

National Center for Education Statistics
School Climate Surveys
Pilot Test

Attachment 4

SCLS Platform Instructions and Guide

Table of Contents

Platform Instructions.....P-1

Technical and Administrative Guide.....TA-1

Platform Instructions

SCLS Platform Instructions		
English Instructions	Spanish Instructions - Student Version	Spanish Instructions - Parent Version
Mark One Response.	Selecciona solo uno.	Selecione 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 This username is no longer valid.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 clicken "cerrar sesión" para salir de la encuesta.	Por favor haga clicken "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 than xx minutes. PIN:XXXX For your security, we will not be able to reset the PIN if lost or forgotten.	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 cerrará automáticamente si esta inactiva durante más de XX minutos. PIN: XXXX Por tu seguridad, no podemos restablecer tu PIN en caso de pérdida u olvido.	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 cerrará automáticamente si esta inactiva durante más de XX minutos. PIN:XXXX 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 proporcionó al principio de la encuesta. Cuando entres de nuevo a la encuesta te llevará 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 proporcionó al principio de la encuesta. Cuando entre de nuevo a la encuesta le llevará 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 llevará 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 llevará 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 término se refiere a un estudiante que no está 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 [district or school name]. Your responses are important to help in understanding the environment of this school and the conditions for teaching and learning. To start the survey, please type in your username below.	La Encuesta sobre el clima escolar (SCLS, por sus siglas en inglés) se está administrado por [district or school name]. Sus respuestas son importantes para ayudar a entender el ambiente de esta escuela y las condiciones de la enseñanza y el aprendizaje. Para empezar la encuesta, por favor ingresa tu nombre de usuario a continuación.	La Encuesta sobre el clima escolar (SCLS, por sus siglas en inglés) se está administrado por [district or school name]. Sus respuestas son importantes para ayudar a entender el ambiente de esta escuela y las condiciones de la enseñanza y el aprendizaje. 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>[For all students, for the 2015 Pilot Test and the 2016 National Benchmark Study]</i> The experiences of students are critical to understanding school climate, and the best way to understand those experiences is to ask students themselves. Apart from improving your school climate, the information that you provide will be used by the National Center for Education Statistics (NCES) to improve questionnaires to be answered by students like yourself in the future. Data provided to NCES may be used only for statistical purposes and may not be disclosed or used in identifiable form for any other purpose, except as required by law (Education Sciences Reform Act (ESRA) of 2002, 20 U.S.C., §9573).</p> <p><i>[Version A of Confidentiality pledge offered to students when links to student records are not preserved]:</i> The data you provide may also be used by your school and district to better understand the current climate in your school. The only people who will see your answers to individual questions are authorized personnel at your school and district (20 U.S.C. § 1232g; 34 CFR Part 99). Your answers will be combined with the answers of other students at your school and district and used to create records about the climate of your school. These reports will not identify any person or their responses.</p> <p><i>[Version B of Confidentiality pledge offered to students when links to student records are preserved]:</i> The data you provide may also be used by your school and district to better understand the current climate in your school. The only people who will see your answers to individual questions are authorized personnel at your school and district (20 U.S.C. § 1232g; 34 CFR Part 99). Your answers will be combined with the answers of other students at your school and district and used to create records about the climate of your school. Although these reports will not identify any person or their responses, your data may be combined with other data about you to help your school to improve the climate of your school.</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? Esta encuesta es voluntaria.. 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 ninguna pregunta que no quieras responder, y puedes dejar de tomar la encuesta en cualquier momento. Esperamos que hagas tu mejor esfuerzo por responder a todas las preguntas que puedas. Por favor se sincero 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>[For all students, for the 2015 Pilot Test and the 2016 National Benchmark Study]</i> Las experiencias de los estudiantes son fundamentales para comprender el clima de la escuela, y la mejor manera de entender esas experiencias es preguntarles a los propios estudiantes. Aparte de mejorar tu clima escolar, la información que nos proporcionas será utilizada por el Centro Nacional para Estadísticas de la Educación (NCES por sus siglas en inglés) para mejorar la encuesta que deben ser contestados por estudiantes como tú en el futuro. Los datos proporcionados a NCES sólo podrán ser utilizados con fines estadísticos y no pueden ser divulgados o utilizados de forma identificable para cualquier otro fin, excepto cuando sea requerido por la ley (Education Sciences Reform Act (ESRA) of 2002, 20 U.S.C., §9573).</p> <p><i>[Version A of Confidentiality pledge offered to students when links to student records are not preserved]:</i> Los datos proporcionados también pueden ser utilizados por tu escuela y el distrito para entender mejor el clima actual en tu escuela. Las únicas personas que verán tus respuestas a preguntas individuales son personal autorizado en tu escuela y el distrito (20 U.S.C. § 1232g; 34 CFR Parte 99). Tus respuestas serán combinadas con las respuestas de otros estudiantes en tu escuela y el distrito y se usaran para crear informes sobre el clima de tu escuela. Estos informes no identificarán a ninguna persona o sus respuestas.</p> <p><i>[Version B of Confidentiality pledge offered to students when links to student records are preserved]:</i> Los datos proporcionados también pueden ser utilizados por tu escuela y el distrito para entender mejor el clima actual en tu escuela. Las únicas personas que verán tus respuestas a preguntas individuales son personal autorizado en tu escuela y el distrito (20 U.S.C. § 1232g; 34 CFR Parte 99). Tus respuestas serán combinadas con las respuestas de otros estudiantes en tu escuela y el distrito y se usaran para crear informes sobre el clima de tu escuela. Aunque estos informes no identificarán a ninguna persona o sus respuestas, tus datos podrán ser combinados con otros datos tuyos para ayudar a tu escuela mejorar el clima de tu escuela.</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 válido 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, y o 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?</p> <p><i>[For the 2015 Pilot Test and the 2016 National Benchmark Study]</i> The experiences of students, staff and parents are critical to understanding school climate, and the best way to understand those experiences is to ask all members of the school community. Apart from improving your child's school climate, the information you provide will be used by the National Center for Education Statistics (NCES) to improve questionnaires to be answered by people like yourself in the future. NCES will receive individual-level responses from participating schools and districts without the names or other direct personal identifiers of the respondents. Data provided to NCES may be used only for statistical purposes and may not be disclosed or used in identifiable form for any other purpose, except as required by law (Education Sciences Reform Act (ESRA) of 2002, 20 U.S.C., §9573).</p> <p>The results of this survey are confidential. The data you provide may also be used by your child's school and district to better understand the current climate in the school. The only people who will see your answers to individual questions are authorized personnel at your child's school and district. Your answers will be combined with the answers of other respondents in your child's school and district and used to create reports about the climate of the school. These reports will not identify any person or their responses.</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? Esta encuesta es voluntaria. 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?</p> <p><i>[For the 2015 Pilot Test and the 2016 National Benchmark Study]</i> Las experiencias de los estudiantes, personal y padres son fundamentales para comprender el clima de la escuela, y la mejor manera de entender esas experiencias es preguntarles a los miembros de la comunidad escolar. Aparte de mejorar el clima escolar para su hijo, la información que nos proporcione será utilizada por el Centro Nacional para Estadísticas de la Educación (NCES por sus siglas en inglés) para mejorar las encuestas que deben ser contestados por personas como usted en el futuro. NCES recibirá respuestas a nivel individual de las escuelas y los distritos participantes sin los nombres u otros identificadores personales de los encuestados. Los datos proporcionados a NCES sólo podrán ser utilizados con fines estadísticos y no pueden ser divulgados o utilizados de forma identificable para cualquier otro fin, excepto cuando sea requerido por la ley (Education Sciences Reform Act (ESRA) of 2002, 20 U.S.C., § 9573).</p> <p>Los resultados de esta encuesta son confidenciales. Los datos proporcionados también pueden ser utilizados por la escuela y el distrito de su hijo para entender mejor el clima actual en la escuela. Las únicas personas que verán sus respuestas a preguntas individuales son personal autorizado en la escuela y el distrito de su hijo. Sus respuestas serán combinadas con las respuestas de otros participantes en la escuela y el distrito de su hijo y se usaran para crear informes sobre el clima de la escuela. Estos informes no identificarán a ninguna persona o sus respuestas.</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 válido 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?</p> <p><i>[For the 2015 Pilot Test and the 2016 National Benchmark Study]</i> The experiences of students, staff and parents are critical to understanding school climate, and the best way to understand those experiences is to ask all members of the school community. Apart from improving your school climate, the information you provide will be used by the National Center for Education Statistics (NCES) to improve questionnaires to be answered by people like yourself in the future. NCES will receive individual-level responses from participating schools and districts without the names or other direct personal identifiers of the respondents. Data provided to NCES may be used only for statistical purposes and may not be disclosed or used in identifiable form for any other purpose, except as required by law (Education Sciences Reform Act (ESRA) of 2002, 20 U.S.C., § 9573).</p> <p>The results of this survey are confidential. The data you provide may also be used by your school and district to better understand the current climate in your school. The only people who will see your answers to individual questions are authorized personnel at your school and district. Your answers will be combined with the answers of other respondents in your school and district and used to create reports about the climate of your school. These reports will not identify any person or their responses.</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>	<p>N/A (Instructional and Noninstructional staff versions only)</p>	<p>N/A (Instructional and Noninstructional staff versions only)</p>

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
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. [checkbox] I have read and agree to the Pledge of Confidentiality.	N/A (Administrators only)	N/A (Administrators only)

Technical and Administrative Guide

Table of Contents

1. Introduction	TA-4
2. Technical Guide	TA-5
2.1 SCLS Platform Installation	TA-5
2.1.1 Installation and Configuration	TA-5
2.1.2 URL and E-mail Setup.....	TA-12
2.2 SCLS Administration	TA-13
2.2.1 Authentication	TA-14
2.2.2 Education Agency.....	TA-15
2.2.3 Dashboard	TA-16
2.2.4 Informed Consent.....	TA-16
2.2.5 Editing Education Agency Information	TA-17
2.2.6 Data Collection.....	TA-18
2.2.7 Respondent Useames.....	TA-19
2.2.8 Reports.....	TA-30
2.2.9 Survey Results.....	TA-39
3. Recommended Administration Practices	TA-40
3.1 Preparing for the Survey Administration.....	TA-41
3.2 Setting Administration Window.....	TA-44
3.3 Test Run Prior to Administration of Student Surveys.....	TA-44
3.4 During Administration	TA-45
3.5 After Administration.....	TA-48
4. Instructions for in-School Administration of the Student Survey	TA-48
5. Frequently Asked Questions (FAQs)	TA-50
6. SCLS Reports	TA-52
6.1 Item Frequency Reports.....	TA-52
6.2 Understanding the SCLS scales	TA-53
6.2.1 Presentation of Scale Scores.....	TA-54
6.2.2 Subgroup Reporting.....	TA-55
Appendix A	TA-59
Appendix A.1.....	TA-60
Appendix A.2.....	TA-65
Appendix B	TA-73
Appendix C	TA-76

Appendix D	TA-77
Appendix E	TA-78
Appendix F	TA-79
Appendix G	TA-80
Appendix G.1.....	TA-81
Appendix G.2.....	TA-82

1. Introduction

Welcome to the School Climate Surveys (SCLS)!

The SCLS offers a platform that includes a suite of survey instruments being developed for schools, districts, and states by the U.S. Department of Education. Through the SCLS, schools nationwide will have access to survey instruments and a survey platform that enables the collection and reporting of school climate data across stakeholders at the state or 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. The U.S. Department of Education will also provide benchmark data in 2016, 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.

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. The SCLS includes four surveys. The “student survey,” is intended for students in grades 5-12. The “teacher and instructional staff survey,” seeks input from teachers and other staff who provide instruction to students in grades 5-12. The “principal and noninstructional staff survey,” was developed for noninstructional staff (e.g., administrators, counselors, coaches, librarians) who provide services to students in grades 5-12. The final instrument, the “parent survey,” is for parents and guardians of students in grades 5-12. Combined, these four surveys measure school climate from the perspective of diverse groups of stakeholders.

The SCLS platform surveys students, their parents, instructional staff, and non-instructional staff, to provide a broad picture of the school climate experiences of students in grades 5-12.

For more information on the background and purpose of the SCLS, see Appendix A.

Features of the SCLS Platform

The U.S. Department of Education’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 to administer the suite of SCLS surveys. To achieve these goals, the SCLS platform

- does not require education agencies to incur licensing fees or other costs;
- can be installed and administered using a “basic¹” network infrastructure;
- minimizes risks to data confidentiality; and
- allows for the decentralized storage of data, accessible only to authorized users within the education agency that is administering the data collection.

The SCLS is also designed to minimize the effort required to conduct the survey, analyze the data, and produce reports on the results. The SCLS platform allows administrators to create linkages to external data sources for the student survey, and future versions of the platform will allow survey administrators to customize the survey with additional questions.

¹ Please see minimum requirements in section 2.1.

2. Technical Guide

This technical guide section explains how to use the SCLS platform, from installation to report generation. The administrator should get to know this section well in order to troubleshoot any problems that may arise during live administrations. The administrator may want to consider sharing this section with other personnel and/or training them in the technical aspects of the platform.

2.1 SCLS Platform Installation

This subsection provides instructions on how to download and configure the SCLS platform package; and setup the URL and e-mail. The following lists the minimum requirements for a server to install and run the platform.

- Windows (XP or later), Linux, or Mac OS X
- At least 512MB of RAM, 1GB recommended
- At least 1GB of free hard disk space, depending on the number of total respondents
- A static IP and URL to bind the website to
- A high speed internet connection

2.1.1 Installation and Configuration

To download and install VirtualBox:

1. Download VirtualBox 4.3.20 and the extension pack for your operating system from <https://www.virtualbox.org/wiki/Downloads>.



The screenshot shows the VirtualBox website's download page. On the left is a navigation menu with links for About, Screenshots, Downloads, Documentation (with sub-links for End-user docs and Technical docs), Contribute, and Community. The main content area features the VirtualBox logo and a search bar. Below the logo is the heading "Download VirtualBox" followed by the text "Here, you will find links to VirtualBox binaries and its source code." Underneath is the heading "VirtualBox binaries" and the text "By downloading, you agree to the terms and conditions of the respective license." A red box highlights a list of download links: "VirtualBox platform packages" (releasing under GPL version 2), which includes links for Windows hosts (x86/amd64), OS X hosts (x86/amd64), Linux hosts, and Solaris hosts (amd64). Below this is a link for the "VirtualBox 4.3.20 Oracle VM VirtualBox Extension Pack" (All supported platforms), with a note about support for USB 2.0 devices, RDP, and PXE boot for Intel cards.

2. Install VirtualBox and the extension pack.

NOTE

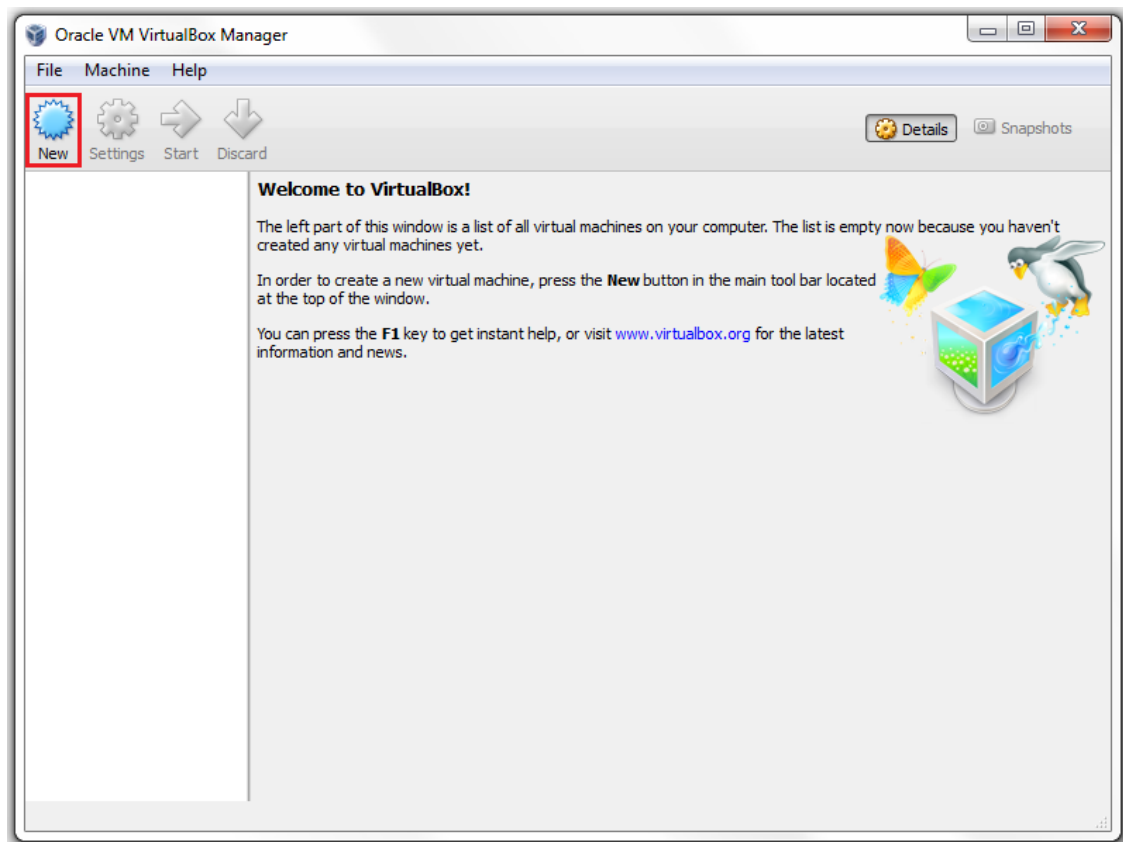
For step-by-step installation instructions, refer to <https://www.virtualbox.org/manual/ch02.html>.

