseminate, or provide access to survey data and identifiers. I will devote my best efforts to ensure that there is compliance with the required procedures by personnel whom I supervise. I give my personal pledge that I shall abide by this assurance of confidentiality.

My signature below indicates I have read and agree to the Pledge of Confidentiality.

*Signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*Printed Name:* \_\_\_\_\_ *Date of birth:* \_\_\_\_\_

## Appendix D

### Proctor Script for in-School Student Survey (Sample language)

Good morning/afternoon.

You're here because the [school/district/state] wants to conduct a survey to hear your opinions about your school. The survey will ask your opinion on questions ranging from student engagement, to bullying, to the conditions of the school building itself. Your answers will be used to improve the school experience for you, your fellow students, and your teachers. Your teachers, and in fact all the staff in your school, will also have the chance to voice their opinions on similar surveys. Even your parents will receive a survey and the chance to have their say.

Your [school/district/state] wants to hear from everyone, so your participation is very important. But it's also voluntary. You do not have to take the survey and you can skip any question you don't want to answer.

Please answer the questions as best you can. If you are unsure about the meaning of a survey question, do your best to answer it on your own. In order to maintain privacy, I will not be allowed to help you. Similarly, you should not ask other students or look at their responses.

When you have finished the survey, sit quietly and do not disturb your fellow students.

Now, take the username in front of you, use it to log into the survey, but do not begin the survey until instructed. Once I have made sure everyone has successfully logged in and wrote down the PIN displayed on the page, I will move to a part of the room where I cannot see anyone's answers, and at that time I will instruct you to begin.

...

Now that everyone has reached the PIN page, please begin.

## **Appendix E**

### **Consent Forms (Sample)**

Please refer to your state and localitie’s informed consent laws in deciding which consent form to use.

Appendix E.1 – Parent Consent Form I (Opt in NOT Required)

Appendix E.2 – Parent Consent Form II (Opt in Required)

## Appendix E.1 Parent Consent Form I (Opt in NOT Required)

**[NOTE: While the italicized text may be modified to suit the needs of each school or district, the non-italicized text should be kept consistent across all pilot study sites.]**

### SAMPLE OPT-OUT PARENTAL CONSENT FORM

Dear parent/guardian:

*<SCHOOL NAME> is participating in a pilot test of a voluntary survey about school climate. The survey will be administered to students during regular school hours during the week of <WEEK OF ADMINISTRATION>. It will ask students about their perceptions surrounding topics such as student engagement, school environment, and school safety.*

To analyze and refine the questionnaires, the National Center for Education Statistics (NCES) will receive individual-level responses from participating schools and districts but without the names or other direct personal identifiers of the respondents. All information received by NCES that in any way relates to or describes identifiable characteristics of individuals is protected from disclosure by federal statute; it may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required law (20 U.S.C., §9573).

*If you do not want your child to participate in this survey, please complete, sign, and postmark this letter using the enclosed postage paid envelope by <DEADLINE DATE>. If you sign and postmark this letter by <DEADLINE DATE>, this means your child will not participate in the survey and will be asked to report to a designated place in the school (for example, the library) while the survey is administered.*

*If you have any questions about this study or about your child's participation or would like to see a copy of the student survey, please contact <ADMINISTRATOR NAME> at <ADMINISTRATOR NUMBER>. If you have any questions about your child's rights as a participant in this study, please contact <NCES CONTACT INFO>.*

*I understand that completing and signing the form below and returning this letter, my child will not be allowed to take the School Climate Survey.*

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Printed Name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

*If you do want to allow your child to take the survey, you do not have to sign or send back anything.*

Sincerely,

<ADMINISTRATOR NAME>

## Appendix E.2 Parent Consent Form II (Opt in Required)

**[NOTE: While the italicized text may be modified to suit the needs of each school or district, the non-italicized text should be kept consistent across all pilot study sites.]**

### SAMPLE OPT-IN PARENTAL CONSENT FORM

Dear parent/guardian:

*<SCHOOL NAME> is participating in a pilot test of a voluntary survey about school climate. The survey will be administered to students during regular school hours during the week of <WEEK OF ADMINISTRATION>. It will ask students about their perceptions surrounding topics such as student engagement, school environment, and school safety.*

To analyze and refine the questionnaires, the National Center for Education Statistics (NCES) will receive individual-level responses from participating schools and districts but without the names or other direct personal identifiers of the respondents. All information received by NCES that in any way relates to or describes identifiable characteristics of individuals is protected from disclosure by federal statute; it may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required law (20 U.S.C., §9573).

*If you do want your child to participate in this survey, please complete, sign, and postmark this letter using the enclosed postage paid envelope by <DEADLINE DATE>. If you sign and postmark this letter by <DEADLINE DATE>, this means your child will participate in the survey and will be asked to report to a designated place in the school (for example, the computer lab) where the survey is administered.*

*If you have any questions about this study or about your child's participation or would like to see a copy of the student survey, please contact <ADMINISTRATOR NAME> at <ADMINISTRATOR NUMBER>. If you have any questions about your child's rights as a participant in this study, please contact <NCES CONTACT INFO>.*

*I understand that completing and signing the form below and returning this letter, my child will be allowed to take the School Climate Survey.*

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Printed Name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

*If you do want to allow your child to take the survey, you do not have to sign or send back anything.*

Sincerely,

<ADMINISTRATOR NAME>



## **Appendix F**

### **Print SCLS Surveys**

This appendix provides print versions of the SCLS surveys.

Appendix F.1 – Print SCLS Student Survey (English)

Appendix F.2 – Print SCLS Student Survey (Spanish)

Appendix F.3 – Print SCLS Parent Survey (English)

Appendix F.4 – Print SCLS Parent Survey (Spanish)

Appendix F.5 – Print SCLS Instructional Staff Survey

Appendix F.6 – Print SCLS NonInstructional Staff Survey

**Appendix F.1**  
**Print SCLS Student Survey (English)**

**School Climate Surveys**  
**STUDENT SURVEY**  
**2014**

U.S. Department of Education  
National Center for Education Statistics

1. Are you male or female? Mark one response. Sdemo148

- Male
- Female

2. What grade are you currently in at this school? Mark one response. Sdemo151

- 5<sup>th</sup> grade
- 6<sup>th</sup> grade
- 7<sup>th</sup> grade
- 8<sup>th</sup> grade
- 9<sup>th</sup> grade
- 10<sup>th</sup> grade
- 11<sup>th</sup> grade
- 12<sup>th</sup> grade
- Not graded

3. Which of the following grade groupings best describes the grade that you are currently in? Mark one response.

Sdemo151b

- 5<sup>th</sup> to 8<sup>th</sup> grade
- 9<sup>th</sup> to 12<sup>th</sup> grade

4. Are you of Hispanic or Latino origin? Mark one response. Sdemo149

- Yes
- No

5. What is your race? Please check all that apply. Sdemo150

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

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

6. All students are treated the same, regardless of whether their parents are rich or poor. Sengclc1

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

7. Boys and girls are treated equally well. Sengclc2
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
8. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity. Sengclc3
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
9. Adults working at this school treat all students respectfully. Sengclc4
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
10. There are examples of different racial, ethnic, or cultural backgrounds in the class lessons at this school. Sengclc5
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
11. Adults working at this school have disrespected students because of their race, ethnicity, or cultural background. Sengclc6
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
12. People of different cultural backgrounds, races, or ethnicities get along well at this school. Sengclc7
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

13. Students from different backgrounds get along well at this school. Sengclc8
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
14. Teachers understand my problems. Sengrel9
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
15. Adults working at this school seem to take a real interest in my future. Sengrel10
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
16. Teachers are available when I need to talk with them. Sengrel11
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
17. It is easy to talk with teachers at this school. Sengrel12
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
18. Students get along well with teachers. Sengrel13
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

19. My teachers care about me. Sengrel14
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
20. At this school, there is a teacher or some other adult who notices when I am not there. Sengrel15
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
21. Teachers at this school help us children with our problems. Sengrel16
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
22. My teachers make me feel good about myself. Sengrel17
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
23. I feel like I belong. Sengrel18
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
24. Students help one another. Sengrel19
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

25. Students respect one another. Sengrel20

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

26. Students like one another. Sengrel21

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

27. Students trust one another. Sengrel22

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

28. When there are events at this school, lots of families come. Sengrel26

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

29. If I am absent, there is a teacher or some other adult at school that will notice my absence. Sengrel29

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

30. At this school, the principal asks students what their ideas are. Sengpar43

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

31. I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities. Sengpar44

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

32. I regularly participate in extra-curricular activities offered through this school, such as, school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities. Sengpar45

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

33. At this school, students have lots of chances to help decide things like class activities and rules. Sengpar46

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

34. There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class. Sengpar47

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

35. I have lots of chances to be part of class discussions or activities. Sengpar48

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree



**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

36. Students at this school get along well with each other. Ssafemo49
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
37. Students at this school can tell their teachers if they feel confused about something in class. Ssafemo50
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
38. Students at this school are sensitive to the feelings of other students. Ssafemo51
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
39. At this school, students talk about the importance of understanding their own feelings and the feelings of others. Ssafemo52
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
40. At this school, students work on listening to others to understand what they are trying to say. Ssafemo53
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
41. I am happy to be at this school. Ssafemo54
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

42. I feel close to people at this school. Ssafemo55
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
43. I feel like I am part of this school. Ssafemo56
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
44. I feel socially accepted. Ssafemo57
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
45. I feel loved and wanted. Ssafemo58
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
46. I feel safe at this school. Ssafpsaf59
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
47. I feel safe going to and from this school. Ssafpsaf60
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

48. I worry about crime and violence at this school. Ssafpsaf61
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
49. Students at this school are often threatened. Ssafpsaf62
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
50. I sometimes stay home because I don't feel safe at this school. Ssafpsaf63
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
51. Students at this school carry guns or knives to school. Ssafpsaf65
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
52. Students at this school belong to gangs. Ssafpsaf66
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
53. Students at this school threaten to hurt other students. Ssafpsaf67
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

54. Students at this school steal money, electronics, or other valuable things while at school. Ssafpsaf68
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
55. Students at this school damage or destroy other students' property. Ssafpsaf69
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
56. Students at this school damage or destroy school property. Ssafpsaf70
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
57. Students at this school fight a lot. Ssafpsaf71
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
58. Students at this school are often teased or picked on. Ssafbul72
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
59. Students at this school are teased or picked on about their race or ethnicity. Ssafbul74
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

60. Students at this school are teased or picked on about their cultural background or religion. Ssafbul75
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
61. Students at this school are teased or picked on about their physical or mental disability. Ssafbul76
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
62. **[High School Student Only]** Students at this school are teased or picked on about their real or perceived sexual behavior. Ssafbul77
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
63. **[High School Student Only]** Students at this school are teased or picked on about their real or perceived sexual orientation. Ssafbul77b
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
64. Students at this school say mean things to other students when they think the other students deserve it. Ssafbul81
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

*This question is about bullying. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.*

65. Students at this school are often bullied. Ssafbul73

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

66. Adults working at this school make it clear to students that bullying is not tolerated. Ssafbul78

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

67. Students tell adults at this school when other students are being bullied. Ssafbul79

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

68. Students at this school try to stop bullying. Ssafbul80

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

*This question is about cyberbullying. Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.*

69. Students at this school are often cyber bullied (e.g., receiving a threatening or hurtful message from another student in an email, on a website, on a cell phone, or in instant messaging). Ssafbul82

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

70. Students often spread mean rumors or lies about others at this school on the internet (i.e., Facebook™, email, and instant message). Ssafbul83
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How much of a problem are the following at this school? Mark One Response**

*Drugs means any substance, including those used to get "high" or increase performance in school or sports, other than alcohol or tobacco. Examples include marijuana, illegal drugs, inhalants, synthetic drugs used to get high (K-2, bath salts, white lightning), or over-the-counter medicine. This does not include medications prescribed by doctor or nurse for the person, but includes prescription drugs that are NOT prescribed to the person by his/her doctor.*

71. At this school, how much of a problem is student drug use? Ssafsub84
- Not a Problem
  - Small Problem
  - Somewhat a Problem
  - Large Problem
72. At this school, how much of a problem is student use of electronic cigarettes? Ssafsub85b
- Not a Problem
  - Small Problem
  - Somewhat a Problem
  - Large Problem
73. At this school, how much of a problem is student use of tobacco (e.g., cigarettes, chew, cigars)? Ssafsub85
- Not a Problem
  - Small Problem
  - Somewhat a Problem
  - Large Problem

**How much of a problem are the following at this school? Mark One Response**

*“Alcohol” means a full or part of a drink of alcohol. Examples include beer, wine, mixed drink, shot of liquor, or any combination of these alcoholic drinks. This does not include alcohol that you may drink for religious purposes.*

74. At this school, how much of a problem is student alcohol use? Ssafsub86

- Not a Problem
- Small Problem
- Somewhat a Problem
- Large Problem

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

75. Students use/try tobacco products while at school or school-sponsored events. Ssafsub87

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

76. Students use/try alcohol or drugs while at school or school-sponsored events. Ssafsub88

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

77. Students buy or sell drugs, alcohol, or tobacco products while at school or school-sponsored events. Ssafsub89

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

78. Students are sometimes distracted in class because they are drunk or high. Ssafsub90

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree



**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

79. It is easy for students to use/try alcohol or drugs at school or school-sponsored events without getting caught. Ssafsub91

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

80. Students at this school think it is okay to smoke one or more packs of cigarettes a day. Ssafsub92

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

81. Students at this school think it is okay to get drunk. Ssafsub93

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

82. Students at this school think it is okay to try drugs. Ssafsub94

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

83. This school has told students what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g. violent person on campus) during the school day. Ssaferm96

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

84. Students know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g. violent person on campus) during the school day. Ssaferm97

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

85. If students hear about a threat to school or student safety, they would report it to someone in authority. Ssaferm98

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

86. The school buildings are pleasant and well maintained. Senvpenv99

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

87. The bathrooms in this school are clean. Senvpenv100

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

88. This school is clean and well-maintained. Senvpenv101

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

89. The temperature in this school is comfortable all year round. Senvpenv102

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

90. This school looks nice and pleasant. Senvpenv103
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
91. Overcrowding is a problem at this school. Senvpenv104
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
92. The school grounds are kept clean. Senvpenv105
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
93. I think that students are proud of how this school looks on the outside. Senvpenv106
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
94. Broken things at this school get fixed quickly. Senvpenv107
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
95. Other students often disrupt class. Senvins108
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

96. I get distracted from doing schoolwork in my classes because other students are misbehaving, for example, talking or fighting. Senvins109
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
97. My teachers praise me when I work hard in school. Senvins111
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
98. My teachers give me individual attention when I need it. Senvins113
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
99. My teachers often connect what I am learning to life outside the classroom. Senvins114
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
100. The things I'm learning in school are important to me. Senvins115
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
101. My teachers are willing to give extra help on schoolwork if I need it. Senvins117
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

102. I'm really learning a lot in my classes.

Senvins119

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

103. My teachers expect me to do my best all the time.

Senvins121

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

104. The programs and resources at this school are adequate to support students with special needs or disabilities.

Senvins122

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How often do the following occur at this school? Mark One Response**

105. How often do you eat fruit at school?

Senvphea123

- Never
- Rarely
- Sometimes
- Often

106. How often do you eat vegetables at school?

Senvphea124

- Never
- Rarely
- Sometimes
- Often

**How often do the following occur at this school? Mark One Response**

107. How often do you eat breakfast on school days? Senvphea125

- Never
- Rarely
- Sometimes
- Often

108. How often do you eat candy at school? Senvphea126

- Never
- Rarely
- Sometimes
- Often

109. How often do you drink soda at school? Senvphea127

- Never
- Rarely
- Sometimes
- Often

110. How often do you go to gym class or participate in other physical activity during the school day (e.g., running, playing sports)? Senvphea128

- Never
- Rarely
- Sometimes
- Often

111. How often do you stay after school to participate in sports or other physical activity? Senvphea129

- Never
- Rarely
- Sometimes
- Often

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

112. My teachers really care about me. Senvmen130

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

113. Adults working at this school are usually willing to make the time to give students extra help. Senvmen131

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

114. I can talk to my teachers about problems I am having in class. Senvmen132

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

115. I can talk to a teacher or other adult at this school about something that is bothering me. Senvmen133

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

116. Students at this school stop and think before doing anything when they get angry. Senvmen134

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

117. Students at this school give up when they can't solve a problem easily. Senvmen135

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

118. Students at this school think it's ok to fight if someone insults them. Senvmen136

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

119. Students at this school try to work out their disagreements with other students by talking to them. Senvmen137

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

120. Classroom rules are applied equally. Senvdis138

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

121. Problems at this school are solved by students and staff. Senvdis139

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

122. Students get in trouble if they do not follow school rules. Senvdis140

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

123. School rules are enforced consistently and fairly. Senvdis141

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree



**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

124. My teachers make it clear to me when I have misbehaved in class. Senvdis142

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

125. Adults working at this school reward students for positive behavior. Senvdis143

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

126. Adults working at this school encourage students to think about how their actions affect others. Senvdis144

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

127. Adults working at this school assign consequences that help students learn from their behavior. Senvdis145

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

128. Adults working at this school help students develop strategies to understand and control their feelings and actions. Senvdis146

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

129. School rules are applied equally to all students.

Senvis147

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

130. School rules for behavior are strict.

Senvis147b

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

131. Discipline is fair.

Senvis147c

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**Appendix F.2**  
**Print SCLS Student Survey (Spanish)**

**Encuestas sobre clima escolar**  
**ENCUESTA PARA ESTUDIANTES**  
**2014**

Departamento de Educación de los Estados Unidos  
Centro Nacional para Estadísticas de la Educación

