

Development of a School Climate Assessment for Washington State: Incorporating Feedback from Students, Families, and Educators



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BACKGROUND

In February, 2022 the Center for the Study of Health and Risk Behaviors (CSHRB) at the University of Washington contracted with the Washington State Board of Education (SBE) to conduct a critical review of school climate assessments and provide the state with policy recommendations. This contract yielded a report presented to SBE in October of 2022 ([Assessing School Climate \(wa.gov\)](#)). This report reviewed school climate research, described existing efforts to assess school climate in Washington State as well as in other states and made a series of recommendations for implementation, should Washington decide to proceed with the creation of a school climate assessment tool. The report concluded that Washington State would benefit by creating a school climate assessment for school districts. The report argued that research had conclusively demonstrated that properly measuring school climate can help to enhance learning and assist schools to meet the challenge of providing an equitable learning environment for students. Washington State was advised to create a statewide assessment, to incentivize or require districts to annually assess school climate for students in grades 3 to 12, and that participation, rather than specific scores, be used as the metric in the accountability framework. The report specified that next steps should include the creation of a school climate assessment tool to be informed by key stakeholders.

OBJECTIVES OF CURRENT WORK

SBE and CSHRB entered into a contract that was fully executed on March 15, 2023 to further develop a program of school climate assessment. The specific purpose of this contract was to engage with students, families and educators across Washington State to gain their input on the desired content of a school climate assessment, to review publicly available and existing school climate assessment tools and to draft a school climate assessment measure. These tasks were to be assisted by the formation of a technical advisory committee (TAC) to provide guidance and review work products. This contract also specified that CSHRB was to develop and submit a phased implementation plan and budget to serve as a template for subsequent implementation of a school climate assessment program. This report summarizes the efforts undertaken by CSHRB during the course of this contract and includes finalized assessment tools recommended for state use. This report concludes with an implementation plan and budget to guide the creation of a school climate assessment program.

KEY PROJECT TASKS

TAC Formation: An eight-person Technical Advisory Committee (TAC) was formed on February 15, 2023 to advise CSHRB in its efforts to engage with students, families and educators about school climate assessment and in the creation of a school climate assessment tool. The TAC team consisted of diverse voices that included academic experts from the field of education, state administrators, educators, leaders from community-based organizations, and researchers in the field of school climate. A full list of TAC members and their affiliations are presented in **Appendix A**. TAC members were asked to attend two meetings and to provide feedback on work products provided by CSHRB. TAC members were also invited to meet with the CSHRB team outside of full TAC meetings, and some did so, to provide further

guidance. The first meeting with the full TAC team occurred on March 20, 2023. Prior to this meeting TAC members had been sent draft data collection instruments to be used as CSHRB engaged with key stakeholders. Specifically, draft surveys, interview scripts, and focus group outlines were shared with TAC members. At the TAC meeting, feedback was solicited from TAC members and these instruments and procedures for reaching out to students, families and educators were subsequently revised. Following the TAC meeting, multiple engagement tools were created and programmed for use online. These included three student surveys (elementary, middle school, and high school), an educator survey, focus group outlines, and a semi-structured interview outline.

Engagement Efforts with Students, Families and Educators: In consultation with the Washington Office of Superintendent of Public Instruction (OSPI), CSHRB contacted each of the nine Educational Service Districts (ESDs) to identify and facilitate outreach with school districts in order to gain access to school staff for participation in this work. This effort was designed to be an intense listening campaign, rather than research, and was described as such in conversations with the ESDs. Outreach to ESDs proved fruitful and 95 school districts were identified for possible participation. While not research, care was taken to ensure that diverse districts were approached to provide possible feedback. Geographic representation and district size were both considered. In addition, a priority was placed on ensuring that school districts that did not currently engage in any school climate assessments were adequately represented as well as those districts who were identified as heavily invested in school climate efforts. ESDs and CSHRB contacted school district administrators to explain the project and seek access to building leadership. In all, CSHRB sent e-mails to 438 principals, vice principals and deans of students. It is notable that, at this point, significant difficulties were encountered in obtaining access for interviews and surveys. The two most commonly cited obstacles involved resources and attention being diverted to address school district budget shortfalls and state testing requirements. One principal indicated, "If a survey isn't required I'm not letting my teachers participate at this time." Given the difficulty of gaining access to educators and students through schools, alternative efforts were emphasized. These efforts included coordination with 27 after school programs ancillary to elementary schools, outreach to several public library systems, coordination with community-based programs working with at-risk middle and high school students, community presentations, and communication with leadership at 437 PTA groups. These extensive outreach efforts proved successful and CSHRB was able to conduct 25 semi-structured interviews with principals, administrators and counselors; hold 17 focus group sessions and collect survey information from 325 respondents, including 56 educators who provided complete or partial data.