To download the SCLS package:

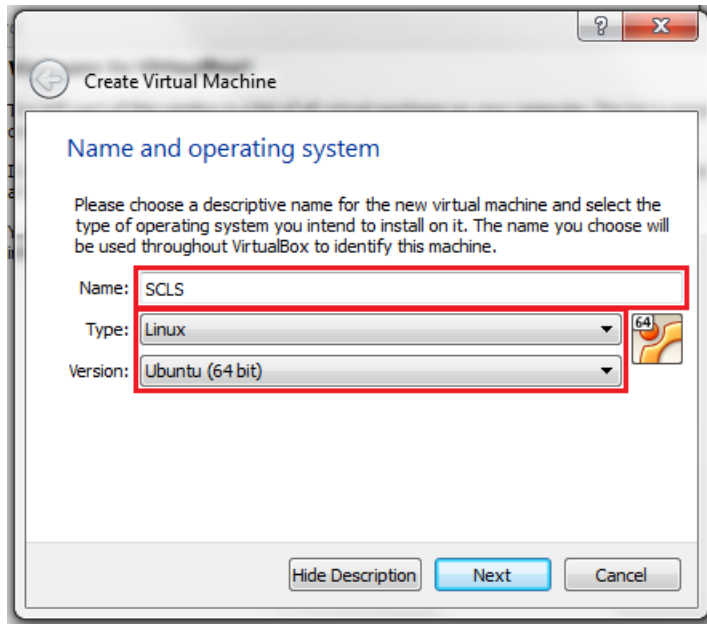
1. Download the VirtualBox image of the SCLS platform from https://www.dropbox.com/s/4pz89ouiyceonk/SCLS_1.2-disk1.vdi?dl=0.
TEMPORARY URL NEEDS TO BE REPLACED

To configure the virtual machine:

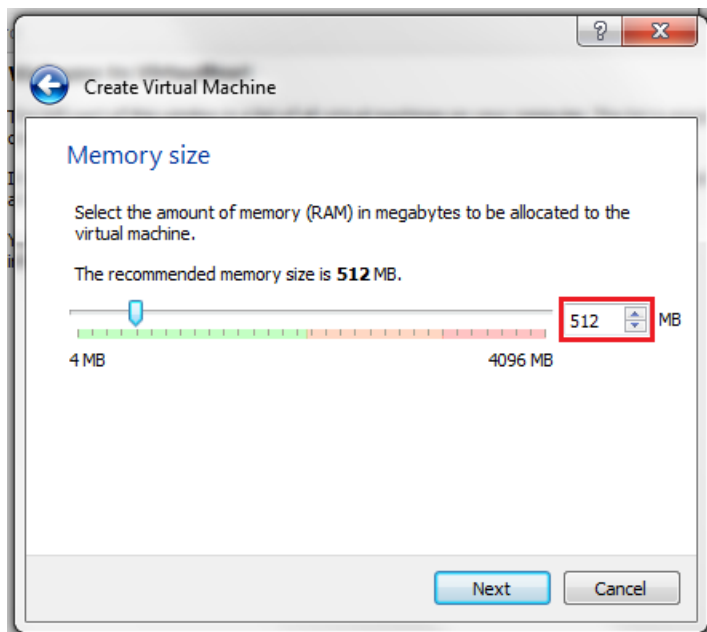
1. Open Oracle VM VirtualBox and click on the "New" button on the main tool bar.



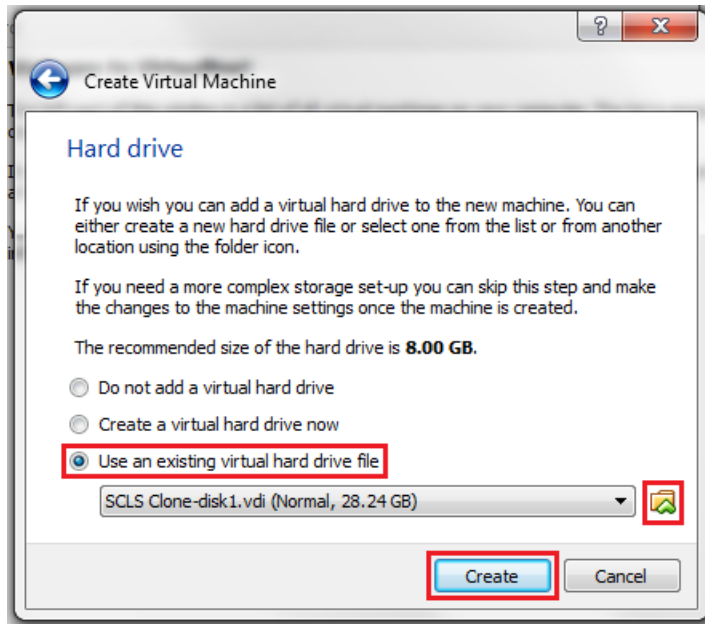
2. Enter a descriptive name for the new virtual machine in the "Name" text box, select "Linux" from the "Type" drop-down box, and select "Ubuntu (64 bit)" from the "Version" drop-down box. Then click on the "Next" button.



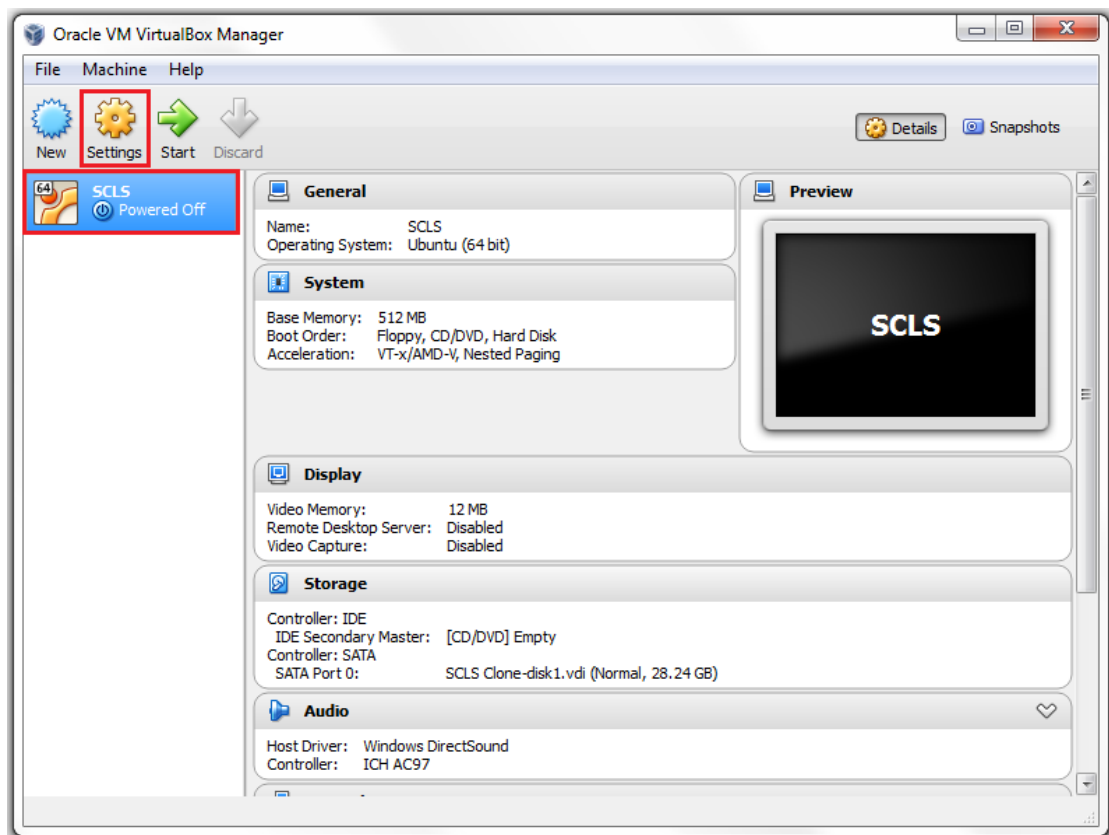
3. For the memory size, specify at least 512MB or more depending on your server's specifications. Then click on the "Next" button.



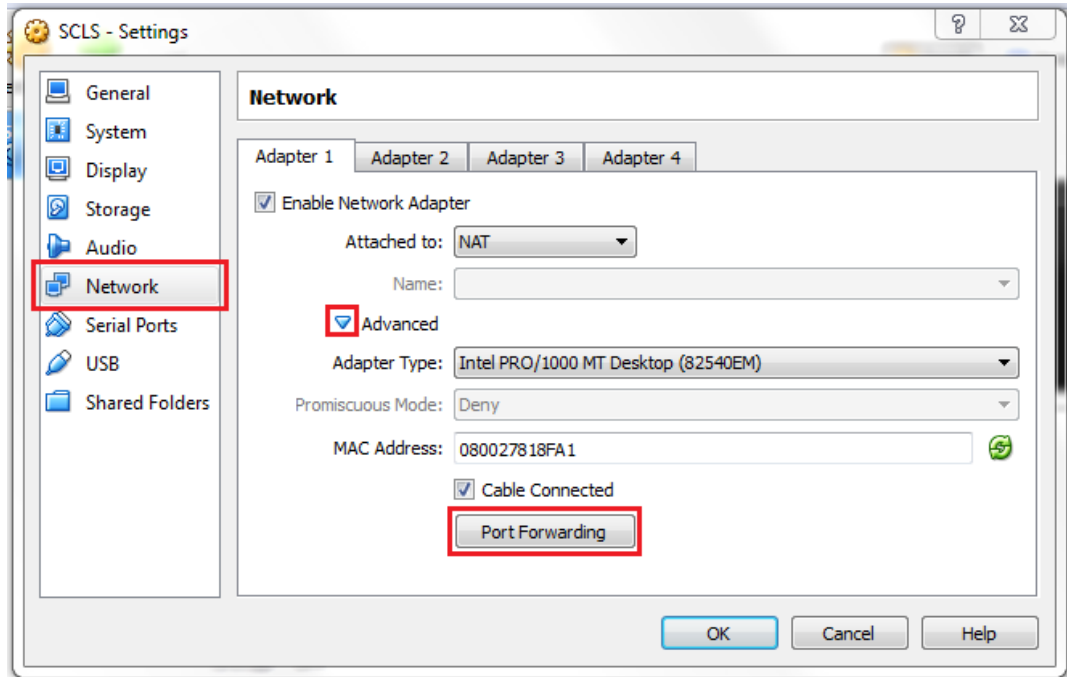
4. Select "Use an existing virtual hard drive file" option button. Click on the folder icon button, and open the downloaded SCLS VirtualBox image. Then click on the "Create" button. The new virtual machine should now appear on the left side of the window.



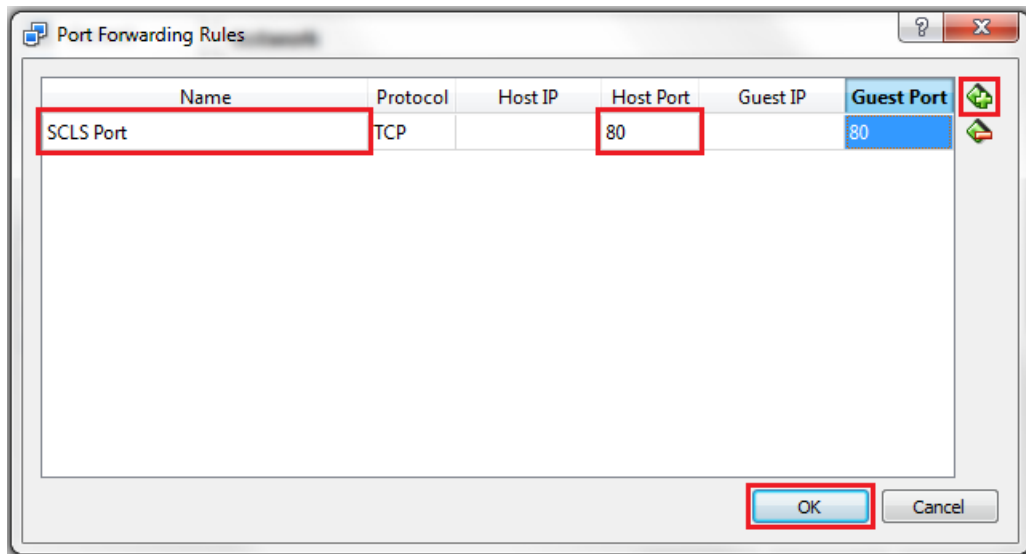
5. Make sure the SCLS virtual machine is selected on the left, then click on the “Settings” button on the main tool bar.



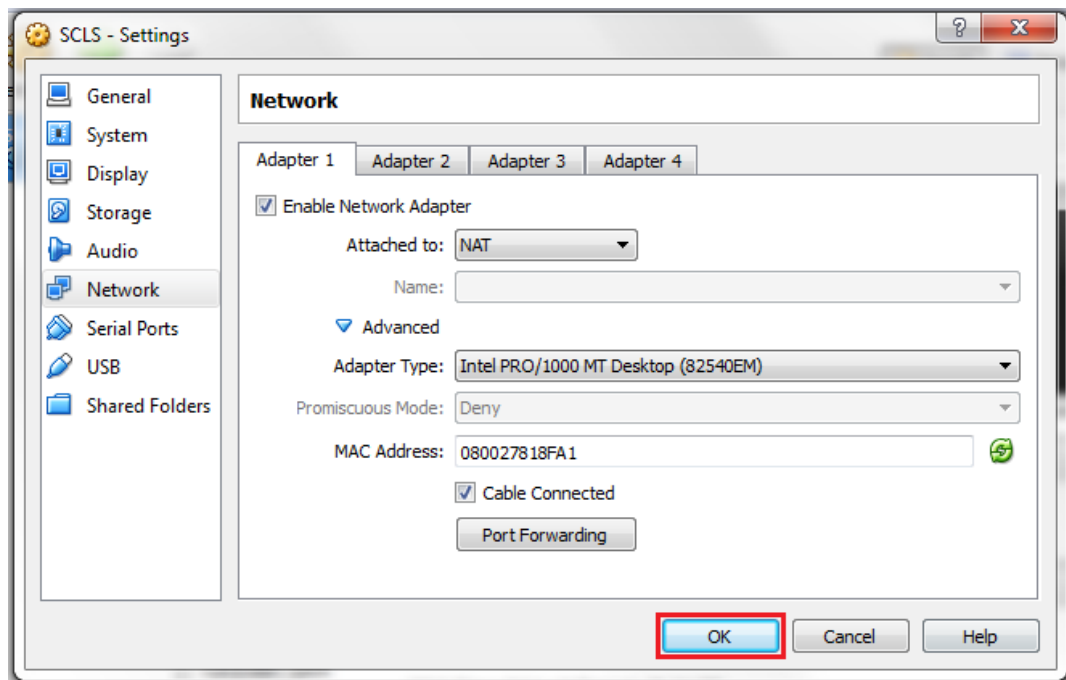
6. Select "Network" on the left side, click on the “Advanced” expand icon, and click on the “Port Forwarding” button.



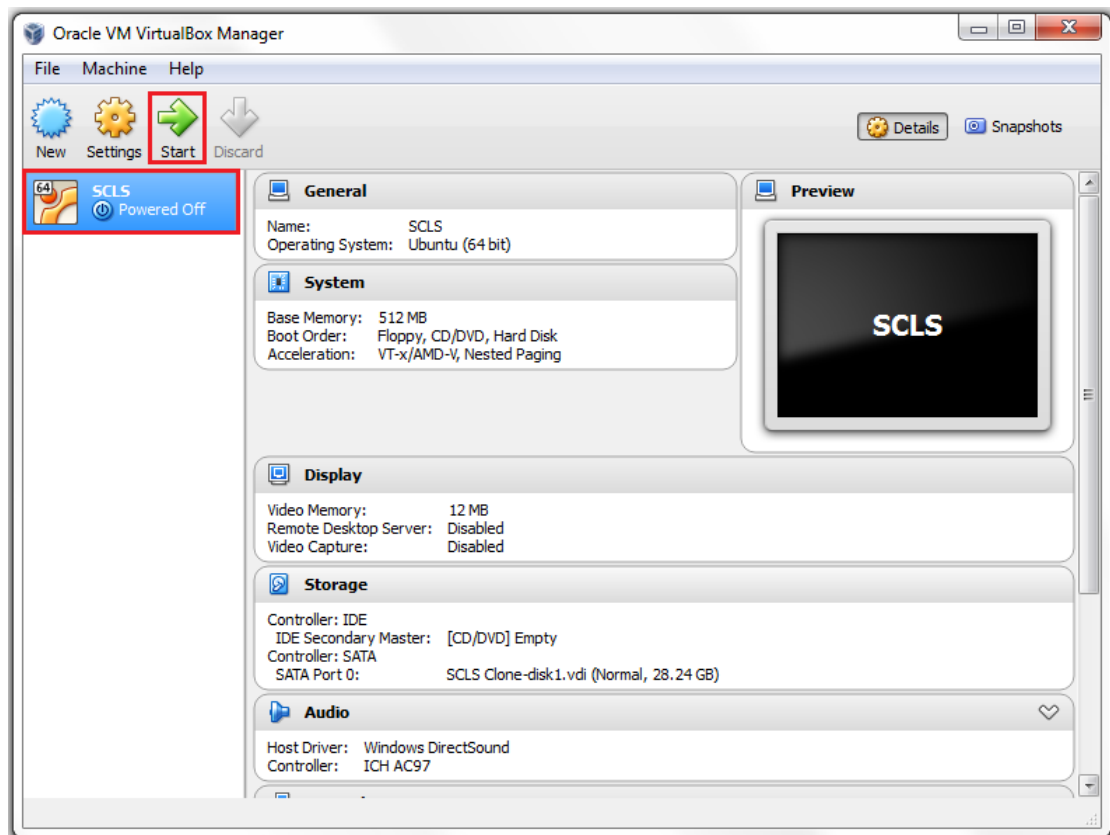
7. Click on the add icon to add a new record. Under the “Name” column, enter a descriptive name. Under “Host Port”, enter “80” or specify a different port. Under “Guest Port”, enter “80”. Then click on the “OK” button.



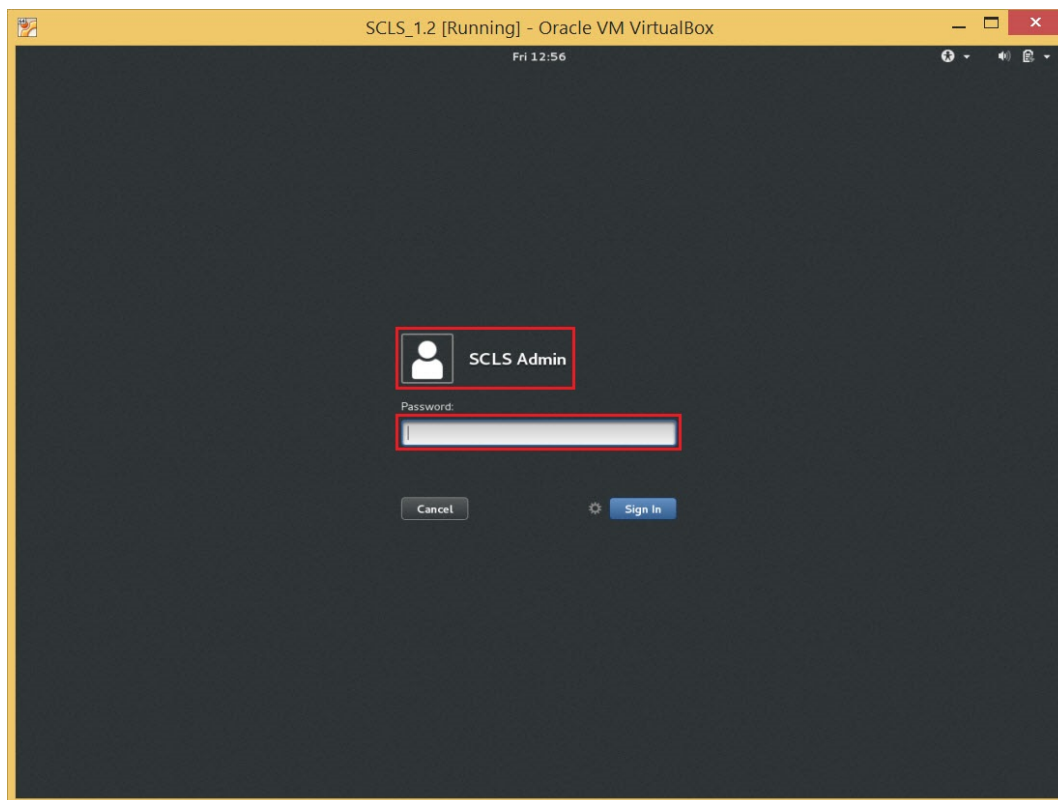
8. Click on the “OK” button.



