

National Center for Education Statistics

ED School Climate Surveys (EDSCLS) Benchmark Study 2017 Updated

Supporting Statement Part B and Part C
Collection of Information Employing Statistical Methods
OMB #1850-0923 v.6

June 2015
Revised September 2016

Table of Contents

B.1 Universe, Sample Design, and Estimation.....	3
B.1.1 Universe	3
B.1.2 Sample Design.....	3
B.1.3 Survey Weights.....	4
B.1.4 Methods for Variance Estimation.....	5
B.1.5 Sample Sizes and Precisions.....	5
B.1.6 Nonresponse Bias Analysis.....	5
B.1.7 Nonresponse Follow-up Study.....	5
B.2 Procedures for the Collection of Information.....	6
B.2.1 Drawing the Sample.....	6
B.2.2 Recruitment Mailing to Principals or Superintendents.....	6
B.2.3 Recruitment Emails.....	7
B.2.4 Follow-up Calls.....	7
B.2.5 Protocol for Additional Follow-Up Efforts.....	7
B.2.6 Refusal Conversion for Schools That Will Not Participate.....	7
B.2.7 Tracking of School and District Responses.....	7
B.2.8 Data Collection and Monitoring.....	8
B.2.9 In-Person Follow-Up Efforts.....	8
B.2.10 Special Handling District Recruitment Efforts.....	8
B.3 Methods to Maximize Response Rates.....	9
B.4 Tests of Procedures.....	10
B.5 Individuals Responsible for Study Design and Performance.....	11
C. Justification Tables.....	12
Source Key.....	12
C.1 Student EDSCLS Item Justification Table.....	13
C.2 Instructional Staff EDSCLS Item Justification Table.....	26
C.3 Noninstructional Staff EDSCLS Item Justification Table.....	41

B.1 Universe, Sample Design, and Estimation

Section B.1.1 includes information on the study universe of interest. Section B.1.2 describes the sampling plan implemented in the national study. Section B.1.3 explains the survey weight calculations. Section B.1.4 provides information about estimation methods. Section B.1.5 discusses the target sample sizes set for the national study and the precision implications. Section B.1.6 addresses potential nonresponse bias analysis.

B.1.1 Universe

The universe for the EDSCLS benchmark study includes all grade 5-12 students in regular public-schools in the 50 States and the District of Columbia and teachers and principals within their school. These students, and teachers and principals serving these students, are regarded as eligible for the EDSCLS benchmark. Those in detention/corrections/treatment centers, homebound/hospital schools, and virtual schools are excluded from this benchmark. Schools run by the Bureau of Indian Education and Department of Defense are also excluded from this benchmark. However, the study oversampled schools with relatively large percentages (at least five percent¹) of American Indian/Alaska Native non-Hispanic (AM²) student enrollment by a factor of two to make sure this population is well-presented in the sample. The size of the student population is estimated to be about 28,641,600, and the size of the school population is estimated to be about 78,600 (based on information from the Department of Education's 2013-14 Common Core of Data or CCD).

B.1.2 Sample Design

The sample design for the EDSCLS national benchmark study produces a nationally representative sample of grade 5-12 students, teachers, and principals in the public schools serving these students. The national benchmark study used a stratified probability design. The target school population was divided into four strata: a primary school stratum³, a middle school stratum, a high school stratum, and a combined school stratum. The schools with eligible students are classified in one of the four school strata based on the lowest and highest grades they offered, as reported in CCD, using these rules:

- Primary school stratum: lowest grade: PK through 04; highest grade: 05 through 08;
- Middle school stratum: lowest grade: 05 through 08; highest grade: 05 through 09;
- High school stratum: lowest grade: 09 through 12; highest grade: 09 through 12; and
- Combined school stratum: any other configuration not falling within the above three categories.

To ensure that we selected a representative sample, schools were further stratified by high percentage of AM student enrollment (two categories: higher/lower percentage than five percent), urbanicity, and quartile eligible enrollment size (student counts in grades 5-12) with the exception that the urbanicity was not used for the high percentage of AM student enrollment strata because the cell size would become too small. Urbanicity was based on an existing CCD locale variable that categorizes schools into four strata: urban, suburban, town, and rural. High percentage of White non-Hispanic student enrollment (two

¹ This criterion was used to oversample schools with relatively large percentage of American Indian/Alaska Native non-Hispanic students in the National Indian Education Study (NIES) (Grigg, Moran, & Kuang, 2010).

² This abbreviation AM is used for American Indian/Alaska Native non-Hispanic students in the Common Core of Data (CCD).

³ Schools with highest grade lower than 5th grade are not part of the target school population because these schools do not have any eligible students.

categories: higher/lower percentage than the median percentage), and high percentage of student enrollment eligible for free or reduced-price lunch (two categories: higher/lower percentage than the median percentage) were used as sorting variables in the sample selection process to make the frame implicitly stratified on these variables. State, district, and school ID were also used to sort the school list so that the schools are further implicitly stratified geographically.

Because a separate estimate is desired for each school level and the total sample size is only 500, equal allocation across school levels was implemented. Proportional allocation was applied for each stratum within each school level, but the total number of schools was multiplied by a factor of two for the high percentage of AM student enrollment strata so that the chance of schools in these strata being selected was twice as high as schools in the low percentage of AM student enrollment strata. Schools were systematically sampled with probability proportional to measures of size within the stratum by school level, high percentage of AM student enrollment, urbanicity, and eligible enrollment size quartile. Before selection, schools in each stratum were sorted by high percentage of White non-Hispanic student enrollment, high percentage of student enrollment eligible for free or reduced-price lunch, state, district, and school ID. The measure of size was total enrollment in eligible grades.

1,000 schools were drawn into the sample, with 714 of them selected to be prioritized for recruitment (with active follow up with non-respondents). We hoped to achieve 70 percent response rate from the primary batch of 714 sampled schools and expected to obtain 500 responding schools; however, the first round of recruitment indicates that the overall response rate is likely to be lower than 70 percent and we have decided to follow up with all 1,000 schools (see section B.2.5 below). Within each sampled school, to give schools the choice to reduce burden, in addition to the school principal, schools will be given a choice to administer the EDSCLS surveys to a sample of the school's students in grades 5, 7, and 11 and teachers in grades 5, 7, and 11, or to a universe of the school's students in grades 5-12, teachers, and noninstructional staff. If the school chooses the sample option, we will only randomly select one class of students and two teachers from the referent grades. If the sampled school would like to collect data from all students and instructional and noninstructional staff for their school report, we will accommodate that decision and all their data will be used in the estimations. We expect that 80 percent of contacted students, teachers, and noninstructional staff (including principals) will respond in the participating schools.

The sample design did not account for other NCES surveys in the field at the same time as the EDSCLS. Selecting a sample that avoids or minimizes overlap would unnecessarily complicate the sampling design and would require complex computations of probabilities prior to sample selection, as well as complex weighting after data collection.

B.1.3 Survey Weights

Respondent weights will be provided so that the weighted data will represent individuals in the populations. The final school weight for the respondent school will be comprised of a sampling base weight and an adjustment for school nonresponse. Weighting adjustment cells will be determined based on bias analysis results from the EDSCLS data in order to create the adjustment for nonresponse. The final person weight for respondents will be the product of the final school weight, person sampling weights, and an adjustment for individual nonresponse. If needed, the final weight will be raked so that the sum of the weights matches the population totals derived from the latest CCD public school universe file.

B.1.4 Methods for Variance Estimation

Standard errors of the estimates will be computed using a Taylor series linearization method that will incorporate sampling weights and sample design information.

B.1.5 Sample Sizes and Precisions

The national benchmark study will collect data from a nationally representative sample of students and staff in 500 public schools. Based on an assumed standard deviation of 100 for the scale score by design, the mean student-level scale score for each grade in the referent grades 5, 7, and 11, assuming an average classroom size of 20, an 80 percent student response rate, and an intraclass correlation of 0.3 among students in the same classroom, will be estimated with a 95% confidence interval of ± 8 score points, or 0.08 standard deviation units for the mean. Similarly, based on an assumed standard deviation of 100 for the scale score by design, the mean teacher-level scale score for each grade, assuming an intraclass correlation of 0.1 among teachers in the same grade, will be estimated with a 95% confidence interval of ± 11 score points, or 0.11 standard deviation units for the mean. If we compare the scores of two grades, the sample sizes can detect a difference of 23 in mean scale scores with 80% power at 95% level of confidence. These calculations are based on a simple random school sample assumption. The national benchmark study has some design features (e.g., the unequal probability sampling design) that can affect the precision of the estimates. The confidence intervals could be inflated by a factor of 1.2–1.6.

B.1.6 Nonresponse Bias Analysis

School nonresponse: To identify characteristics associated with school nonresponse, a multivariate analysis will be conducted using a categorical search algorithm called Chi-Square Automatic Interaction Detection (CHAID). CHAID divides the data set into groups so that the school response rate within cells is as constant as possible, and the school response rate between cells is as different as possible. Since the variables considered for use as predictors of response must be available for both respondents and nonrespondents, demographic variables from the CCD sampling frame will be used in the CHAID analysis. The magnitude of school nonresponse bias and the likely effectiveness of statistical adjustments in reducing that bias will be examined by comparing estimates computed using nonresponse adjusted weights to those computed using unadjusted base weights.

Individual nonresponse: We will conduct comparisons between respondent characteristics to known population characteristics from CCD. Similar to school nonresponse, the magnitude of individual nonresponse bias will be examined by comparing estimates computed using nonresponse adjusted weights to those computed using unadjusted base weights. This will provide an indication of the likely effectiveness of statistical adjustments in reducing nonresponse bias.

B.1.7 Nonresponse Follow-up Study

The nonresponse follow-up study was a qualitative study to provide information for improving recruitment procedures for the 2016–17 data collection. Random subsamples of 20 schools that agreed to participate in the 2015–16 data collection, 60 schools that declined to participate, and 100 that did not respond to the survey request were selected. To minimize burden and produce timely results, interviewing will end when a quota of interviews have been completed within each subsample. The quotas for those schools that agreed to participate, those that declined, and those that never responded will be 10, 20, and

30, respectively. A qualitative analysis will be conducted based on the results for these interviews, and recommendation for improving the recruitment process will be made.

B.2 Procedures for the Collection of Information

The data collection methods for the EDSCLS national benchmark survey require contacting sampled schools and their districts for their support. Once a school agrees to participate in the national study, the school will be asked to designate a school coordinator to assist in the materials distribution and data collection at the school. The EDSCLS team will also work with school coordinators to help maintain response rates for the survey.

Major steps of the EDSCLS national study data collection include: drawing the school sample; contacting school principals and district superintendents; mailing data collection materials to school coordinators; and managing and monitoring data collection with school coordinators.

B.2.1 Drawing the Sample

The sample of schools was drawn and recruitment for the national study began in April 2016. The schools in the sample were researched by EDSCLS staff prior to the recruitment effort, to ensure that accurate mailing and contact information is recorded. Recruitment has been conducted using different communication methods, and will consist of up to four rounds of mail packages, four rounds of phone contact attempts, and up to four rounds of email or fax follow ups.

The official recruitment effort began with an advance letter being sent to all schools in the sample. This letter explained the scope of the survey, and informed the recipient that a formal invitation to participate would arrive within the week.

The random subsamples for the nonresponse follow-up study were drawn from the sample in the 2015–16 data collection, based on the dispositions codes from the recruitment that took place earlier in the 2015-2016 school year.

B.2.2 Recruitment Mailing to Principals or Superintendents

A recruitment package was sent to all sampled schools within the week of sending the advance letter. This package contained a message from NCES Acting Commissioner Peggy Carr, EDSCLS flyer, FAQ document, summary of duties to be executed by the site coordinator, school information form to be filled out by the coordinator, and a pre-labeled return envelope. Contact information for both ED and AIR was listed in the recruitment materials, and a devoted AIR email address and phone line were provided for any queries or comments that may arise. Staffing levels ensure that at least one team member is available at all times during planned hours of operation (9am to 5pm, Eastern Time) to answer email and phone inquiries.