RESULTS OF ENGAGEMENT EFFORTS

This report briefly considers and describes themes emerging from interviews, surveys and focus groups.

Educator Interviews: Twenty-five school principals, administrators and counselors agreed to be interviewed for the purpose of this project. Most interviews were completed within one hour. Broad agreement existed about the importance of the domains of safety, engagement and environment in creating a healthy school climate and strong learning environment. Among those who sat for interviews, all were supportive of assessment of school climate, indicating that they felt a healthy school climate was essential for student learning. Most who sat for interviews were encouraged by Washington's interest in creating an assessment tool and felt the assessment of school climate could be a valuable means of strengthening student supports. The following themes emerged during interviews:

- **Belonging:** When asked to describe a quality learning environment, educators frequently invoked a sense of belonging. One administrator described the most important aspect of a learning environment as, “Belonging – where students feel that they are an integral part of the community.” Another captured this sentiment by stating that it is important for students to have, “[a] feeling of when I come here, I see myself here, I belong here.” Belonging is a key component of the engagement domain in school climate assessments.
- **Inclusivity:** Educators frequently invoked “inclusivity” as a key component of a healthy school climate. These educators noted that the school environment should be one where students were free to be themselves and accepted for who they are. The importance of “belonging,” cited by many educators, “applies even more to students and families of non-mainstream cultural and SES backgrounds” according to one educator. Another administrator noted that it is important to include students and families who frequently feel “left out.”
- **Social and Emotional Learning:** Strong reactions were invoked from educators when social and emotional learning (SEL) was raised as a potential topic to assess. Most felt that this topic went hand-in-hand with school climate. One administrator that works closely with SEL concepts noted that it was important that any assessment of SEL be limited to a description of perceptions of school environment and not be used to identify specific student needs. Educators responded differently to the concept of “determination” and “persistence.” Some cited these as important qualities to try to foster while others felt that assessment of these constructs often says more about the relative advantages and disadvantages the educational system imposes on students rather than it does about individual student characteristics, “[SEL is] a really great skill set... ..I don’t love it [determination]. Kids who say they are really determined have a lot of support already.” Nonetheless, there was broad agreement indicating that SEL could play an important role in assessment of school climate, but care should be taken in how it is assessed.
- **Relationships:** Educators felt that the importance of both peer and adult relationships should be emphasized in any school climate assessment. “Healthy friendships, relationships, boundary setting. [Having] a friend who can talk to you, who can support you is crucial.”
- **Importance of Complementing Student Assessments with Staff and Family Assessments:** Educators frequently pointed out that interviews were limited to a focus on student assessment of school climate and raised the importance of staff and family assessments to provide a more comprehensive picture of school climate. One educator stated, “Family and teacher input are important too. You can kind of triangulate their responses with those of students to get a better sense of school climate.”
- **Importance of Timely Feedback:** Interviews frequently highlighted the need for timely feedback from any student assessments. For some, this meant a short enough turnaround time as to allow a core team at the district level time to review the data and then “getting it in front of teachers and staff” so that any necessary changes could be implemented during the school year. A general mantra among educators was that “sooner is better” for the data to be useful and actionable.
- **Feedback Must be Actionable:** Educators said that one of the most important features of any feedback from an assessment of school climate is that it must be actionable. Educators wanted to be able to connect feedback with steps that could be taken to foster necessary change with some educators looking to the State to package guidance with school climate reports to foster improved school climate. Educators requested resources that were tied to particular constructs.

This highlights the need to include linkages in reports to existing resources and/or the creation of additional school climate resources.

