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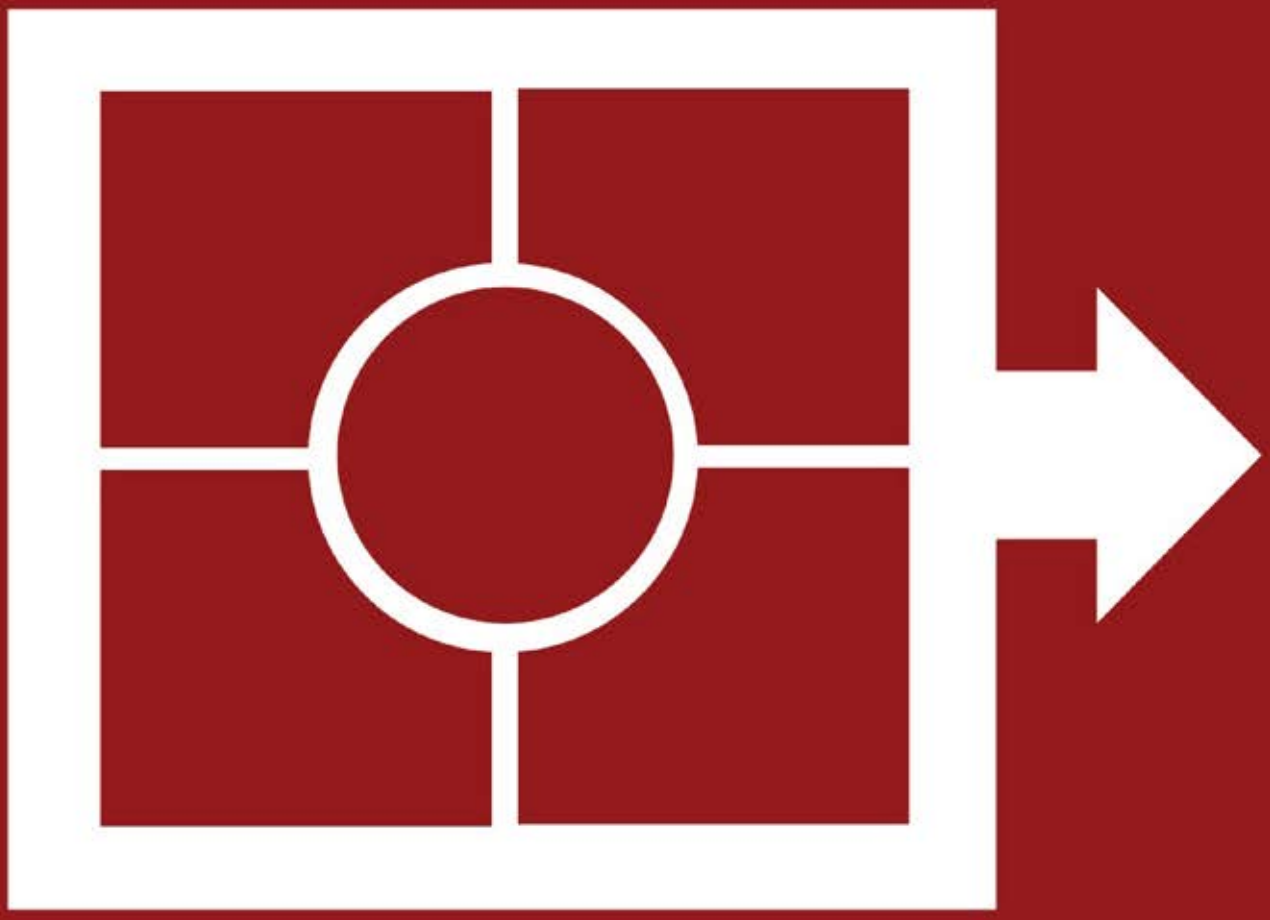
School Climate Survey DEVELOPMENT



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School Climate Survey Development

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Metropolitan Educational Research Consortium

School of Education
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About MERC

Established in 1991, the Metropolitan Educational Research Consortium (MERC) is a long-standing research partnership between seven Richmond-area school divisions and the VCU School of Education. MERC plans, conducts, and disseminates community-engaged, action and applied research. The empirical investigations, reviews of literature, and other MERC research efforts address enduring and emerging issues in PK12 education with the goal of informing policy, building the professional knowledge and skills of key stakeholders, contributing to the body of scholarly knowledge, and ultimately impacting outcomes relevant to students, schools, and communities.

Our Principles

- **Relevance**: Our work addresses topics in ways that are relevant to those engaged in PK12 policymaking and practice.
- **Impact**: The knowledge generated through our work is focused on its use and impact on policy and practice.
- **Rigor**: Our work is conducted in ways that reflect rigor and quality in design and implementation.
- **Multiple Perspectives:** The relevance, impact, and rigor of our work is enhanced by engaging stakeholders that represent a range of experiences, perspectives, and knowledge bases.
- **Relationships:** The strength of our partnership relies on strong relationships between individual, organizations, and communities that are characterized by communication and trust.

Our Goals

1. Conduct and disseminate community-engaged research that has direct and indirect impacts on critical youth, school, and community outcomes.
2. Develop the research knowledge and research capacity of school division personnel and university research partners through collaborations involving professional development.
3. Build community and social networks between VCU units, school divisions, researchers, policy makers and practitioners.
4. Contribute to the local, state and national policy and scholarly dialogue on education.
5. Secure funding that supports the work of the partnership and builds the capacity of MERC to fulfill its mission.

Our Team

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Introduction

Those engaged in systemic school reform efforts have long recognized that how a school functions as an organization is a key contributor to school and student success.[1] A range of research on this topic demonstrates that schools with high cooperation between teachers and administrators, strong support of students, and clear expectations have significantly higher levels of student achievement, even in schools representing traditionally underserved populations.[2]

Interest in the relationship between school climate and school success has led a number of school systems (both state and local) to adopt school climate measures that assess various dimensions of a school's organizational culture. The hope is that the results of these measures will be useful in guiding school improvement efforts. Among the current school climate measures that exist, perhaps the most robust is the 5Essentials Survey developed by the Consortium on Chicago School Research. The 5Essentials survey - which includes teacher, student, and parent versions – was developed over a number of years in collaboration with Chicago Public Schools. The survey measures 5 qualities of school climate that, through subsequent research, have demonstrated a strong relationship to school and student success: (1) effective leaders, (2) collaborative teachers, (3) involved families, (4) supportive environment, and (5) ambitious instruction. Since its development, the 5Essential Survey has been adapted for use in a number of districts across the country.

The purpose of this study was to validate a shortened version of the 5Essentials Survey for teachers and school personnel for use by the schools and school divisions within the Metropolitan Educational Research Consortium. The shortened version of the survey was piloted with teachers and administrators and a study team of school division personnel proposed effective dissemination strategies of results that would support school improvement processes among school personnel. Ultimately, it is hoped that the survey will provide an inexpensive, credible, and accurate measure of climate variables that can be used on an ongoing basis to chart progress over time and inform resource allocation for school improvement.

In the report that follows, we begin with an overview of the literature that addresses the importance of school climate and the strategies for measuring and using school climate data to inform school improvement processes. We then present an outline of the method used to develop and validate the shortened version of the 5Essentials Survey. Finally we discuss the focus group work conducted to explore the effectiveness of dissemination strategies of survey results with local school leaders.

[1] Berkowitz, Moore, Astor, & Benbenishty, 2016; Cohen, McCabe, & Michelli, 2009; Klugman et al., 2015; Stewart, 2007

[2] Stewart, 2007

School Climate Conceptual Framework and Assessment

Discussions of the organizational qualities of a school use various terms such as "school climate," "school culture," and/or "school environment." While some would argue that there are key differences among these terms, the conclusion that organizational context is important is not disputed. In this report, the term school climate is used because it is perhaps the most used and the most familiar to school leaders and personnel. Definitions of school climate vary across the literature. Berkowitz et al. (2016) and Pickeral (2009) define school climate as the quality and character of school life.[3] Others have emphasized the "personality" of the school including factors such as the quality of relationships, safety, and student connectedness to and engagement in school.[4] For this study, we define school climate as the quality and character of school life, including norms, values, interpersonal relationships, expectations, and structures.

There are many school climate measures. Appendix A provides a list of commonly used school climate measures with descriptions.[5] For this research, the focus was on adapting a single, established measure that gathers climate-related perspectives of teachers and administrators. Over the last twenty years the Consortium on Chicago School Research, led by Anthony S. Bryk – now President of the Carnegie Foundation for the Advancement of Teaching – has engaged in a systematic study of more than 400 Chicago schools to determine organizational traits that are related to improvement in student learning (2010).[6] This effort was initiated to help explain widely divergent levels of student success between very similar schools in the Chicago district. Initial discussions with educators at all levels, reviews of previous research, pilot studies, and field studies led to the identification of five school contextual factors determined to be critical to school success.

The Framework of the Five Essential Supports (Figure 1) served as a theoretical basis for measuring facets of school culture that could then be used by school leaders and practitioners to guide school improvement efforts. A guiding principle of this framework is that while teachers, in their classrooms, have the greatest direct impact on student achievement, the broader school context is critical in providing the support needed by teachers to be effective. The 5Essentials survey (called the *My Voice, My School Survey*) consists of the following five major components, with additional supplemental measures:[7]

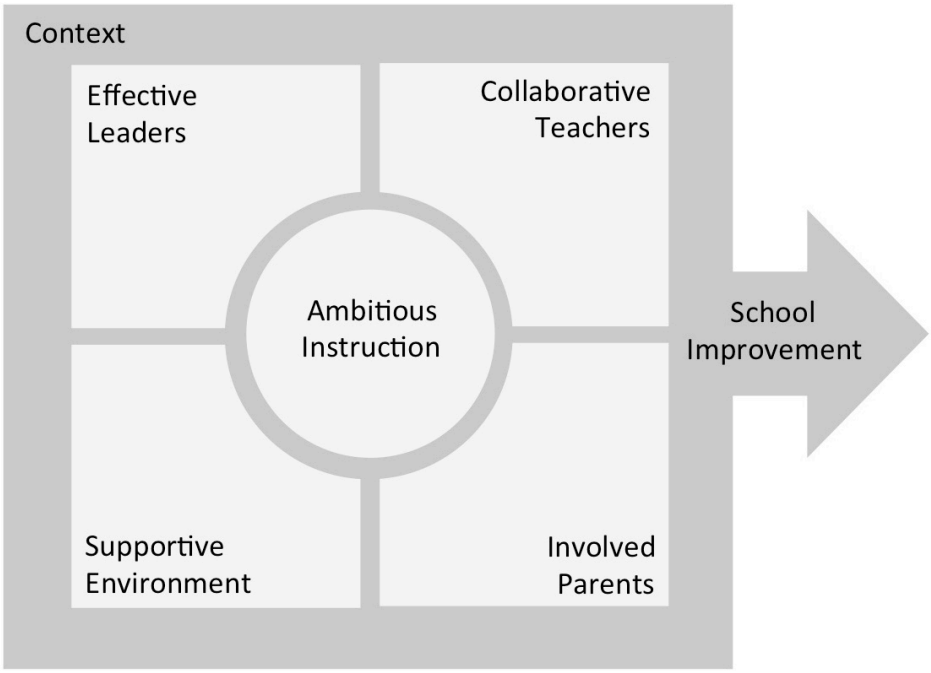
- **Effective leaders** The principal works with teachers to implement a clear and strategic vision for school success.
- **Collaborative teachers** The staff is committed to the school, receives strong professional development, and works together to improve the school.

[3] Berkowitz et al., 2016; Pickeral, 2009
[4] Berkowitz, et al., 2016
[5] also Berkowitz et al., 2016
[6] Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010
[7] Klugman et al., 2015

- **Involved families** The entire school staff builds strong relationships with families and communities to support learning.
- **Supportive environment** The school is safe and orderly. Teachers have high expectations for students. Students are supported by their teachers and peers.
- **Ambitious instruction** Classes are academically demanding and engage students by emphasizing the application of knowledge.

Table 1, adapted from Klugman et al. (2015) provides detailed descriptions of each of the five essential supports.