Additionally, a message from NCES Acting Commissioner Peggy Carr was sent to the superintendent of each district that has at least one school in the EDSCLS sample. The letter informed the superintendent of the scope and intent of the survey.

The survey recruitment materials include a number of personalized features that are recommended for a better response rate (Dillman, 2011), including exact titles and names for the survey packages. Also, in the second mailing of the recruitment package to the schools, a hand-written Post-It note will be included on the invitation letter, thanking the principal for their consideration. Copies of all the recruitment materials to schools and districts are included in Appendix A.

B.2.3 Recruitment Emails

Within a week of sending the recruitment package via mail, an identical package will be assembled and sent via email to the principal of each school. If an email address is unavailable, the documents will be faxed to the school.

B.2.4 Follow-up Calls

For each round, approximately two weeks after sending the email message, we will initiate phone calls to confirm that schools have received the recruitment package, and to ask if they are willing to participate in the national study. A phone script will be utilized, with prompts and cues to follow depending on the school representative with whom the EDSCLS staff member is speaking. Multiple attempts to contact the school will be made during each round of calls.

B.2.5 Protocol for Additional Follow-Up Efforts

During the first round of recruitment, assuming a 70% participation rate, follow-up recruitment efforts focused on a primary batch of 714 or so schools. All 1,000 schools received the initial recruitment package, after which time, initial email, phone call, and all subsequent rounds of contact efforts were limited to the prioritized batch of 714 schools. Since the team does not expect to recruit a minimum of 500 schools from the primary batch of 714, follow-up recruitment efforts with the remaining 286 schools will recommence in the second round of recruitment. Data will be collected in all schools that agree to participate.

The initial round of mailers, emails, and calls concluded in June 2016. Three more rounds of mailers, emails, and calls have been planned for the follow-up school recruitment. The second round of recruitment efforts will commence in July 2016, the third round in October 2016, and the optional fourth round in December 2016. If response rates are insufficient, we may opt to use FedEx envelopes for the last mail packages, to ensure they are hand-delivered to a point of contact at each school.

B.2.6 Refusal Conversion for Schools That Will Not Participate

If at any time during data collection a school expresses strong concerns about confidentiality, these calls will be directed to the AIR Project Director (and possibly NCES) for formal assurance. All mailed refusal conversion materials will include the project's toll-free number as well as the number for the Project Director. AIR will delegate a staff member who is best-equipped to pursue soft refusal conversions.

B.2.7 Tracking of School and District Responses

All contact and mailing information, communication efforts, participation acceptances and declines, and scheduled survey administration timeframes have been tracked in a Microsoft Access/Excel database. This database contains a number of search and filter options, to more easily track recruitment efforts and responses from schools and districts. All communication attempts are time-stamped.

Recruitment efforts for special districts have also been maintained in the Microsoft Access/Excel database, cataloguing such items as the name of the district, response and follow-up status, anticipated decision date, any relevant notes, as well as contact information for the particular district.

Similarly, recruitment efforts for the nonresponse follow-up study have been maintained in a database. Each record contains the school name, person contacted, name of the interviewer, time of the call, and any relevant notes.

B.2.8 Data Collection and Monitoring

After a survey coordinator is appointed for a school, the EDSCLS team will request information about the number of eligible grades in the school and a list of classes (grade 5 and above) to assist the sampling of students and teachers in schools that choose administering the EDSCLS surveys to a sample rather than a universe of respondents. An incentive iPad tablet computer will then be delivered to the school to assist in the data collection. The EDSCLS team will work with school coordinators to direct respondents to the self-administered web survey. Usernames will be disseminated through the school coordinator to respondents, and instructions will be provided to the coordinator on how data collection can be managed at the school level, including appointing and training proctors to manage administration of the surveys to students. The EDSCLS team will work with the coordinator to ensure satisfactory response rates are achieved.

Data collection for the nonresponse follow-up study will be done using computer assisted telephone interviewing (CATI). A maximum of 7 calls will be made to each of the sampled schools. The disposition of each call will be tracked in a Microsoft Access/Excel database.

B.2.9 In-Person Follow-Up Efforts

If contact attempts with schools prove to be difficult, a series of in-person school visits will be initiated at the end of the second recruitment cycle in September of 2016. While it is cost-prohibitive to conduct a series of nationwide in-person school visits, AIR will recruit colleagues to visit a number of sampled schools within a fifty mile radius of their respective offices. These in-person attempts will help shed light on *why* so many schools were unresponsive to mail, email, and phone call contact attempts, which will help inform our third cycle of contact attempts.

B.2.10 Special Handling District Recruitment Efforts

A number of schools drawn in the 2017 EDSCLS Benchmark sample belong to school districts that require additional application processes or materials to be sent to the district for consideration. Before we can solicit the participation of these particular schools, each district will have to approve an EDSCLS research request. These special handling districts require completion of a research application before they will allow schools under their jurisdiction to participate in a study. Currently, we have 108 special handling districts in the sample.

Districts have been identified as ‘special handling districts’ based on what is found in online sources. The application processes for each individual district were obtained either through direct contact via phone or e-mail or through the district website. Most districts require that the following documents be provided in the research request packet:

- Study proposal with a timeline of the study
- Study Abstract and/or Executive Summary
- IRB approval (EDSCLS is exempt from seeking IRB approval)
- Consent form

- Project Director’s resume
- Copy of any communications that would be sent to participants
- Copy of questionnaires

Some districts require a processing fee (\$25-\$250) before the research proposal can be evaluated.

District application packages were prepared according to their specific requirements in April 2016.

Special handling district recruitment will continue through the summer of 2016. Within two weeks of having submitted an application, follow-up contact with each district will commence, to confirm the receipt of our application packet, as well as an intended date by which their review board will have made a decision on our application. A round of emails will be sent to the point of contact at each district. If emails are not returned within a week, a follow-up phone call will be placed.

Follow-up efforts with nonresponding districts will continue every two weeks, until contact has been established with each one. Upon confirming an intended decision date, further contact with the district will be halted, unless prompted to submit further documentation, clarify a particular point in the application, et cetera. If the intended decision date passes without word from the point of contact at the district, follow-up efforts will re-commence, until a new decision date can be noted in our records.

Throughout the recruitment process, previously unknown special handling districts may be brought to our attention, as sample schools notify us of district approval processes. When this is the case, an application will be prepared for the new special handling district, which will be catalogued in our tracking document.

Upon receipt of a decision from a district, the tracking document will be updated to reflect the change. For districts that approved our research, the AIR team will begin contacting their respective schools, and will include the letter of approval from the district in school recruitment materials.

B.3 Methods to Maximize Response Rates

NCES is committed to obtaining a high response rate in this survey. The EDSCLS data collection design incorporates a number of features to maximize response rates.

Response status tracking. A key to achieving a high response rate is the tracking of the response status of each sampled school, with telephone follow-ups of those schools that do not respond promptly to the invitation. The survey responses will be monitored in the data collection tool. The EDSCLS platform will be able to generate real-time statistics on the response status of each school and respondent groups in each school, which will allow the team to take tailored actions to achieve high response rates.

Engaging school interest and cooperation. The content of recruitment letters and frequently asked questions (FAQs) are focused on communicating the legitimacy and importance of the national study. During the pilot test and other early stages of the development of the survey platform, schools showed great interest in the EDSCLS. We also plan to provide each participating school a tablet to help with data collection. A tablet will enable schools to see how the instruments will display on different mobile devices and to allow survey participation during school meetings or events to help encourage participation. More importantly, for noninstructional staff or other staff who don’t regularly use computers for their work, a tablet will provide easy access to online surveys. We have received feedback

from some districts in the pilot test that tablets were great incentives to obtain their principals' buy-in to the pilot data collection.

School survey coordinator. The school survey coordinator is the key to achieving maximum response rates. The EDSCLS team has successful experience in working with school survey coordinators in the pilot test and earlier related studies. The team will follow similar procedures as in the pilot test to identify and work with the school survey coordinators in the national data collection.

Nonresponse follow-up study. Calls will be made at different times of the school day to increase the likelihood of reaching the designated respondent. Messages will be left at each call that will include the purpose of the call, a telephone number, name of the interviewer, and a request to return the call. Once the quota of completed interviews is reached for each group, no more calls will be made to the remaining schools in that group.

B.4 Tests of Procedures

In the summer of 2014, one-on-one cognitive interviews were conducted on the new and revised items with 78 individual participants including students, parents, teachers, principals, and noninstructional staff from the District of Columbia, Texas, and California. In addition to cognitive interviews, usability testing of the survey platform was performed with 32 individual participants including students, parents, teachers, principals, and noninstructional staff from the District of Columbia, Maryland, and Virginia. Changes to both the survey items and survey platform were made based on these interviews and testing.

The pilot test of the EDSCLS took place from March to May of 2015. A convenience sample covering 50 public schools that varied by region, locale racial composition, enrollment size, and percentage of student enrollment eligible for free or reduced-price lunches participated in the pilot test. All survey questionnaires were administered online through the EDSCLS platform, and pilot test results were used to refine the EDSCLS survey items and to determine which items to drop. Additionally, the following procedures have been used and tested in the pilot test of EDSCLS and will be used in the benchmarking study:

Recruitment. The pilot test sample included schools that varied in characteristics expected to be related to response propensity and level of technology infrastructure including region, locale, racial composition, enrollment size, and percentage of student enrollment eligible for free or reduced-price lunches. This allowed us to determine which kinds of schools might have the most challenges in administering EDSCLS and the nature of those challenges. This resulted in our plan to start the sampling and recruiting early for the benchmarking study to allow enough preparation time for a variety of schools to participate. Getting ahead of the original planned schedule will also avoid overlapping of the survey window with the state testing windows, reducing the strains on the resources the schools require to conduct successful data collections. During the 2015–16 data collection, the recruitment was not able to begin until the end of October, which proved to be too late in the school schedule to recruit successfully. For the 2016–17 data collection, we have begun recruitment in April 2016. Letters will be followed up with phone calls and emails to make sure schools have received the materials and their questions are answered. Where possible (e.g., schools in proximity of AIR offices), we will send field staff to follow up with contacted schools.

Mailing data collection materials. Once the school, district, or state express an interest, AIR will request and record the contact information of survey administrators at each site and provide information packages and training to the district/school coordinators through a variety of media, including print materials,

telephone conference calls, and virtual meetings in order to ensure fidelity of survey administration. Similar procedures will be followed for the benchmark study.

Incentive delivery. Participating schools were offered a tablet or netbook computer as a way to incentivize participation and assist in the implementation of the survey. EDSCLS support staff put PDF copies of the user manual on the desktop of each device, and set the internet browser home page to the EDSCLS Safe Supportive Schools website before shipping the devices to their intended recipients. A similar procedure will be followed for the benchmark study.

Regular follow-up and support to data collection at each site. EDSCLS support staff were assembled to share the load of the administrative and technical assistance responsibilities during the platform installation, survey administration, and data collection process at all participating sites⁴. Support staff monitored the schoolclimate@air.org email inbox, as well as the toll-free hotline, both of which were identified in school contact materials. Support included trouble-shooting the administration functions of the platform, following up with school coordinators regarding their data collection efforts and ongoing experiences, and providing instructions on how to read the survey status reports. Daily summaries of assistance provided were circulated via email amongst all staff members so that common problems and standard solutions could be identified. Although the assistance needed in the benchmark study will largely be different from the assistance needed in the pilot test because the data collection is managed by NCES/AIR instead of local education agencies, similar procedures will be followed to ensure timely communication between the team and the schools participating in the benchmark study.