1. ¿Eres hombre o mujer? Marque una respuesta. Sdemo148
- Hombre
  - Mujer
2. ¿Qué grado cursas actualmente en esta escuela? Marque una respuesta. Sdemo151
- 5o grado
  - 6o grado
  - 7o grado
  - 8o grado
  - 9o grado
  - 10o grado
  - 11o grado
  - 12o grado
  - sin grado escolar (not graded)
3. ¿Cuál de las siguientes agrupaciones de años describe mejor el grado que actualmente cursas? Marque una respuesta. Sdemo151b
- 5o al 8o grado
  - 9o al 12o grado
4. ¿Eres de origen hispano o latino? Marque una respuesta. Sdemo149
- Sí
  - No
5. ¿A cuál raza perteneces? Marque todas las que correspondan Sdemo150
- Blanco
  - Negro o Afroamericano
  - Asiático
  - Indio americano o nativo de Alaska
  - Nativo de Hawái u otra de las islas del Pacífico

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

6. A todos los estudiantes se les trata por igual, sin importar si sus padres son ricos o pobres. Sengclc1
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

7. Tanto a los niños como a las niñas se les trata igualmente bien. Sengclc2
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
8. Esta escuela ofrece materiales de instrucción (por ejemplo libros de texto, folletos) que reflejan mi origen cultura, etnicidad e identidad. Sengclc3
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
9. Adultos trabajando en esta escuela tratan a todos los estudiantes con respeto. Sengclc4
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
10. En esta escuela durante las clases hay ejemplos de diferentes grupos raciales, étnicos o culturales. Sengclc5
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
11. Adultos trabajando en esta escuela le han faltado el respeto a los estudiantes debido a su raza, etnia o cultura. Sengclc6
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
12. Las personas de culturas, razas o etnias diferentes se llevan bien en esta escuela. Sengclc7
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

13. Los estudiantes de distintos orígenes culturales se llevan bien en esta escuela Sengclc8
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
14. Los maestros entienden mis problemas. Sengrel9
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
15. Los maestros y otros adultos en esta escuela parecen tener un interés real en mi futuro. Sengrel10
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
16. Los maestros están disponibles cuando necesito hablar con ellos. Sengrel11
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
17. Es fácil hablar con mis maestros en esta escuela. Sengrel12
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
18. Los estudiantes se llevan bien con los maestros. Sengrel13
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

19. Mis maestros se preocupan por mí. Sengrel14
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
20. En esta escuela hay un(a) maestro/a u otra persona adulta que se da cuenta de cuando no estoy presente. Sengrel15
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
21. Los maestros en esta escuela ayudan a nosotros, los jóvenes, con nuestros problemas Sengrel16
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
22. Mis maestros/as me hacen sentir bien acerca de mí mismo/a. Sengrel17
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
23. Siento que pertenezco. Sengrel18
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
24. Los estudiantes se ayudan unos a otros. Sengrel19
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

25. Los estudiantes se respetan unos a otros. Sengrel20
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
26. Los estudiantes simpatizan unos con otros. Sengrel21
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
27. Los estudiantes confían los unos en los otros. Sengrel22
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
28. Cuando hay eventos en esta escuela, muchas familias vienen. Sengrel26
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
29. Si faltó, hay un(a) maestro(a) o algún adulto en la escuela que se dará cuenta que estoy ausente. Sengrel29
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
30. En esta escuela, el director le pregunta a los estudiantes sobre sus ideas. Sengpar43
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo



**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

31. Asisto regularmente a los eventos patrocinados por la escuela, como los bailes, eventos deportivos, actuaciones de los estudiantes, u otras actividades escolares. Sengpar44
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
32. Regularmente, participo en actividades después de clases ofrecidas a través de mi escuela, como organizaciones o clubes escolares, grupos musicales, equipos deportivos, gobierno estudiantil o cualquier otra actividad después de clases. Sengpar45
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
33. En esta escuela los estudiantes tienen muchas oportunidades de ayudar a decidir sobre cosas como las actividades y reglas de la clase. Sengpar46
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
34. Existen muchas oportunidades para que los estudiantes en esta escuela participen en deportes, clubes y otras actividades después de clases. Sengpar47
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
35. Tengo muchas oportunidades para participar en los debates o actividades de clase. Sengpar48
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

36. Los estudiantes en esta escuela se llevan bien entre sí. Ssafemo49
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
37. Los estudiantes en esta escuela pueden decirle a sus maestros(as) si se sienten confundidos sobre algo en la clase. Ssafemo50
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
38. Los estudiantes en esta escuela son sensibles a los sentimientos de otros estudiantes. Ssafemo51
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
39. En esta escuela, los estudiantes hablan sobre la importancia de entender sus propios sentimientos y los sentimientos de otros. Ssafemo52
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
40. En esta escuela, los estudiantes trabajan en escuchar a los otros y entender lo que ellos están tratando de decir. Ssafemo53
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
41. Estoy feliz de estar en esta escuela. Ssafemo54
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

42. Me siento cerca de las personas en esta escuela. Ssafemo55
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
43. Siento que soy parte de esta escuela. Ssafemo56
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
44. Me siento socialmente aceptado(a). Ssafemo57
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
45. Me siento querido(a) y necesitado(a). Ssafemo58
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
46. Me siento seguro(a) en esta escuela. Ssafpsaf59
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
47. Me siento seguro(a) yendo y viniendo de esta escuela. Ssafpsaf60
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

48. Me preocupa el crimen y la violencia en esta escuela. Ssafpsaf61
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
49. Los estudiantes de esta escuela a menudo son objeto de amenazas. Ssafpsaf62
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
50. A veces me quedo en casa porque no me siento seguro en esta escuela. Ssafpsaf63
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
51. Los estudiantes en esta escuela llevan pistolas o cuchillos a la escuela. Ssafpsaf65
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
52. Los estudiantes en esta escuela pertenecen a pandillas. Ssafpsaf66
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
53. Los estudiantes en esta escuela amenazan lastimar a otros estudiantes. Ssafpsaf67
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

54. Los estudiantes en mi escuela roban dinero, dispositivos electrónicos y otras cosas de valor mientras están en la escuela. Ssafpsaf68
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
55. Los estudiantes en esta escuela dañan o destruyen la propiedad de otros estudiantes. Ssafpsaf69
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
56. Los estudiantes en esta escuela dañan o destruyen propiedad escolar. Ssafpsaf70
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
57. Los estudiantes en esta escuela pelean mucho. Ssafpsaf71
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
58. Los estudiantes de esta escuela a menudo son objeto de burlas o acosos. Ssafbul72
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo

¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.

59. Los estudiantes en esta escuela son molestados o criticados sobre su raza o etnia. Ssafbul74
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
60. Los estudiantes en esta escuela son molestados o criticados por su origen cultura o religión. Ssafbul75
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
61. Los estudiantes en esta escuela son molestados o criticados por su discapacidad física o mental. Ssafbul76
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
62. **[Sólo para estudiantes de secundaria (high school)]** Los estudiantes en esta escuela son molestados o criticados por su comportamiento sexual real o percibido. Ssafbul77
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
63. **[Sólo para estudiantes de secundaria (high school)]** Los estudiantes en esta escuela son molestados o criticados por su orientación sexual real o percibida. Ssafbul77b
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

64. Los estudiantes en esta escuela dicen cosas ofensivas a otros estudiantes cuando creen que los otros estudiantes se lo merecen. Ssafbul81

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

*Esta pregunta trata sobre la intimidación (bullying). La intimidación ocurre cuando uno o más estudiantes molestan, amenazan, rumorean sobre, golpean, empujan o lastiman a otro estudiante. La intimidación no aplica a instancias en que estudiantes con casi la misma fuerza o poder discuten o pelean o se molestan unos a otros de forma amigable. Quienes practican la intimidación (bullies) generalmente son más fuertes, o tienen más amigos o más dinero, o algún otro poder sobre el estudiante al que intimidan. La intimidación sucede, generalmente, una y otra vez, o el estudiante a quien se intimida piensa que podría ocurrir una y otra vez.*

65. Los estudiantes de esta escuela a menudo son objeto de abusos (bullying). Ssafbul73

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

66. Los adultos que trabajan en esta escuela les dejan claro a los estudiantes que el acoso (bullying) no es tolerado. Ssafbul78

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

67. Los estudiantes informan a los adultos que trabajan en la escuela cuando otros estudiantes están siendo acosados (bullying). Ssafbul79

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

68. Los estudiantes en esta escuela tratan de ponerle fin al acoso (bullying). Ssafbul80

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

*Esta pregunta trata sobre la intimidación en línea (cyberbullying). La intimidación cibernética es aquella que ocurre a través de la tecnología electrónica. Los ejemplos de intimidación en línea incluyen mensajes de texto o de correo electrónico crueles o malos, rumores o chismes enviados por correo electrónico, o publicados en los sitios de las redes sociales, e imágenes, vídeos y sitios web vergonzosos o perfiles falsos.*

69. Los estudiantes en esta escuela con frecuencia son acosados por internet (por ejemplo, reciben amenazas o mensajes hirientes de otro(a) estudiante en un mensaje de correo electrónico, un sitio web, un teléfono móvil, o un mensaje instantáneo). Ssafbul82

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

70. Los estudiantes con frecuencia difunden rumores o mentiras sobre otros en esta escuela en el internet (por ejemplo, Facebook™, correo electrónico, mensajes instantáneos). Ssafbul83

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

**¿Qué tanto problema son los siguientes en esta escuela? Marque una respuesta.**

*Drogas significa cualquier sustancia, incluso las usadas para sentirse “en onda” o mejorar el rendimiento escolar o deportivo, que no sea alcohol o el tabaco. Los ejemplos incluyen la marihuana, las drogas ilegales, los inhalantes, drogas sintéticas utilizadas para sentirse en onda (K-2, sales para el baño, White lightning), o medicamentos sin prescripción médica. . Esto no incluye medicinas que el médico o la enfermera recetan, pero incluye medicamentos recetados que NO son recetados a la persona por parte de su médico.*

71. En esta escuela, ¿qué tanto problema es el uso de drogas? Ssafsub84

- No es un Problema
- Un Pequeño Problema
- Un Poco Problemático
- Un Gran Problema

72. En esta escuela, ¿qué tanto problema es el uso de cigarrillos/cigarrillos electrónicos? Ssafsub85b

- No es un Problema
- Un Pequeño Problema
- Un Poco Problemático
- Un Gran Problema



**¿Qué tanto problema son los siguientes en esta escuela? Marque una respuesta.**

73. En esta escuela, ¿qué tanto problema es el uso de tabaco (por ejemplo cigarros, tabaco masticable, puros)?  
Ssafsub85

- No es un Problema
- Un Pequeño Problema
- Un Poco Problemático
- Un Gran Problema

“Alcohol” significa una bebida total o parcialmente de alcohol. Algunos ejemplos son la cerveza, vino, bebidas mezcladas, trago de licor o cualquier combinación de estas bebidas alcohólicas. No incluye el alcohol que pueda ser bebido para fines religiosos.

74. En esta escuela, ¿qué tanto problema es el uso de alcohol?  
Ssafsub86

- No es un Problema
- Un Pequeño Problema
- Un Poco Problemático
- Un Gran Problema

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

75. Los estudiantes usan/prueban productos a base de tabaco cuando están en la escuela o en eventos patrocinados por la escuela.  
Ssafsub87

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

76. Los estudiantes usan/prueban alcohol o drogas cuando están en la escuela o en eventos patrocinados por la escuela.  
Ssafsub88

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

77. Los estudiantes compran o venden drogas, alcohol o productos a base de tabaco cuando están en la escuela o en eventos patrocinados por la escuela.  
Ssafsub89

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

78. Los estudiantes a veces se distraen en la clase porque están borrachos o drogados. Ssafsub90
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
79. Es fácil para los estudiantes usar/probar el alcohol o las drogas en la escuela o en los eventos patrocinados por la escuela, sin que los descubran. Ssafsub91
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
80. Los estudiantes en esta escuela piensan que está bien fumar uno o más cajetillas de cigarros al día. Ssafsub92
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
81. Los estudiantes en esta escuela piensan que está bien emborracharse. Ssafsub93
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
82. Los estudiantes en esta escuela piensan que está bien probar drogas. Ssafsub94
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

83. Esta escuela ha informado a los estudiantes que hacer en caso de una emergencia, desastre natural (ej. tornado, inundación) o una situación peligrosa (ej., persona violenta en las instalaciones de la escuela) durante el día escolar. Ssaferm96
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
84. Los estudiantes saben que deben hacer en caso de una emergencia, desastre natural (tornado, inundación) o situación de peligro (por ejemplo que una persona violenta esté en las instalaciones) durante el día escolar Ssaferm97
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
85. Si los estudiantes escuchan acerca de una amenaza a la escuela o la seguridad del estudiante, le informarían a alguien con autoridad. Ssaferm98
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
86. Los edificios de mi escuela por lo general son gratos y los mantienen bien. Senvpenv99
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
87. Los baños en esta escuela son limpios Senvpenv100
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

88. La escuela es limpia y está bien mantenida. Senvpenv101
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
89. La temperatura en esta escuela es cómoda a lo largo del año. Senvpenv102
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
90. Esta escuela se ve bonita y agradable. Senvpenv103
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
91. El exceso de estudiantes es un problema en esta escuela. Senvpenv104
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
92. Las instalaciones de la escuela se mantienen limpias. Senvpenv105
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
93. Pienso que los estudiantes están orgullosos de cómo luce la escuela por fuera. Senvpenv106
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

94. Las cosas que se rompen en esta escuela las arreglan rápidamente. Senvpenv107
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
95. Otros estudiantes interrumpen la clase con frecuencia. Senvins108
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
96. Me distraigo de hacer mis tareas en mis clases porque otros estudiantes se están portando mal, por ejemplo, al hablar o pelear. Senvins109
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
97. Mis maestros(as) me felicitan cuando me esfuerzo en la escuela. Senvins111
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
98. Mis maestros me prestan atención individual cuando la necesito. Senvins113
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
99. Mis maestros(as) con frecuencia relacionan lo que estoy aprendiendo con la vida fuera de las aulas. Senvins114
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

100. Las cosas que estoy aprendiendo en la escuela son importantes para mí. Senvins115

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

101. Mis maestros(as) están dispuestos a prestarme ayuda adicional en mis tareas, si yo lo necesito. Senvins117

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

102. Realmente estoy aprendiendo mucho en mis clases. Senvins119

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

103. Mis maestros(as) esperan que haga mi mejor esfuerzo todo el tiempo. Senvins121

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

104. Los programas y recursos en esta escuela son apropiados para apoyar a los estudiantes que tienen necesidades especiales o discapacidades. Senvins122

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

**¿Con que frecuencia sucede lo siguiente en esta escuela? Marque una respuesta.**

105. ¿Con qué frecuencia comes frutas en la escuela?

Senvphea123

- Nunca
- Rara vez
- A veces
- Frecuentemente

106. ¿Con qué frecuencia comes verduras en la escuela?

Senvphea124

- Nunca
- Rara vez
- A veces
- Frecuentemente

107. ¿Con qué frecuencia desayunas en los días escolares?

Senvphea125

- Nunca
- Rara vez
- A veces
- Frecuentemente

108. ¿Con qué frecuencia comes dulces en la escuela?

Senvphea126

- Nunca
- Rara vez
- A veces
- Frecuentemente

109. ¿Con qué frecuencia tomas gaseosas en la escuela?

Senvphea127

- Nunca
- Rara vez
- A veces
- Frecuentemente

110. ¿Con qué frecuencia participas en una clase de deporte o en otra actividad física durante el día escolar (correr o jugar deportes)?

Senvphea128

- Nunca
- Rara vez
- A veces
- Frecuentemente

**¿Con que frecuencia sucede lo siguiente en esta escuela? Marque una respuesta.**

111. ¿Con qué frecuencia te queda después de la escuela a participar en deportes u otra actividad física?  
Senvphea129

- Nunca
- Rara vez
- A veces
- Frecuentemente

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

112. Mis maestros(as) realmente se preocupan por mi.  
Senvmen130

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

113. Los adultos que trabajan en esta escuela se toman el tiempo para ofrecer más ayuda a los estudiantes.  
Senvmen131

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

114. Puedo hablar con mis maestros(as) sobre los problemas que estoy teniendo en clase.  
Senvmen132

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

115. Puedo hablar con un(a) maestro(a) u otro adulto en esta escuela sobre algo que me está molestando.  
Senvmen133

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo



**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

116. Los estudiantes en esta escuela paran y piensan antes de hacer cualquier cosa cuando están enojados. Senvmen134

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

117. Los estudiantes en esta escuela se dan por vencidos cuando no pueden resolver un problema fácilmente. Senvmen135

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

118. Los estudiantes en esta escuela creen que está bien pelearse si alguien los insulta. Senvmen136

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

119. Los estudiantes en esta escuela tratan de resolver sus desacuerdos con otros estudiantes al hablar con ellos. Senvmen137

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

120. Las reglas del aula se aplican de forma equitativa. Senvdis138

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

121. Los problemas en esta escuela son resueltos por los estudiantes y el personal. Senvdis139

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

122. Los estudiantes se meten en problemas si no obedecen las reglas de la escuela. Senvdis140
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
123. Las reglas de la escuela se hacen cumplir de manera constante y justa. Senvdis141
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
124. Mis maestros me dejan claro cuando me porto mal en las clases. Senvdis142
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
125. Los adultos que trabajan escuela premian a los estudiantes por su comportamiento positivo. Senvdis143
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
126. Los adultos que trabajan en esta escuela ayudan a los estudiantes a pensar sobre cómo sus acciones afectan a otros. Senvdis144
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
127. Los adultos que trabajan en esta escuela dan consecuencias que ayudan a los estudiantes a aprender de su comportamiento. Senvdis145
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

128.Los adultos que trabajan en esta escuela ayudan a los estudiantes a desarrollar estrategias para entender y controlar sus sentimientos y acciones. Senvdis146

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

129.Las reglas de la escuela se aplican por igual a todos los estudiantes. Senvdis147

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

130.Las reglas de conducta de la escuela son estrictas. Senvdis147b

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

131.La disciplina es justa. Senvdis147c

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

**Appendix F.3**  
**Print SCLS Parent Survey (English)**

**School Climate Surveys**  
**PARENT SURVEY**  
**2014**

U.S. Department of Education  
National Center for Education Statistics

1. Are you male or female? Mark one response Pdemo62
- Male
  - Female
2. Are you of Hispanic or Latino origin? Mark one response Pdemo63
- Yes
  - No
3. What is your race? Please check all that apply. Pdemo64
- White
  - Black or African-American
  - Asian
  - American Indian or Alaska Native
  - Native Hawaiian or Pacific Islander