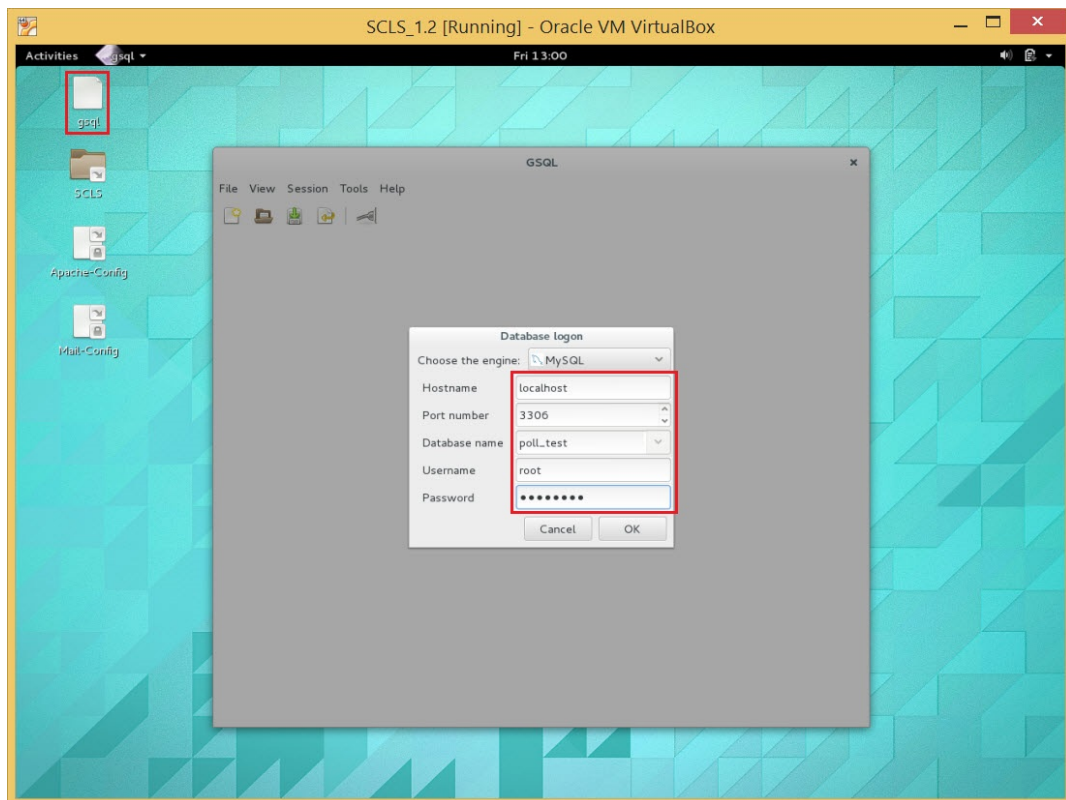
9. Make sure the SCLS virtual machine is selected on the left, then click on the "Start" button on the main tool bar. The machine will take a few seconds to boot up.



10. On the log in screen, click on the “SCLS Admin” button, then enter “OsunXiboGyP4x” for the password.



11. To access the MySQL database server, click on the “gsqf” icon located on the desktop. Enter the following to log in:
Host: localhost
Port number: 3306
Database name: poll_test
Username: root
password: PpkzDcnj



2.1.2 URL and E-mail Setup

To setup the URL and e-mail:

1. Log into your hosting provider's web portal and navigate to the DNS section. Create a new A record with your domain name (without "www") and the static IP address of the computer hosting the SCLS virtual machine.
2. To make the domain accessible with "www" at the beginning as well, create a CNAME record with "www" and "@".
3. To configure your server to send mail, create MX records containing information about your mail service providers.
4. On the computer hosting the SCLS virtual machine, download and install Apache from <http://httpd.apache.org/download.cgi>, or Internet Information Services (IIS).
5. To run the web site on a port other than 80, log into the SCLS virtual machine and open the "Apache2-Config" file located on the desktop. Enter "OsunXiboGyP4x" for the password to open the file in gedit. Edit any instance of 80 to your new port number. Save the file.
6. Open the "Mail Config" file located on the desktop. Enter "OsunXiboGyP4x" for the password to open the file in gedit. Set "relay host =" to your mail service provider's relay host (for example: smtp.gmail.com). Set "myhostname =" to your domain name. Then add the following lines to the file:

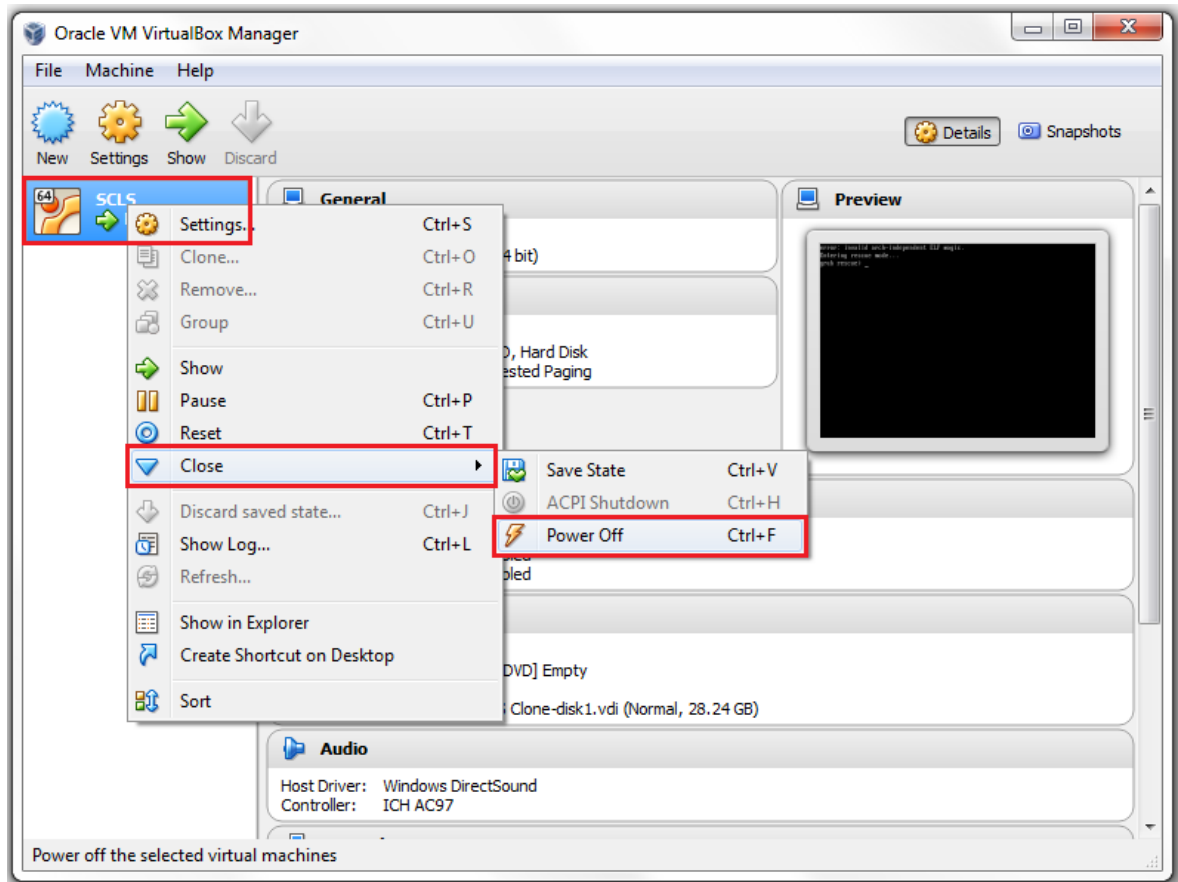
```
# enable SASL authentication  smtp_sasl_auth_enable = yes # disallow
```

```
methods that allow anonymous authentication. smtp_sasl_security_options =
noanonymous # where to find sasl_passwd smtp_sasl_password_maps =
hash:/etc/postfix/sasl_passwd # Enable STARTTLS encryption smtp_use_tls =
yes # where to find CA certificates smtp_tls_CAfile = /etc/ssl/certs/ca-
certificates.crt
```

Open `/etc/postfix/sasl_passwd` and add your credentials to the first line in the following format:

```
[mail.isp.example] username:password
```

7. To stop the SCLS virtual machine, right click the name on the left, select “Close”, then select “Power Off”.









To restart, make sure the SCLS virtual machine is selected on the left, then click on the "Start" button on the main tool bar.

2.2 SCLS Administration

This subsection covers how to administer the suite of School Climate Surveys to students, parents, teachers/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 technical guide.

2.2.1 Authentication

To log into the data management platform:

1. Open the SCLS website from a browser.
2. From the homepage, 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.

3. Enter “sclsadmin” in the “Username” text box.
4. If you are logging in for the first time, enter the temporary password “2@Password” in the “Password” text box. Otherwise, enter the new password you selected.
5. Click on the “LOG IN” button.

To change the password:

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

NOTE

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 or have forgotten your 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.

NOTE

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

2.2.2 Education Agency

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.


3. Under the Education Agency subsection, 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 subsection, 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 "SAVE" button to save information about the education agency.

2.2.3 Dashboard

Once the education agency information has been saved, the dashboard allows administrators to:

- add additional language to the informed consent for all respondent groups;
- edit information about your education agency and survey administrator;
- create, edit, and delete 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

Create data collections.


Create



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
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

2.2.4 Informed Consent

To add additional language to the informed consent:

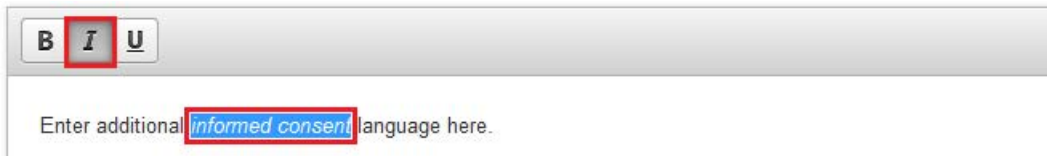
1. Click on the “INFORMED CONSENT” link on the toolbar of the dashboard.



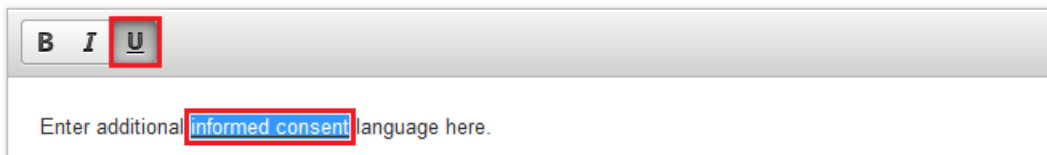
2. Select the respondent group from the “Respondent Group” drop-down box.
3. Enter additional language in the text area.
4. To bold text, highlight the text and click on the bold button.



5. To italicize text, highlight the text and click on the italicize button.



6. To underline text, highlight the text and click on the underline button.

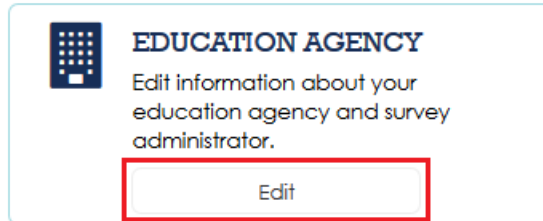


7. To switch between English and Español for student and parent respondent groups, click on the “English” and “Español” links.
8. Additional confidentiality language can also be added for all respondent groups.
9. Click on the “SAVE” button.

2.2.5 Editing Education Agency Information

To edit the education agency information:

1. In the Education Agency subsection, click on the “Edit” menu button.



2. Edit the education agency and/or survey administrator information.

NOTE

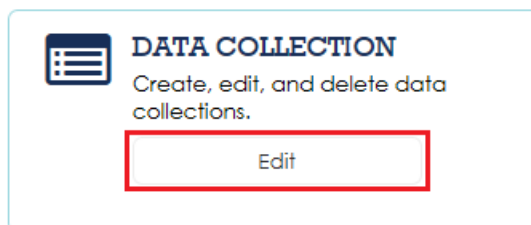
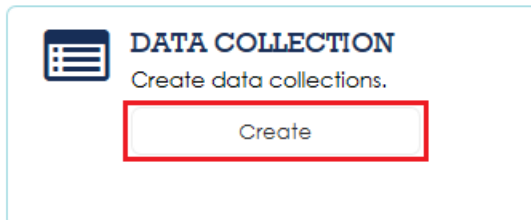
At the district and school levels, if the NCES ID is changed, any data collections and usernames generated will be deleted when the “SAVE” button is clicked.

3. Click on the “SAVE” button.

2.2.6 Data Collection

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

1. In the Data Collection subsection, click on the “Create” or “Edit” menu button.



NOTE

If no data collections have been created, the “Create” menu button is shown. Otherwise, the “Edit” menu button is shown.

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

NOTE

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

Refer to section 3.2 Setting Administration Window for guidelines to consider when setting the data collection start and end date.

3. Click on the "END DATE" text box/date selector. Then enter the end date of the data collection or select the end date from the date selector.

NOTE

The end date cannot be earlier than the start date. A data collection will close on the end date at 11:59PM.

4. 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.
5. Click on the save icon button.

NOTE

Once a data collection has been created, the 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 will be marked as "Closed" when the end date has already occurred.

Multiple data collections can be created, however, the start date, end date and respondent group must be unique.

To edit a data collection:

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

To delete a data collection:

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

2.2.7 Respondent Usernames

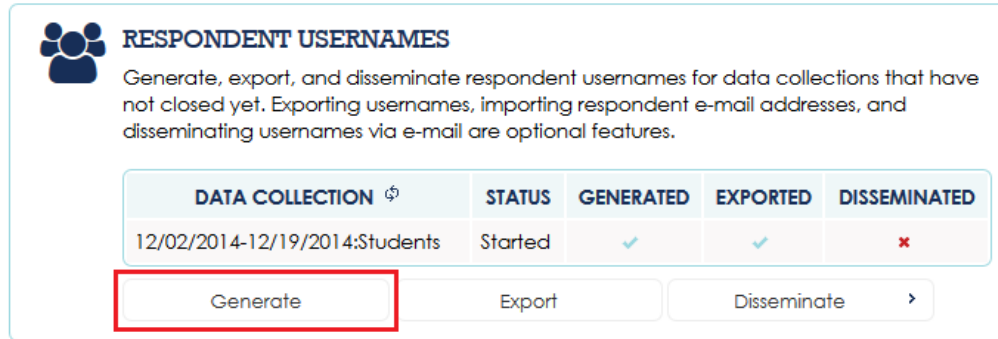
The Respondent Usernames subsection includes the following functionality:

- **Generate** – Create randomly generated usernames for a data collection
- **Export** – Download the list of usernames generated for a data collection into a single CSV file or multiple files
- **Disseminate** – Import usernames and e-mail addresses for a data collection; and disseminate via e-mail

This subsection also 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 subsection, click on the “Generate” 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 [Ⓔ]	STATUS	GENERATED	EXPORTED	DISSEMINATED
12/02/2014-12/19/2014:Students	Started	✓	✓	✗

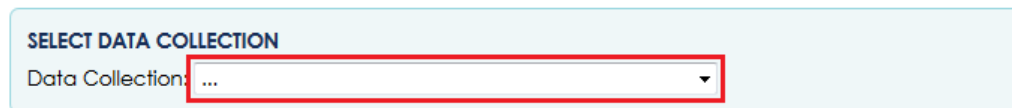
Generate Export Disseminate >

Alternatively, click on the “GENERATE” link from the toolbar on any Respondent Usernames page.



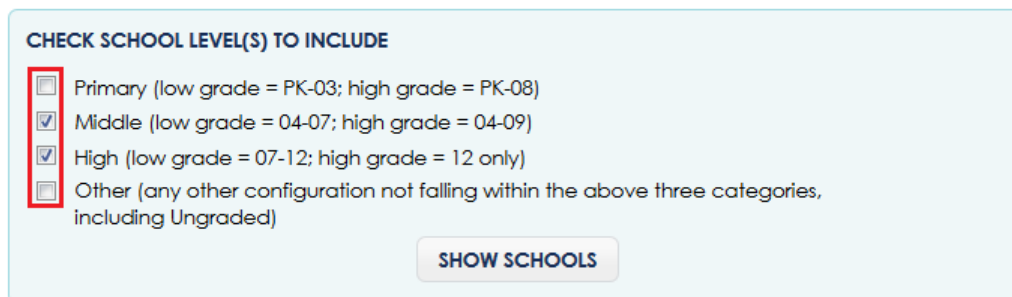
SCHOOL CLIMATE SURVEY
SCLS ADMIN HOME **GENERATE** EXPORT DISSEMINATE LOG OUT

2. Select the data collection from the “Data Collection” drop-down box.



SELECT DATA COLLECTION
Data Collection: ...

3. At the state or district level, check at least one school level to include.



CHECK SCHOOL LEVEL(S) TO INCLUDE

- Primary (low grade = PK-03; high grade = PK-08)
- Middle (low grade = 04-07; high grade = 04-09)
- High (low grade = 07-12; high grade = 12 only)
- Other (any other configuration not falling within the above three categories, including Ungraded)

SHOW SCHOOLS

4. At the state or district level, click on the “SHOW SCHOOLS” button.
5. 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 school level from the “SCHOOL LEVEL” drop-down box.

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

The screenshot shows a form with four input fields: a text box, a smaller text box, a dropdown menu with three dots, and another text box. Below the second and third fields is a link labeled "Find NCES School ID". At the bottom left, it says "Page 1 of 3". At the bottom right, there are two buttons: "Previous" and "Next", with "Next" highlighted by a red box.