Record keeping. In addition to daily summary reports shared among support staff, detailed records of documented issues were recorded in an excel spreadsheet log. The nature of the issue, the assistance provided, whether or not the issue was resolved, and the staff member providing the assistance were all recorded. A detailed weekly summary was created and disseminated among the entire team, covering everything that was addressed throughout the week. Although the problems in the benchmark study may be different from those in the pilot test, similar procedures will be followed to help timely identification of common issues and effective solutions.

B.5 Individuals Responsible for Study Design and Performance

Several key staff are responsible for the study design and performance. From NCES they include: Isaiah O'Rear, Marilyn Seastrom, and Chris Chapman, and from AIR: Yan Wang, Cong Ye, Avi, Singh, Sandy Eyster, and Clyde Tucker.

⁴ The technical support for the released platform is not part of the benchmark study. OSHS is currently exploring the options to provide support to schools, districts, and states that will be utilizing EDSCLS in the future.

C. Justification Tables

In the justification tables below, for each item, the Source column indicates from which survey or group the item originated (see source key below). The Item Source Type column indicates whether the original item was part of the given survey’s validated scale (item from validated scale) or not part of a scale (other extant item), in each case the item’s wording in that survey is provided under Wording in Source Survey, or whether it was a new item drafted by the EDSCLS advisory groups (new item). EDSCLS wording is the version of the item used in the pilot test and in the final EDSCLS instruments. Because the goal of the pilot test was to remove poor performing items, no wording changes were made after the pilot test to any of the items selected for the final EDSCLS. For each EDSCLS instrument, below the table providing the items selected for the final EDSCLS, another table lists the items that were dropped after the pilot test.

As indicated in section A.1 of Part A, after the pilot test, one new item was added to the final EDSCLS. This item was requested by OSHS in June 2015 because school communities nationwide have identified sexual violence and/or teen dating violence as an issue that students and schools are increasingly facing, and EDSCLS can help obtain the needed data on the prevalence of sexual and teen dating violence. As reflected in tables below, “The following types of problems occur at this school often: sexual assault or dating violence” was added to the two staff surveys (Isafpsaf143, Nsafpsaf147).

Source Key

Source Code	Survey/Group Name
1993 Safety and Discipline	School Safety and Discipline Survey of the National Household Education Surveys Program, 1993 (NCES)
AddHealth	National Longitudinal Study of Adolescent Health, 1993 (Carolina Population Center)
Alaska	Alaska School Climate and Connectedness Survey, 2013
Brown	Comfort Expressing Voice Scale; Student Power Subscale, 1999 (Randall Brown, University of California)
CEEA	Culture of Excellence and Ethics Assessment Survey, 2009–13 (Institute for Excellence & Ethics)
Chicago Consortium	Survey of Chicago Public Schools, 2012 (The Consortium on Chicago School Research)
CTC-Youth	Communities That Care Youth Survey, 2006 (Substance Abuse and Mental Health Services Administration)
ECLS-K	Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (NCES)
ELS:02	Education Longitudinal Study of 2002 (NCES)
HSL:09	High School Longitudinal Study of 2009 (NCES)
OSHS	Office of Safe and Healthy Students
S3: AZ	Safe and Supportive Schools Grantee Survey: Arizona, 2011 (OSHS)
S3: IA	Safe and Supportive Schools Grantee Survey: Iowa, 2011 (OSHS)
S3: LA	Safe and Supportive Schools Grantee Survey: Louisiana, 2011 (OSHS)
S3: MD	Safe and Supportive Schools Grantee Survey: Maryland, 2011-12 (OSHS)
S3: MI	Safe and Supportive Schools Grantee Survey: Michigan, 2012 (OSHS)
S3: SC	Safe and Supportive Schools Grantee Survey: South Carolina, 2011 (OSHS)
S3: TN	Safe and Supportive Schools Grantee Survey: Tennessee, 2011-12 (OSHS)
S3: WV	Safe and Supportive Schools Grantee Survey: West Virginia, 2011 (OSHS)
SASS	School and Staffing Survey
SCS	School Crime Supplement to the National Crime Victimization Survey, 2011 (Bureau of Justice Statistics)
SSOCS	School Survey on Crime and Safety, 2009–10 (NCES)
TRP	EDSCLS Technical Review Panel

C.1 Student EDSCLS Item Justification Table

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
Sengclc1	S3: MD	Item from validated scale	All students are treated the same, regardless of whether their parents are rich or poor. Strongly Agree, Agree, Disagree, Strongly Disagree	All students are treated the same, regardless of whether their parents are rich or poor. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Sengclc2	S3: MD	Item from validated scale	Boys and girls are treated equally well. Strongly Agree, Agree, Disagree, Strongly Disagree	Boys and girls are treated equally well. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Sengclc3	S3: MD	Item from validated scale	The school provides instructional materials that reflect my culture, ethnicity, and identity. Strongly Agree, Agree, Disagree, Strongly Disagree	This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Sengclc4	S3: LA	Other extant item	Adults at this school treat all students with respect. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Adults working at this school treat all students respectfully. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Sengclc7	S3: LA	Other extant item	There is a lot of tension in this school between people of different cultures, races, or ethnicities. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	People of different cultural backgrounds, races, or ethnicities get along well at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Sengrel9	S3: AZ	Item from validated scale	Teachers understand my problems. Strongly Agree, Agree, Neither, Disagree, Strongly Disagree	Teachers understand my problems. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Sengrel11	S3: AZ	Item from validated scale	Teachers are available when I need to talk with them. Strongly Agree, Agree, Neither,	Teachers are available when I need to talk with them. Strongly Agree, Agree, Disagree,	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			Disagree, Strongly Disagree	Strongly Disagree	
Sengrel12	S3: AZ	Item from validated scale	It is easy to talk with teachers. Strongly Agree, Agree, Neither, Disagree, Strongly Disagree	It is easy to talk with teachers at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Sengrel14	S3: AZ	Item from validated scale	My teachers care about me. Strongly Agree, Agree, Neither, Disagree, Strongly Disagree	My teachers care about me. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Sengrel153	OSHS	New item	N/A N/A	At this school, there is a teacher or some other adult who students can go to if they need help because of sexual assault or dating violence. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Sengrel17	S3: AZ	Item from validated scale	My teachers make me feel good about myself. Strongly Agree, Agree, Neither, Disagree, Strongly Disagree	My teachers make me feel good about myself. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Sengrel20	S3: MD	Item from validated scale	Students respect one another. Strongly Agree, Agree, Neither, Disagree, Strongly Disagree	Students respect one another. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Sengrel21	S3: MD	Item from validated scale	Students like one another. Strongly Agree, Agree, Neither, Disagree, Strongly Disagree	Students like one another. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Sengrel29	Alaska	Item from validated scale	At school, there is a teacher or some other adult who will miss me when I'm absent. Strongly Agree, Agree, Agree Some/Disagree Some, Disagree, Strongly Disagree	If I am absent, there is a teacher or some other adult at school that will notice my absence. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Sengpar44	S3: TN	Item from validated scale	I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Strongly Agree, Agree, Disagree, Strongly Disagree	
Sengpar45	S3: TN	Item from validated scale	I regularly participate in extra-curricular activities offered through my school, such as, school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	I regularly participate in extra-curricular activities offered through this school, such as, school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Sengpar46	S3: MI	Other extant item	In my school, students have lots of chances to help decide things like class activities and rules. NO!, no, yes, YES!	At this school, students have lots of chances to help decide things like class activities and rules. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Sengpar47	S3: MI	Other extant item	There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class. NO!, no, yes, YES!	There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Sengpar48	S3: MI	Other extant item	I have lots of chances to be part of class discussions or activities. NO!, no, yes, YES!	I have lots of chances to be part of class discussions or activities. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafemo18	S3: MD	Item from validated scale	I feel like I belong. Strongly Agree, Agree, Neither, Disagree, Strongly Disagree	I feel like I belong. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafemo49	S3: MD	Other extant item	Students get along well with each other. Strongly Agree, Agree, Disagree, Strongly Disagree	Students at this school get along well with each other. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafemo52	S3: IA	Other	In my school, we talk about the	At this school, students talk about	Item was tested in the

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
		extant item	importance of understanding our feelings and the feelings of others. Strongly Agree, Agree, Disagree, Strongly Disagree	the importance of understanding their own feelings and the feelings of others. Strongly Agree, Agree, Disagree, Strongly Disagree	pilot and performed well.
Ssafemo53	S3: IA	Other extant item	In my school, we work on listening to others so that we really understand what they are trying to say. Strongly Agree, Agree, Disagree, Strongly Disagree	At this school, students work on listening to others to understand what they are trying to say. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafemo54	S3: WV	Other extant item	I am happy to be at this school. Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree	I am happy to be at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafemo56	AddHealth	Other extant item	I feel like I am part of this school. Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree	I feel like I am part of this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafemo57	AddHealth	Other extant item	I feel socially accepted. Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree	I feel socially accepted. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafpsaf59	S3: MD	Item from validated scale	I feel safe at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	I feel safe at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafpsaf60	S3: MD	Item from validated scale	I feel safe going to and from this school. Strongly Agree, Agree, Disagree, Strongly Disagree	I feel safe going to and from this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafpsaf63	CFL	Item from validated scale	I sometimes stay home because I don't feel safe at school. Strongly Agree, Agree, Disagree, Strongly Disagree	I sometimes stay home because I don't feel safe at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafpsaf65	S3: TN	Item from	Students at my school carry guns	Students at this school carry guns	Item was tested in the