- **Educators were extremely enthusiastic about providing students with immediate feedback following completion of a survey that tied responses to their survey answers.** This type of feedback, that can readily be personalized to reflect a student’s just completed responses in comparison with other existing data, does not require that data be identifiable. This feedback has proven efficacious with adolescent and young adult populations and educators felt inclusion of this feedback could make the school climate assessment more immediately relevant to students. Feedback could range from the provision of resources tailored to student responses to personalized feedback that contrasts student survey responses with other survey data.
- **Use of Assessment for Tier 2 and 3 Support:** Educators sometimes refer to student interventions by the level of intensity of support needed. Tier 1 refers to core classroom instruction for all. Tier 2 refers to targeted, small-group, interventions. Tier 3 indicates intensive, individualized interventions. Some educators indicated that their district currently utilizes a commercial school climate product and a key feature of the product is that student responses are not anonymous. This, they argue, is beneficial as it permits identifying students for tier 2 and 3 supports. When told that a state-created assessment would likely be limited to anonymous and not identifiable data collection, these educators felt that tier 1 reports would be useful, but would likely not replace their district’s reliance on a commercial product with identifiable data.

Interviewees felt that some domains were omitted during our discussion of school climate. Specifically, a number of interviewees indicated that assessments ought to include measures of student health (both mental and physical) and should incorporate assessments of school environmental conditions that foster an environment where students feel safe to fail and try again and where students want to excel and are supported in doing so.

Surveys: Four different surveys were created and administered anonymously to participants: educator surveys, elementary student surveys, middle school surveys, and high school surveys. The purpose of these surveys was to ascertain how important specific school climate domains were for student learning. The educator survey also allowed for open-ended responses to get a better sense of their feelings about specific constructs and to obtain feedback on aspects of school climate they felt were not captured in the survey(s). Data were collected from total of 325 survey respondents and are summarized in this report. Demographic characteristics of the students and educators surveyed are provided in **Appendices B, D, and E** along with the response data.

Educator Surveys: Fifty-six educators (e.g., teachers, administrators, paraeducators, counselors) responded to the Educator Survey. As part of this survey, educators rated the importance of different school climate domains. These ratings are summarized in **Appendix B**. Educator ratings expressed widespread support for each of the domains of safety, engagement and environment. Average educator ratings exceeded 4 (“Important”) on a five-point scale for all items asked about in these domains. Similarly, educators rated the importance of social and emotional learning concepts highly as well, with average scores exceeding 4 (“Important”) for each item. Owing to the small sample size, there was insufficient power to compare results by racial and ethnic groups, but means are presented separately for review. Results were analyzed to evaluate gender differences, but few differences emerged; the exceptions were women endorsing “students feeling supported by teachers”, “Students feeling that school’s discipline policy is clear, and equitably applied across diverse student identity groups”, and

“Being able to regulate emotions” as more important than men. Results were also analyzed to review whether there were differences by geographical location (e.g., rural, suburban, urban districts), but no statistically significant differences were observed. Educators ranked physical and emotional safety as the most important aspects within the safety domain. Within the engagement domain, educators ranked students’ sense of belonging and feeling respected as the most important. Educators ranked “Students feeling supported by teachers” and “Students feeling that school's discipline policy is clear, and equitably applied across diverse student identity groups” as the most important aspects of the environment domain. Selected open-ended responses from educators are described in **Appendix C** where they are sorted by theme. These responses illustrate how educators linked positive school climate with a quality learning environment. Student emotional, psychological and physical health emerged as important school climate factors that educators felt were not adequately reflected in their questions.

Student Surveys: A total of 269 students from grades 3 to 12 completed surveys asking about how important different aspects of school climate were to them. Unlike the educator surveys, student surveys did not permit open-ended responses both to minimize time and demand on students and to ensure that students did not disclose personally identifiable or otherwise sensitive information. Elementary student responses are summarized in **Appendix D**. Elementary results are listed separately from middle and high school students. Elementary responses were on a four-point scale and, with few exceptions, elementary students expressed support for the importance of school climate concepts. Elementary students:

- Ranked “feeling safe at school is important for helping me learn” and “it is important to feel safe at school” as the most important items in the safety domain,
- Rated “feeling like you belong” and “it is important for teachers to care about students” as the most important aspects of the engagement domain, and
- Rated “it’s important that teachers encourage students to try hard” and “rules need to be fair for all” as the most important aspects of school environment.