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

NOTE

Respondent usernames are 8 or 9 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 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 for each data collection.

To add a school on 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.

The screenshot shows a form titled "SELECT DATA COLLECTION" with a dropdown menu for "Data Collection" set to "12/02/2014-12/19/2014:Students". Below is a table with columns: SCHOOL NAME, NCES SCHOOL ID, SCHOOL LEVEL, and NUMBER OF RESPONDENTS. The table has four rows, with the last row's "NCES SCHOOL ID" field highlighted by a red box and containing "4838080". A dropdown menu is open below this field, listing several schools with their NCES IDs. At the bottom left is a "BACK" button and at the bottom right is a "GE" button. The page number "Page 1 of 1" is visible.

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
	4838080	...	

Dropdown menu items:

- 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)

NOTE

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.

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.

NOTE

The pre-filled school level is calculated from the school’s corresponding low and high grade span values from the NCES Common Core of Data (CCD): Primary (low grade = PK–03; high grade = PK–08); Middle (low grade = 04–07; high grade = 04–09); High (low grade = 07–12; high grade = 12 only); Other (any other configuration not falling within the above three categories, including Ungraded).

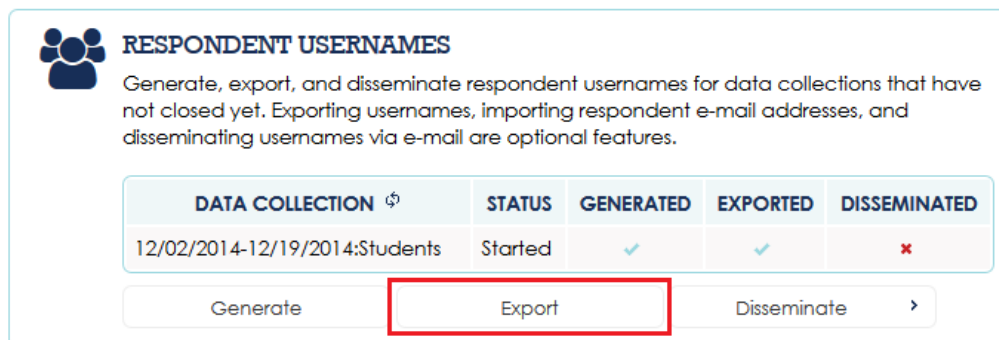
4. To edit or specify the school name, enter the name in the “SCHOOL NAME” text box.
5. To change or specify the school level, select a level from the “SCHOOL LEVEL” drop-down box.
6. Click on the save icon button.

To delete a school (state and district levels only):

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

To export usernames to a CSV file:

1. Under the Respondent Usernames subsection, 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 ↕	STATUS	GENERATED	EXPORTED	DISSEMINATED
12/02/2014-12/19/2014:Students	Started	✓	✓	✗

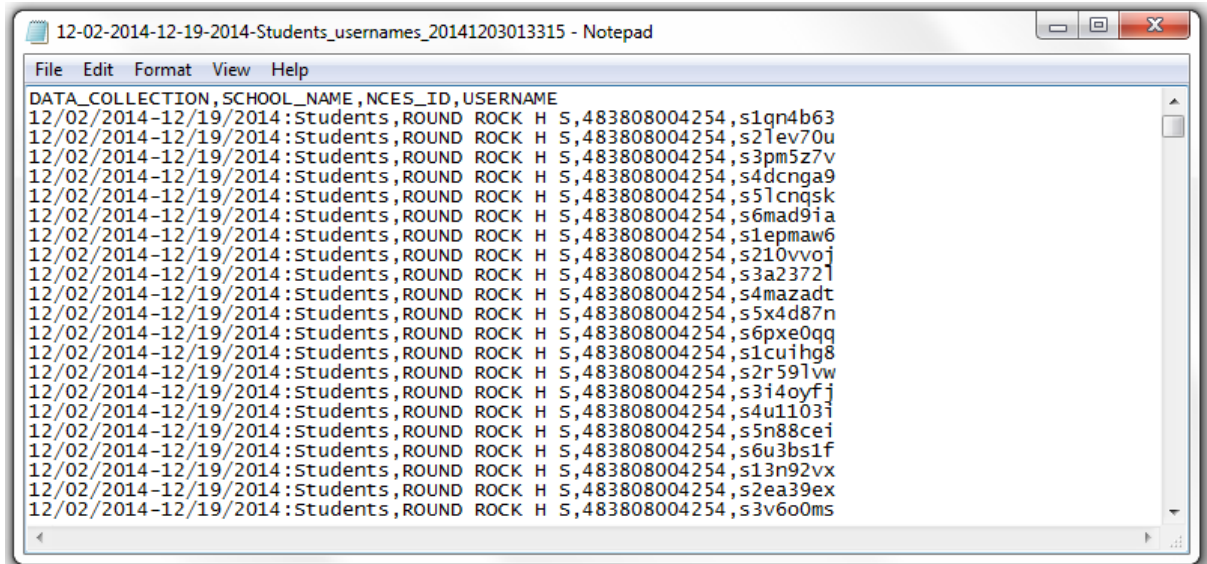
Generate **Export** Disseminate >

Alternatively, click on the “EXPORT” link from the toolbar on any Respondent Usernames page.

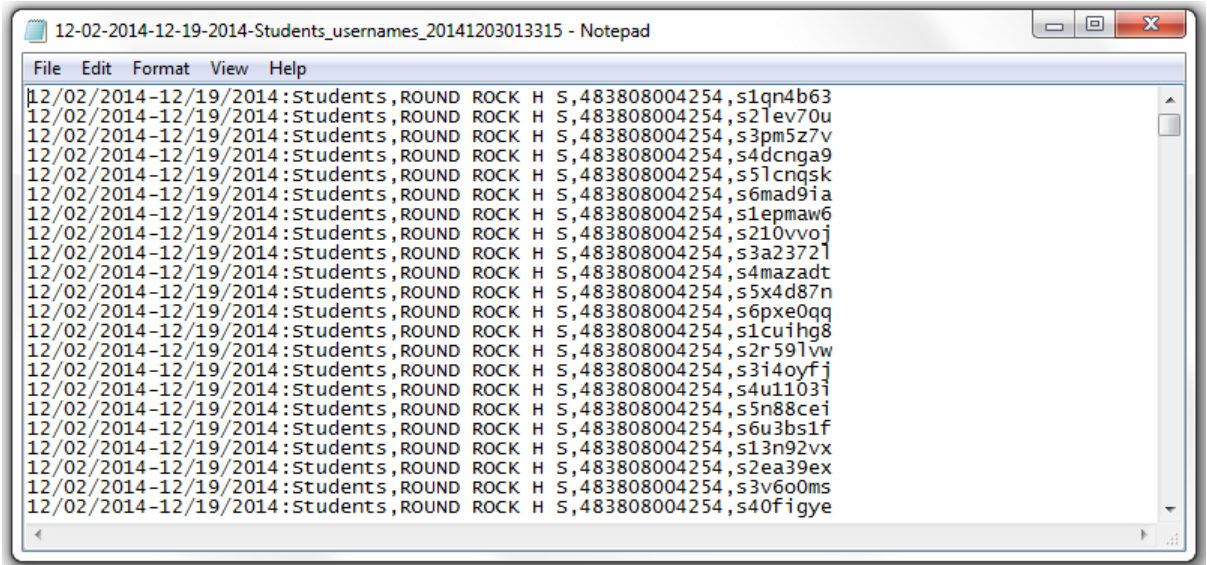
2. Select the data collection from the “Data Collection” drop-down box.
3. To generate multiple export files by school, check the “Multiple Files” check box.
4. Click on the “EXPORT” button.

To create an e-mail import CSV file using a text editor:

1. Open the exported usernames CSV file in a text-editor like Notepad, WordPad, or TextEdit.

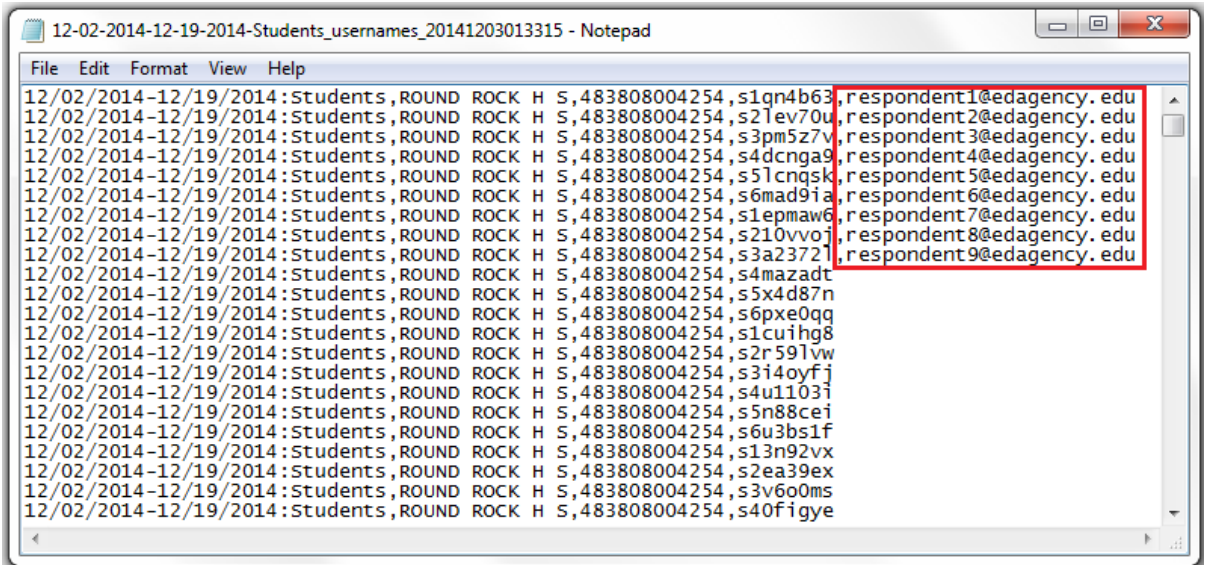


2. Delete the first row of column headers.



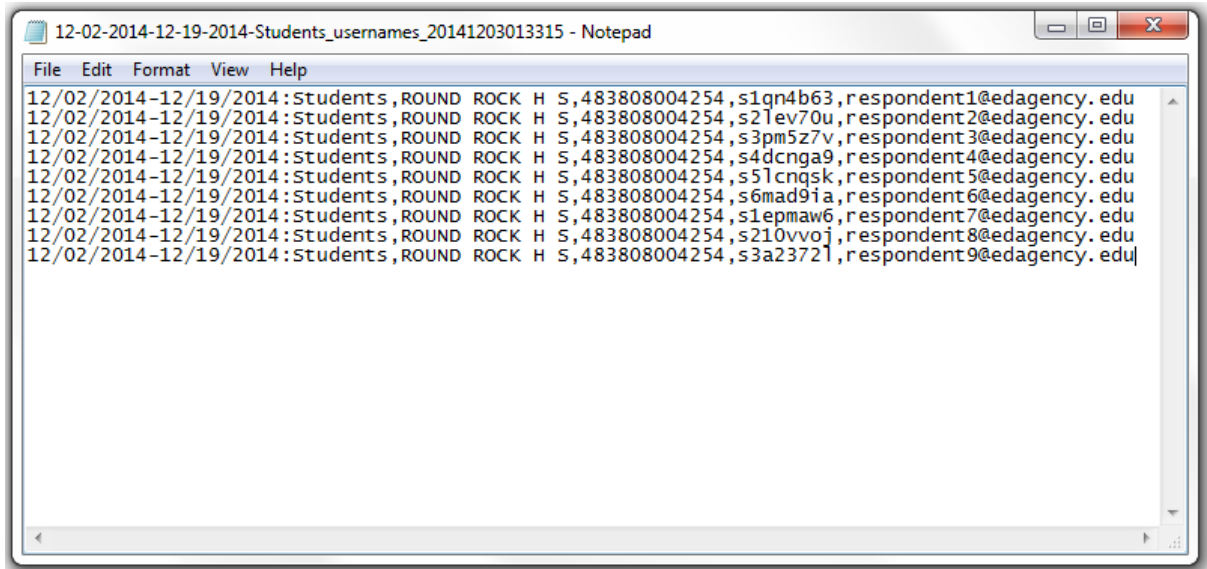
```
12-02-2014-12-19-2014-Students_usernames_20141203013315 - Notepad
File Edit Format View Help
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s1qn4b63
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s21ev70u
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s3pm5z7v
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s4dcnga9
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s51cnqsk
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s6mad9ia
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s1epmaw6
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s210vvoj
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s3a23721
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s4mazadt
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s5x4d87n
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s6pxe0qq
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s1cuihg8
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s2r591vw
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s3i4oyfj
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s4u1103i
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s5n88cei
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s6u3bs1f
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s13n92vx
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s2ea39ex
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s3v6o0ms
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s40figye
```

3. After each username, enter “,” and the e-mail address.

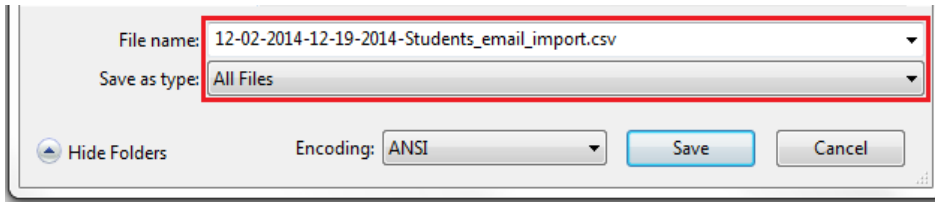


```
12-02-2014-12-19-2014-Students_usernames_20141203013315 - Notepad
File Edit Format View Help
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s1qn4b63,respondent1@edagency.edu
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s21ev70u,respondent2@edagency.edu
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s3pm5z7v,respondent3@edagency.edu
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s4dcnga9,respondent4@edagency.edu
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s51cnqsk,respondent5@edagency.edu
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s6mad9ia,respondent6@edagency.edu
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s1epmaw6,respondent7@edagency.edu
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s210vvoj,respondent8@edagency.edu
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s3a23721,respondent9@edagency.edu
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s4mazadt
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s5x4d87n
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s6pxe0qq
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s1cuihg8
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s2r591vw
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s3i4oyfj
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s4u1103i
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s5n88cei
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s6u3bs1f
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s13n92vx
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s2ea39ex
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s3v6o0ms
12/02/2014-12/19/2014:Students,ROUND ROCK H S,483808004254,s40figye
```


4. Delete any rows that do not have an e-mail assigned to a username.



5. When saving the file, enter a file name, followed by “.csv”, and select “All Files” from the “Save as type” drop-down box.



6. Click on the “Save” button.

To create an e-mail import CSV file using Microsoft Excel:

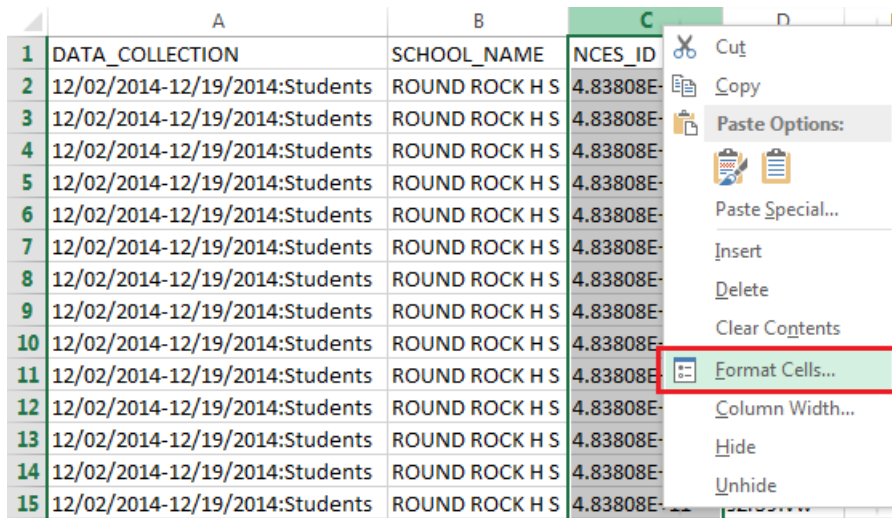
1. Open the exported usernames CSV file in a Microsoft Excel.

	A	B	C	D
1	DATA_COLLECTION	SCHOOL_NAME	NCES_ID	USERNAME
2	12/02/2014-12/19/2014:Students	ROUND ROCK H S	4.83808E+11	s1qn4b63
3	12/02/2014-12/19/2014:Students	ROUND ROCK H S	4.83808E+11	s2lev70u
4	12/02/2014-12/19/2014:Students	ROUND ROCK H S	4.83808E+11	s3pm5z7v
5	12/02/2014-12/19/2014:Students	ROUND ROCK H S	4.83808E+11	s4dcnga9
6	12/02/2014-12/19/2014:Students	ROUND ROCK H S	4.83808E+11	s5lcnqsk
7	12/02/2014-12/19/2014:Students	ROUND ROCK H S	4.83808E+11	s6mad9ia
8	12/02/2014-12/19/2014:Students	ROUND ROCK H S	4.83808E+11	s1epmaw6
9	12/02/2014-12/19/2014:Students	ROUND ROCK H S	4.83808E+11	s210vvoj
10	12/02/2014-12/19/2014:Students	ROUND ROCK H S	4.83808E+11	s3a2372l

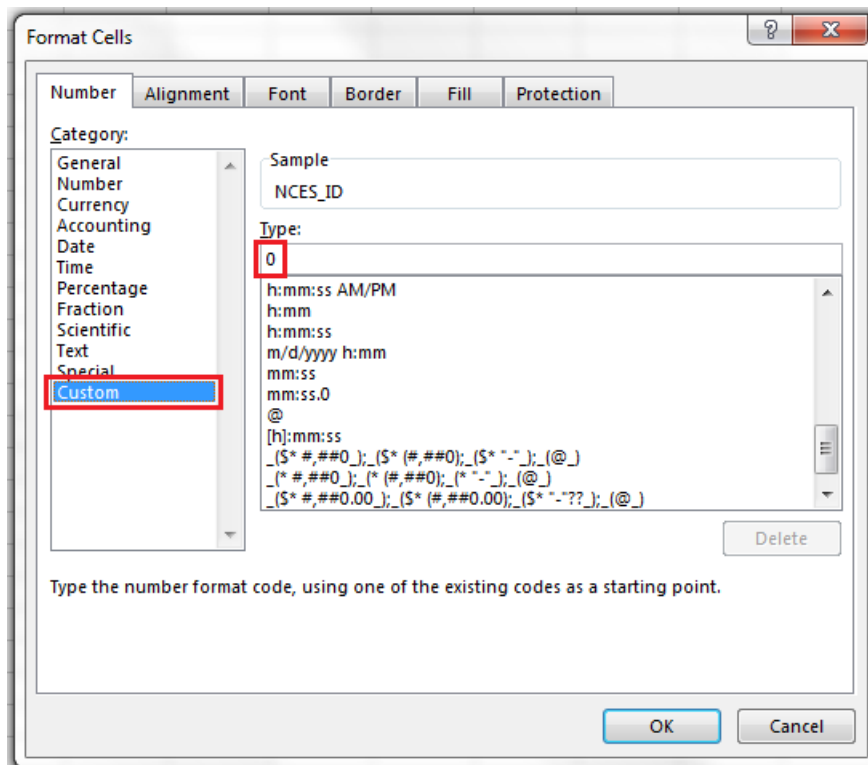
NOTE

The NCES ID will be shown in scientific notation.