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
		validated scale	or knives to school. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	or knives to school. Strongly Agree, Agree, Disagree, Strongly Disagree	pilot and performed well.
Ssafpsaf67	S3: TN	Item from validated scale	Students at this school threaten to hurt other students. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Students at this school threaten to hurt other students. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafpsaf68	S3: TN	Item from validated scale	Students at this school steal money, electronics, or other valuable things while at school. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Students at this school steal money, electronics, or other valuable things while at school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafpsaf69	S3: TN	Item from validated scale	Students at this school damage or destroy other students' property. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Students at this school damage or destroy other students' property. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafpsaf71	S3: TN	Item from validated scale	Students at this school fight a lot. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Students at this school fight a lot. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafbul74	S3: TN	Other extant item	Students at my school are teased or picked on about their race, culture, or religion. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Students at this school are teased or picked on about their race or ethnicity. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafbul75	S3: TN	Other extant item	Students at my school are teased or picked on about their race, culture, or religion. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Students at this school are teased or picked on about their cultural background or religion. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
Ssafbul76	S3: TN	Other extant item	Students at my school are teased or picked on about their disability. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Students at this school are teased or picked on about their physical or mental disability. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafbul77b	N/A	N/A	N/A N/A	Students at this school are teased or picked on about their real or perceived sexual orientation. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafbul73	CFL	Item from validated scale	Students at this school are often bullied. Strongly Agree, Agree, Disagree, Strongly Disagree	Students at this school are often bullied. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafbul80	S3: MD	Item from validated scale	Students at this school try to stop bullying. Strongly Agree, Agree, Disagree, Strongly Disagree	Students at this school try to stop bullying. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafbul83	TRP	New item	N/A N/A	Students often spread mean rumors or lies about others at this school on the internet (i.e., Facebook™, email, and instant message). Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafsub88	S3: TN	Item from validated scale	I think that students use/try alcohol or drugs while at school or school-sponsored events. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Students use/try alcohol or drugs while at school or school-sponsored events. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafsub91	S3: TN	Item from validated scale	I think that it is easy for students to use/try alcohol or drugs at school or school-sponsored events without getting caught.	It is easy for students to use/try alcohol or drugs at school or school-sponsored events without getting caught.	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Strongly Agree, Agree, Disagree, Strongly Disagree	
Ssafsub92	S3: LA	Other extant item	How do you feel about someone your age doing the following? Smoking one or more packs of cigarettes a day? Neither Approve nor Disapprove, Somewhat Disapprove, Strongly Disapprove	Students at this school think it is okay to smoke one or more packs of cigarettes a day. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafsub93	S3: LA	Other extant item	How do you feel about someone your age doing the following? Having one or two drinks of any alcoholic beverage nearly every day. Neither Approve nor Disapprove, Somewhat Disapprove, Strongly Disapprove	Students at this school think it is okay to get drunk. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssafsub94	S3: LA	Other extant item	How do you feel about someone your age doing the following? Trying marijuana or hashish once or twice. Neither Approve nor Disapprove, Somewhat Disapprove, Strongly Disapprove	Students at this school think it is okay to try drugs. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssaferm97	TRP	New item	N/A N/A	Students know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g. violent person on campus) during the school day. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Ssaferm98	SCS	Other extant item	If you hear about a threat to school or student safety, do you have a way to report it to someone in authority without giving your name? Yes, No	If students hear about a threat to school or student safety, they would report it to someone in authority. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
Senvpenv100	S3: MD	Other extant item	The bathrooms in this school are clean. Strongly Agree, Agree, Disagree, Strongly Disagree	The bathrooms in this school are clean. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Senvpenv102	S3: MD	Other extant item	The temperature in this school is comfortable all year round. Strongly Agree, Agree, Disagree, Strongly Disagree	The temperature in this school is comfortable all year round. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Senvpenv105	S3: AZ	Item from validated scale	The school grounds are kept clean. Strongly Agree, Agree, Neither, Disagree, Strongly Disagree	The school grounds are kept clean. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Senvpenv106	S3: TN	Item from validated scale	I think that students are proud of how this school looks on the outside. Strongly Agree, Agree, Disagree, Strongly Disagree	I think that students are proud of how this school looks on the outside. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Senvpenv107	S3: SC	Other extant item	Broken things at my school get fixed. Strongly Agree, Agree, Disagree, Strongly Disagree	Broken things at this school get fixed quickly. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Senvins111	S3: TN	Item from validated scale	Most of my teachers praise me when I work hard in school. Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree	My teachers praise me when I work hard in school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Senvins113	S3: TN	Item from validated scale	Most of my teachers give me individual attention when I need it. Strongly Disagree, Disagree, Agree, Strongly Agree	My teachers give me individual attention when I need it. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Senvins114	CFL	Item from validated scale	My teachers often connect what I am learning to life outside the classroom. Strongly Disagree, Disagree, Agree, Strongly Agree	My teachers often connect what I am learning to life outside the classroom. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Senvins115	CTC-Youth	Item from	How often do you feel that the	The things I'm learning in school	Item was tested in the

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
		validated scale	schoolwork you are assigned is meaningful and important? Never, Seldom, Sometimes, Often, Almost Always	are important to me. Strongly Agree, Agree, Disagree, Strongly Disagree	pilot and performed well.
Senvins121	Chicago Consortium	Item from validated scale	In my [TARGET] class, my teacher: Expects me to do my best all the time. Strongly Disagree, Disagree, Agree, Strongly Agree	My teachers expect me to do my best all the time. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Senvmen130	CFL	Item from validated scale	My teachers really care about me. Strongly Disagree, Disagree, Agree, Strongly Agree	My teachers really care about me. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Senvmen132	CFL	Item from validated scale	This school year, how often have you talked to a teacher about a problem you were having in class. Never, 1 or 2 times, 3 or 4 times, 5 or more times	I can talk to my teachers about problems I am having in class. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Senvmen133	CFL	Item from validated scale	This school year, how often have you talked to an adult at school about something that was bothering you. Never, 1 or 2 times, 3 or 4 times, 5 or more times	I can talk to a teacher or other adult at this school about something that is bothering me. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Senvmen134	CFL	Item from validated scale	Most students in my school stop and think before doing anything when they get angry. Strongly Disagree, Disagree, Agree, Strongly Agree	Students at this school stop and think before doing anything when they get angry. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Senvmen137	CFL	Item from validated scale	Most students in my school try to work out their disagreements with other students by talking to them. Strongly Disagree, Disagree, Agree, Strongly Agree	Students at this school try to work out their disagreements with other students by talking to them. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Senvdis142	S3: AZ	Item from validated	My teachers make it clear to me when I have misbehaved in class.	My teachers make it clear to me when I have misbehaved in class.	Item was tested in the pilot and performed

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
		scale	Strongly Agree, Agree, Neither, Disagree, Strongly Disagree	Strongly Agree, Agree, Disagree, Strongly Disagree	well.
Senvdis143	S3: TN	Item from validated scale	Teachers and other adults at this school reward students for positive behavior. Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree	Adults working at this school reward students for positive behavior. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Senvdis146	S3: TN	Item from validated scale	Teachers and other adults at this school help students develop strategies to understand and control their feelings and actions. Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree	Adults working at this school help students develop strategies to understand and control their feelings and actions. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Senvdis147	S3: LA	Other extant item	This school handles discipline problems fairly. Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable	School rules are applied equally to all students. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Senvdis147c	TRP	New item	N/A N/A	Discipline is fair. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Sdemo148	SASS	Other extant item	Are you male or female? Male, Female	Are you male or female? Male, Female	Item was tested in the pilot and performed well.
Sdemo149	SASS	Other extant item	Are you of Hispanic or Latino origin? Yes, No	Are you of Hispanic or Latino origin? Yes, No	Item was tested in the pilot and performed well.
Sdemo150	SASS	Other extant item	What is your race? (please check all that apply). White, Black or African-American, Asian American, Indian or Alaska Native, Native Hawaiian or Pacific Islander, Other	What is your race? White, Black or African-American, Asian American, Indian or Alaska Native, Native Hawaiian or Pacific Islander	Item was tested in the pilot and performed well.
Sdemo151	TRP	New item	N/A	What grade are you currently in at this school?	Item was tested in the pilot and performed

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			N/A	5th grade, 6th grade, 7th grade, 8th grade, 9th grade, 10th grade, 11th grade, 12th grade, Not graded	well.
Sdemo151b	TRP	New item	N/A N/A	Which of the following grade groupings best describes the grade that you are currently in? 5th to 8th grade, 9th to 12th grade	Item was tested in the pilot and performed well.

C.1.1 Student EDSCLS Dropped Item Table

Item ID	Item Wording
Sengclc5	There are examples of different racial, ethnic, or cultural backgrounds in the class lessons at this school.
Sengclc6	Adults working at this school have disrespected students because of their race, ethnicity, or cultural background.
Sengclc8	Students from different cultural backgrounds get along well at this school.
Sengrel10	Adults working at this school seem to take a real interest in my future.
Sengrel13	Students get along well with teachers.
Sengrel15	At this school, there is a teacher or some other adult who notices when I am not there.
Sengrel16	Teachers at this school help us children with our problems.
Sengrel19	Students help one another.
Sengrel22	Students trust one another.
Sengrel26	When there are events at this school, lots of families come.
Sengpar43	At this school, the principal asks students what their ideas are.
Ssafemo50	Students at this school can tell their teachers if they feel confused about something in class.
Ssafemo51	Students at this school are sensitive to the feelings of other students.
Ssafemo55	I feel close to people at this school.
Ssafemo58	I feel loved and wanted.
Ssafpsaf61	I worry about crime and violence at this school.
Ssafpsaf62	Students at this school are often threatened.
Ssafpsaf66	Students at this school belong to gangs.
Ssafpsaf70	Students at this school damage or destroy school property.
Ssafbul72	Students at this school are often teased or picked on.
Ssafbul77	Students at this school are teased or picked on about their real or perceived sexual behavior.

Item ID	Item Wording
Ssafbul81	Students at this school say mean things to other students when they think the other students deserve it.
Ssafbul78	Adults working at this school make it clear to students that bullying is not tolerated.
Ssafbul79	Students tell adults working at this school when other students are being bullied.
Ssafbul82	Students at this school are often cyber bullied (e.g., receiving a threatening or hurtful message from another student in an email, on a website, on a cell phone, or in instant messaging).
Ssafsub84	At this school, how much of a problem is student drug use?
Ssafsub85b	At this school, how much of a problem is student use of electronic cigarettes?
Ssafsub85	At this school, how much of a problem is student use of tobacco (e.g., cigarettes, chew, cigars)?
Ssafsub86	At this school, how much of a problem is student alcohol use?
Ssafsub87	Students use/try tobacco products while at school or school-sponsored events.
Ssafsub89	Students buy or sell drugs, alcohol, or tobacco products while at school or school-sponsored events.
Ssafsub90	Students are sometimes distracted in class because they are drunk or high.
Ssaferm96	This school has told students what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g. violent person on campus) during the school day.
Senvpenv99	The school buildings are pleasant and well maintained.
Senvpenv101	This school is clean and well-maintained.
Senvpenv103	This school looks nice and pleasant.
Senvpenv104	Overcrowding is a problem at this school.
Senvins108	Other students often disrupt class.
Senvins109	I get distracted from doing schoolwork in my classes because other students are misbehaving, for example, talking or fighting.
Senvins117	My teachers are willing to give extra help on schoolwork if I need it.
Senvins119	I'm really learning a lot in my classes.
Senvins122	The programs and resources at this school are adequate to support students with special needs or disabilities.
Senvphea123	How often do you eat fruit at school?
Senvphea124	How often do you eat vegetables at school?
Senvphea125	How often do you eat breakfast on school days?
Senvphea126	How often do you eat candy at school?
Senvphea127	How often do you drink soda at school?

Item ID	Item Wording
Senvphea128	How often do you go to gym class or participate in other physical activity during the school day (e.g., running, playing sports)?
Senvphea129	How often do you stay after school to participate in sports or other physical activity?
Senvmen131	Adults working at this school are usually willing to make the time to give students extra help.
Senvmen135	Students at this school give up when they can't solve a problem easily.
Senvmen136	Students at this school think it's ok to fight if someone insults them.
Senvdis138	Classroom rules are applied equally.
Senvdis139	Problems at this school are solved by students and staff.
Senvdis140	Students get in trouble if they do not follow school rules.
Senvdis141	School rules are enforced consistently and fairly.
Senvdis144	Adults working at this school encourage students to think about how their actions affect others.
Senvdis145	Adults working at this school assign consequences that help students learn from their behavior.
Senvdis147b	School rules for behavior are strict.