One concept that students were less enthusiastic toward was the item, “It is important for school assignments and materials to include images of kids that look like me.” Results were also analyzed to review whether there were differences by gender in ratings of items. Girls reported the following items as more important than boys: “It is important to feel safe at school”, “Feeling like you belong is an important part of school”, “It is important for students to respect one another.”

Middle school and high school responses, due to the low number of responses, were pooled and survey results are presented in **Appendix E**. Overall, ratings indicate considerable support for the importance of school climate concepts across different domains. Among middle and high school students:

- “feeling physically safe” and identity safety (e.g., feeling safe to be who you are in terms of race, ethnicity, gender, sexuality, etc.) were rated as the “most important” items within the safety domain.
- In the engagement domain, middle and high school students rated “belonging” and “students respect[ing] one another” as the two “most important” items.

- Lastly, middle and high school students rated items from the environmental domain highly with feeling “school rules are applied equally and fairly” and “teachers encourage and are supportive of students” as the two “most important.”

Focus Groups: A total of 17 focus group sessions were held with families of students. While students were present during some of these sessions, most input was received from parents. Families were able to clearly articulate how they defined a healthy school climate. Their unprompted answers could be included into the school climate domains of safety, engagement and environment.

- Participant responses frequently reflected themes around safety. Examples of safety-related comments included: “an environment that is safe for students and educators”; “Safety. If kids don’t feel like they are safe, that impacts learning and sense of wellbeing”; and, “a fully inclusive, diverse safe place for all.”
- Open-ended responses could also be categorized into the engagement domain. Examples falling into the engagement category included: “a place where students feel comfortable being a part of things”; “opportunities around all interests”; “a strong sense of community,” “[school activities] in my mind keep kids busy and out of trouble” and “a high level of engagement and belonging.”
- Finally, unprompted responses could be categorized into the environment domain. Examples of environmental responses included: “fair teachers,” “[a place] where people are not treated differently from everyone else,” “a setting where it isn’t hard to study – not too hot or too cold, [decent] audio, a place where you can pay attention,” “Academically challenging as appropriate”; and “a place where [students] take pride in making it look nice.”
- Families were supportive of including social and emotional learning items. One parent indicated that her district was, “Fighting hard to keep SEL supports right now but there are potential budget cuts. ...SEL is REALLY super important.”

Generally, families in focus groups indicated that they would be supportive of their students participating in school climate surveys and voiced no concerns about the privacy of an online survey administered at school. Families did voice concerns that school climate assessments should be tied to school actions, worrying that “nothing will be done” with the survey results. When asked, families indicated they were enthusiastic about pairing a school climate assessment with personalized feedback that could be immediately given following completion of the survey.

Summary of Listening Efforts

Across the different listening modalities of surveys, interviews and focus groups, a clear and consistent message emerged that **school climate was considered important for student learning and the domains of safety, engagement and environment were all relevant.** Students, families and educators also evidenced strong and consistent support for assessment of social and emotional learning as a construct that was directly tied to a healthy school climate.

Review of Publicly Available Survey Tools

A recent survey of school district administrators across Washington revealed that the most commonly utilized school climate survey is one which is developed by and specific to individual school districts, accounting for nearly a third (30.6%) of all school districts. The Center for Educational Effectiveness

(CEE) Educational Effectiveness Survey was reported as being utilized by 23.0% of school districts and Panorama's product was reported as being utilized by 15.8% of school districts. Nearly one of every five school districts (19.9%) report not using any school climate assessment tool and about 10 percent of school districts reported using some other assessment tool. Closer examination of this "other" category revealed that only the following products were used by more than one school district: Novak Education Surveys, YouthTruth Surveys, and Kelvin Education PULSE Survey. Each of these surveys will be briefly described. In addition, two surveys that have been widely validated elsewhere, the Delaware School Climate Survey and the Education Department School Climate Survey will also be considered.

CEE Educational Effectiveness Survey: The student Educational Effectiveness Survey (ESS) consists of 67 items in its core survey and broadly consists of items assessing motivation and engagement as well as interpersonal skills, creativity and critical thinking. Safety is offered as a separate seven-item module and SEL competencies are offered as a separate 32 item measurement tool. CEE also offers complementary assessments for families and staff.