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

*Throughout the survey, "at this school" means activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Unless otherwise specified, this refers to normal school hours or to times when school activities/events were in session.*

4. This school provides instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity, and identity. Pencilc5
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
  - Don't Know
5. This school communicates how important it is to respect the practices of all cultures. Pencilc6
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
  - Don't Know

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

6. This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP or IB courses). Pengclc9
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
7. This school communicates how important it is to respect students of all sexual orientations. Pengclc65
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
8. Students who are "different" (e.g., different cultural background, religion, race, or sexual orientation) are not included in activities by other students. Pengclc66
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
9. This school helps me figure out what social and emotional skills (i.e., knowledge, attitudes, and skills necessary to deal with social and emotional interactions) my child needs to develop. Pengrel10
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
10. At this school, my child feels he/she belongs. Pengrel11
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

11. I feel welcome at this school. Pengrel13
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
12. This school encourages me to be an active partner in educating my child. Pengrel15
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
13. I feel comfortable talking to someone at this school about my child's behavior. Pengrel16
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
14. This school has quality programs for my child's talents, gifts, or special needs. Pengrel23
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
  - Don't Know
15. This school promptly responds to my phone calls, messages, or e-mails. Pengrel25
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
  - Don't Know
16. At this school, the staff really cares about my child. Psafemo27
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

17. This school is a friendly place overall. Psafemo28
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
18. Staff at this school care about what families think. Psafemo29
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
19. My child is safe at this school. Psafpsaf30
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
20. Racial/ethnic conflict among students is a problem at this school. Psafpsaf32
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
21. Gang-related activity is a problem at this school. Psafpsaf33
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
22. Physical fighting between students is a problem at this school. Psafpsaf34
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree



**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

*This question is about bullying. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.*

23. Bullying of students at school or school activities is a problem at this school. Psafbul36

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

*This question is about cyberbullying. Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.*

24. Bullying of students via electronic means or devices is a problem at this school (cyberbullying). Psafbul37

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

25. This school has helped me be more aware of bullying and cyberbullying of students. Psafbul39

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How much of a problem is the following at this school? Mark One Response**

*Drugs means any substance, including those used to get “high” or increase performance in school or sports, other than alcohol or tobacco. Examples include marijuana, illegal drugs, inhalants, synthetic drugs used to get high (K-2, bath salts, white lightning), or over-the-counter medicine. This does not include medications prescribed by doctor or nurse for the person, but includes prescription drugs that are NOT prescribed to the person by his/her doctor.*

26. At this school, how much of a problem is student drug use? Psafsub40

- Not a Problem
- Small Problem
- Somewhat a Problem
- Large Problem

**How much of a problem is the following at this school? Mark One Response**

27. At this school, how much of a problem is student use of electronic cigarettes? Psafsub41b

- Not a Problem
- Small Problem
- Somewhat a Problem
- Large Problem

28. At this school, how much of a problem is student use of tobacco (e.g., cigarettes, chew, cigars)? Psafsub41

- Not a Problem
- Small Problem
- Somewhat a Problem
- Large Problem

*“Alcohol” means a full or part of a drink of alcohol. Examples include beer, wine, mixed drink, shot of liquor, or any combination of these alcoholic drinks. This does not include alcohol that you may drink for religious purposes.*

29. At this school, how much of a problem is student alcohol use? Psafsub42

- Not a Problem
- Small Problem
- Somewhat a Problem
- Large Problem

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

30. This school notifies parents or guardians effectively in the case of a school-wide emergency. Psaferm44

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

31. This school takes effective measures to ensure the safety of students. Psaferm45

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

32. This school has made it clear to my child what he/she should do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g. violent person on campus) during the school day.

Psaferm47

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

33. This school looks clean and pleasant. Penvpenv48

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

34. The school building is clean and well-maintained. Penvpenv49

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

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

35. Attending school every day is important for my child to do well in his/her classes. Penvins50
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
36. This school has high expectations for students. Penvins51
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
37. This school sees me as a partner in my child's education. Penvins52
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
38. My child's teachers make themselves available to me. Penvins53
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
39. The programs and resources at this school are adequate to support students with special needs or disabilities. Penvins54
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
40. Students have enough healthy food choices at this school. Penphea55
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
  - Don't Know

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

41. This school provides high quality services to help students with social or emotional needs. Penvmen57
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
  - Don't Know
42. This school has enough programs that develop students' social and emotional skills (e.g., self-control, problem solving, or getting along with others). Penvmen58
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
  - Don't Know
43. When my child does something good at school, I usually hear about it from the school. Penvdis59
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
44. This school communicates school policies and procedures clearly to parents or guardians. Penvdis60
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
45. School rules are applied equally to all students. Penvdis61
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
  - Don't Know

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

46. School rules for behavior are strict.

Penvdis61b

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

47. Discipline is fair.

Penvdis61c

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

Appendix F.4 – Print SCLS Parent Survey (Spanish)

Appendix F.5 – Print SCLS Instructional Staff Survey

Appendix F.6 – Print SCLS NonInstructional Staff Survey

**Appendix F.4**  
**Print SCLS Parent Survey (Spanish)**

**Encuestas sobre el clima escolar**  
**ENCUESTA PARA PADRES DE FAMILIA**  
**2014**

Departamento de Educación de los Estados Unidos  
Centro Nacional para Estadísticas de la Educación

1. ¿Usted es hombre o mujer? Marque una respuesta. Pdemo62

- Hombre
- Mujer

2. ¿Usted es de origen hispano o latino? Marque una respuesta. Pdemo63

- Sí
- No

3. ¿Cuál es su raza? Marque todas las que correspondan Pdemo64

- Blanco
- Negro o Afroamericano
- Asiático
- Indio americano o nativo de Alaska
- Nativo de Hawái u otra de las islas del Pacífico

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

*Durante la encuesta "en esta escuela" se refiere a actividades que pasan en los edificios de la escuela, en las instalaciones de la escuela, en los buses de la escuela, y otros lugares en donde se dan actividades y eventos patrocinados por la escuela. A menos que se especifique lo contrario, esto se refiere a las horas normales de la escuela o para ocasiones en que las actividades de la escuela /eventos estén en sesión.*

4. *Esta escuela ofrece materiales de instrucción (por ejemplo libros de texto, folletos) que reflejan la cultura, origen étnico e identidad de los estudiantes.* Penglc5

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo
- No Sé

5. *Esta escuela comunica la importancia de respetar las costumbres de todas las culturas.* Penglc6

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo
- No Sé



¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.

6. *Esta escuela anima a todos los estudiantes a tomar cursos difíciles sin importar su raza, etnia, nacionalidad o cultura (por ejemplo, clases de honors, cursos de aptitudes avanzadas, cursos de AP o IB).* Pengclc9
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
7. *Esta escuela comunica lo importante que es respetar a los estudiantes de todas las orientaciones sexuales.* Pengclc65
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
8. *Los estudiantes que son "diferentes" (por ejemplo, diferentes culturas, religiones, raza u orientación sexual) no son incluidos en las actividades de otros estudiantes.* Pengclc66
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
9. *Esta escuela me ayuda a entender que destrezas sociales y emocionales que necesita desarrollar mi hijo(a) (por ejemplo, auto-control, resolución de problemas, o como llevarse bien con los demás).* Pengrel10
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
10. *En esta escuela, mi hijo(a) siente que pertenece.* Pengrel11
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

11. *Me siento bienvenido en esta escuela.* Pengrel13

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

12. *Esta escuela me anima a participar activamente en la educación de mi hijo(a).* Pengrel15

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

13. *Me siento cómodo hablando con alguien en esta escuela sobre la conducta de mi hijo(a).* Pengrel16

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

14. *Esta escuela tiene programas de calidad para los talentos, dones o necesidades especiales de mi hijo(a).* Pengrel23

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo
- No Sé

15. *Esta escuela responde a mis llamadas telefónicas, mensajes o correos electrónicos rápidamente.* Pengrel25

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo
- No Sé

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

16. *En esta escuela, el personal realmente se preocupa por mi hijo (a)* Psafemo27
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
17. *Esta escuela es, en general, un lugar acogedor.* Psafemo28
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
18. *Al personal en esta escuela le interesa lo que piensan las familias.* Psafemo29
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
19. *Mi hijo(a) está seguro(a) en esta escuela.* Psafpsaf30
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
20. *Conflicto racial/étnico entre los estudiantes es un problema en esta escuela* Psafpsaf32
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
21. *La actividad de pandillas es un problema en esta escuela.* Psafpsaf33
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

22. *Peleas físicas entre los estudiantes son un problema en esta escuela.*

Psafpsaf34

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

*Esta pregunta trata sobre la intimidación (bullying). La intimidación ocurre cuando uno o más estudiantes molestan, amenazan, rumorean sobre, golpean, empujan o lastiman a otro estudiante. La intimidación no aplica a instancias en que estudiantes con casi la misma fuerza o poder discuten o pelean o se molestan unos a otros de forma amigable. Quienes practican la intimidación (bullies) generalmente son más fuertes, o tienen más amigos o más dinero, o algún otro poder sobre el estudiante al que intimidan. La intimidación sucede, generalmente, una y otra vez, o el estudiante a quien se intimida piensa que podría ocurrir una y otra vez.*

23. *El acoso o la intimidación (bullying) de los estudiantes en esta escuela o en las actividades escolares es un problema en esta escuela.*

Psafbul36

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

*Esta pregunta trata sobre la intimidación en línea (cyberbullying). La intimidación cibernética es aquella que ocurre a través de la tecnología electrónica. Los ejemplos de intimidación en línea incluyen mensajes de texto o de correo electrónico crueles o malos, rumores o chismes enviados por correo electrónico, o publicados en los sitios de las redes sociales, e imágenes, vídeos y sitios web vergonzosos o perfiles falsos.*

24. *El acoso (bullying) de los estudiantes por medios o aparatos electrónicos es un problema en esta escuela (cyberbullying).*

Psafbul37

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

25. *Esta escuela me ha ayudado a estar más consciente del acoso (bullying) y el acoso por internet (cyberbullying) de los estudiantes.*

Psafbul39

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

**¿Qué tanto problema son los siguientes en esta escuela? Marque una respuesta.**

*Drogas significa cualquier sustancia, incluso las usadas para sentirse “en onda” o mejorar el rendimiento escolar o deportivo, que no sea alcohol o el tabaco. Los ejemplos incluyen la marihuana, las drogas ilegales, los inhalantes, drogas sintéticas utilizadas para sentirse en onda (K-2, sales para el baño, cielo de vainilla), o medicamentos sin prescripción médica. Esto no incluye medicinas que el médico o la enfermera recetan, pero incluye medicamentos recetados que no son recetados a la persona por parte de su médico.*

26. En esta escuela, ¿qué tanto problema es el uso de drogas entre los estudiantes? Psafsub40

- No es un Problema
- Un Pequeño Problema
- Un Poco Problemático
- Un Gran Problema

27. At this school, how much of a problem is student use of electronic cigarettes? Psafsub41b

- No es un Problema
- Un Pequeño Problema
- Un Poco Problemático
- Un Gran Problema

28. En esta escuela, ¿qué tanto problema es el uso de tabaco entre los estudiantes (como cigarros, tabaco masticable, puro/habano, cigarros electrónicos)? Psafsub41

- No es un Problema
- Un Pequeño Problema
- Un Poco Problemático
- Un Gran Problema

*“Alcohol” significa una bebida total o parcialmente de alcohol. Algunos ejemplos son la cerveza, vino, bebidas mezcladas, trago de licor o cualquier combinación de estas bebidas alcohólicas. No incluye el alcohol que pueda ser bebido para fines religiosos.*

29. En esta escuela, ¿qué tanto problema es el uso de alcohol? Psafsub42

- No es un Problema
- Un Pequeño Problema
- Un Poco Problemático
- Un Gran Problema

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

30. *Esta escuela notifica a los padres o tutores de manera eficaz en caso de una emergencia a nivel escolar.* Psaferm44

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo
- No Sé

31. *Esta escuela toma medidas eficaces para asegurar la seguridad de los estudiantes.* Psaferm45

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo
- No Sé

32. *Esta escuela ha informado claramente a mi hijo/a sobre lo que él/ella debe hacer si hay una emergencia, desastre natural (tornado, inundación) o situación peligrosa (por ejemplo una persona violenta en las instalaciones) durante el día escolar.* Psaferm47

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo
- No Sé

33. *Esta escuela se ve limpia y agradable.* Penvpenv48

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

34. *El edificio escolar está limpio y bien cuidado.* Penvpenv49

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

35. *Asistir a la escuela todos los días es importante para que mi hijo/a rinda bien en sus clases.* Penvins50
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
36. *Esta escuela tiene altas expectativas de los estudiantes.* Penvins51
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
37. *Esta escuela me ve como un participante en la educación de mi hijo/a.* Penvins52
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
38. *Los/las maestros(as) de mi hijo/a están disponibles para mí.* Penvins53
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
39. *Los programas y recursos en esta escuela son adecuados para apoyar a los estudiantes que tienen necesidades especiales o discapacidades.* Penvins54
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
40. *Los estudiantes tienen suficientes opciones de alimentos saludables en esta escuela.* Penvphea55
- Muy de Acuerdo
  - De Acuerdo
  - En Desacuerdo
  - Muy en Desacuerdo
  - No Sé

**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

41. *Esta escuela ofrece servicios de alta calidad para apoyar a los estudiantes con sus necesidades sociales o emocionales.* Penvmen57

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo
- No Sé

42. *Esta escuela tiene suficientes programas que desarrollan las habilidades emocionales y sociales de los estudiantes (por ejemplo, auto-control, resolución de problemas, o como llevarse bien con los demás).* Penvmen58

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo
- No Sé

43. *Cuando mi hijo/a hace algo bueno en la escuela, generalmente me entero por medio de la escuela.* Penvdis59

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

44. *Esta escuela informa a los padres o tutores claramente sobre las normas y procedimientos escolares.* Penvdis60

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo

45. *Las reglas de la escuela se aplican por igual a todos los estudiantes.* Penvdis61

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo
- No Sé



**¿Qué tan de acuerdo o en desacuerdo estas con las siguientes frases sobre esta escuela? Marque una respuesta.**

46. *El castigo por romper las reglas de la escuela es justo.*

Penvdis61b

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo
- No Sé

47. *La disciplina es justa.*

Penvdis61c

- Muy de Acuerdo
- De Acuerdo
- En Desacuerdo
- Muy en Desacuerdo
- No Sé

**Appendix F.5**  
**Print SCLS Instructional Staff Survey**

**School Climate Surveys**  
**INSTRUCTIONAL STAFF SURVEY**  
**2014**

U.S. Department of Education  
National Center for Education Statistics

1. Are you male or female? Mark one response. Idemo138
- Male
  - Female
2. Are you of Hispanic or Latino origin? Mark one response. Idemo139
- Yes
  - No
3. What is your race? Please check all that apply. Idemo140
- White
  - Black or African-American
  - Asian
  - American Indian or Alaska Native
  - Native Hawaiian or Pacific Islander
4. Is your **main assignment/responsibility** at this school to provide instruction or other support services to any of these types of students - Special Education, English Language Learners, Gifted and Talented Education students, and Migrant Education? Mark one response Idemo141
- Yes
  - No
5. How many years have you been working at this school? Mark one response. Idemo142
- 1-3 years
  - 4-9 years
  - 10-19 years
  - 20 or more years

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

6. At this school, closing the racial/ethnic academic achievement gap is considered a high priority. lengcl1
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

7. At this school, all students are treated equally, regardless of whether their parents are rich or poor. lengclc2
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
8. This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP or IB courses). lengclc3
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
9. This school provides instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity and identity. lengclc4
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
10. This school fosters an appreciation of student diversity and respect for each other. lengclc5
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
11. This school emphasizes showing respect for all students' cultural beliefs and practices. lengclc6
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
12. This school provides effective resources and training for teaching students with Individualized Education Programs (IEPs) across different languages and cultures. lengclc7
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

13. This school provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille). lengclc8

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

14. Staff do a good job helping parents to support their children's learning at home. lengrel9

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

15. Staff do a good job helping parents understand when their child needs to learn social, emotional, and character skills. lengrel10

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

16. When a student is having social, emotional, or character challenges, staff work with his/her parents. lengrel11

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

17. If a student has done something well or makes improvement, staff contact his/her parents. lengrel12

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

18. Staff do a good job showing parents how to keep track of their child's progress. lengrel13

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

19. This school asks families to volunteer at the school. lengrel14
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
20. This school communicates with parents in a timely and ongoing basis. lengrel15
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
21. My level of involvement in decision making at this school is fine with me. lengpar29
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
22. Staff at this school have many informal opportunities to influence what happens within the school. lengpar31
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
23. At this school, students are given the opportunity to take part in decision making. lengpar32
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
24. Students at this school are encouraged to help solve problems at this school. lengpar33
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

25. Administrators consistently seek input from staff. lengpar35

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

26. Administrators involve staff in decision-making. lengpar36

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

27. This school's administration invites students to share their ideas about the school. lengpar37

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

28. Staff at this school make it easy for students to suggest activities. lengpar39

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

29. This school provides students with opportunities to take a lead role in organizing programs and activities. lengpar42

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

30. Students are encouraged to get involved in extra-curricular activities. lengpar48

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

31. This school is an emotionally safe place for students. Isafemo49
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
32. Students get along well with each other. Isafemo50
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
33. This school is an emotionally safe place for staff. Isafemo51
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
34. I feel like I belong. Isafemo52
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
35. I feel satisfied with the recognition I get for doing a good job. Isafemo53
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
36. I feel comfortable discussing feelings, worries, and frustrations with my supervisor. Isafemo54
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree



**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

37. This school inspires me to do the very best at my job. Isafemo55
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
38. People at this school care about me as a person. Isafemo56
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
39. I can effectively work with defiant or disruptive students. Isafemo57
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
40. I can manage almost any student behavior problem. Isafemo58
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
41. I feel safe at this school. Isafpsaf59
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
42. The following types of problems occur at this school often: physical conflicts among students. Isafpsaf60
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