Figure 1. Framework of the Five Essential Supports



By analyzing 5Essentials survey results from the Chicago district in relation to school academic performance data, the Consortium was able to identify the organizational factors and processes that predict whether a school showed continuous, above average gains in student achievement, or if a school essentially stagnated, showing little, if any, improvement. The extensive, systematic, and technically sophisticated effort was described in *Organizing Schools for Improvement: Lessons from Chicago*,[8] as well as in numerous papers, reports, articles, and presentations.[9] Additional evidence for the predictive power of the 5Essentials is provided in a study of 278 New York City middle schools. In this study, Kraft, Marinell and Lee (2016) found evidence that confirmed the importance of leadership, professional development, high academic expectations, and teacher collaboration, all of which were related to measures of school outcomes.[10]

[8] Bryk et al., 2010
[9] Klugman et al., 2015
[10] Kraft, Marinell, & Lee, 2016

Table 1. Descriptions of Five Essential Supports

Essential Support	Description
Effective Leaders	Effective leadership requires taking a strategic approach toward enhancing performance of the four other domains, while simultaneously while simultaneously nurturing the social relationships embedded in the everyday work of the school. Leaders advance their objectives, particularly with respect to improving instruction, while at the same time seeking to develop supportive followers for change. In the process, they cultivate other leaders—teachers, parents, and community members—who can take responsibility for and help expand the reach of improvement efforts.
Collaborative Teachers	This construct encompasses the quality of the human resources recruited and maintained in a school, the quality of ongoing professional development focused on local improvement efforts, the base beliefs and values that reflect teacher responsibility for change, and the presence of a school-based professional community focused on the core problems of improving teaching and learning. The four essentials of collaborative teachers are mutually reinforcing and together promote both individual and collective growth. A recent example of this is a school that trained teachers to collaborate. Together the teachers defined collaboration; they created structures and routines to facilitate collaboration; and they monitored whether they were working effectively together. Specifically, they made sure that at all grade-level meetings they discussed new lessons, the students who were having difficulties, and their ongoing analysis of the quality of student work.
Involved Families	School staff members reach out to families and the community to engage them in the processes of strengthening student learning. Staff view parents or guardians as partners in their children's learning and report that they feel respected by those parents. Examples of this can range from bringing parents of preschool and primary grade children together for activities to grandparents' clubs that come to school to read with students.
Supportive Environment	A safe and orderly environment that is conducive to academic work is critical to a supportive environment. Clear, fair, and consistently enforced expectations for student behavior ensure that students receive maximum instructional time. Teachers must hold students to high expectations of academic achievement while also providing considerable individual attention and support for students. An example of a systematic way of providing such support is to assess students frequently and use the information both to adjust instruction and to remediate gaps in students' learning.
Ambitious Instruction	It is widely agreed that to prepare students for further schooling, specialized work, and responsible civic participation, teachers must move beyond the basic skills and ask students to do intellectually challenging work. Such learning tasks require students to organize and plan their work, monitor their progress, and oftentimes work in teams. Modern examples of this are writing poetry, building robots, creating math puzzles, and conducting scientific experiments.

Klugman et al., p. 6

The original study of the five essential supports demonstrated that if a school was strong in one essential support, it was more likely that learning gains would be made in both reading and mathematics.[11] If elementary and middle schools were strong in three of the five essentials, they were ten times more likely to demonstrate substantial gains in both reading and mathematics than schools that were not strong in a majority of essentials. The use of the 5Essentials Survey has been expanded to include all of the public schools in the state of Illinois[12] and the city of Detroit.[13] More recent results from nearly 90% of Illinois schools showed that the 5Essential Supports varied by location, school size, and levels of poverty. Key findings of research on this wider population showed that:

- Urban and suburban schools showed greater strength in the five essentials than rural schools.
- Smaller schools tended to have stronger essential supports than larger schools.
- There was a negative relationship between students' socioeconomic status and strength of the five essentials.
- Suburban schools had greater support for family involvement than rural or urban schools.
- For elementary schools, the positive relationship between essential supports and reading was stronger than the relationship between reading and indicators of poverty.
- At the high school level, essentials were modestly related to positive outcomes, including attendance rates, ACT scores, and graduation rates.

Since the surveys have been extensively researched to establish high technical qualities, there are opportunities for other school systems to use a similar approach to document the same school climate factors, to identify strengths and weakness, to relate factors to student achievement, and to use results to improve student learning.[14] Furthermore, the Chicago Consortium does not charge a fee for use of survey items (analysis, presentation of results, training, and other services are provided for a fee). The extensive research base about the nature of school climate, and subsequent research on the technical quality of the Chicago surveys,[15] were primary considerations as we selected a credible school climate measure that could be adapted for use in MERC school divisions.

It should be noted that the Chicago Consortium effort includes separate surveys for students and parents. Development of MERC climate surveys for these groups may be initiated in the future.

[11] Bryk et al., 2010
[12] Klugman et al., 2015
[13] The University of Chicago, 2015a
[14] Bryk et al., 2010; Klugman et al., 2015; Levenstein, 2016
[15] Levenstein, 2016

Effective Dissemination of School Climate Findings

While a central purpose of this study was to validate a shortened version of the 5Essentials Survey, we also set out to explore the most effective methods of disseminating the survey results to the administrative leadership teams of the participating schools. A study by Kirst[16] recommends five factors that influence the success of dissemination: (1) the source of dissemination, (2) the channel, (3) the format, (4) the message; and (5) the recipient characteristics.

When dissemination is effective the source is typically outside of the institution. According to Krist, the source needs to be credible, familiar with the user's institutional and practical problems, experienced, and nearby.[17] Although the printed information is important, it will not enact change by itself.[18] Some in-person interaction is desirable, especially since each school has a different leadership team and will need different strategies for effectively enacting change.[19] Dissemination also benefits when multiple channels are used.[20] Pre-existing networks, such as those comprised of school leaders and practitioners, are effective for sharing information through a school or school system.[21] These pre-existing networks are not only integrated into the schools and are structured to target specific groups, but they are also often characterized by strong relationships. This prevents school personnel from feeling threatened by the information being communicated.[22] For example, principals can determine which pieces of the survey findings to disseminate to their staff, at what time, and by what means. Since the principals generally have the trust of their staff, any areas for improvement can be shared appropriately.

Survey dissemination also benefits from effective supportive documentation. This helps guide the users in appropriate use of the results.[23] Adoption success increases as the quality of the survey and reporting increases. The materials used to disseminate should be customized for different audiences, including administrators, teachers, aides, etc.[24] Formatting the results in a way that is accessible to various audiences is critical to effective dissemination. Often, results from the academic research community are lengthy and full of jargon, which may prevent school administrators and policymakers from extracting the information.[25] The information included in the results needs to be relevant to the context of the school. Recommendations for change need to align with the institution's values,

[16] Krist, 2000
[17] Ibid.
[18] Emerick & Peterson, 1978
[19] Smith et al. 2014
[20] Krist, 2000
[21] Ibid.
[22] Ibid.
[23] Emerick & Peterson, 1978
[24] Ibid.
[25] Krist, 2000

structure, capacity and resources.[26] Written materials need to be accessible for those consuming them.[27] In addition, the successful translation of the written materials into oral formats is very important for effectively communicating the results.[28]

Finally, research suggests that the written and oral components of disseminating the results should work in tandem for effective change to be maximized. Thus, this report includes a provision to enhance dissemination strategies for initial reporting that would allow for effective communication of school climate results to elementary, middle, and high school leadership teams.

[26] Ibid.
[27] Emerick & Peterson, 1978
[28] Kirst, 2000

Research Questions

The aim of this research was to adapt the existing Chicago Schools Consortium 5Essential Supports teacher survey, pilot and field test an operational form of the survey for teachers and school administrators, and explore effective ways to report results to each school in the project. Specific research questions include:

1. What are the most important features of the 5Essential Supports teacher survey?
2. How can the number of questions used in the 5Essential Supports teacher survey be reduced?
3. What is the evidence of reliability for each of the teacher survey scales?
4. What data are most important to include in a summary of results, and what is the most effective format for presenting the results?

Methodology

This study takes a number of systematic steps to adapt an existing survey for use in MERC school divisions. The methodology was organized to review and validate the existing 5Essential Supports survey, pilot and field test an adapted version of the survey, establish reliability evidence, and refine a reporting format. It should be noted that while the Co-Principal Investigators led the study, some of the survey development activities also involved the participation of the Study Team comprised of several personnel from the school divisions. Most importantly the study team provided critical practitioner feedback on the form of the survey and the possibilities for adoption and use.

Chicago Consortium 5Essential Supports Survey Revision

As a first step, the Study Team reviewed all items of the 5Essential Supports Teacher Survey and made independent judgments about the need for each item, subscales, and any appropriate editing of items to be relevant to MERC school divisions. The goal of this review was to confirm the validity of the content and reduce the number of survey items while maintaining good subscale reliabilities. In this regard the goal was to have the survey work consistently across similar populations, even when the number of survey items were reduced.

The revision was accomplished in two phases. In the first phase, the MERC School Study Team completed the survey and worked as a team to make preliminary revisions and reduce overlap. In the second phase, the slightly shortened survey was sent to principals and their leadership teams in MERC school divisions. Leadership teams were asked to provide advice on the kinds of climate information that would be useful to their leadership, as well as to provide feedback on readability, clarity, and the appropriateness of the items. Each survey item was rated as 'essential,' 'very important,' 'somewhat important,' or 'not important.' Frequencies to response categories were checked for variability, and respondents rated the overall extent to which the subscales covered aspects of the aligned essential

support. In addition, respondents were asked to indicate any additional aspects that should be provided and to provide other comments for each section of the survey. Feedback was received from 42 administrators. Results from the pilot test showed adequate content-related evidence for the validity of the essentials (see Appendix B).

Based on these results, the team identified subscales and items that would be included to be used in the pilot study. For most subscales it was determined that a number of items were redundant or not relevant and could be eliminated. In addition, one essential that related to college preparation (Supportive Environment) was eliminated. The majority of items eliminated were judged by a majority of raters as 'somewhat important' or 'not important.' This process reduced the number of items from approximately 200 on the original survey to 78 items. This lessened the time needed to complete the survey from 45 to 20 or fewer minutes.

Table 3. *Survey Essentials, Subscales, and Number of Items*

Survey Essential	Subscales	Number of Items
Effective Leaders	School Leadership Team	6
	Program Coherence	3
	Teacher Influence	4
	Teacher-Principal Trust	6
Engaged Teachers	Collective Responsibility	5
	School Commitment	3
	Quality Professional Development	3
	Teacher-Teacher Trust	4
Involved Families	Parent Involvement in School	4
	Outreach to Parents	5
	Teacher-Parent Trust	3
Supplemental Measures	Reflective Dialogue	3
	Innovation	5
	Teacher Instructional Collaboration	5
	Teacher Safety	4
	Student Responsibility	5
	Collective Use of Assessment Data	5
Engaged Students	N/A	5

Field Test

The field test was designed to have teachers and other school staff complete the survey online, with the results compiled and reported to the leadership team of each school.

Participants. MERC school division research directors were asked to identify schools that could be invited to participate in the field test. The VCU Research Team provided a suggested email from the research director to principals to invite them to participate (see Appendix C). Principals of three schools volunteered to field the survey (one elementary, one middle school, and one high school). Demographic characteristics of the schools are shown in Table 2.

Table 2. *Demographic Characteristics of Study Schools*

School	Total Student Enrollment	Percent of Students Eligible for Free and Reduced Lunch	Percent of Minority Students
Elementary School	417	31.4	34.5
Middle School	876	10.5	40.9
High School	1,454	11.9	22.1

In late spring of 2016, the principal at each of the three schools was asked to request that teachers and other full time staff (e.g., administrators and counselors) complete the survey (see Appendix C). The response rates were approximately 43%, 45%, and 36%, respectively, for the elementary, middle, and high schools.

Survey. The final form of the survey that was completed is in Appendix D, with arbitrary data to show how the results were reported. For four of the five essentials there are subscales, with items in each subscale (see Table 3).

Subscale reliabilities, calculated based on the total number of respondents from the field test, are reported in Table 4. Reliabilities close to 1.00 are stronger. Generally reliability over .65 is considered acceptable. All subscales met this standard.

Ideas for Reporting. A conference call with the researchers and two principals was held to obtain information about how to best format reporting of results. There was consensus that tables with item percentages are most useful, but that it is also important to report subscale scores. The principals said it would be helpful to first present overall subscale results, then responses for individual items, and to have some indication of strengths and weaknesses. There was a suggestion that individual comments from respondents would be helpful, and that there was not a need for statistics indicating variability, such as standard deviation or range. They indicated that normative data would also be helpful. The main use of results would be to focus small groups of school personnel on areas for improvement. It was emphasized that the report format should be useful to teachers as well as administrators.