Panorama: Panorama's survey tools cover 19 topics that are captured in two broad domains: classroom and teaching; and, the school. Panorama's measures incorporate items from social and emotional learning as well. Panorama offers items separately that are valid for grades 3 to 5 as well as for grades 6 to 12. Panorama items are available free of charge. Much of the positive feedback about this product from educators involved the services available for a fee from Panorama, including the easy to use dashboard and ability to immediately call up specific student data upon completion of the survey to aid with tier 2 and 3 supports. Staff and family surveys accompany Panorama's student assessment.

Kelvin Education PULSE Surveys: Kelvin PULSE assessments were reported as being used by seven school districts. Kelvin's product is a bit different in that, rather than being presented as a dedicated survey, students' school laptop has a program run that inserts PULSE items as a popup window as a student is using their device. Responses linked to individual profiles means that smaller "mini-surveys" can be linked together to create a full survey. While this increases flexibility considerably, it does result in greater variability in test-taking conditions. PULSE content includes school climate domains of connectedness, engagement and safety as well as SEL components such as empathy and growth mindset.

YouthTruth Surveys: YouthTruth surveys were reported as being used by only four school districts in Washington but have been used more widely elsewhere. YouthTruth offers assessments for grades 3 to 12. The student surveys consist of items assessing engagement, academic challenge, relationships, belonging and peer collaboration, school culture, college and career readiness (in the high school assessment only), and instructional methods (elementary students only). The high school instrument consists of 71 items, the middle school instrument is 57 items, and the elementary assessment is 40 items. School safety is offered as a separate assessment as is social and emotional learning. Results are intended to be reported at both the school and district level. YouthTruth also offers family and staff surveys.

Novak Education Surveys: Novak was reported as being used to assess school climate by two school districts. Novak proposes a "Universal Design for Learning" and emphasizes professional development for educators, including training in equity and social and emotional learning. Novak's instruments are not publicly available and little additional information could be gathered from an internet search.

Education Department School Climate Survey: The US Department of Education’s School Climate Survey (EDSCLS) assesses three broad domains of school climate: safety, engagement and environment. The EDSCLS is appropriate for grades 6+ and consists of 68 items for high school students and 66 for middle school students. The EDSCLS is publicly available for use and is a well validated instrument. The tool is noteworthy in that other publicly available surveys as well as commercial products utilize many of the same items and content areas covered by the EDSCLS.

Delaware School Climate Survey: The Delaware School Climate Survey includes an elementary student survey that consists of 23 items and is designed for students in grades 3 to 5. The items are publicly available. The instrument incorporates items from the safety, engagement and environmental domains. Items from the engagement domain emphasize relationships with fellow students and with adults at school. The instrument is validated and is psychometrically sound and has been tested across race, ethnicity and gender.

Development of Assessment Tool for Washington State

Following our listening effort, CSHRB was encouraged to modify existing school climate surveys to better meet the needs of Washington students. After carefully reviewing instruments currently in use in Washington as well as those used elsewhere, a decision was made to utilize the Delaware School Climate Survey as the starting point for elementary age students (grades 3 to 5) and the US Education Department School Climate Survey (EDSCLS) as the starting point for students in grades 6 to 12. The Delaware survey, owing to its shorter length and emphasis on the importance of relationships, fit well with developmental considerations of an elementary student population and resonated most closely with what was heard from students, families and educators. The EDSCLS, because it was thoroughly researched, included the domains most frequently mentioned by families and educators as the most important components of a healthy school climate, and due to the fact that it falls entirely within the public domain, emerged as the clear leader for the middle school and high school student template.

These publicly available instruments were combined with additional items to fill holes identified by educators in surveys and interviews. Additional items were taken from the Adolescent Behaviors and Experiences Survey and the [Washington State COVID-19 Student Survey](#). Finally, social and emotional learning items were selected from existing measures that relied heavily on the Collaborative for Academic and Social and Emotional Learning (CASEL) Framework. For elementary students, SEL items were taken from the publicly available 18-item CORE Districts SEL Survey. For middle and high school students, SEL items were drawn from the publicly available 36-item Social and Emotional Health Survey.