2. To convert the NCES ID to a text column, select column C (NCES_ID), right click, and select “Format Cells...”.



From the Format Cells window, select “Custom” for the “Category” and “0” for the “Type”. Then click on the “OK” button.



3. Delete the first row of column headers.

	A	B	C	D
1	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s1qn4b63
2	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s2lev70u
3	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s3pm5z7v
4	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s4dcnga9
5	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s5lcnqsk
6	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s6mad9ia
7	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s1epmaw6
8	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s210vvoj
9	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s3a2372l
10	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s4mazadt

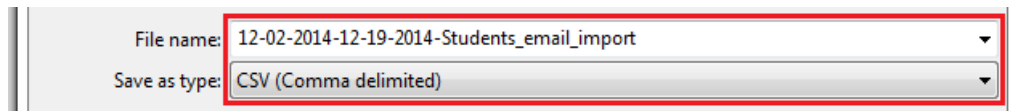
4. Enter the e-mail addresses in column E.

	A	B	C	D	E
1	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s1qn4b63	respondent1@edagency.edu
2	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s2lev70u	respondent2@edagency.edu
3	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s3pm5z7v	respondent3@edagency.edu
4	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s4dcnga9	respondent4@edagency.edu
5	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s5lcnqsk	respondent5@edagency.edu
6	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s6mad9ia	respondent6@edagency.edu
7	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s1epmaw6	respondent7@edagency.edu
8	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s210vvoj	respondent8@edagency.edu
9	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s3a2372l	respondent9@edagency.edu
10	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s4mazadt	
11	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s5x4d87n	
12	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s6pxe0qq	
13	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s1cuihg8	
14	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s2r59lvw	
15	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s3i4oyfj	

5. Delete any rows that do not have an e-mail assigned to a username.

	A	B	C	D	E
1	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s1qn4b63	respondent1@edagency.edu
2	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s2lev70u	respondent2@edagency.edu
3	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s3pm5z7v	respondent3@edagency.edu
4	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s4dcnga9	respondent4@edagency.edu
5	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s5lcnqsk	respondent5@edagency.edu
6	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s6mad9ia	respondent6@edagency.edu
7	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s1epmaw6	respondent7@edagency.edu
8	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s210vvoj	respondent8@edagency.edu
9	12/02/2014-12/19/2014:Students	ROUND ROCK H S	483808004254	s3a2372l	respondent9@edagency.edu
10					
11					
12					
13					
14					
15					

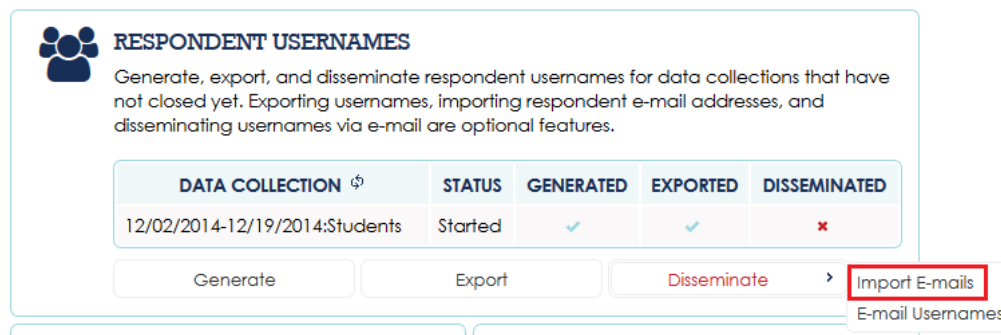
- When saving the file, enter a file name and select “CSV (Comma delimited)” from the “Save as type” drop-down box.



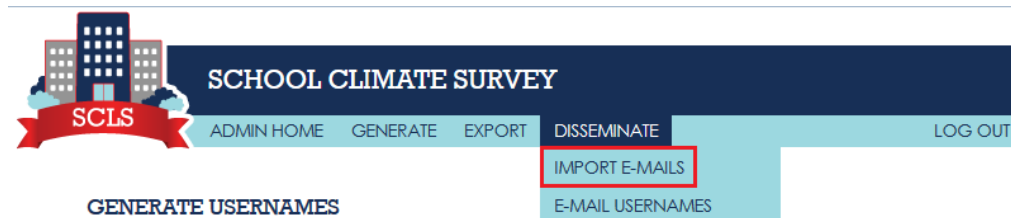
- Click on the “Save” button.

To Import an e-mail CSV file:

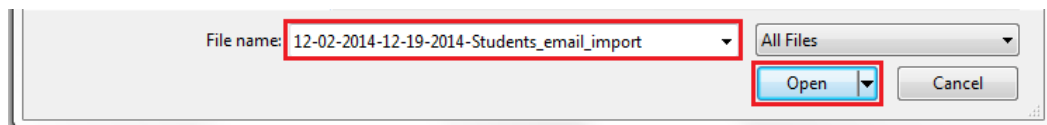
- Under the Respondent Usernames subsection, click on the “Import E-mails” option from the “Disseminate” menu.



Alternatively, click on the “IMPORT E-MAILS” option under the “DISSEMINATE” menu from the toolbar on any Respondent Usernames page.



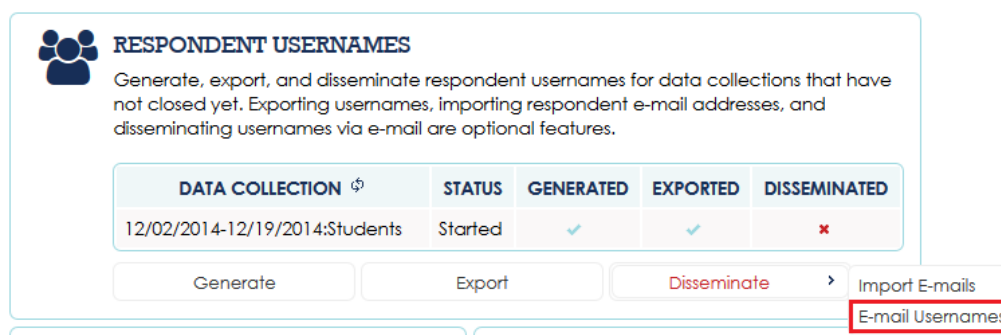
- Select the data collection from the “Data Collection” drop-down box.
- Click on the “Browse...” button to open the File Upload window.
- Select the e-mail CSV file to import and click on the “Open” button.



- Click on the “IMPORT FILE” button.

To disseminate usernames via e-mail:

1. Under the Respondent Usernames subsection, 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 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	✓	✓	✗

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.



SCHOOL CLIMATE SURVEY

SCLS ADMIN HOME GENERATE EXPORT DISSEMINATE LOG OUT

GENERATE USERNAMES

IMPORT E-MAILS
E-MAIL 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 follow-up or reminder 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.

NOTE

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 after usernames have been generated, exported, disseminated:

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 >

2.2.8 Reports

Once a data collection has started, survey status reports real-time reports can be viewed and exported. The survey submission rate report shows the number of usernames generated, the number of incomplete surveys, the number of unused usernames, the overall submission rate, and case dispositions. Refer to subsection 3.4 During Administration to learn how the survey submission rate report can be used to provide continued communication during administration and optimize response rates. The case disposition status report displays the disposition status (e.g., complete, partial, and unused) for all usernames generated in each open data collection.

To view the submission rate report:

1. Under the Reports subsection, click on the “Submission Rate” option from the “Survey Status Reports” menu.



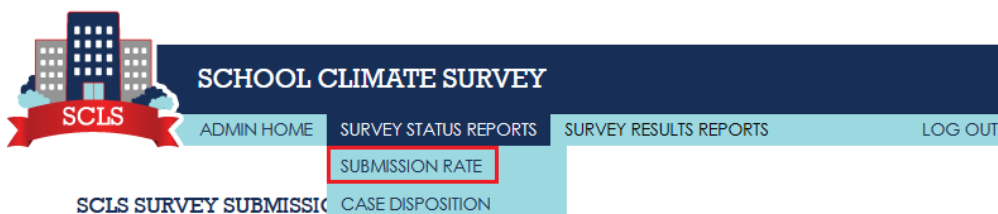
REPORTS

Produce real-time survey status reports and survey results reports immediately after each data collection.

Survey Status Reports > **Submission Rate**

Survey Results Reports > Case Disposition

Alternatively, click on the “SUBMISSION RATE” option under the “SURVEY STATUS REPORTS” menu from the toolbar on any Reports page.






SCHOOL CLIMATE SURVEY

SCLS ADMIN HOME SURVEY STATUS REPORTS SURVEY RESULTS REPORTS LOG OUT




SCLS SURVEY SUBMISSION CASE DISPOSITION

SUBMISSION RATE

- 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	850	8	18	824	0.94%
	12/05/2014-12/19/2014: Teachers/Instructional Staff	80	0	0	80	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	850	8	18	824	0.94%
	12/05/2014-12/19/2014: Teachers/Instructional Staff	80	0	0	80	0.00%

NOTE

The definition of each column header is as follows:

Total Usernames Generated: For each survey being administered (i.e., student, parent, instructional staff, or noninstructional staff), the number of log-in credentials that have been generated will be shown. Depending on the survey administration level, the total number of log-in credentials can be displayed at the school, district, or state level.

Number of Submitted Surveys: Cases that are assigned a disposition status of “submitted” include those where a respondent has logged in to the survey, consented to participate, and responded to all survey items, thereby completing the survey. Submissions also include finalized cases that do not meet the SCLS definition of a completed interview, including those where a respondent has declined to participate at the consent page and those where a respondent viewed all survey items and proceeded to the “thank you” screen, but did not provide valid responses to a sufficient number of items to be classified as a completed interview. This number will provide survey administrators with a count of the number of respondents who have finalized their survey.

The sum of the total number of unused log-in credentials; the total number of log-ins, not yet submitted; and the total number of survey submissions will equal the total number of log-in credentials generated.

Number of Incomplete Surveys: Once a log-in credential is used to log in to a survey, the case will be assigned a disposition status of “logged in, not submitted.” This status will include cases typically considered “partial completes.” Cases assigned this status may include those where respondents have logged in to the survey but not yet consented to participate, where respondents have consented to participate but not yet responded to any survey items, and where respondents have responded to survey items, but have not yet viewed the final “thank you” screen and completed the survey. This number will provide survey administrators with a count of the number of respondents who have started, but not yet finalized the survey.

Number of Unused Usernames: Log-in credentials that have been assigned but not used to access the survey will be displayed in the survey status report. This will provide administrators with an estimate of the number of respondents who have not yet attempted to take the survey.

Survey Submission Rate: To provide survey administrators with an estimate of the percentage of respondents who have finalized the survey, the survey status tool will also compute and display a survey submission rate.² The survey submission rate is calculated as

$$100 * (S / C),$$

where S = the total number of survey submissions and C = the total number of log-in credentials generated for the survey.

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.

² Submission rates will not be calculated by respondent subgroups, as survey log-in and submission status will not be linked to survey data containing demographic information.

	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	6	239	2.00%
	SUCCESS H S	100	0	2	98	0.00%
	WESTWOOD H S	500	3	10	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%

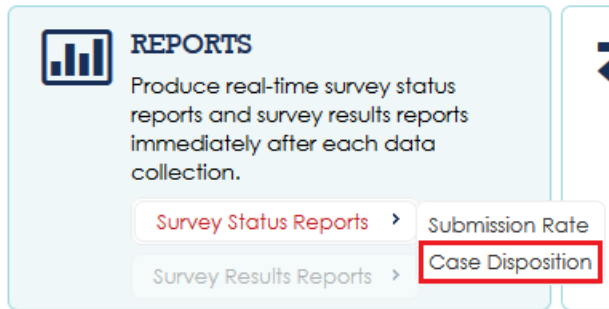
- To export the case disposition details, click on a link on the completion rate table, then click on the “EXCEL”, “CSV”, or “PDF menu option.

	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	6	239	2.00%
	SUCCESS H S	100	0	2	98	0.00%
	WESTWOOD H S	500	3	10	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%

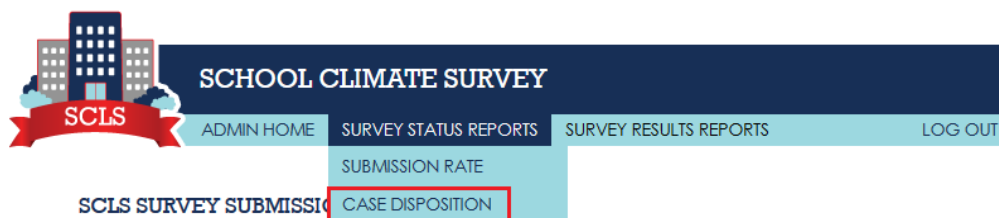
- To refresh the report with the latest data, click on the “REFRESH” button.

To view and export the case disposition status report:

- Under the Reports subsection, 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.

NOTE

Status can be “Unused,” “Partial,” and “Complete.” “Unused” usernames have never been used to log into the system. “Partial” usernames have been used to log in and begin the survey, but have not been used to complete and submit the survey. “Complete” usernames have been used to complete and submit the survey. Refusals are included in the “Complete” usernames.

4. To navigate between the pages of cases, click on the “Previous” or “Next” links.

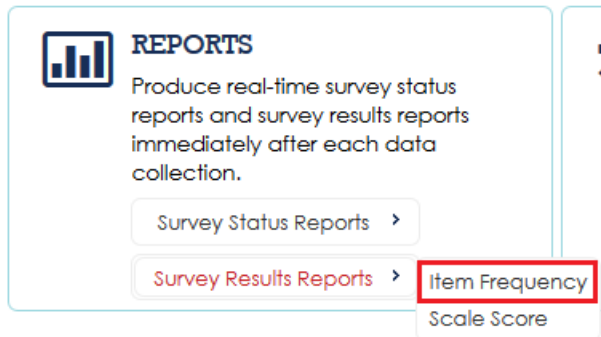


5. To export the report, click on the “Excel”, “CSV”, or “PDF” option from the “Export” menu.

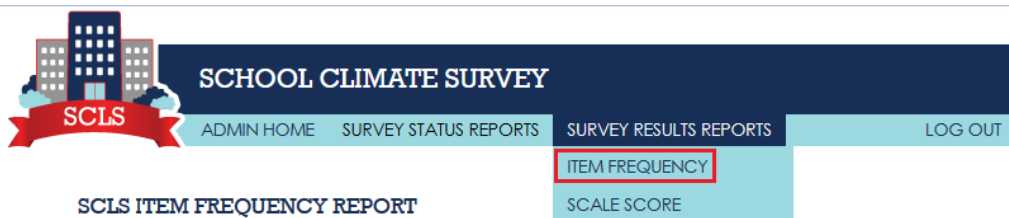
Once a data collection has closed, aggregated survey result reports, including graphical displays of item-level frequencies and scale scores (not available during pilot testing), can be viewed and exported. Refer to subsection 6.2 for information on how to interpret the SCLS scales.

To view and export the item frequency report:

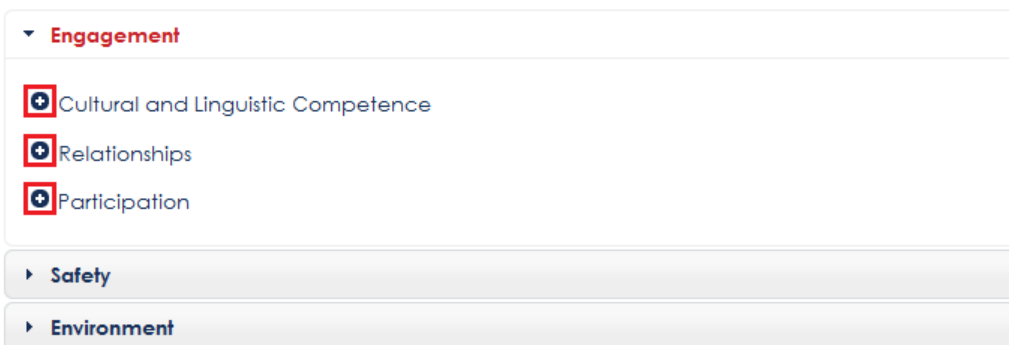
1. Under the Reports subsection, click on the “Item Frequency” option from the “Survey Results Reports” menu.



Alternatively, click on the “ITEM FREQUENCY” option under the “SURVEY RESULTS REPORTS” menu from the toolbar on any Reports page.





2. To filter by district at the state level, select a district from the “District” drop-down box.
3. To filter by school at the state or district level, select a school from the “School” drop-down box.
4. Click on the “GENERATE REPORT” button.
5. To show detailed data for a topical area, click on the expand icon button.



To show detailed data for all survey items within a topical area, click on the expand icon button on the header row.

Engagement



Cultural and Linguistic Competence

		PERCENT				
	SURVEY ITEM	STRONGLY AGREE (4)	AGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	MEAN
	All students are treated the same, regardless of whether their parents are rich or poor.	33.33	25	21.67	20	2.72

To show detailed data for a single survey item within a topical area, click on the expand icon button for the survey item.


Engagement

Cultural and Linguistic Competence

		PERCENT				
	SURVEY ITEM	STRONGLY AGREE (4)	AGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	MEAN
	All students are treated the same, regardless of whether their parents are rich or poor.	33.33	25	21.67	20	2.72


- To hide detailed data for a topical area, click on the collapse icon button.



Engagement

 Cultural and Linguistic Competence

To hide detailed data for all survey items within a topical area, click on the collapse icon button on the header row.