Table 4. ***Essential and Subscale Coefficient Alpha Reliabilities (n=98)***

Essential	Subscale	Coefficient Alpha
Effective Leaders		.91
	Principal Instructional Leadership	.89
	Program Coherence	.92
	Teacher Influence	.74
	Teacher-Principal Trust	.93
Collaborative Teachers		.92
	Collective Responsibility	.90
	School Commitment	.83
	Quality Professional Development	.88
	Teacher-Teacher Trust	.80
Involved Families		.89
	Parent Involvement	.84
	Outreach to Parents	.82
	Teacher-Parent Trust	.79
Ambitious Instruction	Quality of Student Discussion	.88
Supplemental Scales		NA
	Reflective Dialogue	.67
	Innovation	.91
	Teacher Collaboration	.80
	Teacher Safety	.85
	Collective Use of Assessment	.79

School Leadership Team Discussions

Survey results, in the format presented in Appendix D, were shared in separate meetings with the leadership teams from each school. These meetings ranged from one and a half to two hours. The purpose of the discussions was to receive feedback from the school leadership teams concerning the layout of the report, the statistics reported, and the clarity, wording, and other features of the report that are important for effective dissemination. The goal was to obtain feedback that would lead to recommendations for further changes that could enhance use.

Two researchers attended one school leadership team meeting, one researcher conducted one of the school leadership team meetings, and three researchers attended the final leadership team meeting. Principals and assistant principals from each school attended, along with some department chairs. Overall, eleven individuals from the three schools participated in the three meetings. Researchers took notes during the meetings and conferred to identify the nature of the feedback and suggested improvements.

In the main, the leadership teams indicated a very positive response to the format of the report. There was consensus that the format was clear and easily understood, with appropriate percentages presented for each item. It was noted that, at the secondary level, the first essential, Principal Leadership, would be more effective if it referred to the school leadership team, with appropriate changes in individual items in that subscale. Other changes in some items, and the labels for the Ambitious Instruction and Involved Teachers essentials were noted. It was noted that numbers should be included along with scale descriptors at the top to aid interpretation of the means. Reporting of the supplemental measures was viewed as important. The prospect of adding optional questions for a school that could be tailored to specific school initiatives or goals was viewed very positively, as was the need to include space for comments for each of the essentials.

There was discussion about the need for demographic information about the sample. In part this would allow for breaking out results for teachers in SOL-tested subjects from those in non-SOL-tested subjects, as well as by administrators and teachers at the secondary level. This suggestion, along with other observations, indicated that it was most appropriate to have an elementary and secondary form of the survey. It was also suggested that the mean scores for essentials be presented separately from the item statistics and comparative means reported with those to provide some indication of individual school results to others that, ideally, would be like the school socioeconomically, and/or with other schools at the same level from the same division. There was a suggestion for indicating response rate, and to add "guiding questions" that could be used to stimulate discussion with staff.

Many of these suggestions were incorporated into a draft reporting format that was shared with administrators at one school. The response to the draft format was very positive, resulting in a few minor changes that are reflected in the final survey reporting format.

Final Survey Report Format

As a result of the first two school leadership team meetings a suggested final survey report format was designed and presented to the third school leadership team (see Appendix E). This format incorporates suggestions from the field test school administrators and enhances the amount of information that can be both gathered and reported. This includes, most notably, the addition of four major enhancements:

1. Allowing respondents to make individual comments about the essentials.
2. Separating essential subscale scores from item results, beginning with essential subscale scores with appropriate accompanying comparative data.
3. Including demographic information along with a clear statement of the purpose of the survey;
4. Allowing the school to add additional optional items customized to the needs of the school.

It was also suggested that essential scores could be presented in graphic form as data are gathered for more than one year. The administrators viewed these enhancements as needed to facilitate accurate interpretation of results and effective use of the findings.

Summary and Recommendations

The purpose of this study was to develop a measure of school climate that could be used for school improvement. With some modifications, the well-researched Consortium on Chicago School Research climate survey and report format were piloted and field-tested for validity and reliability. Based on feedback from three school leadership teams, the survey has promise of providing data that can be used to enhance school improvement efforts. While the resources needed to administer, score, and provide results for a large sample of schools have yet to be determined, it is possible that widespread adoption of the survey in MERC school divisions could be a relatively efficient approach to providing valid and reliable school climate indicator scores that, over time, can show areas of strength and weakness, as well as improvement. Development of parallel surveys for students and parents would enhance validity of the findings.

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Appendices

Appendix A - Existing Measures of School Climate

Appendix A contains a table of school climate measures that are currently available. The table contains a description of each measure as well as the population for whom the measure is designed and the cost of each.

Survey	Description	Population	Cost
Alliance for the Study of School Climate – School Climate Survey	Scales: Physical appearance, faculty relations, student interactions, leadership/decisions, discipline environment, learning/assessment, attitude and culture, and community relations	Parents, Students, Staff	Unknown
Association of Alaska School Boards' Initiative for Community Engagement – School Climate and Connectedness Survey	This survey measures how staff and students view their school climate and how connected students feel to adults and their peers – factors that are directly linked to how students do in school. Since 2006, over 90% of Alaska school districts have participated in the School Climate and Connectedness Survey. The information gleaned from this anonymous survey has been strengthening our collective efforts to improve schools and ultimately increase student achievement. Districts say they find the results useful to gain insights into the interaction and relationships among students and staff to plan for positive change.	Students, Staff	Unknown
Baltimore City Schools School Survey	Baltimore City Schools deploy this every spring in all schools. For students, questions are asked concerning their feelings about the physical and learning environment, support from peers, teachers, and staff, whether rules and punishments are fair, safety, and general satisfaction with their school. School staff are asked related questions, but additionally about whether their work is meaningful, their relationships with other staff, and how supportive the school's leadership is of their	Staff, Parents, Students (grades 3-5; grades 6-12)	Unknown

Survey	Description	Population	Cost
	efforts and input. Parents are asked about general satisfaction with their child's school, and specifically the extent to which teachers and other staff show personal concern for their child, whether the school is adequately preparing their child for a career, and their satisfaction with parent communication and engagement efforts.		
Breaking Ranks Comprehensive Assessment of School Environment (CASE)	The Breaking Ranks CASE survey was developed by the National Association of Secondary School Principals. It gives stakeholders a valuable voice in school improvement conversations by providing data on stakeholder satisfaction with the status quo, perceived strengths and weaknesses of the school, and areas for future improvement.	Students, Parents, Instructional Staff	$850 for a school whose principal is a NASSP member; $1,250 for non-members (call for cost for multiple schools); $1,000 for written data analysis
California School Climate Survey	The survey is designed to provide data on staff perceptions of key school climate factors that can be used to guide efforts to foster positive learning and teaching environments that promote high performance and well-being among both students and staff. It helps to identify fundamental learning barriers and assess the needs for learning and teaching supports.	Staff	No cost, if a school signs up for the California Healthy Kids Survey ($1.50 per enrolled student)
Comprehensive School Climate Inventory	The Comprehensive School Climate Inventory (CSCI) is a nationally-recognized school climate survey that provides an in-depth profile of your school community's particular strengths and needs. With the CSCI, you can quickly and accurately assess student, parent, and school personnel	Students (Elementary; Middle/High), School Personnel, Parents	Unknown

Survey	Description	Population	Cost
	perceptions, and get the detailed information you need to make informed decisions for lasting improvement. The CSCI can be used in two major ways: as a needs assessment and as a pre-post measure of change over time.		
Inviting School Survey – Revised	The Inviting School Survey is designed to measure the degree to which schools summon people to realize their relatively boundless potential in five basic dimensions: people, places, policies, programs, and processes.	Students, Teachers, School Staff, Parents/Guardians	$150 for institutional members of the International Alliance for Invitational Education
New Jersey School Climate Survey	It is designed to collect and analyze objective information from diverse school populations (i.e., students, staff, and parents) for reinforcing positive conditions and addressing vulnerabilities in local conditions for learning.	Students (Elementary; Middle/High), School Staff, Parents	Free (public domain)
New York City School Survey	The survey helps school leaders understand what key members of the school community say about the learning environment at each school. The information captured by the survey is designed to support a dialogue among all members of the school community about how to make the school a better place to learn.	Parents, Teachers, Students (grades 6-12)	Unknown
Safe Communities Safe Schools Program – School Climate Surveys	The surveys are used to help administrators better understand their school's strengths and needs.	Students (Elementary grades 3-6; Middle/High),	Unknown

Survey	Description	Population	Cost
		Admin/Staff, Parents	
Yale School of Medicine School Climate Survey	The School Climate Survey (SCS) measures the general tone of the school and the quality of relationships that exist among students and adults in the school building. According to the School Development Program model of effects, the faithful implementation of the Comer process should result in improved school climate that would facilitate student learning and development.	School Staff, Students (Elementary/ Middle; High School), Parents	Unknown

Appendix B - Pilot Study Results

Appendix B contains results of the pilot study. Scores for individual items, subscales, and essentials are included. Also included is feedback from pilot participants regarding changes recommended for each section of the survey.

Table 1. ***Percentages, means, and standard deviations on self-reported levels of Effective Leaders scale***

Effective Leaders	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important (1)	Mean	Standard Deviation
Principal Instructional Leadership: *"The Principal at this school…"*							
1. Makes clear to the staff his or her expectations for meeting instructional goals	37	75.7	8.1	16.2	0.0	3.59	.76
2. Communicates a clear vision for our school.	37	70.3	18.9	10.8	0.0	3.59	.69
3. Understands how children learn.	37	67.6	24.3	8.1	0.0	3.59	.64
4. Sets high standards for student learning.	37	67.6	32.4	0.0	0.0	3.68	.48
5. Presses teachers to implement what they have learned in professional development.	37	24.3	59.5	8.1	8.1	3.00	.82
6. Carefully tracks student academic progress.	37	56.8	35.1	8.1	0.0	3.49	.65
7. Knows what's going on in my classroom.	36	44.4	47.2	8.3	0.0	3.36	.64
8. Participates in instructional planning with teams of teachers.	37	18.9	54.1	13.5	13.5	2.78	.92
Principal Instructional Leadership Subscale "How important is the Principal Instructional Leadership subscale in providing meaningful scores for Effective Leaders?"	37	51.4	29.7	18.9	0.0	3.59	.64

Table 2. ***Percentages, means, and standard deviations on self-reported levels of Effective Leaders scale***

Effective Leaders	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important (1)	Mean	Standard Deviation
Program Coherence: *"How much do you agree or disagree with the following statements?"*							
1. Once we start a new program, we follow up to make sure that it's working.	36	58.3	33.3	5.6	2.8	3.47	.74
2. We have so many different programs in this school that I can't keep track of them all.	37	27.0	51.4	18.9	2.7	3.03	.76
3. Many special programs come and go at this school.	37	32.4	24.3	37.8	5.4	2.84	.96
4. Curriculum, instruction and learning materials are well coordinated across the different grade levels at this school.	37	48.6	35.1	16.2	0.0	3.32	.75
5. There is consistency in curriculum, instruction and learning materials among teachers in the same grade level at this school.	37	43.2	40.5	16.2	0.0	3.27	.73
Program Coherence Subscale "How important is the Program Coherence subscale in providing meaningful scores for Effective Leaders?"	37	51.4	29.7	18.9	0.0	3.32	.78

Table 3. ***Percentages, means, and standard deviations on self-reported levels of Effective Leaders scale***

Effective Leaders	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important (1)	Mean	Standard Deviation
Teacher Influence: *"How much influence do teachers have over school policy in each of the areas below?"*							
1. Hiring new professional personnel	36	19.4	16.7	41.7	22.2	2.33	1.04
2. Planning how discretionary school funds should be used.	37	13.5	29.7	43.2	13.5	2.43	.90
3. Determining books and other instructional materials used in classrooms.	37	37.8	32.4	24.3	5.4	3.03	.93
4. Establishing the curriculum and instructional program.	37	35.1	45.9	18.9	0.0	3.16	.73
5. Determining the content of in-service programs.	37	27.0	37.8	35.1	0.0	2.92	.80
6. Setting standards for student behavior.	37	54.1	32.4	13.5	0.0	3.41	.73
Teacher Influence Subscale "How important is the Teacher Influence subscale in providing meaningful scores for Effective Leaders?"	37	37.8	43.2	18.9	0.0	3.19	.74

Table 4. ***Percentages, means, and standard deviations on self-reported levels of Effective Leaders scale***

Effective Leaders	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important (1)	Mean	Standard Deviation
Teacher-Principal Trust: *"How much do you agree or disagree with the following statements?"*							
1. The principal has confidence in the expertise of the teachers.	37	62.2	21.6	16.2	0.0	3.46	.77
2. I trust the principal at his or her word.	37	70.3	13.5	13.5	2.7	3.51	.84
3. It's OK in this school to discuss feelings, worries, and frustrations with the principal.	36	55.6	30.6	8.3	5.6	3.36	.87
4. The principal takes a personal interest in the professional development of teachers.	37	56.8	29.7	13.5	0.0	3.43	.73
5. The principal looks out for the personal welfare of the faculty members	37	59.5	27.0	10.8	2.7	3.43	.80
6. The principal places the needs of children ahead of personal and political interests.	37	64.9	24.3	10.8	0.0	3.54	.69
7. The principal at this school is an effective manager who makes the school run smoothly.	37	59.5	27.0	13.5	0.0	3.46	.73
Teacher-Principal Trust Subscale "How important is the Teacher-Principal Trust subscale in providing meaningful scores for Effective Leaders?"	37	70.3	21.6	8.1	0.0	3.62	.64

Table 5. ***Percentages of the adequate portrayal of Effective Leaders scale by the subscales (Principal Instructional Leadership, Program Coherence, Teacher Influence, and Teacher-Principal Trust)***

Prompt	Percentage
Yes, the subscales clearly cover all important aspects of Effective Leaders	18.9
Yes, the subscales cover most of the important aspects of Effective Leaders	70.3
No, the subscales cover only some of the important aspects of Effective Leaders	10.8

What additional aspects of Effective Leaders should be included?