43. The following types of problems occur at this school often: robbery or theft. Isafpsaf61
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

44. The following types of problems occur at this school often: vandalism. Isafpsaf62
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

*Drugs means any substance, including those used to get "high" or increase performance in school or sports. Examples of drugs include marijuana, illegal drugs, inhalants, synthetic drugs used to get high (K-2, bath salts, white lightning), or over-the-counter medicine. This does not include medications prescribed by doctor or nurse for the person, but includes prescription drugs that are NOT prescribed to the person by his/her doctor.*

45. The following types of problems occur at this school often: the sale of drugs on the way to or from school or on school grounds. Isafpsaf63
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

46. The following types of problems occur at this school often: student possession of weapons. Isafpsaf64
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

47. The following types of problems occur at this school often: student gang activities. Isafpsaf65
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

48. The following types of problems occur at this school often: physical abuse of teachers. Isafpsaf66

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

49. The following types of problems occur at this school often: student verbal abuse of teachers. Isafpsaf67

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

*This question is about bullying. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.*

50. I think that bullying is a frequent problem at this school. Isafbul68

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

*This question is about cyberbullying. Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.*

51. I think that cyberbullying is a frequent problem among students at this school. Isafbul69

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

52. I think that racial/ethnic tension or discrimination among students is a frequent problem at this school. Isafbul70

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

53. Students at this school would feel comfortable reporting a bullying incident to a teacher or other staff. Isafbul71
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
54. Staff at this school communicate to students that bullying is unacceptable. Isafbul72
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
55. Staff at this school always stop bullying when they see it. Isafbul73
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
56. Staff at this school know what to say or do to intervene in a bullying situation. Isafbul74
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
57. This school provides bullying prevention. Isafbul75
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
58. Staff at this school are teased or picked on about their race or ethnicity. Isafbul79
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

59. Staff at this school are teased or picked on about their cultural background or religion. Isafbul80
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
60. Staff at this school are teased or picked on about their physical or mental disability. Isafbul81
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
61. Staff at this school are teased or picked on about their sexuality. Isafbul82
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How much of a problem are the following at this school? Mark One Response**

62. At this school, how much of a problem is student drug use? Isafsub83
- Not a Problem
  - Small Problem
  - Somewhat a Problem
  - Large Problem
63. At this school, how much of a problem is student use of electronic cigarettes? Isafsub84b
- Not a Problem
  - Small Problem
  - Somewhat a Problem
  - Large Problem
64. At this school, how much of a problem is student use of tobacco (e.g., cigarettes, chew, cigars)? Isafsub84
- Not a Problem
  - Small Problem
  - Somewhat a Problem
  - Large Problem

**How much of a problem are the following at this school? Mark One Response**

*“Alcohol” means a full or part of a drink of alcohol. Examples include beer, wine, mixed drink, shot of liquor, or any combination of these alcoholic drinks. This does not include alcohol that you may drink for religious purposes.*

65. At this school, how much of a problem is student alcohol use? Isafsub85

- Not a Problem
- Small Problem
- Somewhat a Problem
- Large Problem

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

66. This school collaborates well with community organizations to help address youth substance use problems. Isafsub86

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

67. This school has adequate resources to address substance use prevention. Isafsub87

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

68. This school provides effective confidential support and referral services for students needing help because of substance abuse(e.g., a *Student Assistance Program*). Isafsub88

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

69. At this school, first-time violations of **alcohol or other drug policies** are punished by at least an out-of-school suspension. Isafsub89

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

70. This school has programs, resources, and/or policies to prevent substance abuse. Isafsub90
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
71. This school has programs that address substance use among students. Isafsub91
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
72. I know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day. Isaferm92
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
73. This school has a written plan that describes procedures to be performed in shootings. Isaferm93
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
74. This school has a written plan that clearly describes procedures to be performed in natural disasters (e.g., earthquakes or tornadoes). Isaferm94
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
75. This school or school district provides effective training in safety procedures to staff (e.g., lockdown training or fire drills). Isaferm95
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

76. This school campus provides a welcoming place for visitors. lenvpenv96
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
77. This school looks clean and pleasant. lenvpenv97
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
78. This school is an inviting work environment. lenvpenv98
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
79. Overcrowding is a problem at this school. lenvpenv99
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
80. My teaching is hindered by poor heating, cooling, and/or lighting systems at this school. lenvpenv100
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
81. My teaching is hindered by a lack of instructional space (e.g., classrooms) at this school. lenvpenv101
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree



**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

82. My teaching is hindered by a lack of textbooks and basic supplies at this school. lenvpenv102
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
83. My teaching is hindered by inadequate or outdated equipment or facilities at this school. lenvpenv103
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
84. The students in my class(es) attend class regularly. lenvins104
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
85. The students in my class(es) come to class prepared with the appropriate supplies and books. lenvins105
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
86. The students in my class(es) actively participate in class activities. lenvins106
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
87. Once we start a new program at this school, we follow up to make sure that it's working. lenvins107
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

88. The programs and resources at this school are adequate to support students' learning. lenvins108

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

89. Teachers at this school feel responsible to help each other do their best. lenvins110

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

90. Teachers at this school feel responsible when students at this school fail. lenvins112

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

91. The curriculum at this school is focused on helping students get ready for college. lenvins114

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

92. Teachers at this school feel that it is a part of their job to prepare students to succeed in college. lenvins115

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

93. The programs and resources at this school are adequate to support students with special needs or disabilities. lenvins116

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

94. Staff at this school promote students' physical health and nutrition. lenvphea117
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
95. This school provides adequate physical health and nutrition services for students. lenvphea118
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
96. This school provides the materials, resources, and training necessary for me to support students' physical health and nutrition. lenvphea119
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
97. This school places a priority on making healthy food choices. lenvphea120
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
98. This school places a priority on students' health needs. lenvphea121
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
99. This school places a priority on students' physical activity. lenvphea122
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

100. This school provides quality physical health and nutrition instruction. lenvphea138

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

101. This school provides quality counseling or other services to help students with social or emotional needs. lenvmen123

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

102. Staff at this school help students develop strategies to understand and control their feelings and behavior. lenvmen124

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

103. This school provides the materials, resources, and training necessary for me to support students' social or emotional needs. lenvmen125

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

104. This school places a priority on addressing students' mental health needs. lenvmen126

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

105. This school places a priority on social and emotional development. lenvmen127

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

106. This school places a priority on teaching students strategies to manage their stress levels. lenvmen128
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
107. This school places a priority on helping students with their social, emotional, and behavioral problems. lenvmen137
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
108. Staff at this school are clearly informed about school policies and procedures. lenvdis129
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
109. Staff at this school recognize students for positive behavior. lenvdis130
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
110. Staff at this school encourage students to think about how their actions affect others. lenvdis131
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
111. Staff at this school assign consequences that help students learn from their behavior. lenvdis132
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

112. Staff at this school help students develop strategies to understand and control their feelings and actions. lenvdis133

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

113. School rules are applied equally to all students. lenvdis134

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

114. School rules for behavior are strict. lenvdis134b

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

115. Discipline is fair. lenvdis134c

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

116. This school effectively handles student discipline and behavior problems. lenvdis135

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

117. Staff at this school work together to ensure an orderly environment. lenvdis136

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**Appendix F.6**  
**Print SCLS Non-instructional Staff Survey**

**School Climate Surveys**  
**NON-INSTRUCTIONAL STAFF SURVEY**  
**2014**

U.S. Department of Education  
National Center for Education Statistics

1. Are you male or female? Mark one response. Ndemo142
- Male
  - Female
2. Are you of Hispanic or Latino origin? Mark one response. Ndemo143
- Yes
  - No
3. What is your race? Please check all that apply. Ndemo144
- White
  - Black or African-American
  - Asian
  - American Indian or Alaska Native
  - Native Hawaiian or Pacific Islander
4. Is your **main assignment/responsibility** at this school to provide instruction or other support services to any of these types of students - Special Education, English Language Learners, Gifted and Talented Education students, and Migrant Education? Mark one response. Ndemo145
- Yes
  - No
5. How many years have you been working at this school? Mark one response. Ndemo146
- 1-3 years
  - 4-9 years
  - 10-19 years
  - 20 or more years

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

6. At this school, closing the racial/ethnic academic achievement gap is considered a high priority. Nengclc1
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree



**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

7. At this school, all students are treated equally, regardless of whether their parents are rich or poor. Nengclc2
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
8. This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP or IB courses). Nengclc3
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
9. This school provides instructional materials (e.g., textbooks or handouts) that reflect students' cultural background, ethnicity and identity. Nengclc4
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
10. This school fosters an appreciation of student diversity and respect for each other. Nengclc5
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
11. This school emphasizes showing respect for all students' cultural beliefs and practices. Nengclc6
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
12. This school provides effective resources and training for teaching students with Individualized Education Programs (IEPs) across different languages and cultures. Nengclc7
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

13. This school provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille). Nengclc8

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

14. **[Principal Only]** Staff at this school regularly give students individualized attention and help. NPengrel9

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

15. **[Principal Only]** Staff at this school teach students strategies to manage emotions. NPengrel10

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

16. **[Principal Only]** Staff at this school let students know how they should behave when dealing with each other. NPengrel11

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

17. **[Principal Only]** Staff at this school teach positive conflict resolution strategies to students. NPengrel12

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

18. **[Principal Only]** Staff at this school ask students for input when establishing rules. NPengrel13

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

19. **[Principal Only]** Staff at this school help students see what is the right thing to do and help them understand it. NPengrel14
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
20. This school helps parents find community supports for their students who need them. Nengrel16
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
21. Staff at this school do a good job helping parents to support their children's learning at home. Nengrel17
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
22. Staff at this school do a good job helping parents understand when their child needs to learn social and emotional skills. Nengrel18
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
23. When a student is having social or emotional challenges, staff at this school work with the family. Nengrel19
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
24. Staff at this school do a good job showing families how to keep track of their child's progress. Nengrel21
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

25. At this school the staff get along well. Nengrel24
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
26. At this school there is a feeling of trust among the staff. Nengrel25
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
27. At this school staff are willing to help each other out. Nengrel26
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
28. At this school the staff respect each other. Nengrel27
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
29. At this school staff care about students. Nengrel29
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
30. At this school students get along well with the staff. Nengrel30
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

31. **[Principal Only]** Staff at this school give students opportunities to get involved in service projects or activities. NPengpar31
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
32. **[Principal Only]** I ask students about their ideas. NPengpar32
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
33. Administrators ask staff for input on an ongoing basis. Nengpar33
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
34. Administrators ask staff to be involved in making decisions. Nengpar34
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
35. My level of involvement in decision making at this school is fine with me. Nengpar35
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
36. Staff at this school have many informal opportunities to influence what happens within the school. Nengpar37
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

37. At this school, students are given the opportunity to take part in decision making. Nengpar38
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
38. Students at this school are encouraged to help solve problems at this school. Nengpar39
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
39. This school's administration invites students to share their ideas about the school. Nengpar41
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
40. Staff at this school make it easy for students to suggest activities. Nengpar43
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
41. This school provides students with opportunities to take a lead role in organizing programs and activities. Nengpar44
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
42. Students are encouraged to get involved in extra-curricular activities. Nengpar47
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

43. This school is an emotionally safe place for students. Nsafemo48
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
44. Students get along well with each other. Nsafemo49
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
45. This school is an emotionally safe place for staff. Nsafemo50
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
46. I feel like I belong. Nsafemo51
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
47. I feel satisfied with the recognition I get for doing a good job. Nsafemo52
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
48. I feel comfortable discussing feelings, worries, and frustrations with my supervisor. Nsafemo53
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

49. This school inspires me to do the very best at my job. Nsafemo54
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
50. People at this school care about me as a person. Nsafemo55
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
51. I can effectively work with defiant or disruptive students. Nsafemo147
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
52. I can manage almost any student behavior problem. Nsafemo148
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
53. I feel safe at this school. Nsafpsaf56
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
54. The following types of problems occur at this school often: Physical conflicts among students. Nsafpsaf57
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree



**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

55. The following types of problems occur at this school often: robbery or theft. Nsafpsaf58

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

56. The following types of problems occur at this school often: vandalism. Nsafpsaf59

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

57. The following types of problems occur at this school often: the sale of drugs on the way to or from school or on school grounds. Nsafpsaf60

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

58. The following types of problems occur at this school often: student possession of weapons. Nsafpsaf61

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

59. The following types of problems occur at this school often: student gang activities. Nsafpsaf62

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

60. The following types of problems occur at this school often: physical abuse of teachers. Nsafpsaf63

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

61. The following types of problems occur at this school often: student verbal abuse of teachers.

Nsafpsaf64

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

*This question is about bullying. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.*

62. I think that bullying is a frequent problem at this school.

Nsafbul65

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

*This question is about cyberbullying. Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.*

63. I think that cyberbullying is a frequent problem among students at this school.

Nsafbul66

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

64. I think that racial/ethnic tension or discrimination among students is a frequent problem at this school.

Nsafbul67

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

65. Students at this school would feel comfortable reporting a bullying incident to staff. Nsafbul68
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
66. Staff at this school communicate to students that bullying is unacceptable. Nsafbul69
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
67. Staff at this school always stop bullying when they see it. Nsafbul70
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
68. Staff at this school know what to say or do to intervene in a bullying situation. Nsafbul71
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
69. This school provides bullying prevention. Nsafbul72
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
70. Staff at this school are teased or picked on about their race or ethnicity. Nsafbul76
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

71. Staff at this school are teased or picked on about their cultural background or religion. Nsafbul77
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
72. Staff at this school are teased or picked on about their physical or mental disability. Nsafbul78
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
73. Staff at this school are teased or picked on about their sexuality. Nsafbul79
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How much of a problem are the following at this school? Mark One Response**

*Drugs means any substance, including those used to get "high" or increase performance in school or sports, other than alcohol or tobacco. Examples include marijuana, illegal drugs, inhalants, synthetic drugs used to get high (K-2, bath salts, white lightning), or over-the-counter medicine. This does not include medications prescribed by doctor or nurse for the person, but includes prescription drugs that are NOT prescribed to the person by his/her doctor.*

74. At this school, how much of a problem is student drug use?  
Nsafsub80
- Not a Problem
  - Small Problem
  - Somewhat a Problem
  - Large Problem
75. At this school, how much of a problem is student use of electronic cigarettes? Nsafsub81b
- Not a Problem
  - Small Problem
  - Somewhat a Problem
  - Large Problem

**How much of a problem are the following at this school? Mark One Response**

76. At this school, how much of a problem is student use of tobacco (e.g., cigarettes, chew, cigars)?

Nsafsub81

- Not a Problem
- Small Problem
- Somewhat a Problem
- Large Problem

*“Alcohol” means a full or part of a drink of alcohol. Examples include beer, wine, mixed drink, shot of liquor, or any combination of these alcoholic drinks. This does not include alcohol that you may drink for religious purposes.*

77. At this school, how much of a problem is student alcohol use?

Nsafsub82

- Not a Problem
- Small Problem
- Somewhat a Problem
- Large Problem

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

78. This school collaborates well with community organizations to help address youth substance use problems.

Nsafsub83

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

79. This school has adequate resources to address substance use prevention.

Nsafsub84

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

80. This school provides effective confidential support and referral services for students needing help because of substance abuse(e.g., a Student Assistance Program).

Nsafsub85

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

81. At this school, first-time violations of **alcohol or other drug policies** are punished by at least an out-of-school suspension.

Nsafsub86

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

82. This school has programs, resources, and/or policies to prevent substance abuse.

Nsafsub87

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

83. This school has programs that address substance use among students.

Nsafsub88

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

84. I know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day.

Nsafem89

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

85. This school has a written plan that describes procedures to be performed in shootings.

Nsafem90

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

86. This school has a written plan that clearly describes procedures to be performed in natural disasters (e.g., earthquakes or tornadoes).

Nsafem91

- Strongly Agree
- Agree
- Disagree

- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

87. This school or school district provides effective training in safety procedures to staff (e.g., lockdown training or fire drills).  
Nsaferm92
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
88. **[Principal Only]** This school notifies parents in case of a school-wide emergency. NPsafem93
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
89. **[Principal Only]** This school provides a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box).  
NPsafem94
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
90. **[Principal Only]** This school has communication plans with relevant agencies and services (e.g., local police and fire departments, or community organizations).  
NPsafem95
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
91. Overcrowding is a problem at this school.  
Nenvpenv96
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
92. My work is hindered by poor heating, cooling, and/or lighting systems at this school. Nenvpenv97
- Strongly Agree
  - Agree
  - Disagree

- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

93. My work is hindered by insufficient workspace at this school.

Nenvpenv98

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

94. My work is hindered by a lack of materials and basic supplies at this school.

Nenvpenv99

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

95. My work is hindered by inadequate or outdated equipment or facilities at this school.

Nenvpenv100

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

96. This school campus provides a welcoming place for visitors.

Nenvpenv101

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

97. This school looks clean and pleasant.

Nenvpenv102

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

98. This school is an inviting work environment.

Nenvpenv103

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree



**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

99. My workspace at this school is comfortable.

Nenvpenv104

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

100. **[Principal Only]** This school's facilities are adequate for meeting the needs of the children at this school.

NPenvpenv105

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

101. **[Principal Only]** The following are a problem in the neighborhood where this school is located: garbage, litter, or broken glass in the street or road, on the sidewalks, or in yards.

NPenvpenv106

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

102. Once we start a new program at this school, we follow up to make sure that it's working.

Nenvins107

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

103. We have so many different programs at this school that I can't keep track of them all.

Nenvins108

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

104. Staff at this school feel responsible to help each other do their best.

Nenvins109

- Strongly Agree
- Agree

- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

105. Staff at this school feel responsible when students at this school fail.

Nenvins110

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

106. The programs and resources at this school are adequate to support students with special needs or disabilities.

Nenvins111

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

107. Staff at this school feel that it is a part of their job to prepare students to succeed in college.

Nenvins140

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

108. Staff at this school expect students to do their best all the time.

Nenvins141

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

109. **[Principal Only]** Poor student attendance is a problem at this school.