Engagement

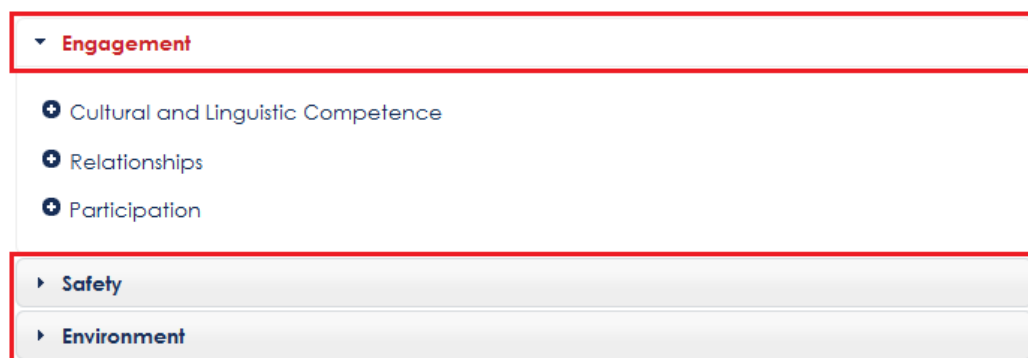
 Cultural and Linguistic Competence

		PERCENT				
	SURVEY ITEM	STRONGLY AGREE (4)	AGREE (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	MEAN
	All students are treated the same, regardless of whether their parents are rich or poor.	33.33	25	21.67	20	2.72

To hide detailed data for a single survey item within a topical area, click on the collapse icon button for the survey item.



7. To view data for a domain, click on a domain header.



8. To export the report, click on the “Excel”, “CSV”, or “PDF” option from the “Export” menu.

NOTE

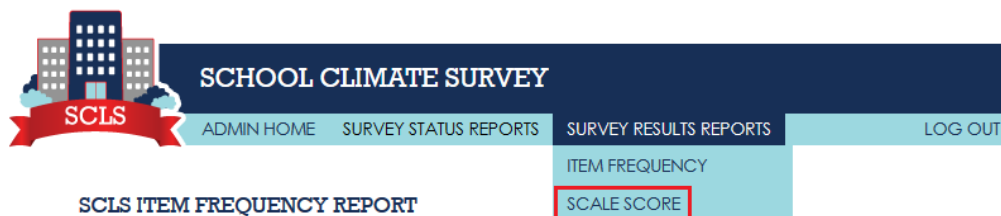
The export feature is available when valid data have been collected.

To view and export the scale score report:

1. Under the Reports subsection, 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.

2.2.9 Survey Results

Respondent-level survey results can be exported and imported to allow schools to provide data to districts, and districts to states. The export data will contain the original system-generated usernames for student respondents only to allow data to be linked to student records external to the platform. The original usernames for parents, instructional staff, and noninstructional staff are replaced with new usernames to prevent any linkages.

To export survey results to a CSV file:

1. Under the Survey Results subsection, 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.

NOTE

Response Values: “Strongly Agree” = 4; “Agree” = 3; “Disagree” = 2; “Strongly Disagree” = 1; Item not reached or not applicable = -1; Item reached but not answered = “” (blank).

Variable Name: A unique identifying code is used for each item.

Timestamps: “START_DATETIME” “END_DATETIME,” “TIMEOUT_DATETIME,” “LOG_OUT_DATETIME,” and “REENTRY_DATETIME.” Their values indicate, respectively, the time when respondent started the survey, time when the respondent completed the survey, time when respondent is timed out of the survey, time when respondent logs out of the survey, and time when the respondent re-enters the survey.

To import a survey results CSV file:

1. Under the Survey Results subsection, 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 survey results CSV file to import and click on the “Open” button.

Click on the “IMPORT” button.

3. Recommended Administration Practices

The recommended practices for the SCLS administration provide education agencies with an overview of issues that they should be knowledgeable about prior to launching an SCLS administration. The final released SCLS platform will include the national benchmark data collected in 2016 for education agencies to compare their scales scores with. If the SCLS are administrated at a state or district level, participating schools can also compare their own scores with the overall state or district scale scores. This guide covers these issues and focuses on the different survey populations, as needed. These recommendations are as follows:

3.1 Preparing for the Survey Administration

Determine the location and/or methods for administering student, instructional staff, noninstructional staff, and parent surveys.

- 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 administering the survey. 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 G.
 - If your state law does or school system policies do NOT require parents to "opt in" for surveys of their child, you can provide them the Parent Consent Form I found in Appendix G.1.
 - If your state law or school system policies do require parents to "opt in" for surveys of their child, you will need to provide them the Parent Consent Form II found in Appendix G.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 an opportune time to both explain the surveys to staff and to have them complete them. Consider setting aside time and/or computers during the meeting for staff to use to complete the survey.
- Parent
 - a. In-person explanations may be more effective at increasing parent response rates than letters and e-mails. If a significant number of parents do not have e-mail addresses or computer access, then letters and in-person explanations 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 participation during these meetings and have plenty of print versions on hand for those who request them.
 - Orientation is ideal for describing the surveys to parents.
 - Consider setting aside a room with computers for parents to use while they are waiting to start their conference or after they are finished with their conference.
- The importance of standardized procedures:

- a. Whether your aim is to compare your school climate results to nationally representative, state, or district data, or to establish your own trend data, applying standardized procedures is critical to producing reliable data. Accurate measurement of the discrepancies between two populations, or the change over time in a single population cannot be achieved if the measurement itself is changed.
 - b. In the context of the SCLS, this means maintaining uniform procedures for administering the survey to students, including the selection of proctors, using the proctor scripts (see Appendix F), 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 FAQs (see section 5 FAQs) guide to answer the students' questions.
- The logistics of administering the 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 institution, 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 Coordinators”**: The people managing the SCLS administration at the *district* level. They act as liaisons between the State Survey Administrator and the School Survey Coordinators.
 - **“School Survey Coordinators”**: The people managing the SCLS administration at the *school* level. They answer respondents' questions about the SCLS, remind all respondents to answer their surveys, and reserve space for students to take the surveys.
 - **“Proctors”**: The people administering the in-school student surveys. They 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 with organizing and conducting their 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 the 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 the 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 Script (see Appendix F) 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 the SCLS, including the survey proctors, should sign the Confidentiality Pledge (see Appendix E). This reinforces the commitment to confidentiality and the signed form can be shown to parents to address 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.

3.2 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. If your state or district is principally interested in comparing school scores across the state or district, your state or district should administrate surveys to all participating schools during the same time frame.
 - b. If you intend to use the 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 the 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 rates³ 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.

3.3 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 start and end date.
- Generate one username for each respondent group.
- Use the usernames to login and answer the first few questions.
- Check the “Survey Status Reports” ---> “Case Disposition” section to make sure it is showing your username as “Partial.”
- Complete the rest of the survey.
- Check the “Survey Status Reports” ---> “Case Disposition” section to make sure it is showing your username as “Completed.”

³ The number of cases submitted over the number of usernames generated.

- After the data collection end date, check the “Survey Status Reports” section 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);
- Student usernames;
- Proctor Instructions; and
- Proctor Script (see Appendix F).

3.4 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 subsection 2.2.8 Reports 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 a whole district or state, depending on the size of your administration.

Monitoring submission rates:

- Achieving a high response rate is important to avoid nonresponse bias. Nonresponse 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 nonresponse 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 the SCLS does not allow pre-loading of respondent data, the survey administrators can generate usernames of any number⁴ 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.

Nonresponse 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.

⁴ 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. Consider 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 other 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.

Nonresponse Bias:

- When the response rate is below 80 percent, a nonresponse bias analysis is recommended to determine whether or not the respondents to your study are representative of the population in your school, district, or state and to assess the potential magnitude of nonresponse bias. The analysis will help evaluate whether the data or reports based on the data are biased by the missing respondents.
- SCLS administrators can use the frequency distributions of the demographic variables (grade [student only], race/ethnicity, and sex) that are included in the reports and compare them to another data source that has the frequencies of these demographic variables for the total population. The non-response bias worksheet with embedded formulas is included in the SCLS package and can be used to carry out basic analysis. A worksheet for student survey will look like this:

Student Characteristic	Percent of respondents	Percent of students	Estimated bias	Relative bias
Grade				
5th Grade	12.5	12.0	0.5	0.0
6th Grade	11.9	12.0	-0.1	0.0
7th Grade	12.5	12.0	0.5	0.0
8th Grade	13.8	12.0	1.8	0.1
9th Grade	12.5	12.0	0.5	0.0
10th Grade	11.3	12.0	-0.7	-0.1
11th Grade	11.9	12.0	-0.1	0.0
12th Grade	12.5	12.0	0.5	0.0
Ungraded	1.3	4.0	-2.7	-2.1
Gender				
Male	50.0	45.0	5.0	0.1
Female				
Race/Ethnicity				
American Indian or Alaska Native	10.0	2.0	8.0	0.8
Asian	5.0	7.0	-2.0	-0.4
Black/African-American	15.0	15.0	0.0	0.0
Native Hawaiian or Pacific Islander	5.0	5.0	0.0	0.0
Hispanic	20.0	20.0	0.0	0.0
Two or more races	5.0	1.0	4.0	0.8
White	40.0	50.0	-10.0	-0.3

The “Percent of respondents” column indicates the characteristics of the respondents to the survey. The “Percent of students” is extant information from the administrative data of the school or school system. The SCLS administrator should enter the demographic characteristics included at the end of item frequency report into the second column, labeled “Percent of respondents” and comparable data from the administrator’s records should be entered into the third column, labeled “Percent of students” in the example (this should also be used for the other categories of respondents). The “estimated bias” column indicates, in percentage point terms, differences between respondent and overall student population differences. The “relative bias column” indicates how large the bias is relative to the estimates from the “percent of respondents” column.

- In those cases in which the administrator has elected to preserve the identity of the students for the purpose of linking to data from their record systems, student survey responses can also be linked to external data sources to conduct more detailed bias analysis using additional student data to measure bias within the responding population as compared to the full population. Additionally, if the data are being collected at the district or state level, the administrator can add additional school and district data for additional analyses. If these additional data are used, the administrator would add the additional variables to the first column labeled [Student] characteristic, and drag the formulas in the fourth and fifth columns to the row corresponding to the end of the list of characteristics.
- The bias is computed by subtracting each value in the “Percent of [students]” column from the comparable value in the “Percent of respondents” column. The relative bias is the bias estimate for each row divided by “Percent of respondents”. For any group of respondents, if the estimated bias is larger than 1 percentage point (greater than 1.0 or less than -1.0), the survey data should be used with caution. Administrators should also be cautious if the relative bias is larger than 0.3 or less than -0.3. We can provide assistance to schools and districts in the pilot with their nonresponse bias analysis if needed.

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 can 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 [AIR⁵, 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 [AIR⁵, affiliation, email, telephone]

⁵ For the pilot test and the national benchmark study only. Thereafter, the SCLS administrators will need to rely on this User Guide. This User Guide will be updated to address common queries encountered during the pilot test and the national benchmark study.

3.5 After Administration

Results

The SCLS platform automatically produces a report upon completion of each survey.⁶ 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.

Storage of the Data

The education agency that conducts the 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.

4. Instructions for in-School Administration of the Student Survey

The instructions for in-school administration of the student survey guides school staff, including survey administrators, in effectively and consistently administering the SCLS. The topics include:

- Scheduling resources (e.g., time in computer labs)
 - a. The student survey portion of the 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 compliant⁷ 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

⁶ 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.

⁷ 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.

- 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 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 F).
- Assigning log-in credentials and ensuring all students can log in to the survey platform
 - a. It should be evident to the students if the proctor can connect a username to a student or not. If the linkage to other student data is not planned, 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. If the linkage to other student data is planned, usernames will need to be handed out after students' names are verified. 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 for student and parent surveys. Students can click on the "English/Español" links on top of the item to select the language.
 - 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).

5. Frequently Asked Questions (FAQs)

The FAQs will provide 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. The list of FAQs will be 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.

Q: How long will the surveys take?

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.⁸

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 the SCLS.

Q: Can I add additional questions?

A: In the released version, after the pilot 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.

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. These data collected 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 is administering 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.

⁸ 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 survey takes around half an hour to complete.

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

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 administer 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 administered?*

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 administer 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 information does the survey platform provide during live administrations?*

A: 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 access codes generated). The platform also allows administrators to identify the usernames that have not been used, have started the survey and have completed the survey.

Q: *What are the accommodations 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.

6. SCLS Reports

6.1 Item Frequency Reports

For each item in the SCLS surveys, means and frequency distributions are displayed graphically. The graphical displays include the item wording, response options, percentage of valid responses for each response option, and mean of the responses, displayed both numerically and using a vertical bar (see figure 1). Frequency distributions are available for each item, including demographic items (e.g., race/ethnicity, gender), with a sufficient number and variability of responses. The crosstabs of some demographic variables are also available. Items are clustered by domain and topical area, and displayed within topical areas in survey order. To protect the confidentiality of respondents, and to provide meaningful data, frequency distributions will not be shown for an item with fewer than 10 respondents. When the display graph symbol (“+”) for a suppressed item is clicked, “Item not shown due to disclosure risk” is displayed.

To protect respondent confidentiality, reporting responses by respondent subgroups (e.g., race/ethnicity, grade) will not be permitted for item-level frequency distributions. For district-level administrations, reporting responses by school will be available. This subgroup function will enable districts to examine results at the school level and states to examine results at the school and district levels when they host the associated data in the SCLS platform.

Figure 1. SCLS item frequency display



6.2 Understanding the SCLS scales⁹

This section will provide 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, The pilot version of the questionnaires 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 the parent survey, the aim is to create domain scales, given the limited survey items.

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

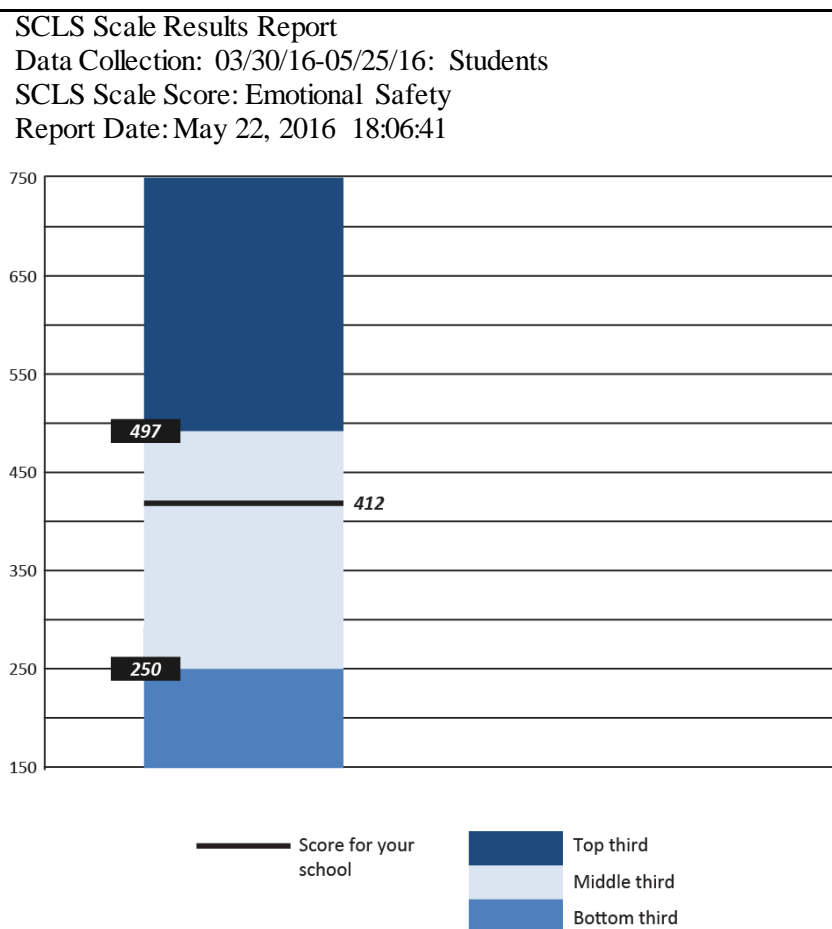
⁹ The scale reports are not available in the pilot test because the data collected from the pilot test will be used to create scales. The reports will be available in the released platform after the pilot.

collection. For each respondent group, individual topical area scores of all completed surveys will be aggregated at the education agency level and graphically presented.

6.2.1 Presentation of Scale Scores

Graphical displays of scale scores are available for each topical area (and domain, where appropriate). 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 (e.g., the national top third from the benchmarking study to be conducted in 2016) for a respondent group, as shown in the example in figure 2. It displays tertile information from the national distribution and school score to provide such national comparison information.

Figure 2. 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.

In the event that there are very few respondents overall or in a subgroup (for example, if there is only one respondent of a certain race/ethnicity), reporting might result in indirect disclosure of a respondent's identity. To minimize the risk of disclosure to respondents while providing as much usable information as possible, scale scores for any respondent group or subgroup with fewer than 3 respondents will be suppressed.¹⁰ For groups with 3 to fewer than 10 respondents, average scale

¹⁰ In place of the graph, the following text will be displayed: "Score not shown due to disclosure risk."

scores (or ranges) will not be displayed. Instead, the national tertile in which the average is associated will be displayed as the result, as shown in figure 3.

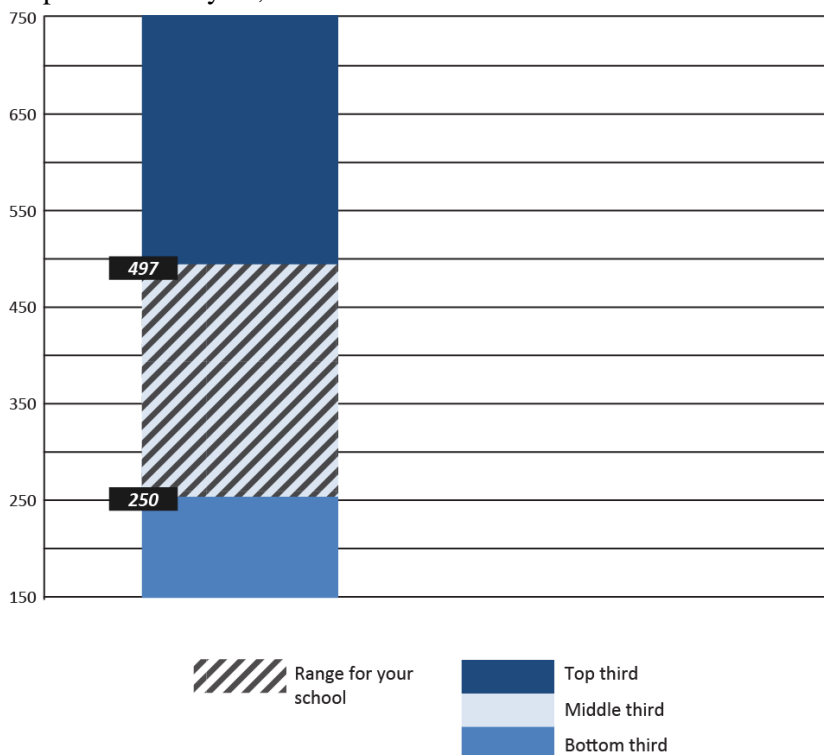
Figure 3. SCLS scale report: Bar display with national information, range

SCLS Scale Results Report

Data Collection: 03/30/16-05/25/16: Students

SCLS Scale Score: Emotional Safety

Report Date: May 22, 2016 18:06:41



Note: Thirds are displayed to provide context for the distribution. Shading indicates that a school's score is in the range of that tertile.