- Communication
- Soft skills, professionalism

Please provide any additional comments you have regarding this section.

- I think this is covered in a broad sense but wanted to mention it in case you have similar feedback for more specific questions. Under Instructional Leadership does the principal empower others or is the principal an accidental diminisher?
- I wish the questions were written in a less eduspeak language and more regular speech language.
- It might be helpful if the choices were not all listed as essential, etc. and reflected the exact choice based on the question choices.
- More questions surrounding school management and planning should be shared.
- Some of the questions were not written well to match the response type.
- The rating choices made it very difficult to answer the questions. It was exceptionally confusing to see the agree etc. then essential etc.

Table 6. ***Percentages, means, and standard deviations on self-reported levels of Collaborative Teachers scale***

Collaborative Teachers	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important (1)	Mean	Standard Deviation
Collective Responsibility: *"How many teachers at this school…"*							
1. Help maintain discipline in the entire school, not just their classroom.	36	44.4	33.3	19.4	2.8	3.19	.86
2. Take responsibility for improving the school.	36	44.4	36.1	19.4	0.0	3.25	.77
3. Feel responsible to help each other do their best.	36	47.2	38.9	8.3	5.6	3.28	.85
4. Feel responsible that all students learn.	36	61.1	25.0	13.9	0.0	3.47	.74
5. Feel responsible for helping students develop self-control.	36	33.3	47.2	16.7	2.8	3.11	.79
6. Feel responsible when students in this school fail.	36	36.1	38.9	25.0	0.0	3.11	.79
Collaborative Teachers Subscale "How important is the Collaborative Teachers subscale in providing meaningful scores for Collaborative Teachers?"	35	51.4	34.3	11.4	2.9	3.34	.80

Table 7. ***Percentages, means, and standard deviations on self-reported levels of Collaborative Teachers scale***

Collaborative Teachers	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important (1)	Mean	Standard Deviation
School Commitment: *"To what extent do you agree with the following statements?"*							
1. I usually look forward to each working day at this school.	34	44.1	35.3	14.7	5.9	3.18	.90
2. I wouldn't want to work in any other school.	34	38.2	47.1	5.9	8.8	3.15	.89
3. I feel loyal to this school.	32	53.1	34.4	3.1	9.4	3.31	.93
4. I would recommend this school to parents seeking a place for their child.	33	60.6	33.3	3.0	3.0	3.52	.71
School Commitment Subscale "How important is the Collaborative Teachers subscale in providing meaningful scores for Collaborative Teachers?"	35	51.4	31.4	14.3	2.9	3.31	.83

Table 8. ***Percentages, means, and standard deviations on self-reported levels of Collaborative Teachers scale***

Collaborative Teachers	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important (1)	Mean	Standard Deviation
Quality Professional Development: *"Overall, my professional development experiences this year have…"*							
1. Been sustained and coherently focused, rather than short-term and unrelated.	35	37.1	45.7	14.3	2.9	3.17	.79
2. Included enough time to think carefully about, try and evaluate new ideas.	35	37.1	42.9	20.0	0.0	3.17	.75
3. Been closely connected to my school's improvement plan.	35	37.1	40.0	20.0	2.9	3.11	.83
4. Included opportunities to work productively with colleagues in my school.	35	51.4	34.3	14.3	0.0	3.37	.73
5. Included opportunities to work productively with teachers from other schools.	35	34.3	40.0	25.7	0.0	3.09	.78
Quality Professional Development Subscale "How important is the Quality Professional Development subscale in providing meaningful scores for Collaborative Teachers?"	35	42.9	37.1	17.1	2.9	3.20	.83

Table 9. ***Percentages, means, and standard deviations on self-reported levels of Collaborative Teachers scale***

Collaborative Teachers	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important (1)	Mean	Standard Deviation
Teacher-Teacher Trust:							
1. To what extent do you feel respected by other teachers? *To what extent do you agree with the following statements?*	34	41.2	35.3	20.6	2.9	3.15	.86
2. Teachers in this school trust each other.	35	37.1	45.7	14.3	2.9	3.17	.79
3. It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	35	42.9	28.6	20.0	8.6	3.06	1.00
4. Teachers respect other teachers who take the lead in school improvement efforts.	35	51.4	31.4	14.3	2.9	3.31	.83
5. Teachers at this school respect those colleagues who are experts at their craft.	35	48.6	34.3	14.3	2.9	3.29	.83
Teacher-Teacher Trust Subscale "How important is the Teacher-Teacher Trust subscale in providing meaningful scores for Collaborative Teachers?"	35	40.0	40.0	17.1	2.9	3.17	.82

Table 10. ***Percentages of the adequate portrayal of Collaborative Teachers scale by the subscales (Collective Responsibility, School Commitment, Quality Professional Development, and Teacher-Teacher Trust)***

Prompt	Percentage
Yes, the subscales clearly cover all important aspects of Collaborative Teachers	38.2
Yes, the subscales cover most of the important aspects of Collaborative Teachers	58.8
No, the subscales cover only some of the important aspects of Collaborative Teachers	2.9

What additional aspects of Collaborative Teachers should be included?

- None

Please provide any additional comments you have regarding this section.

- Exceptional Ed and guidance are the two departments that collaborate with the entire staff the most, if there are not categories later in the survey that reflect the quality of these relationships, this could be added to this section.
- If teachers do not have "buy-in" for whatever reason they will be less effective and the school/students suffer.
- If the collaborative team is not working in a synergistic manner, do the teachers know how to handle it and do they feel supported?
- Should something about whether cliques are present or perceived as present. Something about professional values over personal needs or desires. Something that quantifies commitment to the school or the job.

Table 11. ***Percentages, means, and standard deviations on self-reported levels of Involved Families scale***

Involved Families	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important (1)	Mean	Standard Deviation
Parent Involvement in School: *"For the students you teach this year, how many of their parents…"*							
1. Attended parent-teacher conferences when you requested them.	33	51.5	27.3	12.1	9.1	3.21	.99
2. Volunteered time to support the school (e.g., volunteer in classrooms, help with school-wide events, etc.)	33	27.3	39.4	27.3	6.1	2.88	.89
3. Contacted me about their child's performance.	33	33.3	45.5	18.2	3.0	3.09	.81
4. Picked up their child's last report card.	33	33.3	27.3	9.1	30.3	2.64	1.245
Parent Involvement in School Subscale "How important is the Parent Involvement in School subscale in providing meaningful scores for Involved Families?"	32	50.0	31.3	15.6	3.1	3.28	.85

Table 12. ***Percentages, means, and standard deviations on self-reported levels of Involved Families scale***

Involved Families	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important (1)	Mean	Standard Deviation
Outreach to Parents: *"For the students you teach this year, how many of their parents…"*							
1. The principal pushes teachers to communicate regularly with parents.	33	42.4	39.4	9.1	9.1	3.15	.94
2. We encourage feedback from parents and the community.	33	48.5	33.3	15.2	3.0	3.27	.84
3. Teachers really try to understand parents' problems and concerns.	33	45.5	36.4	15.2	3.0	3.24	.83
4. Parents are greeted warmly when they call or visit the school.	33	51.5	27.3	9.1	12.1	3.18	1.04
5. Teachers work closely with parents to meet students' needs.	33	72.7	12.1	15.2	0.0	3.58	.75
6. We work at communicating to parents about support needed to advance the school mission.	33	42.4	33.3	18.2	6.1	3.12	.93
7. This school regularly communicates with parents about how they can help their children learn.	32	46.9	34.4	9.4	9.4	3.19	.97
Outreach to Parents Subscale "How important is the Outreach to Parents subscale in providing meaningful scores for Involved Families?"	33	45.5	42.4	9.1	3.0	3.30	.77

Table 13. ***Percentages, means, and standard deviations on self-reported levels of Involved Families scale***

Involved Families	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important (1)	Mean	Standard Deviation
Teacher-Parent Trust: *"For the students you teach this year, how many of their parents…"*							
1. Support your teaching efforts.	32	50.0	34.4	6.3	9.4	3.25	.95
2. Do their best to help their children learn.	32	53.1	21.9	12.5	12.5	3.16	1.08
"How many teachers at this school feel good about parents' support for their work?"							
3. (None, Some, About half, Most)	32	37.5	40.6	12.5	9.4	3.06	.95
"Please mark the extent to which you disagree or agree with each of the following…"							
4. Teachers and parents think of each other as partners in educating children.	33	57.6	21.2	12.1	9.1	3.27	1.01
5. Staff at this school work hard to build trusting relationships with parents.	33	63.6	15.2	12.1	9.1	3.33	1.02
To what extent do you feel respected by the parents of your students?							
6. (Not at all, A little, Some, To a great extent)	33	39.4	33.3	21.2	6.1	3.06	.93
Teacher-Parent Trust Subscale "How important is the Teacher-Parent Trust subscale in providing meaningful scores for Involved Families?"	32	59.4	31.3	3.1	6.3	3.44	.84

Table 14. ***Percentages of the adequate portrayal of Involved Families scale by the subscales (Parent Involvement in School, Outreach to Parents, and Teacher-Parent Trust)***

Prompt	Percentage
Yes, the subscales clearly cover all important aspects of Collaborative Teachers	42.4
Yes, the subscales cover most of the important aspects of Collaborative Teachers	54.5
No, the subscales cover only some of the important aspects of Collaborative Teachers	3.0

What additional aspects of Involved Families should be included?

- None

Please provide any additional comments you have regarding this section.

- Consider an additional question (or in lieu of the report card option) that covers an online grade reporting and communication program such as Edline or ParentVue)
- Headers are mismatched to parenthetical response scale and caused confusion as to how to answer the question.
- Perhaps a question on teacher-parent communication because it is not just conferences, now teachers and parents communicate effectively in other ways.

Table 15. ***Percentages, means, and standard deviations on self-reported levels of Supportive Environment scale***

Supportive Environment	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important (1)	Mean	Standard Deviation
Expectations for Post-Secondary Education: *"To what extent to do you agree with the following statements?"*							
1. Teachers expect most students in this school to go to college.	32	25.0	28.1	21.9	25.0	2.53	1.14
2. Teachers at this school help students plan for college outside of class time.	32	15.6	31.3	25.0	28.1	2.34	1.07
3. The curriculum at this school is focused on helping students get ready for college.	32	18.8	40.6	21.9	18.8	2.59	1.01
4. Most of the students in this school are planning to go to college.	32	25.0	28.1	28.1	18.8	2.59	1.07
5. Teachers in this school feel that it is a part of their job to prepare students to succeed in college.	32	25.0	31.3	25.0	18.8	2.63	1.07
Expectations for Post-Secondary Education Subscale "How important is the Expectations for Post-Secondary Education subscale in providing meaningful scores for Supportive Environment?"	32	12.5	43.8	21.9	21.9	2.47	.98

Table 16. ***Percentages of the adequate portrayal of Supportive Environment scale by the subscale (Expectations for Post-Secondary Education)***

Prompt	Percentage
Yes, the subscale clearly covers all important aspects of Supportive Environment	29.0
Yes, the subscale covers most of the important aspects of Supportive Environment	61.3
No, the subscale covers only some of the important aspects of Supportive Environment	9.7

What additional aspects of Supportive Environment should be included?