C.2 Instructional Staff EDSCS Item Justification Table

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCS Wording	Justification for Inclusion in EDSCS
lengclc2	S3: MD	Other extant item	At this school, all students are treated equally, regardless of whether their parents are rich or poor. Strongly Agree, Agree, Disagree, Strongly Disagree	At this school, all students are treated equally, regardless of whether their parents are rich or poor. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lengclc3	S3: MD	Other extant item	This school encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality. Strongly Agree, Agree, Disagree, Strongly Disagree.	This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP or IB courses). Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lengclc4	S3: MD	Other extant item	This school provides instructional materials that reflect students' culture, ethnicity and identity.	This school provides instructional materials (e.g., textbooks, handouts) that reflect students'	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			Strongly Agree, Agree, Disagree, Strongly Disagree	cultural background, ethnicity and identity. Strongly Agree, Agree, Disagree, Strongly Disagree	
lengcl6	S3: MD	Other extant item	This school emphasizes showing respect for all students' cultural beliefs and practices. Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable	This school emphasizes showing respect for all students' cultural beliefs and practices. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lengcl7	S3: WV	Other extant item	This school provides effective supports for teaching culturally and linguistically diverse students with IEPs. Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable	This school provides effective resources and training for teaching students with Individualized Education Programs (IEPs) across different languages and cultures. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lengcl8	S3: WV	Other extant item	This school provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille). Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable	This school provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille). Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lengrel9	CEEA	Item from validated scale	Faculty and staff do a good job educating parents about ways to support their children's learning at home. Completely Disagree, Somewhat Disagree, Not Sure, Somewhat Agree, Completely Agree	Staff do a good job helping parents to support their children's learning at home. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lengrel10	CEEA	Item from validated scale	Faculty and staff do a good job helping parents understand what social, emotional, and character skills their child needs to learn. Completely Disagree, Somewhat	Staff do a good job helping parents understand when their child needs to learn social, emotional, and character skills. Strongly Agree, Agree, Disagree,	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			Disagree, Not Sure, Somewhat Agree, Completely Agree	Strongly Disagree	
lengrel12	CEEA	Item from validated scale	Faculty and staff contact parents to let them know if their child has done something well or is making improvement. Completely Disagree, Somewhat Disagree, Not Sure, Somewhat Agree, Completely Agree	If a student has done something well or makes improvement, staff contact his/her parents. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lengrel14	CEEA	Item from validated scale	The school asks parents to volunteer at the school. Completely Disagree, Somewhat Disagree, Not Sure, Somewhat Agree, Completely Agree	This school asks families to volunteer at the school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lengrel15	CEEA	Item from validated scale	This school provides consistent and timely communication to parents. Completely Disagree, Somewhat Disagree, Not Sure, Somewhat Agree, Completely Agree	This school communicates with parents in a timely and ongoing basis. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lengpar29	Alaska	Item from validated scale	I am satisfied with my involvement with decision making at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	My level of involvement in decision making at this school is fine with me. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lengpar31	Alaska	Item from validated scale	School staff members have a lot of informal opportunities to influence what happens here. Strongly Agree, Agree, Agree Some/Disagree Some Count, Disagree Count, Strongly Disagree	Staff at this school have many informal opportunities to influence what happens within the school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lengpar32	Alaska	Item from validated scale	In this school, students are given a chance to help make decisions. Completely Disagree, Somewhat Disagree, Not Sure, Somewhat Agree, Completely Agree	At this school, students are given the opportunity to take part in decision making. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lengpar36	CEEA	Item from validated	Building administrators involve faculty and staff in decision-making.	Administrators involve staff in decision-making.	Item was tested in the pilot and performed

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
		scale	Completely Disagree, Somewhat Disagree, Not Sure, Somewhat Agree;, Completely Agree	Strongly Agree, Agree, Disagree, Strongly Disagree	well.
lengpar42	Brown	Other extant item	This school provides students with opportunities to take a lead role in organizing programs and activities. Strongly Agree, Agree, Disagree, Strongly Disagree	This school provides students with opportunities to take a lead role in organizing programs and activities. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lengpar48	S3: IA	Other extant item	Students are encouraged to get involved in extra-curricular activities. Strongly Disagree, Disagree, Neither Agree nor Disagree (Neutral), Agree, Strongly Agree, Does Not Apply	Students are encouraged to get involved in extra-curricular activities. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafemo52	S3: MD	Other extant item	I feel like I belong. Strongly Agree, Agree, Disagree, Strongly Disagree	I feel like I belong. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafemo53	S3: MD	Other extant item	I feel satisfied with the recognition I get for doing a good job. Strongly Agree, Agree, Disagree, Strongly Disagree	I feel satisfied with the recognition I get for doing a good job. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafemo54	Chicago Consortium	Item from validated scale	It's OK in this school to discuss feelings, worries, and frustrations with the principal. Strongly Agree, Agree, Disagree, Strongly Disagree	I feel comfortable discussing feelings, worries, and frustrations with my supervisor. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafemo55	S3: MD	Other extant item	This school inspires me to do the very best at my job. Strongly Agree, Agree, Disagree, Strongly Disagree	This school inspires me to do the very best at my job. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafemo56	S3: MD	Other extant item	People at this school care about me as a person. Strongly Agree, Agree, Disagree, Strongly Disagree	People at this school care about me as a person. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
Isafemo58	S3: MD	Other extant item	I can manage almost any student behavior problem. Strongly Agree, Agree, Disagree, Strongly Disagree	I can manage almost any student behavior problem. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafpsaf59	S3: MD	Item from validated scale	I feel safe at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	I feel safe at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafpsaf60	HSLs: 09	Item from validated scale	The following types of problems occur at this school often: physical conflicts among students. Strongly Agree, Agree, Disagree, Strongly Disagree	The following types of problems occur at this school often: physical conflicts among students. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafpsaf61	HSLs: 09	Item from validated scale	The following types of problems occur at this school often: robbery or theft. Strongly Agree, Agree, Disagree, Strongly Disagree	The following types of problems occur at this school often: robbery or theft. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafpsaf62	HSLs: 09	Item from validated scale	The following types of problems occur at this school often: Vandalism. Strongly Agree, Agree, Disagree, Strongly Disagree	The following types of problems occur at this school often: vandalism. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafpsaf64	HSLs: 09	Item from validated scale	The following types of problems occur at this school often: Student possession of weapons. Strongly Agree, Agree, Disagree, Strongly Disagree	The following types of problems occur at this school often: student possession of weapons. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafpsaf143	OSHS	New item	N/A N/A	The following types of problems occur at this school often: sexual assault or dating violence. Strongly Agree, Agree, Disagree, Strongly Disagree	Requested by OSHS after the pilot test. Justification: school communities nationwide have identified sexual violence and/or teen dating violence as an issue that students and schools are

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
					increasingly facing. If schools are going to address this issue, data should be available to provide them with a sense of prevalence to prevent escalation and to enable them to create supports and protective factors for improvement of the learning environment and student success. Preventing teen dating and gender-based violence is part of creating a safe and healthy learning environment.
Isafpsaf66	HSLs: 09	Item from validated scale	The following types of problems occur at this school often: Physical abuse of teachers. Strongly Agree, Agree, Disagree, Strongly Disagree	The following types of problems occur at this school often: physical abuse of teachers. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafpsaf67	HSLs: 09	Item from validated scale	The following types of problems occur at this school often: Student verbal abuse of teachers. Strongly Agree, Agree, Disagree, Strongly Disagree	The following types of problems occur at this school often: student verbal abuse of teachers. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafbul68	S3: TN	Item from validated scale	I think that bullying (e.g., physical, verbal, and/or social bullying) is a frequent problem at this school. Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree	I think that bullying is a frequent problem at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafbul69	S3: TN	Item from validated scale	I think that cyberbullying is a frequent problem among students at this school.	I think that cyberbullying is a frequent problem among students at this school.	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree	Strongly Agree, Agree, Disagree, Strongly Disagree	
Isafbul71	S3: TN	Item from validated scale	Students at this school would feel comfortable reporting a bullying incident to a teacher or other adults. Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree	Students at this school would feel comfortable reporting a bullying incident to a teacher or other staff. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafbul73	S3: TN	Item from validated scale	Teachers and other adults at this school always stop bullying when they see it. Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree	Staff at this school always stop bullying when they see it. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafbul79	S3: TN	Other extant item	Students at my school are teased or picked on about their race, culture, or religion. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Staff at this school are teased or picked on about their race or ethnicity. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafbul80	S3: TN	Other extant item	Students at my school are teased or picked on about their race, culture, or religion. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Staff at this school are teased or picked on about their cultural background or religion. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafbul81	S3: TN	Other extant item	Students at my school are teased or picked on about their disability. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Staff at this school are teased or picked on about their physical or mental disability. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafbul82	S3: TN	Other extant item	Students at my school are teased or picked on about their dating or sexual history. Strongly Disagree, Disagree, Neither	Staff at this school are teased or picked on about their sexuality. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			Disagree Nor Agree, Agree, Strongly Agree		
Isafsub83	S3: MD	Other extant item	Based on your experience, how much of a problem at this school is students' drug use (such as marijuana, LSD, cocaine, ecstasy)? Large problem, Somewhat a problem, Small problem, Not a problem	At this school, how much of a problem is student drug use? Not a problem, Small problem, Somewhat a problem, Large problem	Item was tested in the pilot and performed well.
Isafsub84b	TRP	New item	N/A N/A	At this school, how much of a problem is student use of electronic cigarettes? Not a problem, Small problem, Somewhat a problem, Large problem	Item was tested in the pilot and performed well.
Isafsub84	S3: MD	Other extant item	Based on your experience, how much of a problem at this school is students' use of tobacco (cigarettes, chew, cigars)? Large problem, Somewhat a problem, Small problem, Not a problem	At this school, how much of a problem is student use of tobacco (e.g., cigarettes, chew, cigars)? Not a problem, Small problem, Somewhat a problem, Large problem	Item was tested in the pilot and performed well.
Isafsub85	S3: MD	Other extant item	Based on your experience, how much of a problem at this school is students' alcohol use (such as beer, wine, liquor)? Large problem, Somewhat a problem, Small problem, Not a problem	At this school, how much of a problem is student alcohol use? Not a problem, Small problem, Somewhat a problem, Large problem	Item was tested in the pilot and performed well.
Isafsub86	S3: LA	Other extant item	This school collaborates well with community organizations to help address substance use or other problems among youth. Strongly Agree, Agree, Disagree, Strongly Disagree	This school collaborates well with community organizations to help address youth substance use problems. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafsub87	S3: LA	Other extant item	This school has sufficient resources to address substance use prevention needs.	This school has adequate resources to address substance use prevention.	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			Strongly Agree, Agree, Disagree, Strongly Disagree	Strongly Agree, Agree, Disagree, Strongly Disagree	
Isafsub88	S3: LA	Other extant item	This school provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program). Strongly Agree, Agree, Disagree, Strongly Disagree	This school provides effective confidential support and referral services for students needing help because of substance abuse (e.g., a Student Assistance Program). Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isafsub91	S3: MD	Other extant item	This school has programs that address substance use among students. Strongly Agree, Agree, Disagree, Strongly Disagree	This school has programs that address substance use among students. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isaferm92	TRP	New item	N/A N/A	I know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isaferm93	SSOCS	Other extant item	Does your school have a written plan that describes procedures to be performed in the following crises? Shootings Yes, No	This school has a written plan that describes procedures to be performed in shootings. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isaferm94	SSOCS	Other extant item	Does your school have a written plan that describes procedures to be performed in the following crises? Natural disasters (e.g., earthquakes or tornadoes) Yes, No	This school has a written plan that clearly describes procedures to be performed in natural disasters (e.g., earthquakes or tornadoes). Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Isaferm95	SSOCS	Other extant item	Did your school or school district provide any of the following for classroom teachers or aides? Training in safety procedures (e.g.,	This school or school district provides effective training in safety procedures to staff (e.g., lockdown training or fire drills).	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			how to handle emergencies) Yes, No	Strongly Agree, Agree, Disagree, Strongly Disagree	
lenvpenv97	S3: MD	Other extant item	This school has a bright and pleasant appearance. Strongly Agree, Agree, Disagree, Strongly Disagree	This school looks clean and pleasant. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvpenv98	S3: MD	Other extant item	This school is a supportive and inviting environment to work. Strongly Agree, Agree, Disagree, Strongly Disagree	This school is an inviting work environment. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvpenv100	ELS:02	Other extant item	In your school, how much is the learning of 10th graders hindered by poor heating, cooling, and/or lighting systems? Not at all, Very little, To some extent, A lot	My teaching is hindered by poor heating, cooling, and/or lighting systems at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvpenv101	ELS:02	Other extant item	In your school, how much is the learning of 10th graders hindered by lack of instructional space (e.g., classrooms)? Not at all, Very little, To some extent, A lot	My teaching is hindered by a lack of instructional space (e.g., classrooms) at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvpenv102	ELS:02	Other extant item	In your school, how much is the learning of 10th graders hindered by lack of text books and basic supplies? Not at all, Very little, To some extent, A lot	My teaching is hindered by a lack of textbooks and basic supplies at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvpenv103	ELS:02	Other extant item	In your school, how much is the learning of 10th graders hindered by inadequate or outdated vocational-technical education equipment or facilities? Not at all, Very little, To some extent, A lot	My teaching is hindered by inadequate or outdated equipment or facilities at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
lenvins105	Chicago Consortium	Item from validated scale	How many of the students in your class(es) come to class prepared with the appropriate supplies and books? None, Some, About half, Most	The students in my class(es) come to class prepared with the appropriate supplies and books. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvins107	Chicago Consortium	Item from validated scale	Once we start a new program, we follow up to make sure that it's working. Strongly Disagree, Disagree, Agree, Strongly Agree	Once we start a new program at this school, we follow up to make sure that it's working. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvins108	Chicago Consortium	Item from validated scale	We have so many different programs in this school that I can't keep track of them all. Strongly Disagree, Disagree, Agree, Strongly Agree	The programs and resources at this school are adequate to support students' learning. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvins110	Chicago Consortium	Item from validated scale	How many teachers in this school feel responsible to help each other do their best? None, Some, About half, Most	Teachers at this school feel responsible to help each other do their best. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvins115	Chicago Consortium	Item from validated scale	Teachers in this school feel that it is a part of their job to prepare students to succeed in college. Strongly Disagree, Disagree, Agree, Strongly Agree	Teachers at this school feel that it is a part of their job to prepare students to succeed in college. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvins116	S3: TN	Item from validated scale	The programs and resources at this school are adequate to support students with special needs or disabilities. Strongly Disagree, Disagree, Agree, Strongly Agree	The programs and resources at this school are adequate to support students with special needs or disabilities. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvphea119	S3: LA	Other extant item	This school provides the materials, resources, and training needed to support the implementation of your Wellness Policy. Strongly Agree, Agree, Disagree,	This school provides the materials, resources, and training necessary for me to support students' physical health and nutrition. Strongly Agree, Agree, Disagree,	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			Strongly Disagree	Strongly Disagree	
lenvphea120	TRP	New item	N/A N/A	This school places a priority on making healthy food choices. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvphea121	TRP	New item	N/A N/A	This school places a priority on students' health needs. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvphea122	TRP	New item	N/A N/A	This school places a priority on students' physical activity. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvmen123	S3: LA	Other extant item	This school provides quality counseling or other ways to help students with social or emotional needs. Strongly Agree, Agree, Disagree, Strongly Disagree	This school provides quality counseling or other services to help students with social or emotional needs. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvmen125	S3: LA	Other extant item	This school provides the materials, resources, and training needed to support the implementation of your Wellness Policy. Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable"	This school provides the materials, resources, and training necessary for me to support students' social or emotional needs. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvmen126	TRP	New item	N/A N/A	This school places a priority on addressing students' mental health needs. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvmen128	TRP	New item	N/A N/A	This school places a priority on teaching students strategies to manage their stress levels. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvmen137	S3: LA	Other	This school emphasizes helping	This school places a priority on	Item was tested in the