Npenvins112

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

110. **[Principal Only]** This school has a formal process to obtain parental input on policies related to curriculum and instructional programs.

Npenvins113

- Strongly Agree
- Agree

- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

111. Staff at this school promote students' physical health and nutrition. Nenvphea114

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

112. This school provides the materials, resources, and training necessary for me to support students' physical health and nutrition. Nenvphea115

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

113. This school places a priority on making healthy food choices. Nenvphea117

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

114. This school places a priority on students' health needs. Nenvphea118

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

115. This school places a priority on students' physical activity. Nenvphea119

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

116. **[Principal Only]** Poor student nutrition is a problem at this school. NPenvphea120

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

117. **[Principal Only]** Lack of student physical activity is a problem at this school. NPenvphea121
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
118. This school places a priority on addressing students' mental health needs. Nenvmen122
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
119. This school places a priority on social and emotional development. Nenvmen123
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
120. Staff at this school help students develop strategies to understand and control their feelings and behavior. Nenvmen124
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
121. This school places a priority on teaching students strategies to manage their stress levels. Nenvmen125
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
122. This school provides the materials, resources, and training necessary for me to support students' social or emotional needs. Nenvmen126
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

123. This school provides quality counseling or other services to help students with social or emotional needs. Nenvmen127
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
124. **[Principal Only]** Student depression or other mental health problems are a problem at this school. NPenvmen128
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
125. **[Principal Only]** Lack of student social-emotional skills is a problem at this school. NPenvmen129
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
126. Staff at this school are clearly informed about school policies and procedures. Nenvdis130
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
127. Staff at this school recognize students for positive behavior. Nenvdis131
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
128. Staff at this school encourage students to think about how their actions affect others. Nenvdis132
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

129. Staff at this school assign consequences that help students learn from their behavior. Nenvdis133
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
130. School rules are applied equally to all students. Nenvdis134
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
131. School rules for behavior are strict. Nenvdis134b
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
132. Discipline is fair. Nenvdis134c
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
133. Staff at this school help students develop strategies to understand and control their feelings and actions. Nenvdis135
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
134. This school effectively handles student discipline and behavior problems. Nenvdis136
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

**How strongly do you agree or disagree with the following statements about this school? Mark One Response**

135. Staff at this school work together to ensure an orderly environment. Nenvdis137
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
136. **[Principal Only]** Order and discipline are maintained satisfactorily at this school. NPenvdis138
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
137. **[Principal Only]** This school has a formal process to obtain parental input on policies related to school crime and discipline. NPenvdis139
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

## **Appendix G**

### **SCLS Research Base**

Appendix G.1 – SCLS Research Base (content)

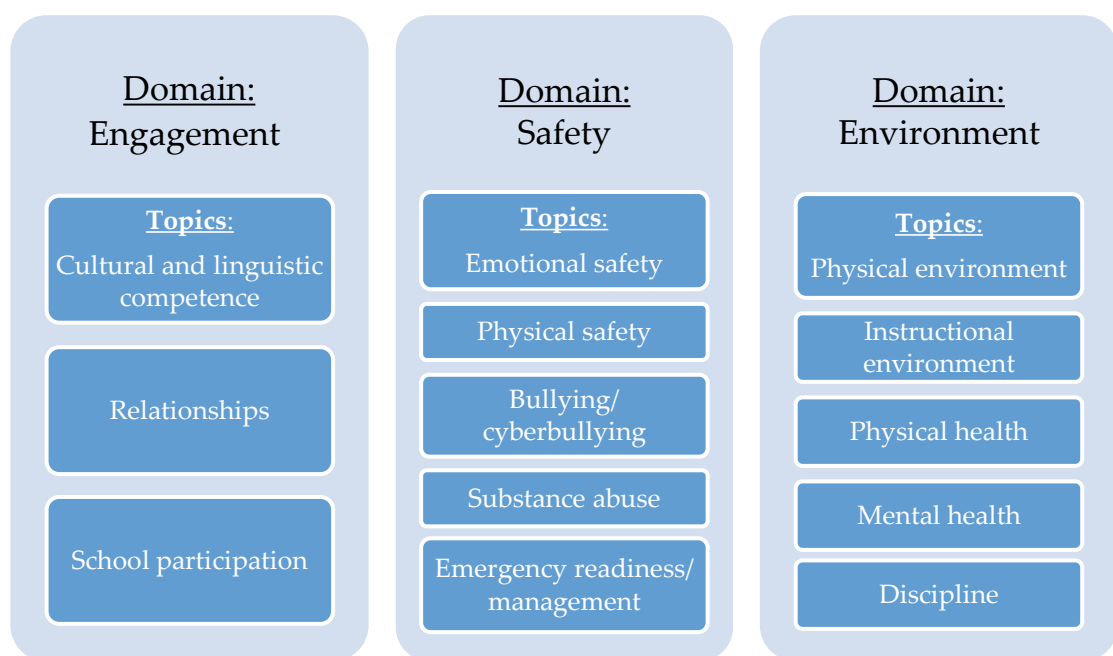
Appendix G.2 – SCLS Research Base (references)



## Appendix G.1 SCLS Research Base (content)

Three domains – Engagement, Safety and Environment, and their associated topical areas that form the SCLS model of school climate (Figure 1). Each of these domains and topical areas are measured in each of the four survey instruments. Some of these domains and topical areas are closely related to one another and include similar concepts—SCLS takes a panoramic approach in order to fully map the composition and influences of a school’s climate. The remainder of this section provides a brief description of each domain and topical area and demonstrates its connection to the broader construct of school climate.

**Figure 1. SCLS Model of School Climate**



### Engagement

Engagement includes several components of “school connectedness,” such as the amount of effort students expend in the work of learning, their sense of belonging, and their emotional involvement with the school (Marks 2000). The amount of effort students devote to schoolwork is critical to their academic success because grades encapsulate not just mastery of content, but also labor invested (e.g., homework assignments, class participation, and extra-credit assignments) (Willingham, Pollock, and Lewis 2002). The rapport built between students and the important people in their lives at school establishes an important foundation for students’ perceptions of academia. As Blum (2005b, p. 4) observed, “people connect with people before they connect with institutions”—thus, positive relationships with instructors can contribute significantly to how much students value instruction. Data from the National Education Longitudinal Study of 1988 (NELS:88) also lend significant credence to the power of teacher-student relationships: they show that positive student beliefs about how much their teachers support their efforts

to succeed in school are related to a reduction in the probability of students dropping out (Croninger and Lee 2001).

In the SCLS, engagement constitutes three topical areas: cultural and linguistic competence, relationships, and participation.

### ***Cultural and Linguistic Competence***

Cultural and linguistic competence involves the degree to which students and families from diverse backgrounds feel welcome and connected to their school. When teachers seek to engage in unbiased instruction and to learn about their students, they can better respond to their students' needs (Gay 2010; Richards, Brown, and Forde 2004; Villegas and Lucas 2002). Ruus et al. (2007) found that the school value system and students' perceptions of teacher attitudes were significantly associated with students' optimistic acceptance of life, psychological and physical well-being, and academic success.

### ***Relationships***

Positive relationships between students, adults, and peers are characterized by affirmative social interactions, leading to a nurturing environment of trust and support. When coupled with a consistent emphasis on academic performance, a strong sense of support and school community has been positively associated with improved academic achievement (Lee et al. 1990). The quality of relationships is also important to faculty job satisfaction. A qualitative study by Hargreaves (2000) found that teachers cite their relationships with their students as one of the most important aspects of their work. In addition, teachers say that their job satisfaction is also contingent on their relationships with parents (Shann 1998).

### ***School Participation***

Participation encompasses all of students' efforts in the school context, ranging from class participation to extracurricular activities. Parents and staff also participate in school in various ways, such as through collective decision making and student instruction. Strong interconnectedness between staff, students, families, and school—as demonstrated by student participation in self-directed or cooperative activities—can contribute to a positive climate (Cohen 2006; Cohen et al. 2009). Meaningful participation at school cultivates students' self-efficacy, decision-making and leadership skills, and personal talents and strengths (Jennings 2003; Holland and Andre 1987).

## **Safety**

Emotional and physical safety are fundamental characteristics of high-quality schools; in these schools, students feel a sense of belonging and are free to focus on learning (Dwyer and Osher 2000). Conversely, unsafe schools are associated with student and teacher victimization, increased truancy, lower levels of school attachment, decreased graduation rates, and increased disciplinary problems (Arseneault et al. 2006; Astor, Guerra, and Van Acker 2010; Bowen and Bowen 1999; Chen 2007; Henrich et al. 2004; Juvonen, Nishina, and Graham 2000; Neild, Furstenberg Jr., and Stoner-Eby 2002; Mayer and Furlong 2010). Current research also suggests that the perception of physical and emotional safety is directly related to academic achievement (Glew et al. 2005; Osher and Kendziora 2010; Ripski and Gregory 2009). The positive effects of safe schools influence school staff as

well. Gregory and colleagues found that cumulative daily stress—forged by disrespectful behavior and obscene remarks from students—has serious implications on teachers’ mental health (Gregory, Cornell, and Fan 2012); such abuse is directly linked to, and may be an important cause of, their premature retirement (Bauer et al. 2006).

In the SCLS, the safety domain includes five topics: emotional safety, physical safety, bullying, substance abuse, and emergency readiness and management.

### ***Emotional Safety***

Emotional safety is the actual and perceived experience of feeling safe to express emotions and the confidence to take appropriate academic risks (Blum 2005a; Osher and Kendziora 2010). This aspect of safety contributes to a school’s climate of mutual respect, trust, and equitable treatment among all members of the school community. Perceptions of respect, trust, and fairness are linked with school interconnectedness (i.e., a sense of community) (Blum 2005a; Resnick et al. 1997; Chapman et al. 2011). The experience of interconnectedness bonds students to schools, enhances well-being, and reduces risky and antisocial behavior (Battistich and Hom 1997; Frey et al. 2009; Libbey, Ireland, and Resnick 2002; McGraw et al. 2008).

### ***Physical Safety***

Physical safety is predicated on protecting students from being victims of or witnesses to violence. There is a long history of research on the importance of safety to individuals’ social and emotional growth, including Abraham Maslow’s (1954) hierarchy of needs, wherein safety and security are ranked second only to basic physiological needs. In order for students to focus on and learn about abstract concepts, they must be free from worry about their physical safety. In schools where students reported higher levels of safety, a higher percentage of students passed standardized tests, even after controlling for free- or reduced-price lunch status (Milam, Furr-Holden, and Leaf 2010).

### ***Bullying***

Bullying constitutes unwanted and aggressive actions directed from one person to another; the definition of bullying also involves a real or perceived power imbalance between the two parties, with the actions being repeated or having the potential to be repeated (Olweus 1997). *Cyber-bullying* is a recent permutation, wherein electronic devices—such as cell phones, computers, and tablets—are used to target the victim. Bullying undermines perceptions of safety (Sampson 2009, p. 1), and student-student and student-teacher relationships (Swearer et al. 2010), making it an important factor in fostering a positive school climate (Cohen and Freiberg 2013; Thapa et al. 2013).

### ***Substance Abuse***

Substance abuse is a harmful pattern of using substances such as alcohol, tobacco, illicit drugs, or prescription drugs. This behavior carries the risk of directly causing or aggravating physical and mental health issues, impeding the cognitive growth necessary for academic success, and fomenting substance dependence. According to the National Center on Addiction and Substance Abuse (2001), “it is estimated that each year substance abuse costs schools at least \$41 billion in truancy, special education, and disciplinary problems; disruption; teacher turnover; and property damage.”<sup>8</sup>

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<sup>8</sup> This is equivalent to \$54.2 billion in 2014 dollars.

### ***Emergency Readiness and Management***

Emergency readiness entails a school's preparedness to respond to a crisis or to an emergency such as a natural disaster, a violent incident, or an act of terrorism (National Child Traumatic Stress Network 2013). According to the U.S. Department of Education (2013), emergency readiness includes prevention, protection, mitigation, response, and recovery. Fostering a positive school climate can help prevent emergencies—because it can reduce the incidence of behaviors that contribute to crises (e.g., violence, bullying, harassment, substance abuse)—and help students respond to and recover from emergencies (U.S. Department of Education 2013). Additionally, Cornell and colleagues found that having a threat assessment program was associated with having a more positive and supportive school climate (Cornell et al. 2009).

### **Environment**

Positive school environments are characterized by appropriate and well-maintained facilities; well-managed classrooms with high levels of engagement, rigor, productivity, and inclusion; a range of available school-based health supports; clear, fair disciplinary policies; and explicit policies and procedures governing various school practices (Hamre and Pianta 2005; Welsh 2001). In addition to the resources and beneficial normative experiences provided to students through support staff, positive school environments also afford faculty varied and diverse opportunities to meet students' physical and mental health needs during the regular and extended school day (Hoagwood and Erwin 1997; Physical Activity Guidelines Advisory Committee 2008; Stevens et al. 2008; Telford et al. 2012). A significant body of research suggests that different characteristics of the school environment (including elements of order, facilities, school rules, and discipline) influence student, adult, and school outcomes, both directly and indirectly (Buckley, Schneider, and Shang 2005; Gottfredson et al. 2005; LeBlanc et al. 2007; Lo et al. 2011; Payne 2008; Payne, Gottfredson, and Gottfredson 2003; Planty and DeVoe 2005; Roque and Paternoster 2011; Tillyer, Wilcox, and Gialopsos 2010; Wang and Dishion 2011).

In the SCLS, the environment domain consists of five topical areas: physical environment, instructional environment, physical health, mental health, and discipline.

#### ***Physical Environment***

A school's physical environment encompasses the physical appearance and functioning of the building, including lighting (artificial and natural), thermal comfort, air quality and ventilation, acoustics and noise control, size and configuration of rooms, permanent versus portable rooms, safety measures (cameras, signage, metal detectors, etc.), location, and neighborhood surrounding it (Earthman 2004; National School Boards Association 1996; O'Sullivan 2006; Planty and DeVoe 2005; Schneider 2002). The condition of school facilities is highly correlated with teacher retention (Buckley, Schneider, and Shang 2005), as well as student health and academic achievement (Earthman and Lemasters 2011; Uline and Tschannen-Moran 2008). Studies show that children are more susceptible to environmental disease than are adults, increasing the importance of maintaining clean facilities (Jasper, Thanh-Tam, and Bartram 2012).

#### ***Instructional Environment***

The instructional environment refers to the interconnectedness of the academic, social, and emotional aspects of learning as they relate to student achievement (Bronfenbrenner 1979; Ma et al. 2009), including such things as the quality of instruction, the quality and availability of materials and resources, the level of expectations for academic achievement, a shared sense of responsibility, student engagement and connection with the curriculum, positive classroom management strategies, and a focus on building strong teacher-student relationships (Ladson-Billings 1995; Cohen 2006). Extensive research by the Organization for Economic Cooperation and Development (OECD) and others has linked positive instructional environments to higher student test scores and graduation rates, higher reading scores, and lower dropout rates (Haahr et al. 2005; Organization for Economic Cooperation and Development 2009).

### ***Physical Health***

In the SCLS, physical health refers to the physical well-being of a school community and its members. Poor health obstructs children's education by driving excessive absenteeism, impeding completion of homework, and inhibiting teacher-student relationship growth (Needham, Crosnoe, and Muller 2004). Given the amount of time that students spend on school grounds, school health programs have the potential to be one of the most efficient means to prevent or reduce health risk behaviors and serious health problems among students (Centers for Disease Control 2011).

### ***Mental Health***

Mental health is more than just being psychologically well; it includes emotional and social well-being and is affected by many different factors (mentalhealth.gov). Mentally healthy students attend school ready to learn, are actively engaged in school activities, form supportive and caring relationships with adults and peers, apply problem-solving skills in a nonaggressive manner, and contribute to positive school culture (Freeman 2011; National Research Council and Institute of Medicine 2009).

### ***Discipline***

School discipline is defined as the rules and strategies applied in school to manage student behavior and the practices used to encourage self-discipline (Osher et al. 2010). Approaches to school discipline range from positive (e.g., improvements in school climate and the use of restorative justice practices) to punitive (e.g., suspension, expulsion, and corporal punishment) (Gottfredson et al. 2005; Mayer 1995; Skiba et al. 2011). Emerging research supports focusing on the former more than the latter, because punitive school discipline has not been shown to improve student behavior or academic achievement (Fabelo et al. 2011; Reborja 2013; Shah 2011). Schoolwide positive approaches have been associated with reduced disciplinary referrals and improvements in student academic achievement (Lassen, Steele, and Sailor 2006). Using positive approaches when discipline issues arise is hypothesized to reconnect students to their peers and teachers, improving the school experience for the community.

## Appendix G.2

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# **Technical Guide for Survey Administrators**



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# SCLS Platform Installation







*This section provides instructions on how to download and configure the SCLS platform package.*

Installation

Configuration

## SCLS Administration

*This section covers how to administer the suite of School Climate Surveys to students, parents, instructional staff, and noninstructional staff.*

ICON BUTTON KEY	
	Save
	Delete
	Information
	Expand
	Collapse
	Refresh

*The icon button key shows the icon buttons used throughout this guide.*

## Authentication

To log into the data management platform:

1. Click on the ">> ADMINISTRATOR LOG IN" link from the toolbar on the home page.



Alternatively, enter "sclsadmin" in the "Username" text box and click on the "LOG IN" button.

2. Enter "sclsadmin" in the "Username" text box.
3. If you are logging in for the first time, enter the temporary password "2@Password" in the "Password" text box. Otherwise, enter your password.

4. Click on the “LOG IN” button.

To change the password:

1. Enter a new password in the “New Password” text box.

---

**N O T E**

---

Passwords must be between 8 and 14 characters in length, contain 1 uppercase English character, 1 lowercase English character, 1 numeric character, and 1 special character.

---

2. Enter the same new password in the “Retype New Password” text box.
3. To reveal the hidden passwords, check the “Show Password” check box.
4. Click on the “SAVE” button.