- Post Secondary Education is very important for High Schools but not as much for middle/elementary. As a middle school teacher, I'd like to see a "ready for high school" category and I imagine elementary school folks would like to see a "ready for secondary/middle school" category
- You only ask questions about college. There are multiple types of post secondary schooling for students to participate in that will prepare them for a great career. There are no questions that even touch those.

Please provide any additional comments you have regarding this section.

- How much secondary school matters is dependent on your schools clientele. I hope we are moving towards more diversity in what our students are heading towards.

Table 17. ***Percentages, means, and standard deviations on self-reported levels of Ambitious Instruction scale***

Ambitious Instruction	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important (1)	Mean	Standard Deviation
Quality of Student Discussion: *"To what extent do the following characteristics describe discussions that occur in your (TARGET) class?"* 1. Students build on each other's ideas during discussion.	33	42.4	33.3	24.2	0.0	3.18	.81
2. Students use data and text references to support their ideas.	33	30.3	36.4	33.3	0.0	2.97	.81
3. Students show each other respect.	33	51.5	33.3	12.1	3.0	3.33	.82
4. Students provide constructive feedback to their peers/teachers.	33	36.4	30.3	30.3	3.0	3.00	.90
5. Most students participate in the discussion at some point.	33	42.4	27.3	27.3	3.0	3.09	.91

Table 18. ***Percentages of the adequate portrayal of Ambitious Instruction scale by the subscale (Quality of Student Discussion)***

Prompt	Percentage
Yes, the subscale clearly covers all important aspects of Ambitious Instruction	40.6
Yes, the subscale covers most of the important aspects of Ambitious Instruction	53.1
No, the subscale covers only some of the important aspects of Ambitious Instruction	6.3

What additional aspects of Supportive Environment should be included?

- None

SUPPLEMENTAL MEASURES

Table 19. ***Percentages, means, and standard deviations on self-reported levels of Reflective Dialogue scale***

Reflective Dialogue	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important (1)	Mean	Standard Deviation
"To what extent do you agree with the following statements?"							
1. Teachers talk about instruction in the teachers' lounge, faculty meetings, etc.	33	36.4	24.2	27.3	12.1	2.85	1.06
2. Teachers in this school share and discuss student work with other teachers.	33	36.4	27.3	30.3	6.1	2.94	.97
This school year, how often have you had conversations with colleagues about…							
3. What helps students learn the best.	33	39.4	30.3	15.2	15.2	2.94	1.09
4. Development of new curriculum.	33	21.2	57.6	15.2	6.1	2.94	.79
5. The goals of this school.	33	33.3	39.4	18.2	9.1	2.97	.95
6. Managing classroom behavior.	33	42.4	33.3	15.2	9.1	3.09	.98

Table 20. ***Percentages, means, and standard deviations on self-reported levels of Innovation scale***

Innovation	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important (1)	Mean	Standard Deviation
"How many teachers at this school…"							
1. Are really trying to improve their teaching.	33	39.4	36.4	18.2	6.1	3.09	.91
2. Are willing to take risks to make the school better.	33	36.4	42.4	15.2	6.1	3.09	.88
3. Are eager to try new ideas.	33	39.4	39.4	12.1	9.1	3.09	.95
"Please mark the extent to which you disagree or agree with each of the following…"							
4. All teachers are encouraged to "stretch" and "grow."	33	51.5	18.2	21.2	9.1	3.12	1.05
5. In this school, teachers are continually learning and seeking new ideas.	33	42.4	33.3	18.2	6.1	3.12	.93

Table 21. ***Percentages, means, and standard deviations on self-reported levels of Socialization of New Teachers scale***

Socialization of New Teachers	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important(1)	Mean	Standard Deviation
"To what extent do you agree with the following statements?"							
1. Experienced teachers invite new teachers into their rooms to observe, give feedback, etc.	33	51.5	30.3	18.2	0.0	3.33	.78
2. A conscious effort is made by faculty to make new teachers feel welcome here.	33	57.6	24.2	12.1	6.1	3.33	.92

Table 22. ***Percentages, means, and standard deviations on self-reported levels of Teacher Collaboration scale***

Teacher Collaboration	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important(1)	Mean	Standard Deviation
"This school year, how often have you…"							
1. Observed another teacher's classroom to offer feedback.	33	39.4	27.3	24.2	9.1	2.97	1.02
2. Observed another teacher's classroom to get ideas for your own instruction.	33	39.4	33.3	21.2	6.1	3.06	.93
3. Gone over student assessment data with other teachers to make instructional decisions.	32	53.1	31.3	12.5	3.1	3.34	.83
4. Worked with other teachers to develop materials or activities for particular classes.	33	39.4	45.5	9.1	6.1	3.18	.85
5. Worked on instructional strategies with other teachers.	33	39.4	42.4	9.1	9.1	3.12	.93

Table 23. ***Percentages, means, and standard deviations on self-reported levels of Teacher Safety scale***

Teacher Safety	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important (1)	Mean	Standard Deviation
"To what extent is each of the following a problem at your school?"							
1. Physical conflicts among students.	33	42.4	15.2	30.3	12.1	2.88	1.11
2. Robbery or theft.	33	36.4	15.2	27.3	21.2	2.67	1.19
3. Gang activity.	33	45.5	12.1	6.1	36.4	2.67	1.38
4. Disorder in classrooms.	31	45.2	19.4	22.6	12.9	2.97	1.11
5. Disorder in hallways.	33	42.4	18.2	30.3	9.1	2.94	1.06
6. Student disrespect of teachers.	33	45.5	15.2	27.3	12.1	2.94	1.12
7. Threats of violence toward teachers.	33	51.5	9.1	9.1	30.3	2.82	1.36

Table 24. ***Percentages, means, and standard deviations on self-reported levels of Student Responsibility scale***

Student Responsibility	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important (1)	Mean	Standard Deviation
"How many of the students in your (TARGET) class…"							
1. Come to class on time.	33	48.5	27.3	6.1	18.2	3.06	1.14
2. Attend class regularly.	33	51.5	24.2	3.0	21.2	3.06	1.20
3. Come to class prepared with the appropriate supplies and books.	33	51.5	27.3	6.1	15.2	3.15	1.09
4. Regularly pay attention in class.	33	51.5	27.3	3.0	18.2	3.12	1.14
5. Actively participate in class activities.	33	60.6	18.2	3.0	18.2	3.21	1.17
6. Always turn in their homework.	33	39.4	33.3	12.1	15.2	2.97	1.08

Table 25. ***Percentages, means, and standard deviations on self-reported levels of Collective Use of Assessment Data scale***

Collective Use of Assessment Data	*n*	Essential (4)	Very Important (3)	Important (2)	Not Important (1)	Mean	Standard Deviation
"How frequently do you review assessment data (e.g. department-wide common assessments, standardized tests)? I review…"							
1. Independently.	33	45.5	30.3	18.2	6.1	3.15	.94
2. With teachers in my grade level.	32	53.1	28.1	9.4	9.4	3.25	.98
3. With teachers across grades.	32	31.3	43.8	12.5	12.5	2.94	.98
4. With my principal.	31	41.9	25.8	22.6	9.7	3.00	1.03

Appendix C - Email Invitation to Principals

Suggested Email to Principals for Participation in School Climate Survey Pilot

I am pleased to indicate that your school has been invited to participate in piloting a new school climate survey, one being developed by the Metropolitan Educational Research Consortium (MERC). As a member of MERC, Chesterfield is cooperating in the development of the survey by providing teachers and staff in each school the opportunity to take the online, ten-minute survey. This survey, based on one used successfully for many years with other school systems, will hopefully provide a low-cost alternative to assessing important climate factors that have been previously verified as important in promoting student success.

All responses are confidential and will only be shared individually with each school, not the central office. As part of the pilot, the results will be reported to and discussed with your school leadership team.

Please consider participating in this important pilot. It may be administered at whatever time frame during the remainder of the semester that is best for your school, as late as May or early June. To participate, please fill out the following registration form. It will take just a couple of minutes to complete, asking for basic contact information, as well as when you would like to provide the survey to your staff.

To register, go to the following site:
https://www.surveymonkey.com/r/ClimateSurveyRegistration

Once you have indicated your willingness to be involved, VCU will contact you to determine specific procedures.

Thanks much for your consideration. If you have any questions, please contact the Principal Investigator of the MERC study, Dr. Charol Shakeshaft (cshakeshaft@vcu.edu), or Co-Investigator Dr. James McMillan (jmcmillan@vcu.edu).

Appendix C - Invitation to Teachers and Staff to Participate in Field Test

School Climate Survey and Dissemination Pilot Study

The Metropolitan Educational Research Consortium (MERC) is developing a measure of school climate specifically for Hanover County public schools. The survey is based on a systematic study of more than 400 Chicago schools, the entire state of Illinois, and Detroit to determine organizational traits that are related to improvement in student learning.

Your response to this survey is integral to understanding how accurately this new measure assesses school climate. Although participation is voluntary, I strongly encourage you to respond. Our school will receive the aggregated results (your responses will remain confidential). This will provide important information concerning our school climate and a basis for discussion of strategies that can improve our culture.

The online survey should take no more than 15 minutes to complete. It can be accessed at the following link and should be completed within the next week.

https://www.surveymonkey.com/r/ElmontClimate

If you have any questions about the survey, please contact Dr. Charol Shakeshaft at cshakeshaft@vcu.edu.

I appreciate your help.

Appendix D - Pilot Test Survey

Effective Leaders

School Leadership Team: *Please mark the extent to which you disagree or agree with each of the following. The principal at this school…*	*n*	Percent: Strongly agree	Agree	Disagree	Strongly disagree	*Mean**
Makes clear to the staff expectations for meeting instructional goals.	60	50.0	30.0	15.0	5.0	3.25
Communicates a clear vision for our school.	60	70.0	13.3	11.7	0.0	3.53
Understands how children learn.	60	58.3	16.7	16.7	8.3	3.25
Sets high standards for student learning.	60	50.0	25.0	21.7	3.3	3.22
Carefully tracks student academic progress.	60	41.7	15.0	33.3	15.0	2.93
Knows what's going on in my classroom.	60	66.7	16.7	10.0	6.7	3.43
School Leadership Subscale Total						3.27

Program Coherence: *Please mark the extent to which you disagree or agree with the following.*	*n*	Strongly agree	Agree	Disagree	Strongly disagree	*Mean**
At this school, once we start a new program, we follow up to make sure it's working.	60	25.0	71.7	3.3	0.0	3.25
Curriculum, instruction, and learning materials are well coordinated across the different levels at this school	60	30.0	50.0	15.0	5.0	3.05
There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.	60	43.3	11.7	33.3	11.7	2.87
Program Coherence Subscale Total						3.06

Teacher Influence: *To what extent are you involved in the following:*	*n*	To a great extent	Somewhat	A little	Not at all	*Mean**
Determining books and/or other instructional materials used in classrooms.	60	70.0	16.7	13.3	0.0	3.57
Establishing the curriculum and instructional programs.	60	63.3	18.3	11.7	6.7	3.38
Determining the content of professional development programs.	60	28.3	43.3	16.7	11.7	2.88
Setting standards for student behavior.	60	50.0	25.0	21.7	3.3	3.22
Teacher Influence Subscale Totals						3.26

Teacher-Principal Trust: *Please mark the extent to which you disagree or agree with the following.*	*n*	Strongly agree	Agree	Disagree	Strongly disagree	*Mean**
At this school, the principal has confidence in the expertise of the teachers.	60	43.3	33.3	11.7	11.7	3.08
At this school, I trust the principal at his or her word.	60	83.3	13.3	3.3	0.0	3.80

It's OK in this school to discuss feelings, worries, and frustrations with the principal.	60	53.3	18.3	13.3	15.0	3.10
At this school, the principal takes a personal interest in the professional development of teachers.	60	71.7	25.0	1.7	1.7	3.67
The principal at this school is an effective manager who makes the school run smoothly.	60	58.3	25.0	13.3	3.3	3.38
	n	**To a great extent**	**Somewhat**	**A little**	**Not at all**	***Mean****
To what extent do you feel respected by your principal?	60	23.3	55.0	15.0	6.7	2.95
Teacher-Principal Trust Subscale Totals						3.33