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
		extant item	students with their social, emotional, and behavioral problems. Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree	helping students with their social, emotional, and behavioral problems. Strongly Agree, Agree, Disagree, Strongly Disagree	pilot and performed well.
lenvdis129	S3: TN	Item from validated scale	Teachers and other adults at this school are clearly informed about school policies and procedures. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Staff at this school are clearly informed about school policies and procedures. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvdis130	S3: TN	Item from validated scale	Teachers and other adults at this school reward students for positive behavior. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Staff at this school recognize students for positive behavior. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvdis134	S3: LA	Other extant item	This school handles discipline problems fairly. Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable	School rules are applied equally to all students. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvdis134c	TRP	New item	N/A N/A	Discipline is fair. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvdis135	S3: MD	Other extant item	This school effectively handles student discipline and behavior problems. Strongly Agree, Agree, Disagree, Strongly Disagree	This school effectively handles student discipline and behavior problems. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
lenvdis136	TRP	New item	N/A N/A	Staff at this school work together to ensure an orderly environment. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
ldemo138	SASS	Other extant	Are you male or female?	Are you male or female?	Item was tested in the pilot and performed

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
		item	Male, Female	Male, Female	well.
Idemo139	SASS	Other extant item	Are you of Hispanic or Latino origin? Yes, No	Are you of Hispanic or Latino origin? Yes, No	Item was tested in the pilot and performed well.
Idemo140	SASS	Other extant item	What is your race? (please check all that apply). White, Black or African-American, Asian American, Indian or Alaska Native, Native Hawaiian or Pacific Islander, Other	What is your race? White, Black or African-American, Asian American, Indian or Alaska Native, Native Hawaiian or Pacific Islander	Item was tested in the pilot and performed well.
Idemo141	S3: TN	Other extant item	Is your main assignment/responsibility at this school to provide instruction or other support services to any of these types of students - Special Education, English Language Learners, Gifted and Talented Education students, and Migrant Education? Yes, No	Is your main assignment/responsibility at this school to provide instruction or other support services to any of these types of students - Special Education, English Language Learners, Gifted and Talented Education students, or Migrant Education? Yes, No	Item was tested in the pilot and performed well.
Idemo142	S3: TN	Other extant item	How many years have you been working at this school? 1-3 years, 4-9 years, 10-19 years, 20 or more years	How many years have you been working at this school? 1-3 years, 4-9 years, 10-19 years, 20 or more years	Item was tested in the pilot and performed well.

C.2.1 Instructional Staff EDSCLS Dropped Item Table

Item ID	Item Wording
lengcl1	At this school, closing the racial/ethnic academic achievement gap is considered a high priority.
lengcl5	This school fosters an appreciation of student diversity and respect for each other.
lengrel11	When a student is having social, emotional, or character challenges, staff work with his/her parents.
lengrel13	Staff do a good job showing parents how to keep track of their child's progress.
lengpar33	Students at this school are encouraged to help solve problems at this school.
lengpar35	Administrators consistently seek input from staff.
lengpar37	This school's administration invites students to share their ideas about the school.
lengpar39	Staff at this school make it easy for students to suggest activities.
Isafemo49	This school is an emotionally safe place for students.

Item ID	Item Wording
Isafemo50	Students get along well with each other.
Isafemo51	This school is an emotionally safe place for staff.
Isafemo57	I can effectively work with defiant or disruptive students.
Isafpsaf63	The following types of problems occur at this school often: the sale of drugs on the way to or from school or on school grounds.
Isafpsaf65	The following types of problems occur at this school often: student gang activities.
Isafbul70	I think that racial/ethnic tension or discrimination among students is a frequent problem at this school.
Isafbul72	Staff at this school communicate to students that bullying is unacceptable.
Isafbul74	Staff at this school know what to say or do to intervene in a bullying situation.
Isafbul75	This school provides bullying prevention.
Isafsub89	At this school, first-time violations of alcohol or other drug policies are punished by at least an out-of-school suspension.
Isafsub90	This school has programs, resources, and/or policies to prevent substance abuse.
lenvpenv96	This school campus provides a welcoming place for visitors.
lenvpenv99	Overcrowding is a problem at this school.
lenvins104	The students in my class(es) attend class regularly.
lenvins106	The students in my class(es) actively participate in class activities.
lenvins112	Teachers at this school feel responsible when students at this school fail.
lenvins114	The curriculum at this school is focused on helping students get ready for college.
lenvphea117	Staff at this school promote students' physical health and nutrition.
lenvphea138	This school provides quality physical health and nutrition instruction.
lenvmen124	Staff at this school help students develop strategies to understand and control their feelings and behavior.
lenvmen127	This school places a priority on social and emotional development.
lenvdis131	Staff at this school encourage students to think about how their actions affect others.
lenvdis132	Staff at this school assign consequences that help students learn from their behavior.
lenvdis133	Staff at this school help students develop strategies to understand and control their feelings and actions.
lenvdis134b	School rules for behavior are strict.

C.3 Noninstructional Staff EDSCS Item Justification Table

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCS Wording	Justification for Inclusion in EDSCS
Nengclc2	S3: MD	Other extant item	At this school, all students are treated equally, regardless of whether their parents are rich or poor.	At this school, all students are treated equally, regardless of whether their parents are rich or poor.	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			Strongly Agree, Agree, Disagree, Strongly Disagree	Strongly Agree, Agree, Disagree, Strongly Disagree	
Nengclc3	S3: MD	Other extant item	This school encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality. Strongly Agree, Agree, Disagree, Strongly Disagree	This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP or IB courses). Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nengclc4	S3: MD	Other extant item	This school provides instructional materials that reflect students' culture, ethnicity and identity. Strongly Agree, Agree, Disagree, Strongly Disagree	This school provides instructional materials (e.g., textbooks or handouts) that reflect students' cultural background, ethnicity and identity. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nengclc6	S3: MD	Other extant item	This school emphasizes showing respect for all students' cultural beliefs and practices. Strongly Agree, Agree, Disagree, Strongly Disagree	This school emphasizes showing respect for all students' cultural beliefs and practices. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nengclc7	S3: WV	Other extant item	This school provides effective supports for teaching culturally and linguistically diverse students with IEPs. Strongly Agree, Agree, Disagree, Strongly Disagree	This school provides effective resources and training for teaching students with Individualized Education Programs (IEPs) across different languages and cultures. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nengclc8	S3: WV	Other extant item	This school provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille). Strongly Agree, Agree, Disagree, Strongly Disagree	This school provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille). Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
NPengrel9	CEEA	Item from validated scale	Most teachers I've had in this school.../I...give students individual attention and assistance when they need it. Completely Disagree, Somewhat Disagree, Not Sure, Somewhat Agree, Completely Agree	Staff at this school regularly give students individualized attention and help. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
NPengrel10	CEEA	Item from validated scale	Most teachers I've had in this school.../I...help students learn how to manage their emotions. Completely Disagree, Somewhat Disagree, Not Sure, Somewhat Agree, Completely Agree	Staff at this school teach students strategies to manage emotions. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot, but there were not enough principal responses to evaluate the item.
NPengrel11	CEEA	Item from validated scale	Most teachers I've had in this school.../I...establish clear expectations for how students should treat each other. Completely Disagree, Somewhat Disagree, Not Sure, Somewhat Agree, Completely Agree	Staff at this school let students know how they should behave when dealing with each other. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot, but there were not enough principal responses to evaluate the item.
NPengrel12	CEEA	Item from validated scale	Most teachers I've had in this school.../I...teach students how to solve conflicts fairly and peacefully.	Staff at this school teach positive conflict resolution strategies to students. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot, but there were not enough principal responses to evaluate the item.
NPengrel13	CEEA	Item from validated scale	Most teachers I've had in this school.../I...ask for student input when setting up rules. Completely Disagree, Somewhat Disagree, Not Sure, Somewhat Agree, Completely Agree	Staff at this school ask students for input when establishing rules. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot, but there were not enough principal responses to evaluate the item.
NPengrel14	CEEA	Item from validated scale	Most teachers I've had in this school.../I...help students understand and do what is right. Completely Disagree, Somewhat Disagree, Not Sure, Somewhat Agree, Completely Agree	Staff at this school help students see what is the right thing to do and help them understand it. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot, but there were not enough principal responses to evaluate the item.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
Nengrel16	CEEA	Item from validated scale	This school helps parents find services in the community to support student needs. Completely Disagree, Somewhat Disagree, Not Sure, Somewhat Agree, Completely Agree	This school helps parents find community supports for their students who need them. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nengrel17	CEEA	Item from validated scale	Faculty and staff do a good job educating parents about ways to support their children's learning at home. At this school faculty and staff do a good job helping parents to support their children's learning at home. Completely Disagree, Somewhat Disagree, Not Sure, Somewhat Agree, Completely Agree	Staff at this school do a good job helping parents to support their children's learning at home. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nengrel18	CEEA	Item from validated scale	Faculty and staff do a good job helping parents understand what social, emotional, and character skills their child needs to learn. Completely Disagree, Somewhat Disagree, Not Sure, Somewhat Agree, Completely Agree	Staff at this school do a good job helping parents understand when their child needs to learn social and emotional skills. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nengrel24	S3: MD	Other extant item	The staff get along well. Strongly Agree, Agree, Disagree, Strongly Disagree	At this school the staff get along well. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nengrel25	S3: MD	Other extant item	There is a feeling of trust among the staff. Strongly Agree, Agree, Disagree, Strongly Disagree	At this school there is a feeling of trust among the staff. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nengrel30	S3: MD	Other extant item	Students get along well with adults. Strongly Agree, Agree, Disagree, Strongly Disagree	At this school students get along well with the staff. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
NPengpar31	CEEA	Other extant	Most teachers I've had in this school.../I...involve students in	Staff at this school give students opportunities to get involved in	Item was tested in the pilot, but there were