To reset the password:

1. Click on the “>> ADMINISTRATOR LOG IN” link from the toolbar on the home page.
2. Enter “sclsadmin” in the “Username” text box.
3. Click on the “Reset Password” link.
4. An e-mail with a URL to reset the password will be sent to the e-mail address of the survey administrator that was specified on the Education Agency page. Click on the URL, or copy and paste the URL to a browser address bar.
5. Follow the instructions “To change the password” in this guide.

To log out:

1. Click on the “LOG OUT” link from the toolbar.

---

**N O T E**

---

You will be automatically logged out and redirected to the home page after 10 minutes of inactivity.

---

## Set-up Wizard

*When you log into the data management platform for the first time, the set-up wizard will walk you through the initial steps:*

- *Step 1: Enter Education Agency Information*
- *Step 2: Create Data Collection*
- *Step 3: Generate Usernames*

---

### NOTE

Instructions that pertain to the set-up wizard only begin with an asterisk (\*).

---

### Step 1: Enter Education Agency Information

To enter the education agency information:

1. Select the level of the education agency from the “Level” drop-down box.
2. If the education agency is at the state level, select the state from the “State” drop-down box.

At the district level, enter the education agency’s seven digit NCES district ID in the “NCES ID” text box. If you do not know the ID, click on the “Find Your District ID” link to be redirected to the NCES Public School District Locator.

At the school level, enter the education agency’s twelve digit NCES school ID in the “NCES ID” text box. If you do not know the ID, click on the “Find Your School ID” link to be redirected to the NCES Public School Locator.

---

### NOTE

Once a data collection has been created in the next step of the wizard, the education agency level, and state or NCES ID cannot be modified.

---

3. Under the Education Agency section, the name of the education agency is automatically pre-filled. To modify the name of the education agency, enter another name in the “Name” text box.
4. Under the Survey Administrator section, enter the name of the survey administrator in the “Name” text box.
5. Enter the e-mail address of the survey administrator in the “E-mail” text box.

6. Enter the phone number of the survey administrator in the “Phone” text boxes.
7. Click on the “NEXT” button to save information about the education agency and continue to Step 2: Create Data Collection.

## Step 2: Create Data Collection

To create a new data collection from the top blank row:

1. Click on the “START DATE” text box/date picker. Then enter the start date of the data collection or select the start date from the date picker.

---

**NOTE**

The start date must be today’s date or later.

---

2. Click on the “END DATE” text box/date picker. Then enter the end date of the data collection or select the end date from the date picker.

---

**NOTE**

The end date must be the same day as the start date or later.

---

3. Select the respondent group from the “RESPONDENT GROUP” drop-down box. A unique data collection name is created based on the start date, end date, and respondent group.
4. Click on the save icon button.
5. \*To continue to Step 3: Generate Usernames, click on the “NEXT” button.

To go back to the first step, click on the “BACK” button or the Step 1: Enter Education Agency Information image link.

---

**NOTE**

Once the data collection has been created, status is marked as “Started” if the start date is today’s date; or “Not Started” if the start date is after today’s date. The data collection is marked as “Closed” when the end date is before today’s date.

---

1 ENTER EDUCATION AGENCY INFORMATION    2 CREATE DATA COLLECTION    3 GENERATE USERNAMES

DATA COLLECTION	START DATE	END DATE	RESPONDENT GROUP	STATUS
12/02/2014-12/19/2014:Students	12/02/2014	12/19/2014	Students	Started

BACK    NEXT

To edit a data collection:

1. Edit the start date and/or end date of the data collection.
2. Click on the save icon button to save the changes.

To delete a data collection:

1. Click on the delete icon button of the data collection to be deleted.

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**NOTE**

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Once a data collection has been closed or usernames have been generated for the data collection, it cannot be deleted.

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### Step 3: Generate Usernames

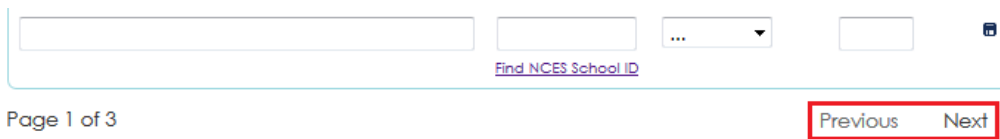
To generate usernames:

1. Select the data collection from the “Data Collection” drop-down box.
2. At the state or district level, check at least one school level to include.
3. At the state or district level, click on the “SHOW SCHOOLS” button.
4. The school name, NCES School ID, and school level will be automatically pre-filled.

To edit the school name at the state or district level, enter another name in the “SCHOOL NAME” text box.

To change the school level at the state or district level, select another level from the “SCHOOL LEVEL” drop-down box.

5. Enter “1” or greater in the “NUMBER OF RESPONDENTS” text box for at least one school.
6. To navigate between the pages of schools, click on the “Previous” or “Next” links.



7. Click on the “GENERATE” button to generate and export usernames.

---

**NOTE**

Respondent usernames are 7 to 8 characters long, and are made up of lower case letters and numbers. Student usernames begin with the letter “s”; teachers/noninstructional staff begin with “t”; noninstructional staff begin with “n”; principals begin with “np”; and parents begin with “p”. One principal username is generated for each principals/noninstructional data collection.

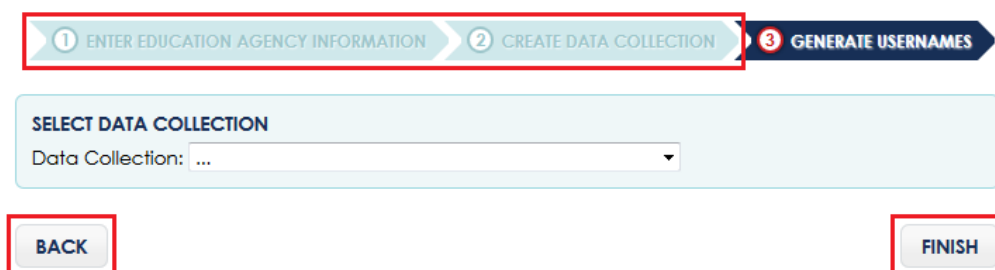
It may take 10 seconds to generate 500 usernames, and 90 seconds to generate 5,000 usernames. On the dashboard, the Generated and Exported columns will be marked with check marks once all usernames for the data collection have been generated and exported. By default, usernames are exported into a single CSV file.

---

8. \*To continue to the dashboard, click on the “FINISH” button.

To go back to the previous step, click on the “BACK” button or the Step 2: Create Data Collection image link.

To go back to the first step, click on the Step 1: Enter Education Agency Information image link.



To add a school from the bottom blank row (state and district levels only):



1. Enter the NCES school ID into “NCES SCHOOL ID” auto-completer text box. If you do not know the ID, click on the “Find NCES School ID” link to be redirected to the NCES Public School Locator.

**SELECT DATA COLLECTION**  
 Data Collection: 12/02/2014-12/19/2014:Students ▼

SCHOOL NAME	NCES SCHOOL ID	SCHOOL LEVEL	NUMBER OF RESPONDENTS	
ROUND ROCK H S	483808004254	High ▼	250	✖
SUCCESS H S	483808008958	High ▼	100	✖
WESTWOOD H S	483808005805	High ▼	500	✖
<input type="text"/>	4838080	... ▼		✖

Page 1 of 1

ANDERSON MILL EL (483808004247)

BLACKLAND PRAIRIE EL (483808009102)

BLUEBONNET EL (483808006315)

BRUSHY CREEK EL (483808005802)

C D FULKES MIDDLE (483808004255)

CACTUS RANCH EL (483808009103)

CALDWELL HEIGHTS EL (483808008413)

CANYON CREEK EL (483808008087)

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**N O T E**

At the state level, the first two digits of the NCES school ID must match the American National Standards Institute (ANSI) Code of the state education agency. At the district level, the first seven digits of the NCES school ID must match the NCES ID of the district.

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2. Select a school from the “NCES SCHOOL ID” auto-completer list, or enter another NCES school ID.
3. If a school was selected from the “NCES SCHOOL ID” auto-completer list, the school name and school level will be pre-filled. Otherwise, the school name will be blank and school level will be unselected.

To edit or specify the school name, enter the name in the “SCHOOL NAME” text box.

To change or specify the school level, select a level from the “SCHOOL LEVEL” drop-down box.

4. Click on the save icon button.

To delete a school (state and district levels only):

1. Click on the delete icon button of the school to be deleted.

## Dashboard

*Once the set-up wizard has been completed, the dashboard allows administrators to:*

- *edit information about your education agency and survey administrator;*
- *edit and create data collections;*
- *generate, export, and disseminate respondent usernames for data collections that have not closed yet;*
- *produce real-time survey status reports and survey results reports immediately after each data collection;*
- *and export and import survey results immediately after each data collection.*



**EDUCATION AGENCY**  
 Edit information about your education agency and survey administrator.

Edit

**DATA COLLECTION**  
 Edit and create data collections.

Edit

**RESPONDENT USERNAMES**  
 Generate, export, and disseminate respondent usernames for data collections that have not closed yet. Exporting usernames, importing respondent e-mail addresses, and disseminating usernames via e-mail are optional features.

DATA COLLECTION <small>⚙</small>	STATUS	GENERATED	EXPORTED	DISSEMINATED
12/02/2014-12/19/2014:Students	Started	✓	✓	✗

Generate    Export    Disseminate >

**REPORTS**  
 Produce real-time survey status reports and survey results reports immediately after each data collection.

Survey Status Reports >  
Survey Results Reports >

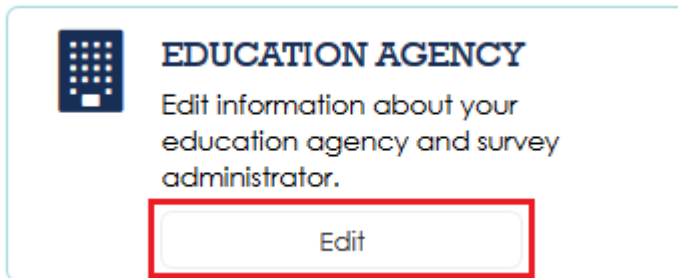
**SURVEY RESULTS**  
 Export and import survey results immediately after each data collection.

Export  
Import

## Education Agency

To edit information about your education agency and survey administrator:

1. In the Education Agency section, click on the “Edit” menu button.



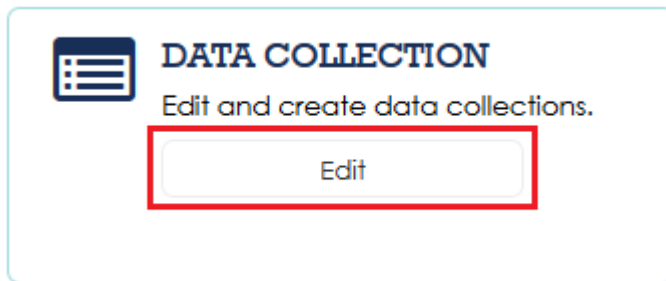
2. Edit the education agency and/or survey administrator information.

3. Click on the “SAVE” button.

## Data Collection

To create, edit, and delete a data collection:

1. In the Data Collection section, click on the “Edit” menu button.



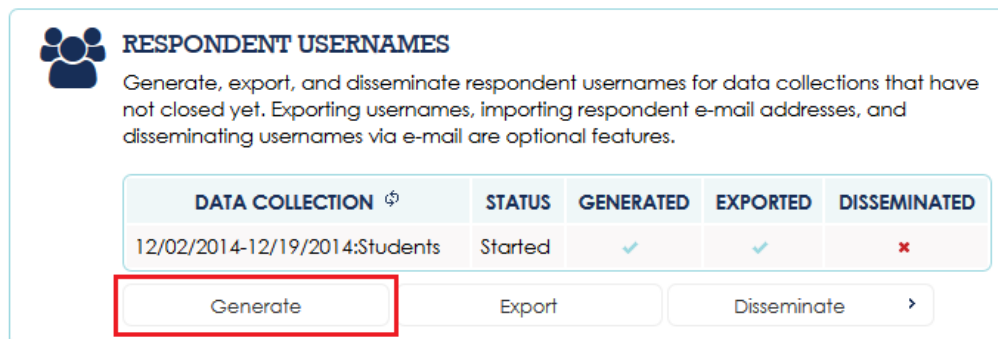
2. For step-by-step instructions, go to the “Step 2: Create Data Collection” section in this guide.

## Respondent Usernames

*The Respondent Usernames section provides the status of each data collection that has not closed yet, and tracks whether usernames have been generated, exported, and disseminated.*

To generate usernames:

1. In the Respondent Usernames section, click on the “Generate” menu button.




Alternatively, click on the “GENERATE” link from the toolbar on any Respondent Usernames page.



2. For step-by-step instructions on how to generate usernames, go to the “Step 3: Generate Usernames” section in this guide.

To export usernames to a CSV file:

1. Under the Respondent Usernames section, click on the “Export” menu button.

 **RESPONDENT USERNAMES**

Generate, export, and disseminate respondent usernames for data collections that have not closed yet. Exporting usernames, importing respondent e-mail addresses, and disseminating usernames via e-mail are optional features.

DATA COLLECTION <small>⌵</small>	STATUS	GENERATED	EXPORTED	DISSEMINATED
12/02/2014-12/19/2014:Students	Started	✓	✓	✗

Generate
Export
Disseminate ▶

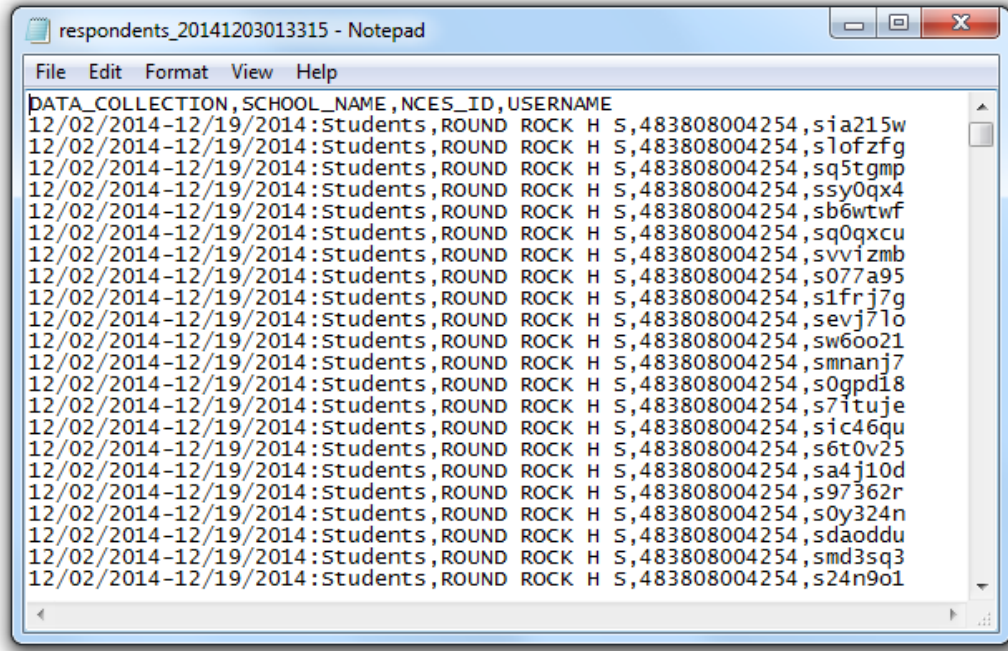
Alternatively, click on the “EXPORT” link from the toolbar on any Respondent Usernames page.



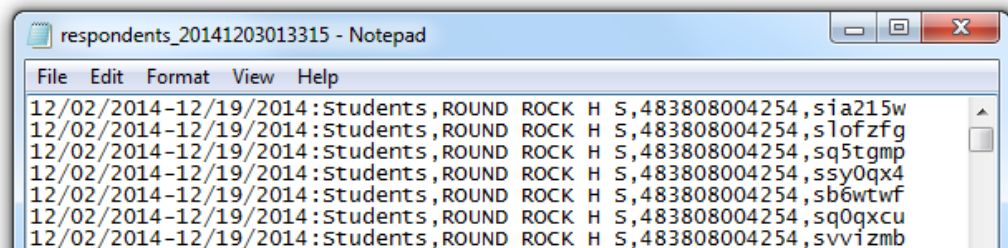
2. Select the data collection from the “Data Collection” drop-down box.
3. To generate multiple export files by school, check the “Multiple Files” check box.
4. Click on the “EXPORT” button.

To create a CSV e-mail import file using a text editor:

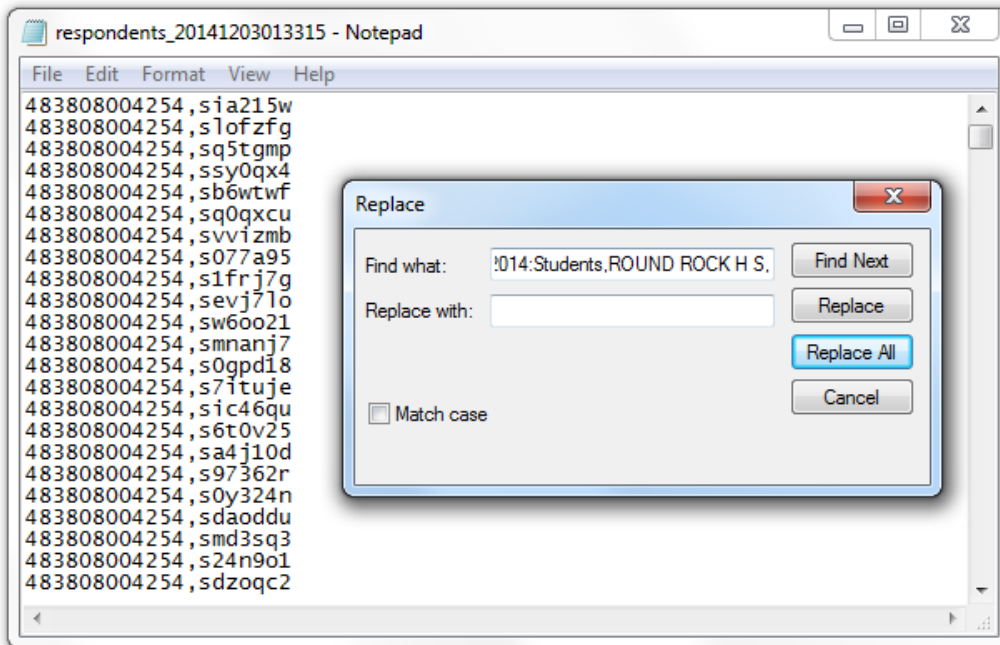
1. Open the exported usernames CSV file in a text-editor like Notepad or WordPad.