*Four-point scale

Engaged Teachers

Collective Responsibility: *How many teachers at this school…*	***n***	**Percent**					***Mean*** **
		All or nearly all	**Most**	**About half**	**Some**	**None**	
Help maintain discipline in the entire school, not just their classroom.	60	63.3	16.7	8.3	10.0	1.7	4.30
Take responsibility for improving the school.	60	45	25.0	16.7	5.0	8.3	3.93
Feel responsible to help each other do their best.	60	68.3	15.0	6.7	8.3	1.7	4.40
Feel responsible that all students learn.	60	86.7	10.0	3.3	0.0	0.0	4.83
Feel responsible when students in this school fail.	60	28.3	23.3	18.3	16.7	13.3	3.37
Collective Responsibility Subscale Total							4.17
School Commitment: *Please mark the extent to which you disagree or agree with the following.*	***n***	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**		***Mean****
I usually look forward to each working day at this school.	60	50.0	25.0	21.7	3.3		3.22
I feel loyal to this school.	60	66.7	16.7	10.0	6.7		3.43
I would recommend this school to parents seeking a place for their child.	60	63.3	18.3	11.7	6.7		3.38
School Commitment Subscale Total							3.34
Quality Professional Development: *Please mark the extent to which you disagree or agree with the following. Overall, my professional development experiences this year have…*	***n***	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**		***Mean****
Been sustained and coherently focused, rather than short-term and unrelated.	60	23.3	55.0	15.0	6.7		2.95

Been closely connected to my school's improvement plan.	60	71.7	25.0	1.7	1.7	3.67
Included opportunities to work productively with colleagues in my school.	60	53.3	18.3	13.3	15.0	3.10
Quality Professional Development Subscale Total						3.24

Teacher-Teacher Trust: *Please mark the extent to which you disagree or agree with the following.*	***n***	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**	***Mean****
Teachers in this school trust each other.	60	70.0	16.7	13.3	0.0	3.57
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	60	50.0	25.0	21.7	3.3	3.22
Teachers at this school respect those colleagues who are experts at their craft.	60	83.3	13.3	3.3	0.0	3.80

	n	**To a great extent**	**Somewhat**	**A little**	**Not at all**	***Mean****
To what extent do you feel respected by other teachers?	60	70.0	13.3	16.7	0.0	3.53
Teacher-Teacher Trust Subscale Totals						3.53

Involved Families

		Percent					
Parent Involvement in School: *For the students you teach this year, how many of their parents:*	***n***	**All or nearly all**	**Most**	**About half**	**Some**	**None**	***Mean****
Attended parent-teacher conferences when you requested them.	60	38.3	18.3	23.3	11.7	8.3	3.67
Volunteered time to support the school (e.g., volunteer in classrooms, help with student learning, etc.)	60	53.3	23.3	15.0	6.7	1.7	4.20
Contacted you about their child's performance.	60	43.3	15.0	21.7	16.7	3.3	3.78
Support your teachings efforts.	60	50.0	33.3	6.7	10.0	0.0	3.73
Parent Involvement in School Subscale Total							3.85

Outreach to Parents: *Please mark the extent to which you disagree or agree with the following.*	***n***	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**	***Mean****
At this school, the principal pushes teachers to communicate regularly with parents.	60	41.7	15.0	33.3	15.0	2.93
At this school, we encourage feedback from parents and the community.	60	30.0	50.0	15.0	5.0	3.05
At this school, teachers really try to understand parents' problems and concerns.	60	28.3	43.3	16.7	11.7	2.88
At this school, teachers work closely with parents to meet students' needs.	60	43.3	33.3	11.7	11.7	3.08

This school regularly communicates with parents about how they can help their children learn.	60	71.7	25.0	1.7	1.7	3.67
Outreach to Parents Subscale Total						3.12
Teacher-Parent Trust: *Please mark the extent to which you disagree or agree with the following.*	***n***	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**	***Mean****
At this school, teachers and parents think of each other as partners in educating children.	60	25.0	71.7	3.3	0.0	3.25
All employees at this school work hard to build trusting relationships with parents.	60	28.3	43.3	16.7	11.7	2.88
	n	**To a great extent**	**Somewhat**	**A little**	**Not at all**	***Mean****
To what extent do you feel respected by the parents of your students?	60	23.3	55.0	15.0	6.7	2.95
Teacher-Parent Trust Subscale Total						3.03

Engaged Students

Quality of Student Discussion: *To what extent do the following characteristics describe discussions that occur in [2nd class on Mondays or 2nd class on Tuesdays, if they don't teach on Monday]*	***n***	**Percent** **Almost always**	**Sometimes**	**Rarely**	**Never**	***Mean****
Students built on each other's ideas during discussion.	60	30.0	50.0	15.0	5.0	3.05
Students use evidence to support their ideas.	60	43.3	11.7	33.3	11.7	2.87
Students show each other respect.	60	70.0	16.7	13.3	0.0	3.57
Students provide constructive feedback to their peers / teachers.	60	63.3	18.3	11.7	6.7	3.38
Most students participate in the discussion at some point.	60	28.3	43.3	16.7	11.7	2.88
Quality of Student Discussion Subscale Total						3.15

Supplemental Measures

Reflective Dialogue: *This school year, how often have you had conversations with colleagues about:*	*n*	Percent: Almost daily	Once or twice a week	2 or 3 times a month	Less than once a month	*Mean*[*]
What helps students learn the best.	60	70.0	13.3	16.7	0.0	3.53
Development of new curriculum.	60	50.0	25.0	21.7	3.3	3.22
Managing classroom behavior.	60	66.7	16.7	10.0	6.7	3.43
Reflective Dialogue Scale Total						3.39

Innovation: *Please mark the extent to which you disagree or agree with the following.*	*n*	Strongly agree	Agree	Disagree	Strongly disagree	*Mean*[*]
At this school, all teachers are encouraged to "stretch" and "grow."	60	58.3	16.7	16.7	8.3	3.25
In this school, teachers are continually learning and seeking new ideas.	60	41.7	15.0	33.3	15.0	2.93
Innovation Subscale I Total						3.09

	n	All or nearly all	Most	About half	Some	None	*Mean*[**]
Are really trying to improve their teaching.	60	53.3	23.3	15.0	6.7	1.7	4.20
Are willing to take risks to improve instruction.	60	50.0	33.3	6.7	10.0	0.0	3.73
Are eager to try new ideas.	60	63.3	16.7	8.3	10.0	1.7	4.30
Innovation Subscale II Total							4.08

Teacher Instructional Collaboration: *This school year, how often have you:*	*n*	10 or more times	3 to 9 times	Once or twice	Never	*Mean*[*]
Observed another teacher's classroom to offer feedback.	60	23.3	55.0	**15.0**	6.7	2.95
Observed another teacher's classroom to get ideas for your own instruction.	60	71.7	25.0	1.7	**1.7**	3.67
Gone over student assessment data with other teachers to make instructional decisions.	60	83.3	**13.3**	3.3	0.0	3.80
Worked with other teachers to develop materials or activities for particular classes.	60	**50.0**	25.0	21.7	3.3	3.22
Worked on instructional strategies with other teachers.	60	63.3	**18.3**	11.7	6.7	3.38
Teacher Collaboration Scale Total						3.40

Teacher Safety: *To what extent is each of the following a problem at your school:*	*n*	To a great extent	Somewhat	A little	Not at all	*Mean*[*]

Physical conflicts among students.	60	43.3	11.7	33.3	11.7	2.87
Gang activity.	60	25.0	71.7	3.3	0.0	3.25
Disorder in classrooms and hallways.	60	41.7	15.0	33.3	15.0	2.93
Threats of violence toward teachers.	60	58.3	16.7	16.7	8.3	3.25
Teacher Safety Scale Total						3.08

Supplemental Measures

Student Responsibility: *How many of the students in [the 2nd class taught on Mondays or the 2nd class taught on Tuesdays, if not teaching on Monday]*	***n***	**Percent**					***Mean*** **
		All or nearly all	**Most**	**About half**	**Some**	**None**	
Come to class on time.	60	58.3	20.0	15.0	5.0	1.7	4.28
Attend class regularly.	60	50.0	33.3	6.7	10.0	0.0	3.73
Come to class prepared with the appropriate supplies and books.	60	43.3	15.0	21.7	16.7	3.3	3.78
Regularly pay attention in class.	60	53.3	23.3	15.0	6.7	1.7	4.20
Actively participate in class activities.	60	38.3	18.3	23.3	11.7	8.3	3.67
Student Responsibility Scale Total							3.93

Collective Use of Assessment Data: *How frequently do you review assessment data (e.g., department-wide common assessments, standardized tests)? I review assessment data…*	***n***	**Weekly**	**Every 3 to 4 weeks**	**Every 6 to 8 weeks**	**A few times a year**	**Never**	***Mean*** **
Independently.	60	28.3	23.3	18.3	16.7	13.3	3.37
With my students.	60	86.7	10.0	3.3	0.0	0.0	4.83
With teachers in my content area.	60	68.3	15.0	6.7	8.3	1.7	4.40
With teachers across content areas.	60	45.0	25.0	16.7	5.0	8.3	3.93
With my principal.	60	63.3	16.7	8.3	10.0	1.7	4.30
Collective Use of Assessment Data Scale Total							4.17

Appendix E - Final Survey Report Format

School Climate Survey (Secondary Form) Report

School: Imaginary Middle School

Division: Imaginary County Public Schools

Date: November 14, 2016

The purpose of the School Climate Survey is to provide schools with feedback on an ongoing basis to chart progress over time and inform resource allocation for school improvement.

The report is divided into four major sections. The sections contain the following information:

Section 1: The first section provides the overall school response rate as well as sample characteristics.

Section 2: Section two provides an overview of the results for the current year of four **main** elements, **subscales** of main elements and **supplemental** subscales, by showing mean scores of the school, as well as mean scores of comparable schools as appropriate. Guiding questions for interpretation and use of the results are also provided for each element.

Section 3: The third section shows frequency data for each of the questions, including optional questions supplied by the school division.

Section 4: Section four shows trend data for the elements and subscales.

Additional reports may be provided that show results for different groups within the school.

Section 1: Response Rate and Sample Characteristics

School Response Rate:
The survey was distributed to 80 full time teachers, administrators, counselors, and other full time instructional staff. Survey results were received from 60 individuals for a response rate of 75%.

Sample Characteristics:

60% full time teachers in SOL tested subjects

30% full time teachers in non-SOL tested subjects

10% administrative or other staff

Average years of experience at the school: 5 years

59.9% students eligible for free or reduced lunch

Section 2: Element and Subscale Results

	School Mean Score	Comparison Schools Mean Score
Element: Effective Leaders In schools with Effective Leaders, principals work with teachers to implement a clear and strategic vision for school success.	3.23	3.22
Subscales		
School Leadership Team	3.27	3.20
Program Coherence	3.06	2.87
Teacher Influence	3.26	3.30
Teacher-Principal Trust	3.33	3.50
Element: Engaged Teachers In schools with Engaged Teachers, the staff is committed to the school, receives strong professional development, and works together to improve the school.	3.57	3.42
Subscales		
Collective Responsibility	4.17	3.54
School Commitment	3.34	3.80
Quality Professional Development	3.24	3.10
Teacher-Teacher Trust	3.53	3.24
Element: Involved Families In schools with involved families, the entire school staff builds strong relationships with families and communities to support learning.	3.33	2.90
Subscales		
Parent Involvement in School	3.85	3.75
Outreach to Parents	3.12	2.67
Teacher-Parent Trust	3.03	2.27

	School Mean Score	Comparison Schools Mean Score
Element: Engaged Students In schools with Engaged Students, students participate in classroom discussions in a constructive and respectful manner.	3.15	3.09
Element: Supplemental Measures	3.59	3.44
Subscales		
Reflective Dialogue	3.39	3.30
Innovation	3.59	2.98
Teacher Instructional Collaboration	3.40	3.15
Teacher Safety	3.08	3.25
Student Responsibility	3.93	4.05
Collective Use of Assessment Data	4.17	3.91

Section 3: Item Responses

The following pages contain the school climate survey item responses. The items are presented with the number of individuals responding, the percentage of individuals responding with each option, and the mean score. Footnotes for each table indicate the scale on which the mean is based.