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
		item	various service projects or activities. Completely Disagree, Somewhat Disagree, Not Sure, Somewhat Agree, Completely Agree	service projects or activities. Strongly Agree, Agree, Disagree, Strongly Disagree	not enough principal responses to evaluate the item.
NPengpar32	TRP	New item	N/A N/A	I ask students about their ideas. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot, but there were not enough principal responses to evaluate the item.
Nengpar34	CEEA	Item from validated scale	Building administrators ask faculty and staff to be involved in making decisions. Completely Disagree, Somewhat Disagree, Not Sure, Somewhat Agree, Completely Agree	Administrators ask staff to be involved in making decisions. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nengpar37	Alaska	Item from validated scale	School staff members have a lot of informal opportunities to influence what happens here. Strongly Agree, Agree, Agree Some/Disagree Some Count, Disagree Count, Strongly Disagree	Staff at this school have many informal opportunities to influence what happens within the school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nengpar38	Alaska	Item from validated scale	In this school, students are given a chance to help make decisions. Strongly Agree, Agree, Agree Some/Disagree Some Count, Disagree Count, Strongly Disagree	At this school, students are given the opportunity to take part in decision making. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nengpar44	Brown	Other extant item	This school provides students with opportunities to take a lead role in organizing programs and activities. Strongly Agree, Agree, Disagree, Strongly Disagree	This school provides students with opportunities to take a lead role in organizing programs and activities. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nengpar47	S3: IA	Other extant item	Students are encouraged to get involved in extra-curricular activities. Strongly Disagree, Disagree,	Students are encouraged to get involved in extra-curricular activities. Strongly Agree, Agree, Disagree,	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			Neither Agree nor Disagree (Neutral), Agree, Strongly Agree, Does Not Apply	Strongly Disagree	
Nsafemo51	S3: MD	Other extant item	I feel like I belong. Strongly Agree, Agree, Disagree, Strongly Disagree	I feel like I belong. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafemo52	S3: MD	Other extant item	I feel satisfied with the recognition I get for doing a good job. Strongly Agree, Agree, Disagree, Strongly Disagree	I feel satisfied with the recognition I get for doing a good job. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafemo53	Chicago Consortium	Item from validated scale	It's OK in this school to discuss feelings, worries, and frustrations with the principal. Strongly Agree, Agree, Disagree, Strongly Disagree	I feel comfortable discussing feelings, worries, and frustrations with my supervisor. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafemo54	S3: MD	Other extant item	This school inspires me to do the very best at my job. Strongly Agree, Agree, Disagree, Strongly Disagree	This school inspires me to do the very best at my job. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafemo55	S3: MD	Other extant item	People at this school care about me as a person. Strongly Agree, Agree, Disagree, Strongly Disagree	People at this school care about me as a person. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafemo148	S3: MD	Other extant item	I can manage almost any student behavior problem. Strongly Agree, Agree, Disagree, Strongly Disagree	I can manage almost any student behavior problem. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafpsaf56	S3: MD	Item from validated scale	I feel safe at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	I feel safe at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafpsaf57	HSLs: 09	Item from validated scale	The following types of problems occur at this school often: Physical conflicts among students. Strongly Agree, Agree, Disagree, Strongly Disagree	The following types of problems occur at this school often: Physical conflicts among students. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
Nsafpsaf58	HSLs: 09	Item from validated scale	The following types of problems occur at this school often: Robbery or theft. Strongly Agree, Agree, Disagree, Strongly Disagree	The following types of problems occur at this school often: robbery or theft. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafpsaf59	HSLs: 09	Item from validated scale	The following types of problems occur at this school often: Vandalism. Strongly Agree, Agree, Disagree, Strongly Disagree	The following types of problems occur at this school often: vandalism. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafpsaf61	HSLs: 09	Item from validated scale	The following types of problems occur at this school often: Student possession of weapons. Strongly Agree, Agree, Disagree, Strongly Disagree	The following types of problems occur at this school often: student possession of weapons. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafpsaf147	OSHS	New item	N/A N/A	The following types of problems occur at this school often: sexual assault or dating violence. Strongly Agree, Agree, Disagree, Strongly Disagree	Requested by OSHS after the pilot test. Justification: school communities nationwide have identified sexual violence and/or teen dating violence as an issue that students and schools are increasingly facing. If schools are going to address this issue, data should be available to provide them with a sense of prevalence to prevent escalation and to enable them to create supports and protective factors for improvement of the learning environment and student success. Preventing teen

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
					dating and gender-based violence is part of creating a safe and healthy learning environment.
Nsafpsaf63	HSLs: 09	Item from validated scale	The following types of problems occur at this school often: Physical abuse of teachers. Strongly Agree, Agree, Disagree, Strongly Disagree	The following types of problems occur at this school often: physical abuse of teachers. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafpsaf64	HSLs: 09	Item from validated scale	The following types of problems occur at this school often: Student verbal abuse of teachers. Strongly Agree, Agree, Disagree, Strongly Disagree	The following types of problems occur at this school often: student verbal abuse of teachers. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafbul65	S3: TN	Item from validated scale	I think that bullying (e.g., physical, verbal, and/or social bullying) is a frequent problem at this school. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	I think that bullying is a frequent problem at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafbul66	S3: TN	Item from validated scale	I think that cyberbullying is a frequent problem among students at this school. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	I think that cyberbullying is a frequent problem among students at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafbul70	S3: TN	Item from validated scale	Teachers and other adults at this school always stop bullying when they see it. Neither Disagree Nor Agree, Agree, Strongly Agree	Staff at this school always stop bullying when they see it. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafbul76	S3: TN	Other extant item	Students at my school are teased or picked on about their race, culture, or religion. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree,	Staff at this school are teased or picked on about their race or ethnicity. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			Strongly Agree		
Nsafbul77	S3: TN	Other extant item	Students at my school are teased or picked on about their race, culture, or religion. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Staff at this school are teased or picked on about their cultural background or religion. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafbul78	S3: TN	Other extant item	Students at my school are teased or picked on about their disability. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Staff at this school are teased or picked on about their physical or mental disability. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafbul79	S3: TN	Other extant item	Students at my school are teased or picked on about their dating or sexual history. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Staff at this school are teased or picked on about their sexuality. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafsub80	S3: MD	Other extant item	Based on your experience, how much of a problem at this school is students' drug use (such as marijuana, LSD, cocaine, ecstasy). Large problem, Somewhat a problem, Small problem, Not a problem	At this school, how much of a problem is student drug use? Not a problem, Small problem, Somewhat a problem, Large problem	Item was tested in the pilot and performed well.
Nsafsub81b	TRP	New item	N/A N/A	At this school, how much of a problem is student use of electronic cigarettes? Not a problem, Small problem, Somewhat a problem, Large problem	Item was tested in the pilot and performed well.
Nsafsub81	S3: MD	Other extant item	Based on your experience, how much of a problem at this school is students' use of tobacco (cigarettes, chew, cigars). Large problem, Somewhat a problem, Small problem, Not a	At this school, how much of a problem is student use of tobacco (e.g., cigarettes, chew, cigars)? Not a problem, Small problem, Somewhat a problem, Large problem	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			problem		
Nsafsub82	S3: MD	Other extant item	Based on your experience, how much of a problem at this school is students' alcohol use (such as beer, wine, liquor). Large problem, Somewhat a problem, Small problem, Not a problem	At this school, how much of a problem is student alcohol use? Not a problem, Small problem, Somewhat a problem, Large problem	Item was tested in the pilot and performed well.
Nsafsub83	S3: LA	Other extant item	This school collaborates well with community organizations to help address substance use or other problems among youth. Strongly Agree, Agree, Disagree, Strongly Disagree	This school collaborates well with community organizations to help address youth substance use problems. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafsub84	S3: LA	Other extant item	This school has sufficient resources to address substance use prevention needs. Strongly Agree, Agree, Disagree, Strongly Disagree	This school has adequate resources to address substance use prevention. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafsub85	S3: LA	Other extant item	This school provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program). Strongly Agree, Agree, Disagree, Strongly Disagree	This school provides effective confidential support and referral services for students needing help because of substance abuse (e.g., a Student Assistance Program). Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafsub87	S3: LA	Other extant item	This school considers substance abuse prevention an important goal. Strongly Agree, Agree, Disagree, Strongly Disagree	This school has programs, resources, and/or policies to prevent substance abuse. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsafsub88	S3: MD	Other extant item	This school has programs that address substance use among students. Strongly Agree, Agree, Disagree, Strongly Disagree	This school has programs that address substance use among students. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
Nsaferm89	SSOCS	Other extant item	I know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g. violent person on campus) during the school day. Strongly Agree, Agree, Disagree, Strongly Disagree	I know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsaferm90	SSOCS	Other extant item	This school has a written plan that describes procedures to be performed in shootings. Strongly Agree, Agree, Disagree, Strongly Disagree	This school has a written plan that describes procedures to be performed in shootings. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsaferm91	SSOCS	Other extant item	This school has a written plan that describes procedures to be performed in natural disasters (e.g., earthquakes or tornadoes). Strongly Agree, Agree, Disagree, Strongly Disagree	This school has a written plan that clearly describes procedures to be performed in natural disasters (e.g., earthquakes or tornadoes). Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nsaferm92	SSOCS	Other extant item	This school or school district provides training in safety procedures to staff (e.g., how to handle emergencies). Strongly Agree, Agree, Disagree, Strongly Disagree	This school or school district provides effective training in safety procedures to staff (e.g., lockdown training or fire drills). Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
NPsaferm93	SSOCS	Other extant item	During the school year, was it a practice of your school to do the following? Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency. Yes, No	This school notifies parents or guardians in case of a school-wide emergency. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot, but there were not enough principal responses to evaluate the item.
NPsaferm94	SSOCS	Other extant item	During the school year, was it a practice of your school to do the following? Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box).	This school provides a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box). Strongly Agree, Agree, Disagree,	Item was tested in the pilot, but there were not enough principal responses to evaluate the item.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			Yes, No	Strongly Disagree	
NPSaferm95	TRP	New item	N/A N/A	This school has communication plans with relevant agencies and services (e.g., local police and fire departments, or community organizations). Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot, but there were not enough principal responses to evaluate the item.
Nenvpenv97	ELS:02	Other extant item	In your school, how much is the learning of 10th graders hindered by poor heating, cooling, and/or lighting systems? Not at all, Very little, To some extent, A lot	My work is hindered by poor heating, cooling, and/or lighting systems at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvpenv98	ELS:02	Other extant item	In your school, how much is the learning of 10th graders hindered by lack of instructional space (e.g., classrooms)? Not at all, Very little, To some extent, A lot	My work is hindered by insufficient workspace at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvpenv99	ELS:02	Other extant item	In your school, how much is the learning of 10th graders hindered by lack of text books and basic supplies? Not at all, Very little, To some extent, A lot	My work is hindered by a lack of materials and basic supplies at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvpenv100	ELS:02	Other extant item	In your school, how much is the learning of 10th graders hindered by inadequate or outdated vocational-technical education equipment or facilities? Not at all, Very little, To some extent, A lot	My work is hindered by inadequate or outdated equipment or facilities at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvpenv102	S3: MD	Other extant item	This school has a bright and pleasant appearance. Strongly Agree, Agree, Disagree,	This school looks clean and pleasant. Strongly Agree, Agree, Disagree,	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			Strongly Disagree	Strongly Disagree	
Nenvpenv103	S3: MD	Other extant item	This school is a supportive and inviting environment to work. Strongly Agree, Agree, Disagree, Strongly Disagree	This school is an inviting work environment. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
NPenvpenv105	ECLS-K	Other extant item	In general, how adequate are each of the following school facilities for meeting the needs of the children in your school? Classrooms. Do not have, Never adequate, Often not adequate, Sometimes not adequate, Always adequate	This school's facilities are adequate for meeting the needs of the children at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot, but there were not enough principal responses to evaluate the item.
NPenvpenv106	ECLS-K	Other extant item	How much of a problem are the following in the neighborhood where this school is located? Garbage, litter, or broken glass in the street or road, on the sidewalks, or in yards. Big problem, Somewhat of a problem, No problem, Don't know	The following are a problem in the neighborhood where this school is located: garbage, litter, or broken glass in the street or road, on the sidewalks, or in yards. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot, but there were not enough principal responses to evaluate the item.
Nenvins109	Chicago Consortium	Item from validated scale	How many teachers in this school feel responsible to help each other do their best. None, Some, About half, Most	Staff at this school feel responsible to help each other do their best. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvins110	Chicago Consortium	Item from validated scale	How many teachers in this school feel responsible when students in this school fail? None, Some, About half, Most	Staff at this school feel responsible when students at this school fail. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvins111	S3: TN	Item from validated scale	The programs and resources at this school are adequate to support students with special needs or disabilities. Strongly Disagree, Disagree, Agree, Strongly Agree	The programs and resources at this school are adequate to support students with special needs or disabilities. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvins140	Chicago Consortium	Item from validated scale	Teachers in this school feel that it is a part of their job to prepare students to succeed in college.	Staff at this school feel that it is a part of their job to prepare students to succeed in college.	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			Strongly Disagree, Disagree, Agree, Strongly Agree	Strongly Agree, Agree, Disagree, Strongly Disagree	
Nenvins141	Chicago consortium	Item from validated scale	In my [TARGET] class, my teacher: Expects me to do my best all the time. Strongly Disagree, Disagree, Agree, Strongly Agree	Staff at this school expect students to do their best all the time. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
NPenvins112	S3: WV	Other extant item	How much of a problem AT THIS SCHOOL is poor student attendance? Insignificant problem, Mild problem, Moderate problem, Severe problem	Poor student attendance is a problem at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot, but there were not enough principal responses to evaluate the item.
NPenvins113	SSOCS	Other extant item	Which of the following does your school do to involve or help parents? Have a formal process to obtain parental input on policies related to school crime and discipline. Yes, No	This school has a formal process to obtain parental input on policies related to curriculum and instructional programs. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot, but there were not enough principal responses to evaluate the item.
Nenvphea115	S3: LA	Other extant item	This school provides the materials, resources, and training needed to support the implementation of your Wellness Policy. Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable	This school provides the materials, resources, and training necessary for me to support students' physical health and nutrition. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvphea117	TRP	New item	N/A N/A	This school places a priority on making healthy food choices. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvphea118	TRP	New item	N/A N/A	This school places a priority on students' health needs. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvphea119	TRP	New item	N/A N/A	This school places a priority on students' physical activity.	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
				Strongly Agree, Agree, Disagree, Strongly Disagree	
NPenvphea120	S3: WV	Other extant item	How much of a problem AT THIS SCHOOL is poor student nutrition? Insignificant problem, Mild problem, Moderate problem, Severe problem	Poor student nutrition is a problem at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot, but there were not enough principal responses to evaluate the item.
NPenvphea121	S3: WV	Other extant item	How much of a problem AT THIS SCHOOL is lack of student physical activity? Insignificant problem, Mild problem, Moderate problem, Severe problem	Lack of student physical activity is a problem at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot, but there were not enough principal responses to evaluate the item.
Nenvmen122	TRP	New item	N/A N/A	This school places a priority on addressing students' mental health needs. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvmen125	TRP	New item	N/A N/A	This school places a priority on teaching students strategies to manage their stress levels. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvmen126	S3: LA	Other extant item	This school provides the materials, resources, and training needed to support the implementation of your Wellness Policy. Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable	This school provides the materials, resources, and training necessary for me to support students' social or emotional needs. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvmen127	S3: LA	Other extant item	This school provides quality counseling or other ways to help students with social or emotional needs. Strongly Agree, Agree, Disagree, Strongly Disagree	This school provides quality counseling or other services to help students with social or emotional needs. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
NPenvmen128	S3: LA	Other extant item	How much of a problem AT THIS SCHOOL is student depression or other mental health problems?	Student depression or other mental health problems are a problem at this school.	Item was tested in the pilot, but there were not enough principal responses to evaluate