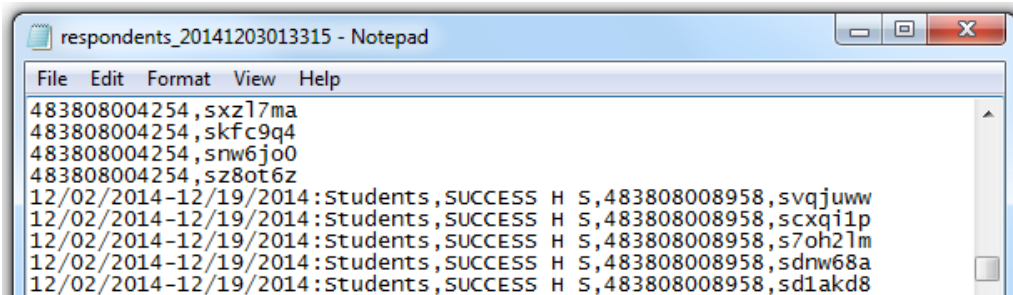
2. Delete the header row.

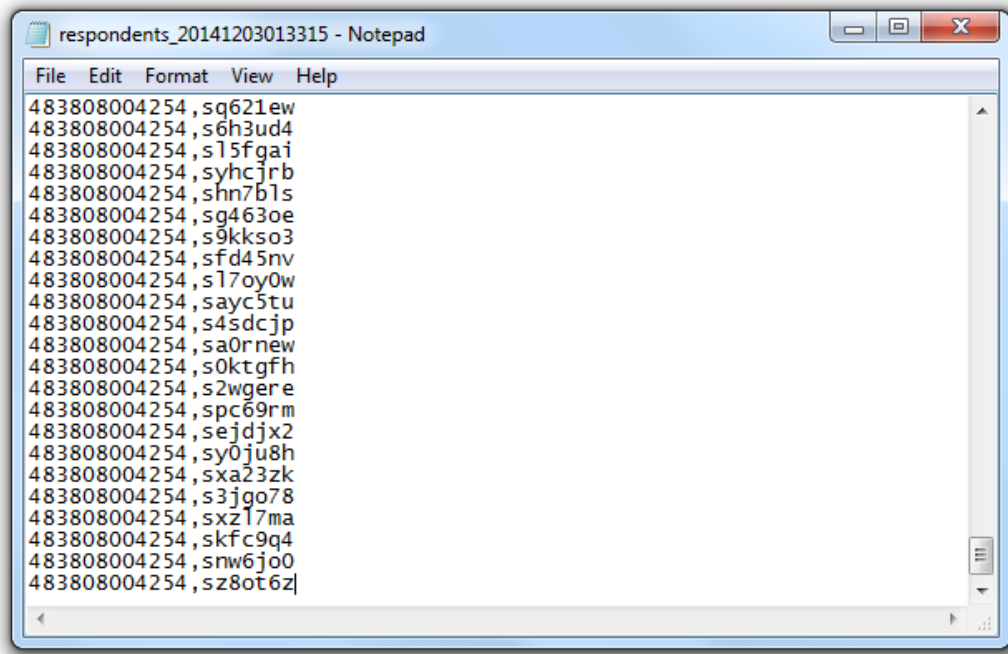


3. Delete the data collection name and school name by using the text editor find and replace function.

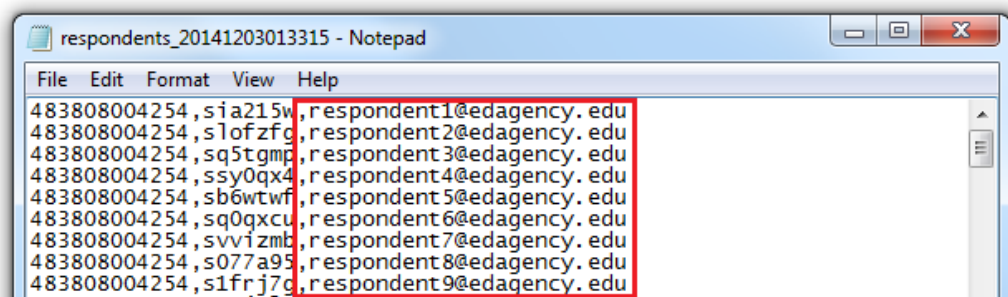


4. If the export file contains multiple schools, delete those rows.

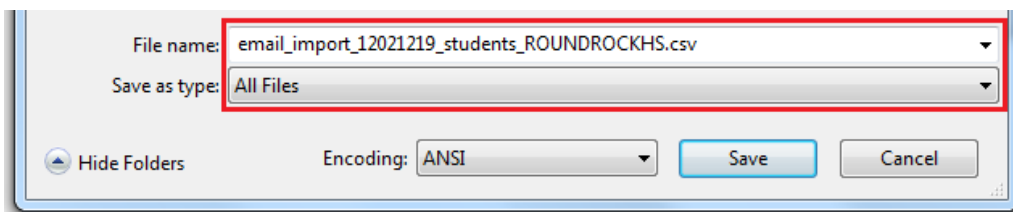




5. After each username, enter “,” and the e-mail address.



6. When saving the file, enter the file name, followed by “.csv”, and select “All Files” from the “Save as type” drop-down box.



7. Click on the “Save” button.



To create a CSV e-mail import file using Microsoft Excel:

1. Open the exported usernames CSV file in a Microsoft Excel.

	A	B	C	D
1	DATA_COLLECTION	SCHOOL_NAME	NCES_ID	USERNAME
2	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	sia215w
3	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	slofzfg
4	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	sq5tgmp
5	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	ssy0qx4
6	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	sb6wtwf
7	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	sq0qxcu
8	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	svvizmb
9	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s077a95
10	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s1frj7g
11	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	sevj7lo

2. Delete columns A (DATA\_COLLECTION) and B (SCHOOL\_NAME).

	A	B	C	D
1	NCES_ID	USERNAME		
2	483808004254	sia215w		
3	483808004254	slofzfg		
4	483808004254	sq5tgmp		
5	483808004254	ssy0qx4		
6	483808004254	sb6wtwf		
7	483808004254	sq0qxcu		
8	483808004254	svvizmb		
9	483808004254	s077a95		
10	483808004254	s1frj7g		
11	483808004254	sevj7lo		

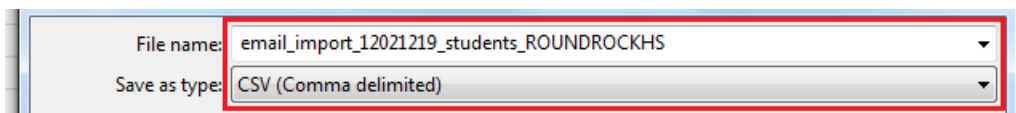
3. Delete the row 1 (header).

	A	B	C	D
1	483808004254	sia215w		
2	483808004254	slofzfg		
3	483808004254	sq5tgmp		
4	483808004254	ssy0qx4		
5	483808004254	sb6wtwf		
6	483808004254	sq0qxcu		
7	483808004254	svvizmb		
8	483808004254	s077a95		
9	483808004254	s1frj7g		
10	483808004254	sev7lo		

4. If the export file contains multiple schools, delete those rows.
5. Enter the e-mail addresses in column C.

	A	B	C	D
1	483808004254	sia215w	respondent1@edagency.edu	
2	483808004254	slofzfg	respondent2@edagency.edu	
3	483808004254	sq5tgmp	respondent3@edagency.edu	
4	483808004254	ssy0qx4	respondent4@edagency.edu	
5	483808004254	sb6wtwf	respondent5@edagency.edu	
6	483808004254	sq0qxcu	respondent6@edagency.edu	
7	483808004254	svvizmb	respondent7@edagency.edu	
8	483808004254	s077a95	respondent8@edagency.edu	
9	483808004254	s1frj7g	respondent9@edagency.edu	
10	483808004254	sev7lo	respondent10@edagency.edu	

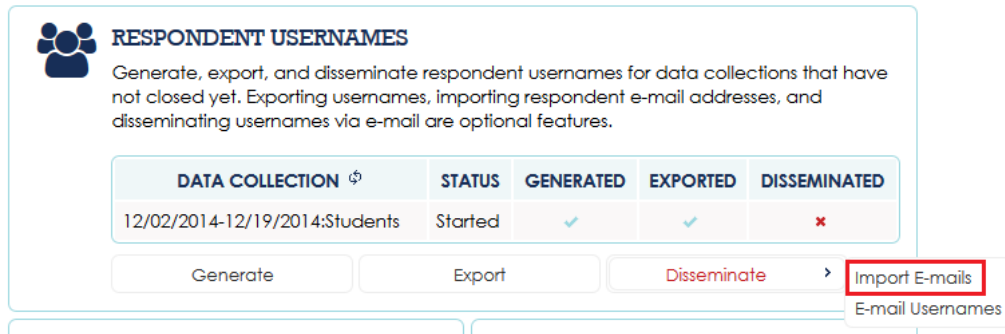
6. When saving the file, enter the file name and select “CSV (Comma delimited)” from the “Save as type” drop-down box.



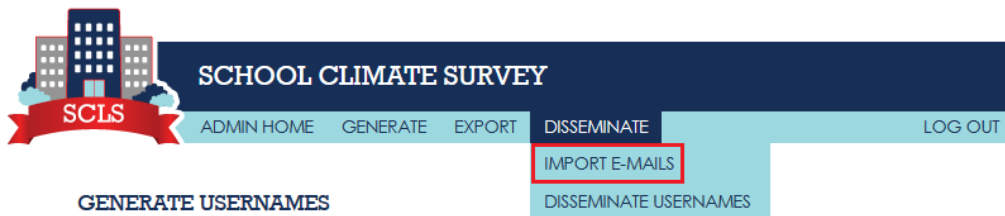
7. Click on the “Save” button.

To import a CSV e-mail file:

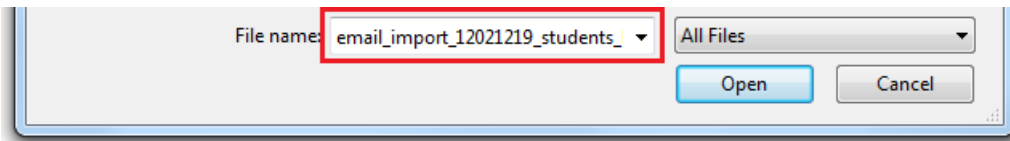
1. Under the Respondent Usernames section, click on the “Import E-mails” option from the “Disseminate” menu.



Alternatively, click on the “IMPORT E-MAILS” option under the “DISSEMINATE” menu from the toolbar on any Respondent Usernames page.



2. Select the data collection from the “Data Collection” drop-down box.
3. At the state and district level, select the school name from the “School Name” drop-down box.
4. Click on the “Browse...” button to open the File Upload window.
5. Select the CSV e-mail file to import and click on the “Open” button.



6. Click on the “IMPORT FILE” button.

To disseminate usernames via e-mail:

1. Under the Respondent Usernames section, click on the “Import E-mails” option from the “Disseminate” menu.

**RESPONDENT USERNAMES**  
Generate, export, and disseminate respondent usernames for data collections that have not closed yet. Exporting userames, importing respondent e-mail addresses, and disseminating usernames via e-mail are optional features.

DATA COLLECTION ↕	STATUS	GENERATED	EXPORTED	DISSEMINATED
12/02/2014-12/19/2014:Students	Started	✓	✓	✗

Buttons: Generate, Export, Disseminate, Import E-mails, E-mail Usernames

Alternatively, click on the “E-MAIL USERNAMES” option under the “DISSEMINATE” menu from the toolbar on any Respondent Usernames page. **NEED TO UPDATE SCREENSHOT.**

**SCHOOL CLIMATE SURVEY**  
SCLS  
ADMIN HOME GENERATE EXPORT DISSEMINATE LOG OUT  
IMPORT E-MAILS  
DISSEMINATE USERNAMES

2. Select the data collection from the “Data Collection” drop-down box.
3. The “Send to new recipients only” check box is checked by default. Uncheck to send e-mails to recipients who previously received e-mails.
4. Enter the e-mail subject in the “Subject” text box.
5. Modify the e-mail message in the “Message” text area, including replacing “Please insert the link to your survey}”.
6. Click on the “SEND” button.

---


**N O T E**


On the dashboard, the Disseminated column will be marked with a check mark once all usernames for the data collection have been disseminated via e-mail.

---

To refresh the data collection table:

1. Click on the refresh icon button.

 **RESPONDENT USERNAMES**  
 Generate, export, and disseminate respondent usernames for data collections that have not closed yet. Exporting usernames, importing respondent e-mail addresses, and disseminating usernames via e-mail are optional features.

DATA COLLECTION 	STATUS	GENERATED	EXPORTED	DISSEMINATED
12/02/2014-12/19/2014:Students	Started	✓	✓	✓
12/05/2014-12/19/2014:Teachers /Instructional Staff	Started	✓	✓	✗


Generate      Export      Disseminate >

## Reports

*Once a data collection has started, real-time survey submission rates can be viewed and case dispositions can be exported. Once a data collection has closed, aggregated survey result reports, including graphical displays of item-level frequencies and scale scores (not available during pilot testing), can be viewed and exported.*

To view the submission rate report:

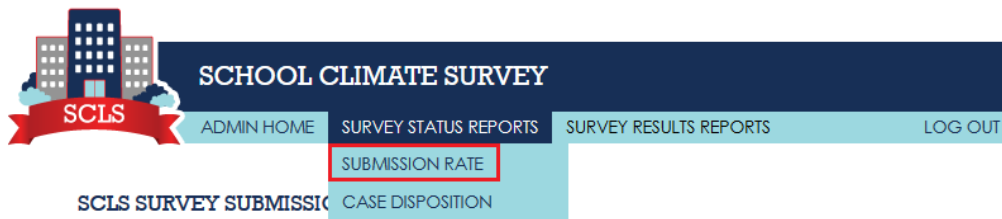
1. Under the Reports section, click on the “Submission Rate” option from the “Survey Status Reports” menu.

 **REPORTS**  
 Produce real-time survey status reports and survey results reports immediately after each data collection.




Survey Status Reports > **Submission Rate**  
 Case Disposition

Survey Results Reports >




Alternatively, click on the “SUBMISSION RATE” option under the “SURVEY STATUS REPORTS” menu from the toolbar on any Reports page.






- To show detailed data for all data collections at the state or district level, click on the expand icon button on the header row.

	DATA COLLECTION	TOTAL USERNAMES GENERATED	NUMBER OF SUBMITTED SURVEYS	NUMBER OF INCOMPLETE SURVEYS	NUMBER OF UNUSED USERNAMES	SURVEY SUBMISSION RATE
	12/02/2014-12/19/2014: Students	<a href="#">850</a>	<a href="#">8</a>	<a href="#">18</a>	<a href="#">824</a>	0.94%
	12/05/2014-12/19/2014: Teachers/Instructional Staff	<a href="#">80</a>	0	0	<a href="#">80</a>	0.00%




To show detailed data for a single data collection at the state or district level, click on the expand icon button for that data collection.

	DATA COLLECTION	TOTAL USERNAMES GENERATED	NUMBER OF SUBMITTED SURVEYS	NUMBER OF INCOMPLETE SURVEYS	NUMBER OF UNUSED USERNAMES	SURVEY SUBMISSION RATE
	12/02/2014-12/19/2014: Students	<a href="#">850</a>	<a href="#">8</a>	<a href="#">18</a>	<a href="#">824</a>	0.94%
	12/05/2014-12/19/2014: Teachers/Instructional Staff	<a href="#">80</a>	0	0	<a href="#">80</a>	0.00%

- To hide detailed data for all data collections at the state or district level, click on the collapse icon button on the header row.

	DATA COLLECTION	TOTAL USERNAMES GENERATED	NUMBER OF SUBMITTED SURVEYS	NUMBER OF INCOMPLETE SURVEYS	NUMBER OF UNUSED USERNAMES	SURVEY SUBMISSION RATE
	12/02/2014-12/19/2014: Students	<a href="#">850</a>	<a href="#">8</a>	<a href="#">18</a>	<a href="#">824</a>	0.94%
	ROUND ROCK H S	<a href="#">250</a>	<a href="#">5</a>	<a href="#">6</a>	<a href="#">239</a>	2.00%
	SUCCESS H S	<a href="#">100</a>	0	<a href="#">2</a>	<a href="#">98</a>	0.00%
	WESTWOOD H S	<a href="#">500</a>	<a href="#">3</a>	<a href="#">10</a>	<a href="#">487</a>	0.60%
	12/05/2014-12/19/2014: Teachers/Instructional Staff	<a href="#">80</a>	0	0	<a href="#">80</a>	0.00%
	ROUND ROCK H S	<a href="#">30</a>	0	0	<a href="#">30</a>	0.00%
	SUCCESS H S	<a href="#">15</a>	0	0	<a href="#">15</a>	0.00%
	WESTWOOD H S	<a href="#">35</a>	0	0	<a href="#">35</a>	0.00%

To hide detailed data for a single data collection at the state or district level, click on the collapse icon button on the header row.