Effective Leaders

School Leadership Team: *Please mark the extent to which you disagree or agree with each of the following. The principal at this school…*	*n*	Percent: Strongly agree	Agree	Disagree	Strongly disagree	*Mean**
Makes clear to the staff expectations for meeting instructional goals.	60	50.0	30.0	15.0	5.0	3.25
Communicates a clear vision for our school.	60	70.0	13.3	11.7	0.0	3.53
Understands how children learn.	60	58.3	16.7	16.7	8.3	3.25
Sets high standards for student learning.	60	50.0	25.0	21.7	3.3	3.22
Carefully tracks student academic progress.	60	41.7	15.0	33.3	15.0	2.93
Knows what's going on in my classroom.	60	66.7	16.7	10.0	6.7	3.43
School Leadership Subscale Total						3.27

Program Coherence: *Please mark the extent to which you disagree or agree with the following.*	*n*	Strongly agree	Agree	Disagree	Strongly disagree	*Mean**
At this school, once we start a new program, we follow up to make sure it's working.	60	25.0	71.7	3.3	0.0	3.25
Curriculum, instruction, and learning materials are well coordinated across the different levels at this school	60	30.0	50.0	15.0	5.0	3.05
There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.	60	43.3	11.7	33.3	11.7	2.87
Program Coherence Subscale Total						3.06

Teacher Influence: *To what extent are you involved in the following:*	*n*	To a great extent	Somewhat	A little	Not at all	*Mean**
Determining books and/or other instructional materials used in classrooms.	60	70.0	16.7	13.3	0.0	3.57
Establishing the curriculum and instructional programs.	60	63.3	18.3	11.7	6.7	3.38
Determining the content of professional development programs.	60	28.3	43.3	16.7	11.7	2.88
Setting standards for student behavior.	60	50.0	25.0	21.7	3.3	3.22
Teacher Influence Subscale Totals						3.26

Teacher-Principal Trust: *Please mark the extent to which you disagree or agree with the following.*	*n*	Strongly agree	Agree	Disagree	Strongly disagree	*Mean**
At this school, the principal has confidence in the expertise of the teachers.	60	43.3	33.3	11.7	11.7	3.08
At this school, I trust the principal at his or her word.	60	83.3	13.3	3.3	0.0	3.80

It's OK in this school to discuss feelings, worries, and frustrations with the principal.	60	53.3	18.3	13.3	15.0	3.10
At this school, the principal takes a personal interest in the professional development of teachers.	60	71.7	25.0	1.7	1.7	3.67
The principal at this school is an effective manager who makes the school run smoothly.	60	58.3	25.0	13.3	3.3	3.38
	n	**To a great extent**	**Somewhat**	**A little**	**Not at all**	***Mean****
To what extent do you feel respected by your principal?	60	23.3	55.0	15.0	6.7	2.95
Teacher-Principal Trust Subscale Totals						3.33

*Four-point scale

Engaged Teachers

		Percent					
Collective Responsibility: *How many teachers at this school…*	***n***	**All or nearly all**	**Most**	**About half**	**Some**	**None**	***Mean****
Help maintain discipline in the entire school, not just their classroom.	60	63.3	16.7	8.3	10.0	1.7	4.30
Take responsibility for improving the school.	60	45	25.0	16.7	5.0	8.3	3.93
Feel responsible to help each other do their best.	60	68.3	15.0	6.7	8.3	1.7	4.40
Feel responsible that all students learn.	60	86.7	10.0	3.3	0.0	0.0	4.83
Feel responsible when students in this school fail.	60	28.3	23.3	18.3	16.7	13.3	3.37
Collective Responsibility Subscale Total							4.17
School Commitment: *Please mark the extent to which you disagree or agree with the following.*	***n***	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**		***Mean****
I usually look forward to each working day at this school.	60	50.0	25.0	21.7	3.3		3.22
I feel loyal to this school.	60	66.7	16.7	10.0	6.7		3.43
I would recommend this school to parents seeking a place for their child.	60	63.3	18.3	11.7	6.7		3.38
School Commitment Subscale Total							3.34
Quality Professional Development: *Please mark the extent to which you disagree or agree with the following. Overall, my professional development experiences this year have…*	***n***	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**		***Mean****

Been sustained and coherently focused, rather than short-term and unrelated.	60	23.3	55.0	15.0	6.7	2.95
Been closely connected to my school's improvement plan.	60	71.7	25.0	1.7	1.7	3.67
Included opportunities to work productively with colleagues in my school.	60	53.3	18.3	13.3	15.0	3.10
Quality Professional Development Subscale Total						3.24
Teacher-Teacher Trust: *Please mark the extent to which you disagree or agree with the following.*	***n***	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**	***Mean****
Teachers in this school trust each other.	60	70.0	16.7	13.3	0.0	3.57
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	60	50.0	25.0	21.7	3.3	3.22
Teachers at this school respect those colleagues who are experts at their craft.	60	83.3	13.3	3.3	0.0	3.80
	n	**To a great extent**	**Somew hat**	**A little**	**Not at all**	***Mean****
To what extent do you feel respected by other teachers?	60	70.0	13.3	16.7	0.0	3.53
Teacher-Teacher Trust Subscale Totals						3.53

*Four-point scale
**Five-point scale

Involved Families

		Percent					
Parent Involvement in School: *For the students you teach this year, how many of their parents:*	***n***	**All or nearly all**	**Most**	**About half**	**Some**	**None**	***Mean****
Attended parent-teacher conferences when you requested them.	60	38.3	18.3	23.3	11.7	8.3	3.67
Volunteered time to support the school (e.g., volunteer in classrooms, help with student learning, etc.)	60	53.3	23.3	15.0	6.7	1.7	4.20
Contacted you about their child's performance.	60	43.3	15.0	21.7	16.7	3.3	3.78
Support your teachings efforts.	60	50.0	33.3	6.7	10.0	0.0	3.73
Parent Involvement in School Subscale Total							3.85
Outreach to Parents: *Please mark the extent to which you disagree or agree with the following.*	***n***	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**	***Mean****
At this school, the principal pushes teachers to communicate regularly with parents.	60	41.7	15.0	33.3	15.0	2.93
At this school, we encourage feedback from parents and the community.	60	30.0	50.0	15.0	5.0	3.05
At this school, teachers really try to	60	28.3	43.3	16.7	11.7	2.88

understand parents' problems and concerns.						
At this school, teachers work closely with parents to meet students' needs.	60	43.3	33.3	11.7	11.7	3.08
This school regularly communicates with parents about how they can help their children learn.	60	71.7	25.0	1.7	1.7	3.67
Outreach to Parents Subscale Total						3.12
Teacher-Parent Trust: *Please mark the extent to which you disagree or agree with the following.*	***n***	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**	***Mean****
At this school, teachers and parents think of each other as partners in educating children.	60	25.0	71.7	3.3	0.0	3.25
All employees at this school work hard to build trusting relationships with parents.	60	28.3	43.3	16.7	11.7	2.88
	n	**To a great extent**	**Some what**	**A little**	**Not at all**	***Mean****
To what extent do you feel respected by the parents of your students?	60	23.3	55.0	15.0	6.7	2.95
Teacher-Parent Trust Subscale Total						3.03

*Four-point scale
**Five-point scale

Engaged Students

Quality of Student Discussion: *To what extent do the following characteristics describe discussions that occur in [2nd class on Mondays or 2nd class on Tuesdays, if they don't teach on Monday]*	***n***	**Percent** **Almost always**	**Sometimes**	**Rarely**	**Never**	***Mean****
Students built on each other's ideas during discussion.	60	30.0	50.0	15.0	5.0	3.05
Students use evidence to support their ideas.	60	43.3	11.7	33.3	11.7	2.87
Students show each other respect.	60	70.0	16.7	13.3	0.0	3.57
Students provide constructive feedback to their peers / teachers.	60	63.3	18.3	11.7	6.7	3.38
Most students participate in the discussion at some point.	60	28.3	43.3	16.7	11.7	2.88
Quality of Student Discussion Subscale Total						3.15

*Four-point scale

Supplemental Measures

Reflective Dialogue: *This school year, how often have you had conversations with colleagues about:*	***n***	**Percent**				***Mean****
		Almost daily	**Once or twice a week**	**2 or 3 times a month**	**Less than once a month**	
What helps students learn the best.	60	70.0	13.3	16.7	0.0	3.53
Development of new curriculum.	60	50.0	25.0	21.7	3.3	3.22
Managing classroom behavior.	60	66.7	16.7	10.0	6.7	3.43
Reflective Dialogue Scale Total						3.39

Innovation: *Please mark the extent to which you disagree or agree with the following.*	***n***	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**	***Mean****
At this school, all teachers are encouraged to "stretch" and "grow."	60	58.3	16.7	16.7	8.3	3.25
In this school, teachers are continually learning and seeking new ideas.	60	41.7	15.0	33.3	15.0	2.93
Innovation Subscale I Total						3.09

	n	**All or nearly all**	**Most**	**About half**	**Some**	**None**	***Mean***
Are really trying to improve their teaching.	60	53.3	23.3	15.0	6.7	1.7	4.20
Are willing to take risks to improve instruction.	60	50.0	33.3	6.7	10.0	0.0	3.73
Are eager to try new ideas.	60	63.3	16.7	8.3	10.0	1.7	4.30
Innovation Subscale II Total							4.08

Teacher Instructional Collaboration: *This school year, how often have you:*	***n***	**10 or more times**	**3 to 9 times**	**Once or twice**	**Never**	***Mean****
Observed another teacher's classroom to offer feedback.	60	23.3	55.0	**15.0**	6.7	2.95
Observed another teacher's classroom to get ideas for your own instruction.	60	71.7	25.0	1.7	**1.7**	3.67
Gone over student assessment data with other teachers to make instructional decisions.	60	83.3	**13.3**	3.3	0.0	3.80
Worked with other teachers to develop materials or activities for particular classes.	60	**50.0**	25.0	21.7	3.3	3.22
Worked on instructional strategies with other teachers.	60	63.3	**18.3**	11.7	6.7	3.38
Teacher Collaboration Scale Total						3.40

Teacher Safety: *To what extent is each of the following a problem at your school:*	***n***	**To a great extent**	**Somewhat**	**A little**	**Not at all**	***Mean****
Physical conflicts among students.	60	43.3	11.7	33.3	11.7	2.87
Gang activity.	60	25.0	71.7	3.3	0.0	3.25
Disorder in classrooms and hallways.	60	41.7	15.0	33.3	15.0	2.93
Threats of violence toward teachers.	60	58.3	16.7	16.7	8.3	3.25
Teacher Safety Scale Total						3.08

*Four-point scale
**Five-point scale

Supplemental Measures

Student Responsibility: *How many of the students in [the 2nd class taught on Mondays or the 2nd class taught on Tuesdays, if not teaching on Monday]*	***n***	**Percent**					***Mean****
		All or nearly all	**Most**	**About half**	**Some**	**None**	
Come to class on time.	60	58.3	20.0	15.0	5.0	1.7	4.28
Attend class regularly.	60	50.0	33.3	6.7	10.0	0.0	3.73
Come to class prepared with the appropriate supplies and books.	60	43.3	15.0	21.7	16.7	3.3	3.78
Regularly pay attention in class.	60	53.3	23.3	15.0	6.7	1.7	4.20
Actively participate in class activities.	60	38.3	18.3	23.3	11.7	8.3	3.67
Student Responsibility Scale Total							3.93

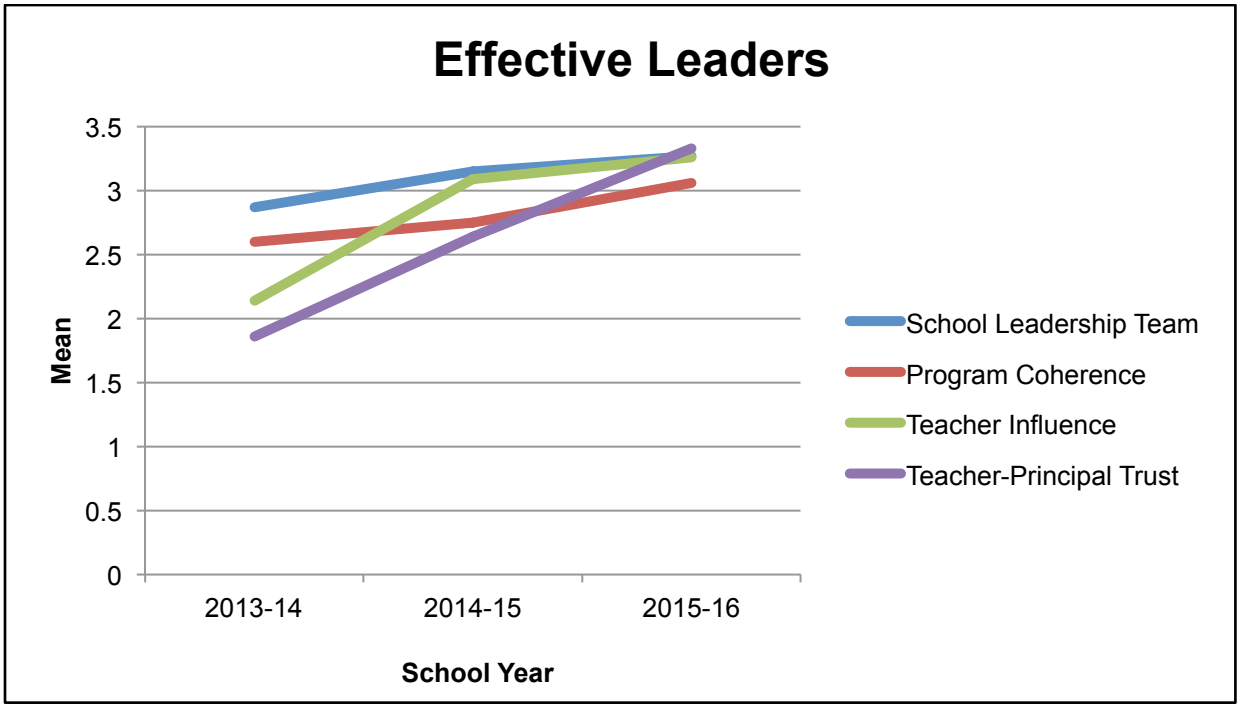
Collective Use of Assessment Data: *How frequently do you review assessment data (e.g., department-wide common assessments, standardized tests)? I review assessment data…*	***n***	**Weekly**	**Every 3 to 4 weeks**	**Every 6 to 8 weeks**	**A few times a year**	**Never**	***Mean****
Independently.	60	28.3	23.3	18.3	16.7	13.3	3.37
With my students.	60	86.7	10.0	3.3	0.0	0.0	4.83
With teachers in my content area.	60	68.3	15.0	6.7	8.3	1.7	4.40
With teachers across content areas.	60	45.0	25.0	16.7	5.0	8.3	3.93