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			Insignificant problem, Mild problem, Moderate problem, Severe problem	Strongly Agree, Agree, Disagree, Strongly Disagree	the item.
NPenvmen129	S3: WV	Other extant item	How much of a problem AT THIS SCHOOL is lack of student social-emotional skills? Insignificant problem, Mild problem, Moderate problem, Severe problem	Lack of student social-emotional skills is a problem at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot, but there were not enough principal responses to evaluate the item.
Nenvdis130	S3: TN	Item from validated scale	Teachers and other adults at this school are clearly informed about school policies and procedures. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Staff at this school are clearly informed about school policies and procedures. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvdis131	S3: TN	Item from validated scale	Teachers and other adults at this school reward students for positive behavior. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Staff at this school recognize students for positive behavior. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvdis132	S3: TN	Item from validated scale	Teachers and other adults at this school encourage students to think about how their actions affect others. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Staff at this school encourage students to think about how their actions affect others. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvdis134	S3: LA	Other extant item	This school handles discipline problems fairly. Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable	School rules are applied equally to all students. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvdis134c	TRP	New item	N/A N/A	Discipline is fair. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvdis135	S3: TN	Item from validated scale	Teachers and other adults at this school help students develop strategies to understand and control their feelings.	Staff at this school help students develop strategies to understand and control their feelings and actions.	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
			Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Strongly Agree, Agree, Disagree, Strongly Disagree	
Nenvdis136	S3: MD	Other extant item	This school effectively handles student discipline and behavior problems. Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	This school effectively handles student discipline and behavior problems. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
Nenvdis137	TRP	New item	N/A N/A	Staff at this school work together to ensure an orderly environment. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot and performed well.
NPenvdis138	ECLS-K	Other extant item	Indicate how much you agree or disagree with the following statements about the school's climate in the early grades: Order and discipline are maintained satisfactorily in the building(s). Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	Order and discipline are maintained satisfactorily at this school. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot, but there were not enough principal responses to evaluate the item.
NPenvdis139	SSOCS	Other extant item	Indicate how much you agree or disagree with the following statements about the school's climate in the early grades: Order and discipline are maintained satisfactorily in the building(s). Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree	This school has a formal process to obtain parental input on policies related to school crime and discipline. Strongly Agree, Agree, Disagree, Strongly Disagree	Item was tested in the pilot, but there were not enough principal responses to evaluate the item.
Ndemo142	SASS	Other extant item	Are you male or female? Male, Female	Are you male or female? Male, Female	Item was tested in the pilot and performed well.
Ndemo143	SASS	Other extant item	Are you of Hispanic or Latino origin? Yes, No	Are you of Hispanic or Latino origin? Yes, No	Item was tested in the pilot and performed well.

Item ID	Source	Item Source Type	Wording in Source Survey	EDSCLS Wording	Justification for Inclusion in EDSCLS
Ndemo144	SASS	Other extant item	What is your race? (please check all that apply). White, Black or African-American, Asian American, Indian or Alaska Native, Native Hawaiian or Pacific Islander, Other	What is your race? White, Black or African-American, Asian American, Indian or Alaska Native, Native Hawaiian or Pacific Islander	Item was tested in the pilot and performed well.
Ndemo145	S3: TN	Other extant item	Is your main assignment/responsibility at this school to provide instruction or other support services to any of these types of students - Special Education, English Language Learners, Gifted and Talented Education students, and Migrant Education? Yes, No	Is your main assignment/responsibility at this school to provide instruction or other support services to any of these types of students - Special Education, English Language Learners, Gifted and Talented Education students, and Migrant Education? Yes, No	Item was tested in the pilot and performed well.
Ndemo146	S3: TN	Other extant item	How many years have you been working at this school? 1-3 years, 4-9 years, 10-19 years, 20 or more years	How many years have you been working at this school? 1-3 years, 4-9 years, 10-19 years, 20 or more years	Item was tested in the pilot and performed well.

C.3.1 Noninstructional Staff EDSCLS Dropped Item Table

Item ID	Item Wording
Nengclc1	At this school, closing the racial/ethnic academic achievement gap is considered a high priority.
Nengclc5	This school fosters an appreciation of student diversity and respect for each other.
Nengrel19	When a student is having social or emotional challenges, staff at this school work with the family.
Nengrel21	Staff at this school do a good job showing families how to keep track of their child's progress.
Nengrel26	At this school staff are willing to help each other out.
Nengrel27	At this school the staff respect each other.
Nengrel29	At this school staff care about students.
Nengpar33	Administrators ask staff for input on an ongoing basis.
Nengpar35	My level of involvement in decision making at this school is fine with me.
Nengpar39	Students at this school are encouraged to help solve problems at this school.
Nengpar41	This school's administration invites students to share their ideas about the school.
Nengpar43	Staff at this school make it easy for students to suggest activities.
Nsafemo48	This school is an emotionally safe place for students.
Nsafemo49	Students get along well with each other.

Item ID	Item Wording
Nsafemo50	This school is an emotionally safe place for staff.
Nsafemo147	I can effectively work with defiant or disruptive students.
Nsafpsaf60	The following types of problems occur at this school often: the sale of drugs on the way to or from school or on school grounds.
Nsafpsaf62	The following types of problems occur at this school often: student gang activities.
Nsafbul67	I think that racial/ethnic tension or discrimination among students is a frequent problem at this school.
Nsafbul68	Students at this school would feel comfortable reporting a bullying incident to staff.
Nsafbul69	Staff at this school communicate to students that bullying is unacceptable.
Nsafbul71	Staff at this school know what to say or do to intervene in a bullying situation.
Nsafbul72	This school provides bullying prevention.
Nsafsub86	At this school, first-time violations of alcohol or other drug policies are punished by at least an out-of-school suspension.
Nenvpenv96	Overcrowding is a problem at this school.
Nenvpenv10 1	This school campus provides a welcoming place for visitors.
Nenvpenv10 4	My workspace at this school is comfortable.
Nenvins107	Once we start a new program at this school, we follow up to make sure that it's working.
Nenvins108	We have so many different programs at this school that I can't keep track of them all.
Nenvphea11 4	Staff at this school promote students' physical health and nutrition.
Nenvmen12 3	This school places a priority on social and emotional development.
Nenvmen12 4	Staff at this school help students develop strategies to understand and control their feelings and behavior.
Nenvdis133	Staff at this school assign consequences that help students learn from their behavior.
Nenvdis134b	School rules for behavior are strict.