As before, with instruments designed to listen to students, families and educators, members of the TAC team were sent fully mocked up instruments. TAC members were sent one for elementary students and another for middle and high school students and invited to suggest revisions either via email or at the upcoming TAC meeting that was held on June 14, 2023. In addition to sending the instrument to the TAC team, the instrument was also shared with members of the Washington State SEL Advisory Committee. Conversations with the SEL Advisory Committee, OSPI and SBE confirmed CSHRB’s stated recommendation in the 2022 report that school climate assessments should be anonymous and therefore limited to tier 1 purposes. At the June 14 TAC meeting, a majority of the time was devoted to sharing results of the listening effort with TAC members to provide additional context for how the instruments were created. Requests were made of the TAC members to provide additional feedback on the instruments via email or in additional meetings with the CSHRB team. A finalized assessment tool for

students in grades 3 to 5 is presented in **Appendix F** and the assessment tool for grades 6 to 12 is presented in **Appendix G**.

PHASED IMPLEMENTATION PLAN

The work performed during the course of the current contract has prepared Washington to be able to launch their school climate program by next school year. Below, we lay out a plan for implementing an annual, non-identifiable (anonymous), school climate assessment. We describe a two-year effort to get the program fully implemented. Year 1 focuses on building the necessary infrastructure and piloting the survey and Year 2 consists of full implementation. We provide a three-year budget to include a second full assessment. This third year would also permit the first production of trend reports that track changes in the assessment year to year.

Note: Washington State has yet to determine whether districts will be mandated to participate in the state's school climate survey or otherwise incentivized to do so. The state's decision here will have some implications in how the survey will be implemented and on the project budget (e.g., server capacity).

YEAR 1 -INFRASTRUCTURE DEVELOPMENT AND PILOT

Under our plan, the first year of implementation would consist primarily of infrastructure development, but also includes a full pilot of the school climate assessment from onboarding through completion of reports.

Specific tasks to be completed would include the following:

Development Tasks: Development tasks will be performed by CSHRB personnel and make use of their clinical and developmental expertise. CSHRB will work in a coordinated fashion with OSPI where relevant and as noted below.

- **Development of out-facing website:** CSHRB would work hand in hand with a developer to program a website and create content to provide information about the project, to enable onboarding of districts and schools, to contain links to a question by question (QxQ) query tool, and direct users to additional resources.
- **Onboarding process for districts/schools:** CSHRB would develop an onboarding process for districts and schools to participate in the school climate assessment. It is the strong preference that this be developed in coordination with OSPI as the current project demonstrated that CSHRB, as an outside entity, struggled at times to gain access and consent to speak with district administrators. Here, the decision by the state whether to make participation in this school climate assessment mandatory will have powerful repercussions in how onboarding and recruitment efforts shall be undertaken.
- **Implementation process/procedures:** CSHRB will develop a list of guidelines and procedures to assist educators with the administration of the school climate assessment.
- **Development of integrated student resources/prevention messaging:** CSHRB will develop concise, relevant, and developmentally appropriate feedback that can be read by students immediately after the school climate assessment is completed. This feedback will range from providing links to resources to personalized feedback. Once developed, CSHRB will work with the programmer to ensure that relevant messages are sent to the correct students.
- **Training material instructions, videos:** Interviews with educators revealed that the successful adoption of new assessment tools often relies upon adequate information being shared with

administrators, teachers, and staff. CSHRB will develop a series of training materials to include text documents, brief videos, and virtual townhalls with the purpose of educating about the importance of the project and tips for administering the assessment with fidelity.

- **Informational/advocacy materials for schools, parents:** CSHRB will create information materials that can be hosted on the website and emailed to schools and parents to familiarize families and educators with the assessment tool and to prepare for the rollout of the assessment tool.
- **Development/feedback/revision of report templates:** A series of report templates will be prepared for different audiences to include state, district, and school level reports. Additional report templates including relevant topic summaries will be developed in consultation with OSPI. A template for a trend report that will permit comparison of year to year data will be developed for use in year 3+ of the project.
- **QxQ Platform/analyses development:** CSHRB will work closely with the programmer to develop an efficient and cost-effective method to create online queries for analyses of interest (question by question analyses). These analyses will be limited by suppression rules that ensure identifiable results will not be generated. Suppression rules will be developed with the approval of OSPI and SBE.

Accessibility

- **Translation services:** In an effort to increase accessibility, the initial bid includes programming for five different languages most commonly spoken by Washington State students. Programming of different languages is possible for an additional fee that is specified in the budget. Text to speech capabilities will be built into the assessment.