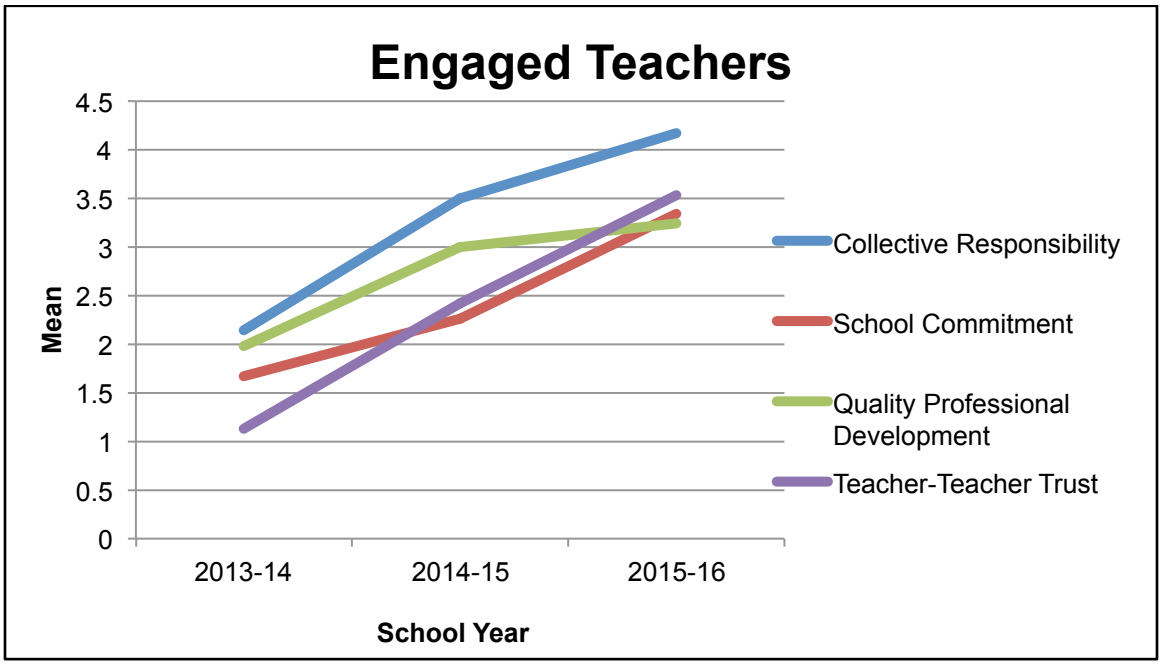
With my principal.	60	63.3	16.7	8.3	10.0	1.7	4.30
Collective Use of Assessment Data Scale Total							4.17

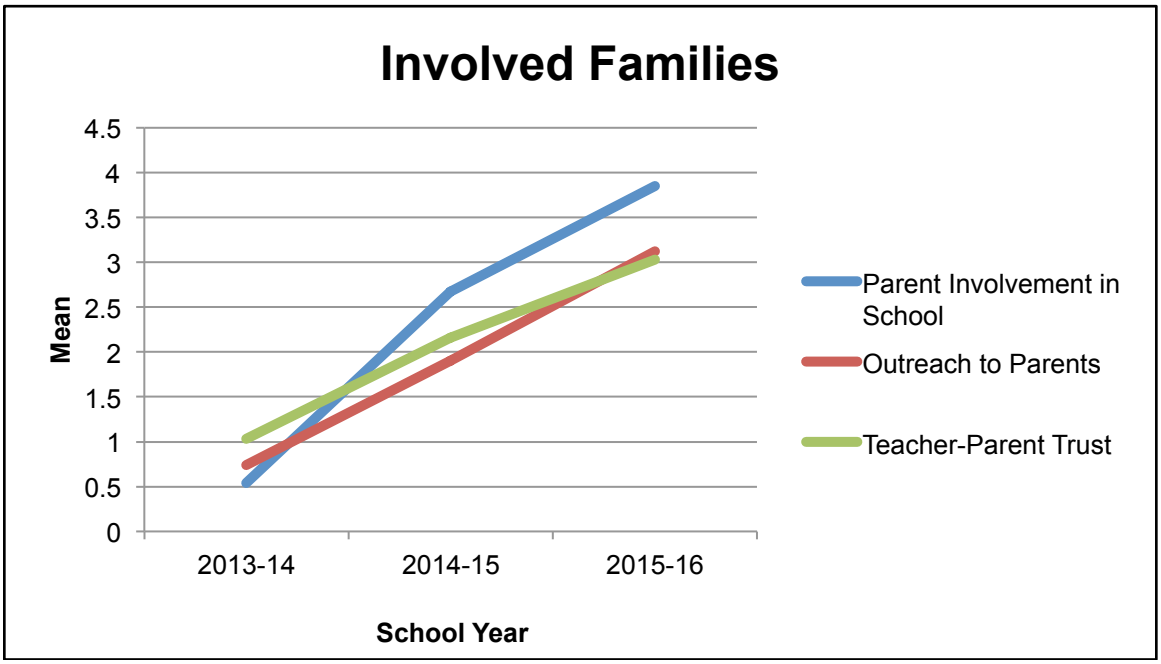
**Five-point scale

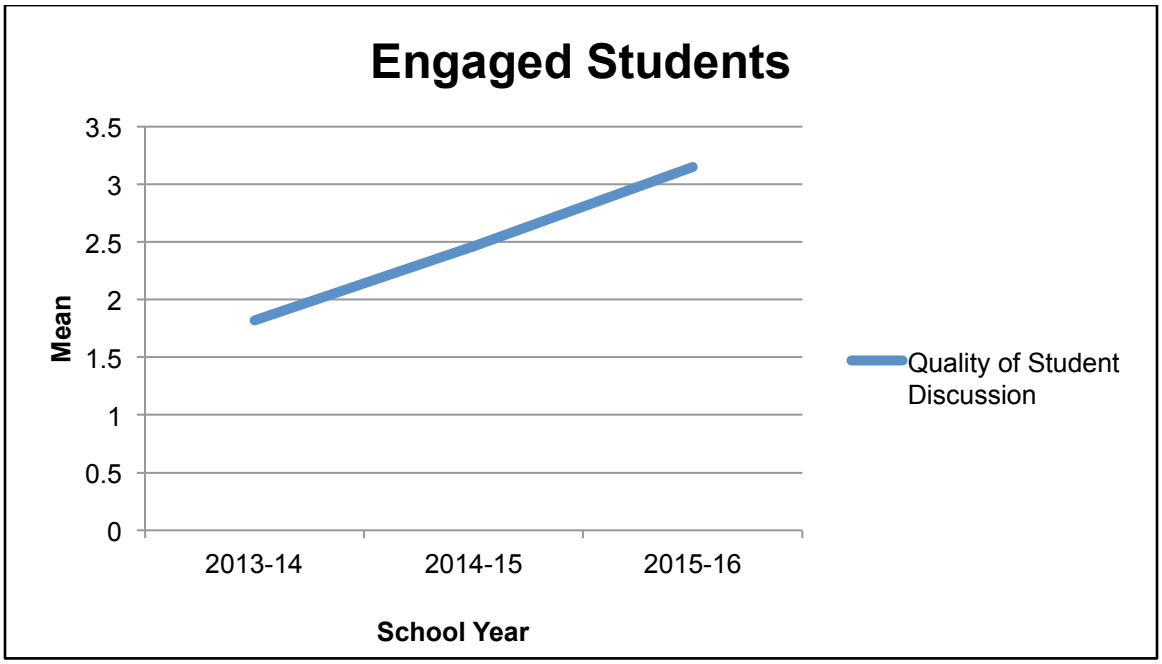
Section 4: Trend Data

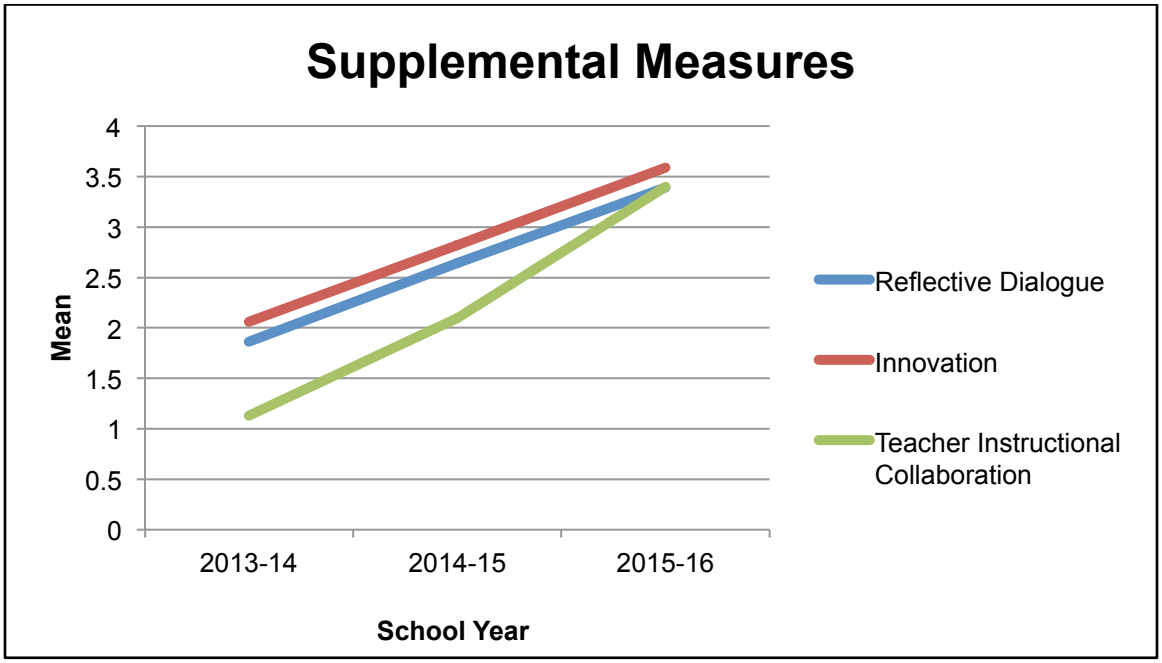
Data presented in this section show changes in subscales for each of the elements measured with the school climate survey. This section provides a way for school leaders to track school climate over time.




Engaged Teachers
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Mean
2013-14
2014-15
2015-16
School Year
Collective Responsibility
School Commitment
Quality Professional Development
Teacher-Teacher Trust


Involved Families
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Mean
2013-14
2014-15
2015-16
School Year
Parent Involvement in School
Outreach to Parents
Teacher-Parent Trust


Engaged Students
3.5
3
2.5
2
1.5
1
0.5
0
Mean
2013-14
2014-15
2015-16
School Year
Quality of Student Discussion


Supplemental Measures
4
3.5
3
2.5
2
1.5
1
0.5
0
Mean
2013-14
2014-15
2015-16
School Year
Reflective Dialogue
Innovation
Teacher Instructional Collaboration