6.2.2 Subgroup Reporting

Users have the option of displaying scale score results by selected subgroups. For the student surveys, the available subgroups are grade, gender, and race/ethnicity. Reporting levels can be selected and modified by users from within the reporting dashboard using drop-down lists. A separate drop-down list for each demographic variable available for subgroup reporting appears at the top of the reporting page (figure 4), and users may choose any combination of subgroups.

Figure 4. SCLS drop-down lists

School:

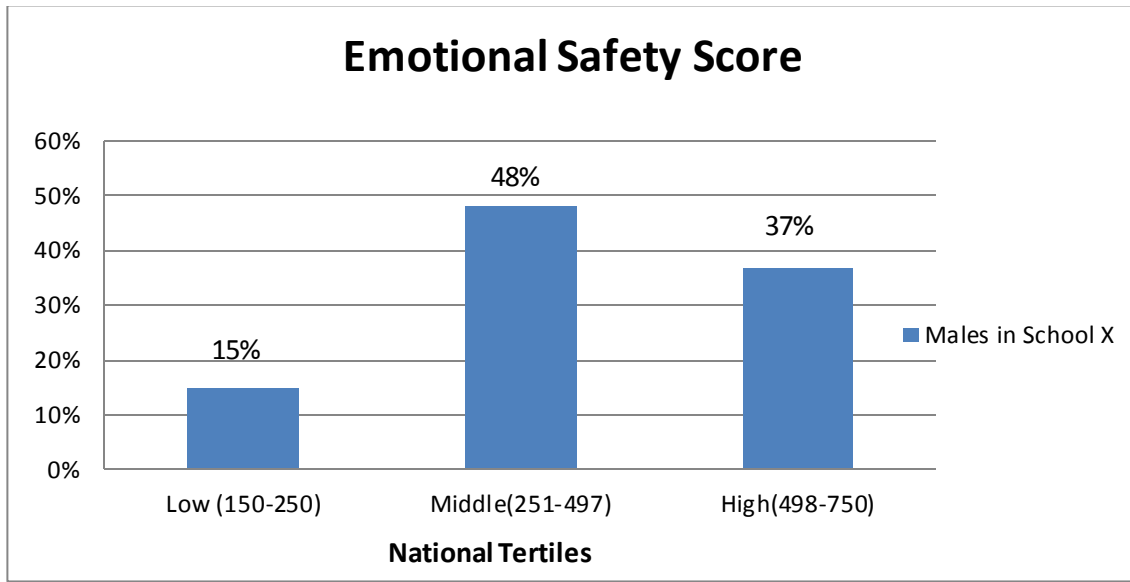
Grade: 5th 6th 7th 8th 9th 10th 11th 12th Ungraded

Gender: Race/Ethnicity:

For example, a user who wants to produce a report for White Hispanic students would select the option for “White” from the race drop-down list and “Hispanic” from the ethnicity drop-down list, and a user who wants to produce a report for *female* White Hispanic students would select “Female” from the gender drop-down list in addition to the race and ethnicity options.

In order to present subgroup results in a meaningful and easily interpretable way (and without overwhelming the user with information), each category within the subgroup will be presented in a simple bar graph that shows the percentage of respondents in the category that fall into each tertile, based on the national distribution. Figure 5 provides an example of the distribution of male respondents based on tertiles from the national distribution.

Figure 5. SCLS scale report: Bar display with percentage of respondents in low, middle, and high national tertile groups, one category



Users will also have the option of requesting subgroup reporting for multiple categories (as shown in figure 6), or for the same category/categories across schools (as shown in figure 7).

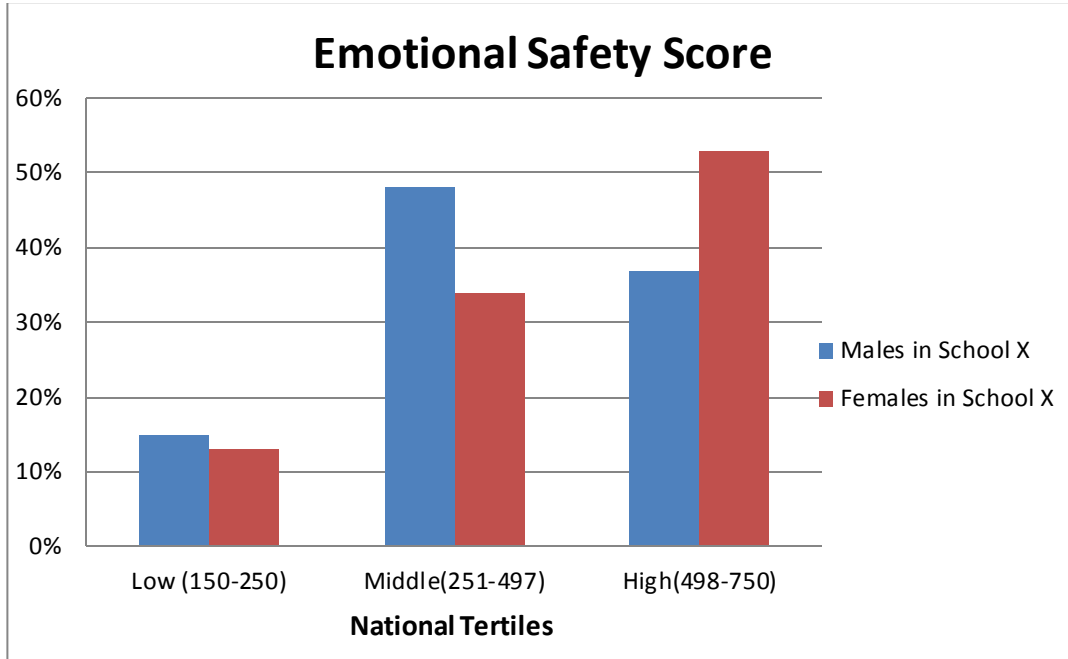
Figure 6. SCLS scale report: Bar display with percentage of respondents in low, middle, and high national tertile groups, two categories

SCLS Scale Results Report

Data Collection: 03/30/16-05/25/16: Students

SCLS Scale Score: Emotional Safety

Report Date: May 22, 2016 18:06:41



As with the overall scale scores, for any category with fewer than 3 respondents, results are not shown and suppression text appears below (or to the side of) the graph that reads “Results are not shown for <category name> due to disclosure risk.” In the event that a category within a subgroup had between 3 and 9 respondents, the percentage distribution is not shown, and additional suppression text appears below (or to the side of) the graph that presents information about that groups placement in comparison to the national average (above or below). For example, if there are between 3 and 9 Asian students in a graph showing race/ethnicity results, the additional suppression text might read “The average scale for Asian students is above the national average. More detailed results are not presented due to disclosure risk.”

“District” and “school” are available as categories for reporting, and all schools or districts that have associated data in the data table are presented as reporting options in the drop-down list. For a single school that is hosting the SCLS, no school or district options is presented.¹¹ Similarly, for a single district, only school-level options is available. This reporting function enables districts to examine results at the school level and states to examine results at the school and district levels when they host the associated data in the SCLS platform. Multiple schools may also be chosen to produce comparison reports. Figure 7 provides an example of a comparison (subgroup) report for multiple schools.

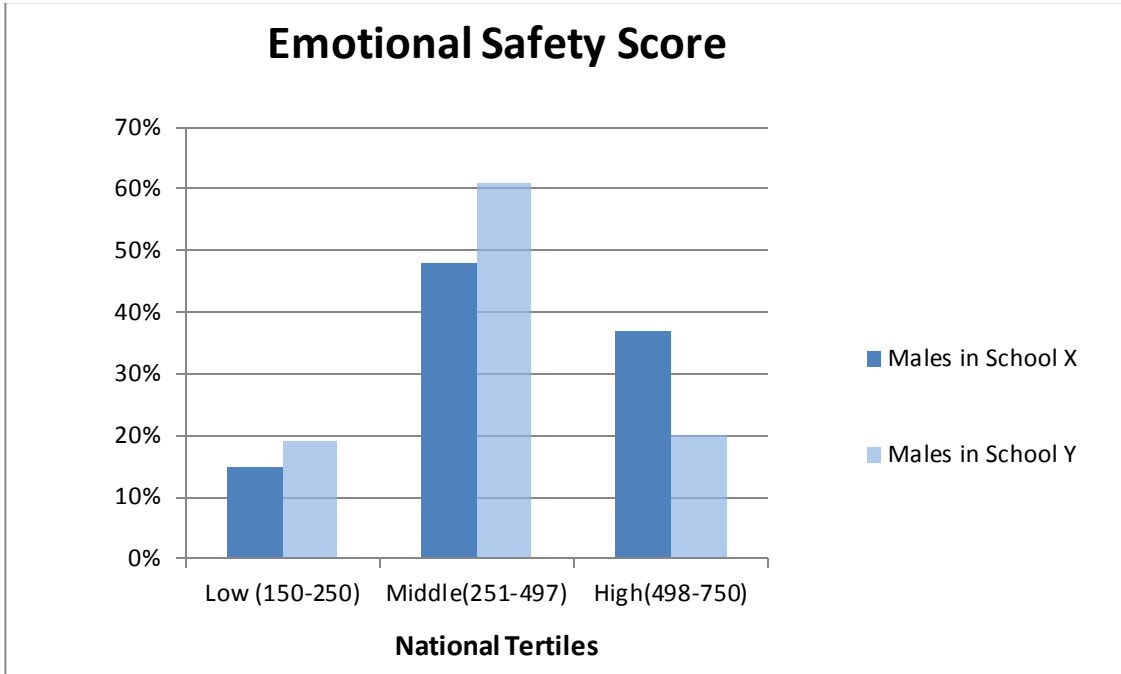
¹¹ While the drop-down lists will be displayed, no choices will appear when clicked.

Figure 7. SCLS scale report: Bar display with percentage of respondents in low, middle, and high national tertile groups, two schools

SCLS Scale Results Report

Data Collection: 03/30/16-05/25/16: Students

SCLS Scale Score: Emotional Safety



Appendix A

What SCLS Measure

Appendix A.1 – SCLS Research Base (content)

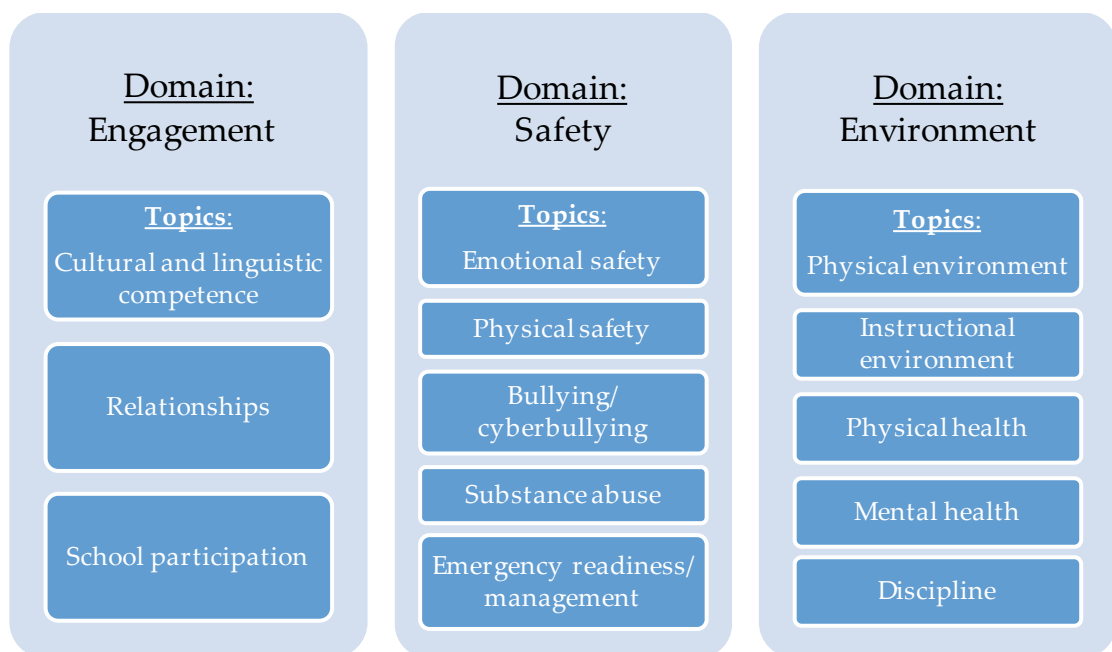
Appendix A.2 – SCLS Research Base (references)

Appendix A.1

SCLS Research Base (content)

Three domains – Engagement, Safety and Environment, and their associated topical areas form the SCLS model of school climate (figure 8). 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 8. 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 bullying prevention important for 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."¹²

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

¹² This is equivalent to \$54.2 billion in 2014 dollars.

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 Gialposos 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 A.2

SCLS Research Base (references)

- Arseneault, L., Walsh, E., Trzesniewski, K., Newcombe, R., Caspi, A., and Moffitt, T.E. (2006). Bullying Victimization Uniquely Contributes to Adjustment Problems in Young Children: A Nationally Representative Cohort Study. *Pediatrics*, *118*(1): 130–138.
- Astor, R.A., Guerra, N., and Van Acker, R. (2010). How Can We Improve School Safety Research? *Educational Researcher*, *39*(1): 69–78.
- Bandura, A. (2001). Social Cognitive Theory: An Agentic Perspective. *Annual Review of Psychology*, *52*(1): 1–26.
- Bandura, A. (2007). Much Ado Over a Faulty Conception of Perceived Self-Efficacy Grounded in Faulty Experimentation. *Journal of Social and Clinical Psychology*, *26*(6): 641–658.
- Battistich, V., and Hom, A. (1997). The Relationship Between Students' Sense of Their School as a Community and Their Involvement in Problem Behaviors. *American Journal of Public Health*, *87*(12): 1997–2001.
- Bauer, J., Stamm, A., Virnich, K., Wissing, K., Müller, U., Wirsching, M., and Schaarschmidt, U. (2006). Correlation between burnout syndrome and psychological and psychosomatic symptoms among teachers. *International archives of occupational and environmental health*, *79*(3): 199–204.
- Blum, R.W. (2005a). A Case for School Connectedness. *Educational Leadership*, *62*(7): 16–20.
- Blum, R.W. (2005b). *School Connectedness: Improving the Lives of Students*. Baltimore: Johns Hopkins Bloomberg School of Public Health.
- Bowen, N.K., and Bowen, G.L. (1999). Effects of Crime and Violence in Neighborhoods and Schools on the School Behavior and Performance of Adolescents. *Journal of Adolescent Research*, *14*(3): 319–342.
- Bronfenbrenner, U. (1979). Contexts of child rearing: Problems and prospects. *American Psychologist*, *34*(10): 844–850.
- Buckley, J., Schneider, M., and Shang, Y. (2005). Fix it and They Might Stay: School Facility Quality and Teacher Retention in Washington, DC. *Teachers College Record*, *107*(5): 1107–1123.
- Centers for Disease Control. (2011). *School Health Programs: Improving the Health of our Nation's Youth*. Retrieved January 7, 2014, from http://www.cdc.gov/chronicdisease/resources/publications/aag/pdf/2011/school_health_aag_web.
- Chapman, R.L., Buckley, L., Sheehan, M.C., Shochet, I.M., and Romaniuk, M. (2011). The Impact of School Connectedness on Violent Behavior, Transport Risk-Taking Behavior, and Associated Injuries in Adolescence. *Journal of School Psychology*, *49*(4): 399–410. Retrieved January 3, 2014, from <http://eprints.qut.edu.au/41822/2/41822.pdf>.

- Chen, G. (2007). School Disorder and Student Achievement: A Study of New York City Elementary Schools. *Journal of School Violence*, 6(1): 27–43.
- Cohen, J. (2006). Social, Emotional, Ethical and Academic Education: Creating a Climate for Learning, Participation in Democracy, and Well-Being. *Harvard Educational Review*, 76(2): 201–237.
- Cohen, J., and Freiberg, J.A. (2013). School Climate and Bullying Prevention. In T. Dary and T. Pickeral (Eds.), *School Climate Practices for Implementation and Sustainability* (School Climate Practice Briefs, Series No. 1). New York: National School Climate Center.
- Cohen, J., McCabe, E.M., Michelli, N.M., and Pickeral, T. (2009). School Climate: Research, Policy, Practice, and Teacher Education. *Teachers College Record*, 111(1): 180–213.
- Cornell, D., Sheras, P., Gregory, A., and Fan, X. (2009). A Retrospective Study of School Safety Conditions in High Schools Using the Virginia Threat Assessment Guidelines Versus Alternative Approaches. *School Psychology Quarterly*, 24(2): 119–129.
- Croninger, R., and Lee, V.E. (2001). Social Capital and Dropping out of High School: Benefits to At-Risk Students of Teacher’s Support and Guidance. *Teachers College Record*, 103(4): 548–581.
- Dwyer, K., and Osher, D. (2000). *Safeguarding Our Children: An Action Guide*. Washington, DC: U.S. Departments of Education and Justice, American Institutes for Research.
- Earthman, G.I. (2004). *Prioritization of 31 Criteria for School Building Adequacy*. Baltimore: American Civil Liberties Union Foundation of Maryland.
- Earthman, G.I., and Lemasters, L.K. (2011). The Influence of School Building Conditions on Students and Teachers: A Theory-Based Research Program (1993–2011). *The ACEF Journal*, 1(1): 15–36.
- Evans, L. (1997). Understanding Teacher Morale and Job Satisfaction. *Teaching and Teacher Education*, 13(8): 831–845.
- Fabelo, T., Thompson, M.D., Plotkin, M., Carmichael, D., Marchbanks, M.P., and Booth, E.A. (2011). *Breaking Schools’ Rules: A Statewide Study of How School Discipline Relates to Students’ Success and Juvenile Justice Involvement*. New York: Council of State Governments Justice Center.
- Freeman, E.V. (2011). *School Mental Health Sustainability: Funding Strategies to Build Sustainable School Mental Health Programs*. Washington, DC: Technical Assistance Partnership for Child and Family Mental Health. Retrieved January 3, 2014, from http://www.tapartnership.org/docs/SMHSeries_1.pdf.
- Freiberg, H.J. (1999). *School Climate: Measuring, Improving and Sustaining Healthy Learning Environments*. Philadelphia: Routledge.
- Frey, A., Ruchkin, V., Martin, A. and Schwab-Stone, M. (2009). Adolescents in Transition: School and Family Characteristics in the Development of Violent Behaviors Entering High School. *Child Psychiatry and Human Development*, 40(1):1–13.

- Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research, and Practice*. New York: Teachers College.
- Glew, G.M., Fan, M.Y., Katon, W., Rivara, F.P., and Kernic, M.A. (2005). Bullying, Psychosocial Adjustment, and Academic Performance in Elementary School. *Archives of Pediatrics and Adolescent Medicine*, 159(11): 1026–1031.
- Gottfredson, G.D., Gottfredson, D.C., Payne, A., and Gottfredson, N.C. (2005). School Climate Predictors of School Disorder: Results From a National Study of Delinquency Prevention in Schools. *Journal of Research in Crime and Delinquency*, 42(4): 421–444.
- Gregory, A., Cornell, D., and Fan, X. (2012). Teacher Safety and Authoritative School Climate in High Schools. *American Journal of Education*, 118(4): 401–425.
- Haahr, J.H., Nielsen, T.K., Hansen, M.E., and Jakobsen, S.T. (2005). *Explaining Student Performance: Evidence From the International PISA, TIMSS and PIRLS Surveys*. Denmark: Danish Technological Institute.
- Halpin, A.W., and Croft, D.B. (1962). The Organizational Climate of Schools. *Midwest Administration Center*, 11(7). Chicago, IL: University of Chicago.
- Hamre, B.K., and Pianta, R.C. (2005). Can Instructional and Emotional Support in the First-Grade Classroom Make a Difference for Children at Risk of School Failure? *Child Development*, 76(5): 949–967.
- Hargreaves, A. (2000). Mixed Emotions: Teachers' Perceptions of Their Interactions With Students. *Teaching and Teacher Education*, 16(8): 811–826.
doi:[http://dx.doi.org/10.1016/S0742-051X\(00\)00028-7](http://dx.doi.org/10.1016/S0742-051X(00)00028-7)
- Harper, K. (2010). *Measuring School Climate*. Paper presented at the Safe and Supportive Schools Grantee Meeting, Washington, DC.
- Henrich, C.C., Schwab-Stone, M., Fanti, K., Jones, S.M., and Ruchkin, V. (2004). The Association of Community Violence Exposure with Middle-School Achievement: A Prospective Study. *Journal of Applied Developmental Psychology*, 25(3): 327–348.
- Hoagwood, K., and Erwin, H.D. (1997). Effectiveness of School-Based Mental Health Services for Children: A 10-Year Research Review. *Journal of Child and Family Studies*, 6(4): 435–451.
- Holland, A., and Andre, T. (1987). Participation in Extracurricular Activities in Secondary School: What is Known, What Needs to be Known? *Review of Educational Research*, 57(4): 437–466.
- Hoy, W.K., and Sabo, D.J. (1998). *Quality Middle Schools: Open and Healthy*. Thousand Oaks, CA: Corwin Press.
- Hoy, W.K., Hannum, J., and Tschannen-Moran, M. (1998). Organizational Climate and Student Achievement: A Parsimonious and Longitudinal View. *Journal of School Leadership*, 8(4): 336–359.
- Insel, P.M., and Moos, R.H. (1974). Psychological Environments: Expanding the Scope of Human Ecology. *American Psychologist*, 29(3): 179–188. doi:10.1037/h0035994

- Jasper, C., Thanh-Tam, L., and Bartram, J. (2012). Water and Sanitation in Schools: A Systematic Review of the Health and Educational Outcomes. *International Journal of Environmental Research and Public Health*, 9(8): 2772–2787.
- Jennings, G. (2003). An Exploration of Meaningful Participation and Caring Relationships as Contexts for School Engagement. *The California School Psychologist*, 8: 43–52.
- Juvonen, J., Nishina, A., and Graham, S. (2000). Peer Harassment, Psychological Adjustment, and School Functioning in Early Adolescence. *Journal of Educational Psychology*, 92(2): 349–359.
- Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*, 32(3): 465–491.
- Lassen, S.R., Steele, M.M., and Sailor, W. (2006). The Relationship of School-Wide Positive Behavior Support to Academic Achievement in an Urban Middle School. *Psychology in the Schools*, 43(6): 209–226.
- Lee, V.E., Smith, J., Perry, T., and Smylie, M.A. (1999). *Social Support, Academic Press, and Student Achievement: A View From the Middle Grades in Chicago*. Chicago: Consortium on Chicago School Research.
- Libbey, H., Ireland, M., and Resnick, M. (2002). Social Connectedness: Is Protection Cumulative? *Journal of Adolescent Health*, 30(2): 102.
- Lo, C.C., Kim, Y.S., Allen, T.M., Allen, A.N., Minugh, P.A., and Lomuto, N. (2011). The Impact of School Environment and Grade Level on Student Delinquency: A Multilevel Modeling Approach. *Crime & Delinquency*, 57(4): 622–657.
- Ma, L., Phelps, E., Lerner, J.V., and Lerner, R.M. (2009). The Development Of Academic Competence Among Adolescents Who Bully and Who Are Bullied. *Journal of Applied Developmental Psychology*, 30: 628–644.
- Marks, H.M. (2000). Student Engagement in Instructional Activity: Patterns in the Elementary, Middle, and High School Years. *American Educational Research Journal*, 37(1): 153–184.
- Maslow, A. (1954). *Motivation and Personality*. New York: Harper.
- Mayer, G.R. (1995). Preventing Antisocial Behavior in the Schools. *Journal of Applied Behavior Analysis*, 28: 467–478.
- Mayer, M.J., and Furlong, M.J. (2010). How Safe Are Our Schools? *Educational Researcher*, 39(1): 16–26.
- McGraw, K., Moore, S., Fuller, A., and Bates, G. (2008). Family, Peer and School Connectedness in Final Year Secondary School Students. *Australian Psychologist*, 43: 27–37.
- McLoughlin, C.S., Kubrick Jr, R.J., and Lewis, M. (2002). Best Practices in Promoting Safe Schools. In *Best Practices in School Psychology* (4th ed., pp. 1181–1194). Bethesda, MD: National Association of School Psychologists.
- Milam, A.J., Furr-Holden, C.D.M., and Leaf, P.J. (2010). Perceived School and Neighborhood Safety, Neighborhood Violence and Academic Achievement in Urban School Children. *The Urban Review*, 42(5): 458–467. doi:10.1007/s11256-010-0165-7

- National Child Traumatic Stress Network. (2013). *The 3R's of School Crises and Disasters: Readiness, Response, and Recovery* [Resources for School Personnel, NCTSN website]. Retrieved November 1, 2013, from <http://www.nctsn.org/resources/audiences/school-personnel/the-3r-school-crises-and-disasters>.
- National Research Council and Institute of Medicine. (2009). *Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities*. Washington, DC: The National Academies Press. Retrieved January 3, 2014, from http://www.nap.edu/openbook.php?record_id=12480.
- National School Boards Association. (1996). *Learning by Design: A School Leader's Guide to Architectural Services*. Alexandria, VA: Author.
- Needham, B.L., Crosnoe, R., and Muller, C. (2004). Academic Failure in Secondary School: The Inter-Related Role of Health Problems and Educational Context. *Social Problems*, 51(4): 569–586.
- Neild, R.C., Furstenberg Jr., F.F., and Stoner-Eby, S. (2002). *Connecting Entrance and Departure: The Transition to Ninth Grade and High School Dropout*. Unpublished report.
- Newmann, F. (1992). *Student Engagement and Achievement in American Secondary Schools*. New York: Teachers College Press.
- O'Sullivan, S. (2006). *A study of the relationship between building condition and student academic achievement in Pennsylvania's high schools*. (Unpublished doctoral dissertation). Virginia Polytechnic Institute and State University, Falls Church, Virginia.
- Organization for Economic Cooperation and Development. (2009). *Creating Effective Teaching and Learning Environment: First Results from TALIS*. Paris: Author. Retrieved January 6, 2013, from <http://www.oecd.org/edu/school/43023606.pdf>.
- Olweus, D. (1997). Bully/Victim Problems in School: Facts and Intervention. *European Journal of Psychology of Education*, 12(4): 495–510.
- Osher, D., Bear, G., Sprague, J., and Doyle, W. (2010). How Can We Improve School Discipline? *Educational Researcher*, 39(1): 48–58.
- Osher, D., and Kendziora, K. (2010). Building Conditions for Learning and Healthy Adolescent Development: Strategic Approaches. In B. Doll, W. Pfohl, and J. Yoon (Eds.), *Handbook of Youth Prevention Science*. New York: Routledge.
- Payne, A.A. (2008). A Multilevel Analysis of the Relationships Among Communal School Organization, Student Bonding, and Delinquency. *Journal of Research in Crime and Delinquency*, 45(4): 429–455.
- Payne, A.A., Gottfredson, D.C., and Gottfredson, G.D. (2003). Schools as Communities: The Relationships Among Communal School Organization, Student Bonding, and School Disorder. *Criminology*, 41(3): 749–778.
- Perry, A. (1908). *The Management of a City School*. New York: Macmillan.

- Physical Activity Guidelines Advisory Committee, U.S. Department of Health and Human Services. (2008). *Physical Activity Guidelines Advisory Committee Report*. Washington, DC: Author.
- Planty, M., and DeVoe, J.F. (2005). *An Examination of the Condition of School Facilities Attended by 10th Grade Students in 2002* (NCES 2006-302). Washington, DC: U.S. Department of Education.
- Rebora, A. (2013, May 23). New Thinking on the Costs of Punitive Discipline [Blog post to Teaching Now blog]. *Education Week*. Retrieved January 3, 2014, from http://blogs.edweek.org/teachers/teaching_now/2013/05/new_thinking_on_the_costs_of_punitive_discipline.html.
- Resnick, M.D., Bearman, P.S., Blum, R.W., Bauman, K.E., Harris, K.M., Jones, J., Tabor, J., Beuhring, T., Sieving, R.E., Shew, M., Ireland, M., Bearinger, L.H., and Udry, J. (1997). Protecting Adolescents From Harm: Findings From the National Longitudinal Study on Adolescent Health. *Journal of the American Medical Association*, 278(10): 823–832.
- Richards, H.V., Brown, A.F., and Forde, T.B. (2004). *Addressing Diversity in Schools: Culturally Responsive Pedagogy*. Tempe, AZ: National Center for Culturally Responsive Educational Systems.
- Ripski, M.B., and Gregory, A. (2009). Unfair, Unsafe, and Unwelcome: Do High School Students' Perceptions of Unfairness, Hostility, and Victimization in School Predict Engagement and Achievement? *Journal of School Violence*, 8(4): 355–375.
- Roque, M., and Paternoster, R. (2011). Understanding the Antecedents of the “School-to-Jail” Link: The Relationship Between Race and School Discipline. *Journal of Criminal Law & Criminology*, 101(2): 633.
- Rutter, M., Maughan, B., Mortimore, P., and Ouston, J. (1979). *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children*. Cambridge, MA: Harvard University Press.
- Ruus, V., Veisson, M., Leino, M., Ots, L., Pallas, L., Sarv, E., and Veisson, A. (2007). Students' Well-Being, Coping, Academic Success, and School Climate. *Social Behavior and Personality: An International Journal*, 35(7): 919–936.
- Sampson, R. (2009). *Problem-Oriented Guides for Police Problem-Specific Guides Series Guide No. 12: Bullying in schools*. Washington, DC: U.S. Department of Justice.
- Schneider, M. (2002). *Do School Facilities Affect Academic Outcomes?* Washington, DC: National Clearinghouse for Educational Facilities.
- Shah, N. (2011). Findings Stoke Concerns Over “Zero-Tolerance.” *Education Week*, 31(7): 1,12. Retrieved January 3, 2014, from http://www.edweek.org/ew/articles/2011/10/12/07discipline_ep-2.h31.html.
- Shann, M.H. (1998). Professional Commitment and Satisfaction Among Teachers in Urban Middle Schools. *The Journal of Educational Research*, 92(2): 67–73. doi:10.2307/27542193

- Skiba, R.J., Horner, R.H., Chung, C.G., Rausch, M.K., May, S.L., and Tobin, T. (2011). Race Is Not Neutral: A National Investigation of African American and Latino Disproportionality in School Discipline. *School Psychology Review*, 40(1): 85–107.
- Stevens, T.A., To, Y., Stevenson, S.J., and Lochbaum, M.R. (2008). The Importance of Physical Activity and Physical Education in the Prediction of Academic Achievement. *Journal of Sport Behavior*, 31(4): 368–388.
- Stockard, J., and Mayberry, M. (1992). *Effective Educational Environments*. Newbury Park, CA: Corwin Press.
- Swearer, S.M., Espelage, D.L., Vaillancourt, T., and Hymel, S. (2010). What Can Be Done About School Bullying? Linking Research to Educational Practice. *Educational Researcher*, 39(1): 38–47.
- Telford, R.D., Cunningham, R.B., Fitzgerald, R., Olive, L.S., Prosser, L., Jiang, X., and Telford, R.M. (2012). Physical Education, Obesity, and Academic Achievement: A 2-Year Longitudinal Investigation of Australian Elementary School Children. *American Journal of Public Health*, 102(2): 368–374.
- Thapa, A., Cohen, J., Guffey, S., and Higgins–D’Alessandro, A. (2013). A Review of School Climate Research. *Review of Educational Research*, 83(3): 357–385.
- Tillyer, M.S., Wilcox, P., and Gialopsos, B.M. (2010). Adolescent School-Based Sexual Victimization: Exploring the Role of Opportunity in a Gender-Specific Multilevel Analysis. *Journal of Criminal Justice*, 38(5): 1071–1081.
- Uline, C., and Tschannen-Moran, M. (2008). The Walls Speak: The Interplay of Quality Facilities, School Climate, and Student Achievement. *Journal of Educational Administration*, 46(1): 55–73.
- U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students. (2013). *Guide for Developing High-Quality School Emergency Operations Plans*. Washington, DC.
- Villegas, A.M., and Lucas, T. (2002). Preparing Culturally Responsive Teachers: Rethinking the Curriculum. *Journal of Teacher Education*, 53(1): 20–32.
- Wang, M., and Dishion, T.J. (2011). The Trajectories of Adolescents’ Perceptions of School Climate, Deviant Peer Affiliation, and Behavioral Problems During the Middle School Years. *Journal of Research on Adolescence*, 22: 40–53.
- Wang, M.C., Haertel, G.D., and Walberg, H.J. (1997). *What Do We Know: Widely Implemented School Improvement Programs*. Philadelphia: Laboratory for Student Success.
- Welsh, W.N. (2001). Effects of Student and School Factors on Five Measures of School Disorder. *Justice Quarterly*, 18(4): 911–947.
- White House (2013). *Now is the Time: The President’s Plan to Protect Our Schools and Communities From Gun Violence*. Retrieved January 7, 2014, from http://www.whitehouse.gov/sites/default/files/docs/wh_now_is_the_time_full.pdf.

- Willingham, W.W., Pollock, J.M., and Lewis, C. (2002). Grades and Test Scores: Accounting for Observed Differences. *Journal of Educational Measurement*, 39(1): 1–37.
- Wilson, A.B. (1959). Residential Segregation of Social Classes and Aspirations of High School Boys. *American Sociological Review*, 24(6): 836–845.
- Wynn, S.R., Carboni, L.W., and Patall, E.A. (2007). Beginning Teachers' Perceptions of Mentoring, Climate and Leadership: Promoting Retention Through a Learning Communities Perspective. *Leadership and Policy in Schools*, 6(3): 209–229.

Appendix B

Features of the SCLS Platform

The SCLS will not be used to establish a national data collection and reporting system. Through the SCLS, school, district, and state 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.

B.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.

B.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 school or school system. 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. Additional consent/assent language can be added to the platform by the local education agencies based on their situations or practices.

B.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.

B.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.

B.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.

B.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.

B.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.

B.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, Risk to the confidentiality of responses would increase if SCLS responses were linked to identifiable records within the platform. Second, 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. Third, 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.

B.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 ED 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 confidentiality protections.

B.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.

Appendix C

General Communication Language (e.g., District Communication About Pilot SCLS to Schools)

<DATE>

<Coordinator name>

<school name>

<address>

<city, state zip>

Dear <administrator>

<Agency> is supporting the pilot testing of the School Climate Surveys (SCLS) platform, a suite of four surveys (one each for parents, students, instructional staff, and noninstructional staff) that can be administered to an individual school or a district. The SCLS platform, developed by National Center for Education Statistics (NCES) on behalf of the U.S. Department of Education (ED), 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/ED 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 questions 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 D 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 (ED) 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 for 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. Education agencies administering the survey will be able to 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 on behalf of ED 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.

March/April 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 SCLS pilot study, please email schoolclimate@air.org or leave a message at 1-844-849-5252 (toll free).
<https://safesupportivelearning.ed.gov/scls>



Appendix E

Confidentiality Pledge for Survey Proctors (sample)

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 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: _____

Appendix F

Proctor Script for in-School Student Survey (sample)

Good morning/afternoon.

You're here because the [school/district] 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] 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 able to help you interpret the meaning of questions. Similarly, you should not ask other students or look at their responses.

When you have finished the survey, please 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 G

Consent Forms (sample)

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

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

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

Appendix G.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.]

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 by law (Education Sciences Reform Act (ESRA) of 2002, 20 U.S.C., § 9573). If you want additional information about NCES's use of your child's data please contact *<NCES CONTACT INFO>*.

The data your child provides may also be used by their school and district to better understand the current climate in their school. The only people who will see your child's answers to individual questions are authorized personnel at their school and district (20 U.S.C. § 1232g; 34 CFR Part 99). Your child's answers will be combined with the answers of other students at their school and district and used to create records about the climate of their school. These reports will not identify any person or their responses.

<USE IF LINKING STUDENT RECORDS>:

Although these reports will not identify any person or their responses, your child's data may be combined with other data about your child to help their school to improve the climate of their school.

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 <SCHOOL 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 agree to allow your child to take the survey, you do not have to sign or send back anything.

Sincerely,

<ADMINISTRATOR NAME>

Appendix G.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.]

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 by law (Education Sciences Reform Act (ESRA) of 2002, 20 U.S.C., § 9573). If you want additional information about NCES's use of your child's data please contact <NCES CONTACT INFO>.

The data your child provides may also be used by their school and district to better understand the current climate in their school. The only people who will see your child's answers to individual questions are authorized personnel at their school and district (20 U.S.C. § 1232g; 34 CFR Part 99). Your child's answers will be combined with the answers of other students at their school and district and used to create records about the climate of their school. These reports will not identify any person or their responses.

<USE IF LINKING STUDENT RECORDS>:

Although these reports will not identify any person or their responses, your child's data may be combined with other data about your child to help their school to improve the climate of their school.

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

Sincerely,

<ADMINISTRATOR NAME>