	DATA COLLECTION	TOTAL USERNAMES GENERATED	NUMBER OF SUBMITTED SURVEYS	NUMBER OF INCOMPLETE SURVEYS	NUMBER OF UNUSED USERNAMES	SURVEY SUBMISSION RATE
	12/02/2014-12/19/2014: Students	<a href="#">850</a>	<a href="#">8</a>	<a href="#">18</a>	<a href="#">824</a>	0.94%
	ROUND ROCK H S	<a href="#">250</a>	<a href="#">5</a>	<a href="#">6</a>	<a href="#">239</a>	2.00%
	SUCCESS H S	<a href="#">100</a>	0	<a href="#">2</a>	<a href="#">98</a>	0.00%
	WESTWOOD H S	<a href="#">500</a>	<a href="#">3</a>	<a href="#">10</a>	<a href="#">487</a>	0.60%
	12/05/2014-12/19/2014: Teachers/Instructional Staff	<a href="#">80</a>	0	0	<a href="#">80</a>	0.00%
	ROUND ROCK H S	<a href="#">30</a>	0	0	<a href="#">30</a>	0.00%
	SUCCESS H S	<a href="#">15</a>	0	0	<a href="#">15</a>	0.00%
	WESTWOOD H S	<a href="#">35</a>	0	0	<a href="#">35</a>	0.00%

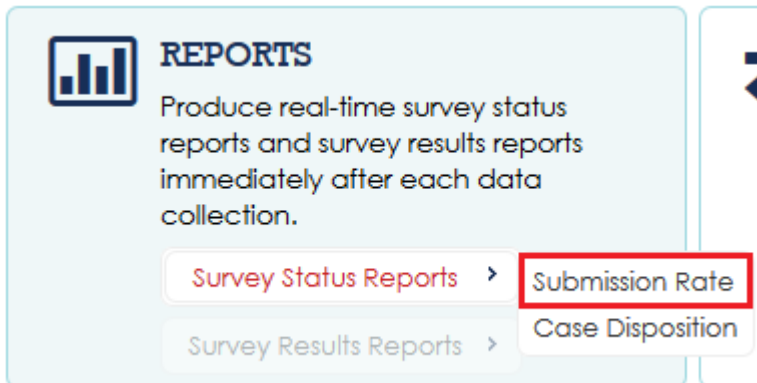
- To export the case disposition details, click on a link on the completion rate table, then click on the “EXCEL”, “CSV”, or “PDF” menu option.

	DATA COLLECTION	TOTAL USERNAMES GENERATED	NUMBER OF SUBMITTED SURVEYS	NUMBER OF INCOMPLETE SURVEYS	NUMBER OF UNUSED USERNAMES	SURVEY SUBMISSION RATE
12/02/2014-12/19/2014:	Students	850	8	18	824	0.94%
	ROUND ROCK H S	250	5	2	239	2.00%
	SUCCESS H S	100	0	2	98	0.00%
	WESTWOOD H S	500	3	2	487	0.60%
12/05/2014-12/19/2014:	Teachers/Instructional Staff	80	0	0	80	0.00%
	ROUND ROCK H S	30	0	0	30	0.00%
	SUCCESS H S	15	0	0	15	0.00%
	WESTWOOD H S	35	0	0	35	0.00%

5. To refresh the report, click on the “REFRESH” button.

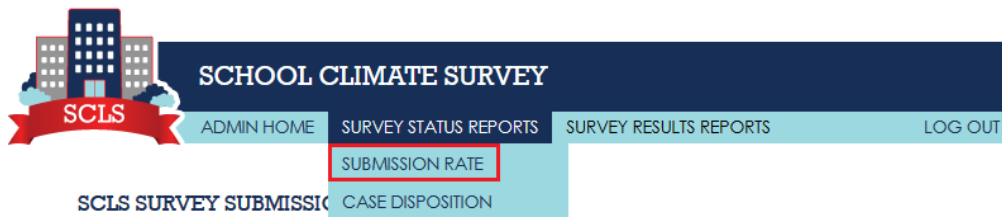
To view and export the case disposition report:

- Under the Reports section, click on the “Case Disposition” option from the “Survey Status Reports” menu.

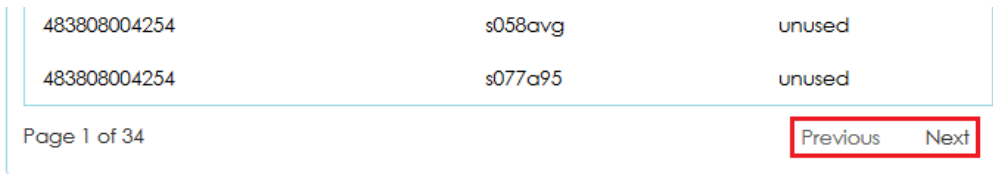


Alternatively, click on the “CASE DISPOSITION” option under the “SURVEY STATUS REPORTS” menu from the toolbar on any Reports page.





2. Click on the data collection from the “Data Collection” drop-down box.
3. To filter by case disposition status, select a status from the “Status” drop-down box.
4. To navigate between the pages of cases, click on the “Previous” or “Next” links.



5. To export the report, click on the “Excel”, “CSV”, or “PDF” option from the “Export” menu. **NEED TO UPDATE SCREENPRINT**

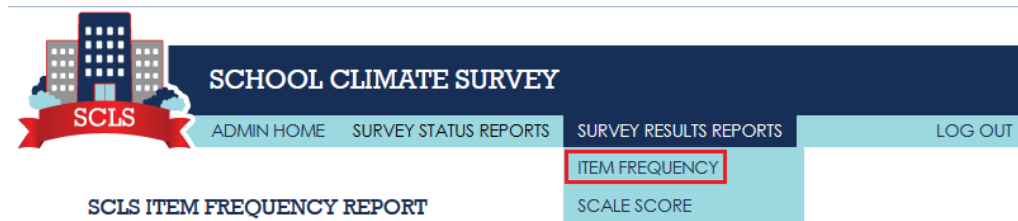


To view and export the item frequency report:

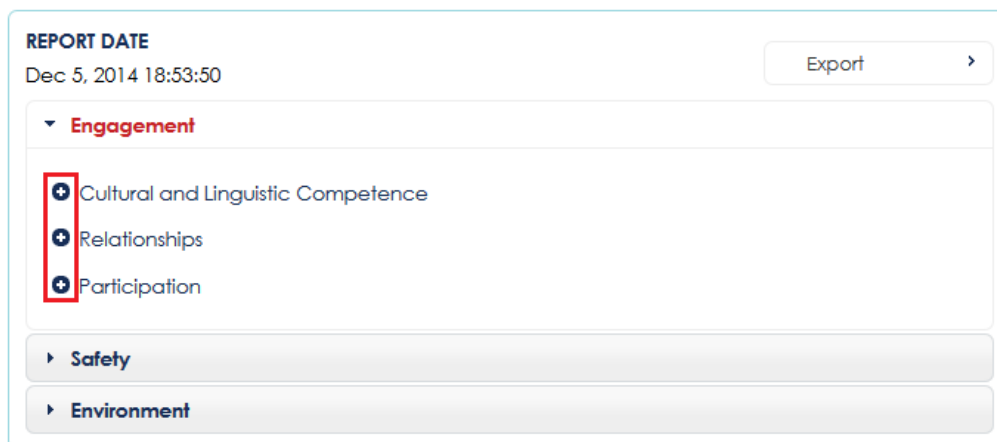
1. Under the Reports section, click on the “Item Frequency” option from the “Survey Results Reports” menu.



Alternatively, click on the “ITEM FREQUENCY” option under the “SURVEY RESULTS REPORTS” menu from the toolbar on any Reports page.



2. To filter by school, select a school from the “School” drop-down box.
3. Click on the “GENERATE REPORT” button.
4. To show detailed data for a topical area, click on the expand icon button.



5. To show detailed data for all survey items within a topical area, click on the expand icon button on the header row.

To show detailed data for a single survey item within a topical area, click on the expand icon button for the survey item.

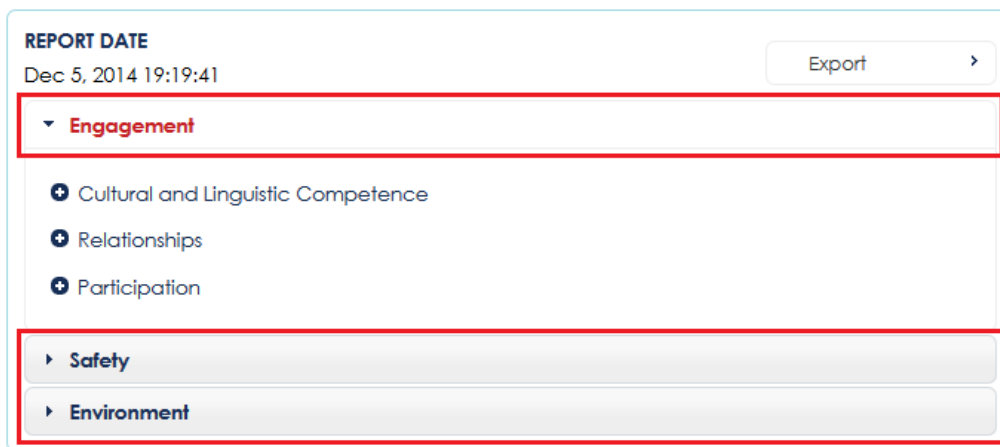
- To hide detailed data for all survey items within a topical area, click on the expand icon button on the header row.

**NEED TO INCLUDE SCREENPRINT**

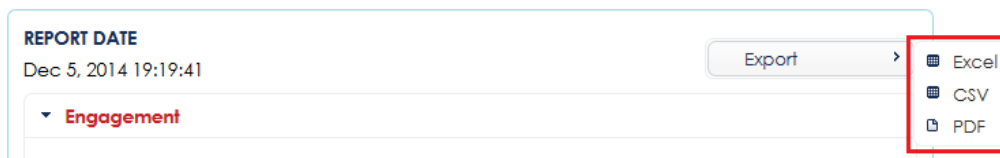
To hide detailed data for a single survey item within a topical area, click on the expand icon button for the survey item.

**NEED TO INCLUDE SCREENPRINT**

- To view data for a domain, click on a domain header.



- To export the report, click on the “Excel”, “CSV”, or “PDF” option from the “Export” menu.

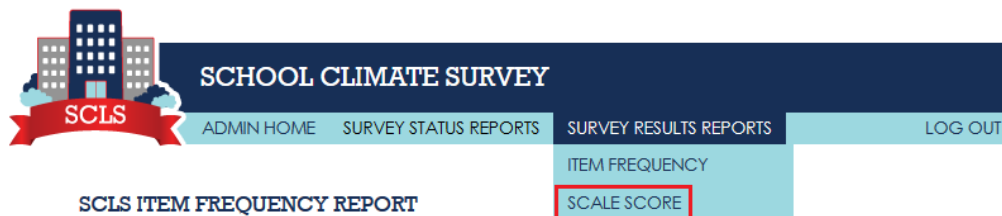


To view and export the item frequency report:

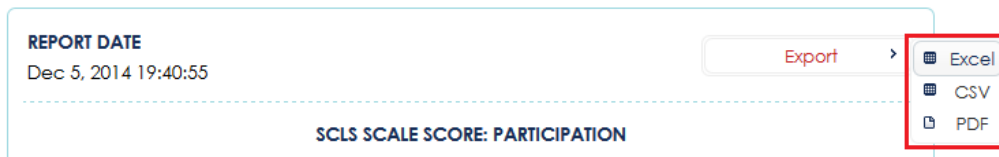
- Under the Reports section, click on the “Scale Score” option from the “Survey Results Reports” menu.



Alternatively, click on the “SCALE SCORE” option under the “SURVEY RESULTS REPORTS” menu from the toolbar on any Reports page.



2. Select the data collection from the “Data Collection” drop-down box.
3. Select the domain from the “Domain” drop-down box.
4. Select the topical area from the “Topical Area” drop-down box.
5. To filter by district at the state level, select the district from the “District” drop-down box.
6. To filter by school at the state level, select the school from the “School” drop-down box.
7. To filter by grade, check a “Grade” checkbox.
8. To filter by gender, select the gender from the “Gender” drop-down-box.
9. To filter by race/ethnicity, select the race/ethnicity from the “Race/Ethnicity” drop-down-box.
10. Click on the “GENERATE REPORT” button.
11. To export the report, click on the “Excel”, “CSV”, or “PDF” option from the “Export” menu.



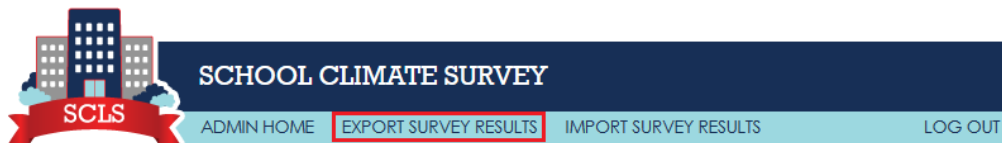
## Survey Results

To export survey results to a CSV file:

1. Under the Survey Results section, click on the “Export” button.



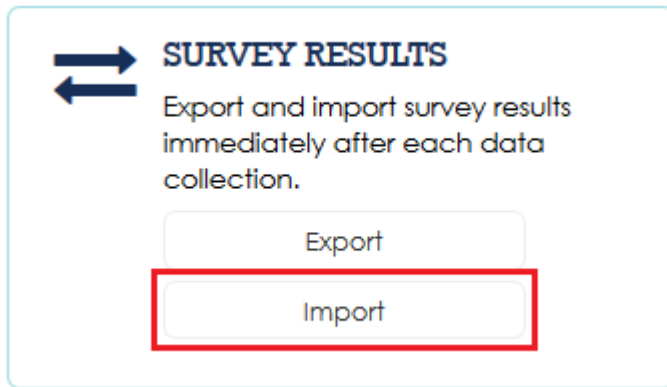
Alternatively, click on the “EXPORT SURVEY RESULTS” link from the toolbar on any Survey Results page.



2. Select the data collection from the “Data Collection” drop-down box.
3. Click on the “EXPORT” button.

To import a CSV survey results file:

1. Under the Survey Results section, click on the “Import” button.



Alternatively, click on the “IMPORT SURVEY RESULTS” link from the toolbar on any Survey Results page.



2. Select the data collection from the “Data Collection” drop-down box.
3. Click on the “Browse...” button to open the File Upload window.
4. Select the CSV survey results file to import and click on the “Open” button.
5. Click on the “IMPORT” button.

## Informed Consent

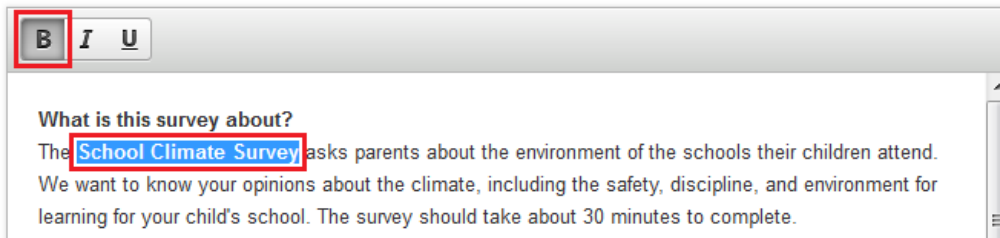
To edit the informed consent:

1. Click on the “INFORMED CONSENT” link on the toolbar of the dashboard.

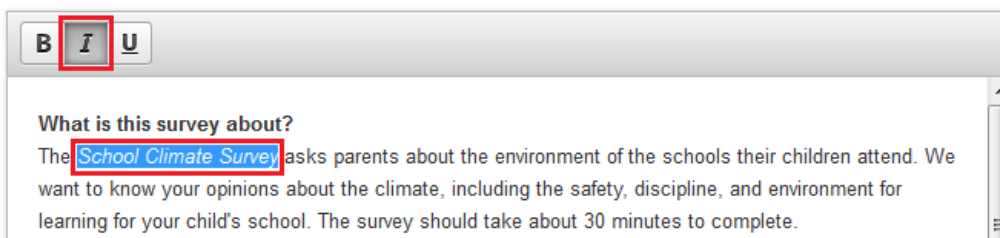


2. Select the respondent group from the “Respondent Group” drop-down box.
3. Edit the informed consent language.

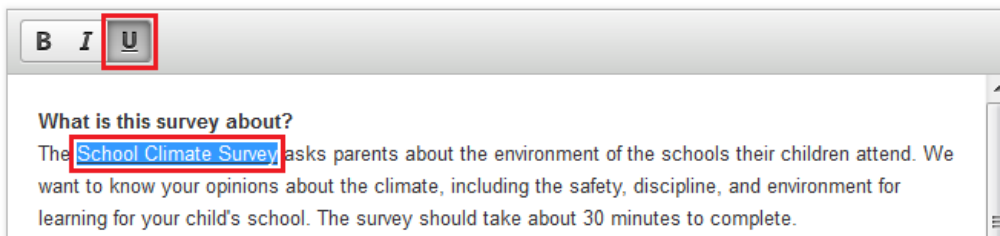
- To bold text, highlight the text and click on the bold button.



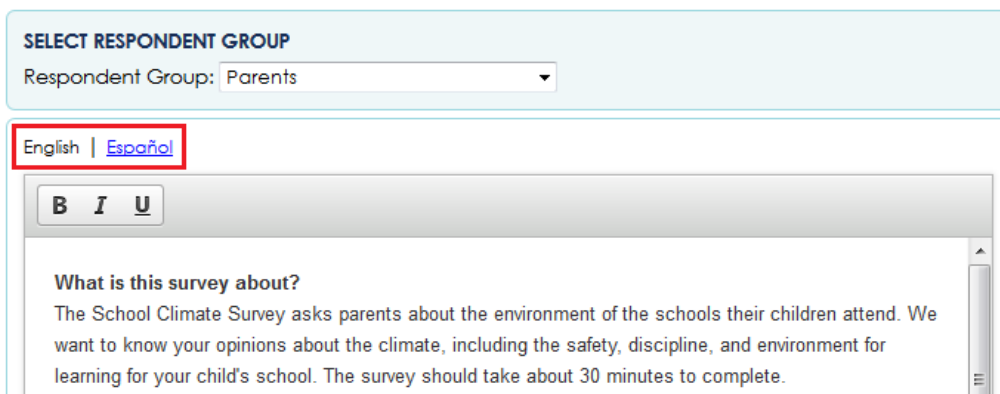
- To italicize text, highlight the text and click on the italicize button.



- To underline text, highlight the text and click on the underline button.



- To switch between English and Español for student and parent respondent groups, click on the “English” and “Español” links.



- Click on the “SAVE” button.