Programming/Technical Support: CSHRB will subcontract with a highly capable vendor (programmer) who has extensive experience working with large and complicated web-based surveys and data projects. Specific tasks to be accomplished by programmer include:

- **Website:** Programmers, with guidance from CSHRB, will develop an Outfacing site, an automated onboarding process for school districts and schools, an administrative dashboard (e.g., access for CSHRB to obtain real time data tracking including information about school enrollment and participation numbers), and a school portal (e.g., secure site where schools can log in to obtain links for survey).
- **Programming Surveys:** Elementary and middle/high school surveys will be translated and programmed in different, agreed upon, languages.
- **Programming Feedback:** Programmer will work with CSHRB to ensure that algorithms are written to send appropriate feedback to students upon completion of assessment.
- **Extensive testing:** Programmer will extensively test to identify and resolve potential issues and bugs with programming and to ensure maximum accessibility for students.
- **Low Vision Accessibility:** Program will ensure that speech to text and aspects of visual display (e.g., font size) are readily adjustable to meet needs of different students and enhance accessibility.

Pilot

We propose an ambitious plan to pilot the assessment with at least 5,000 students in February 2024. This effort will provide sufficient numbers to test data processes and to examine how specific items and

the instrument as a whole are working with the student populations. Specific tasks to be accomplished during the piloting of the school climate assessment include:

- **Onboarding procedures:** The ability of districts to navigate the onboarding process will be monitored and changes will be made where necessary. Student recruitment will be monitored to ensure that the instrument is completed by a sample that is representative of the larger student body and that groups of students are not being precluded from participation.
- **Implementation procedures:** Piloting will allow for an examination of how implementation procedures fare – whether instructions for teachers are clear and easy to follow, whether the instructions and items are easy to comprehend for students and that they are participating in the expected manner. Also examined will be whether schools are having difficulty getting links and distributing to students.
- **Survey:** Collection of data. All surveys will be anonymous
- **Analysis of Survey data:** Student performance on the instruments will be examined to include an examination of how long the survey takes to complete, examination of whether students are terminating the survey early, and whether specific items are problematic (e.g., items with low variability, floor/ceiling effects). Data cleaning processes and scripts will be written by CSHRB and applied to the pilot data. Psychometric properties of items will be examined and the instruments will be revised in response to the results of these examinations.

Usability input from front-end users of reports: CSHRB will work with end users of reports to examine whether report templates are meeting their needs. Focus groups and interviews will be conducted to enhance the usability, accessibility, and equitability of the reports. Rapid prototyping will be utilized to provide quickly revised drafts until consensus is achieved about a desired format.

YEAR 2 – FULL SURVEY IMPLEMENTATION

The second year of the project proposes to apply the lessons learned during the first year to revise recruitment materials and edit surveys so as to fully implement the survey with students in grades 3 to 12 across Washington State.

As in the Year 1 Pilot, onboarding will include district and student recruitment, albeit on a larger scale. A months-long campaign will be set up to introduce district administrators and staff to the student climate survey and the benefits of participation with ongoing enrollment for interested districts/schools. As previously noted, a recommendation is to run the survey in February of the academic year.

Districts/schools will receive detailed instructions for implementation of the survey (e.g., open dates, instructions to read to students, access to links). Data collection will be ongoing for one month. Dissemination of results will be conducted in coordination with state agencies to continue to educate school districts and stakeholders about the utility of the assessment and solicit suggestions for improvements to increase accessibility and relevance.

Once the survey data collection period is closed, advanced and detailed data cleaning will be conducted and data will be optimized for use for report building into pre-determined templates based in Year 1. Reports utilized will be revised from the pilot based on user feedback. The QxQ platform will be populated with Year 2 data and extensive testing will be conducted to confirm data queries are fully accessible.

YEAR 3 AND BEYOND – ANNUAL IMPLEMENTATION

After Year 2 full survey implementation, there may be minor updates that need to take place. However the survey, procedures, all implementation, and reporting strategies will largely be in place and be available for subsequent years. Due to the flexibility in web-based surveys, it will be possible to make small additions to surveys, however it is advised for comparability year-after-year to keep the surveys consistent. Budgetary growth will be limited to increase costs associated with salary increases and server costs.

BUDGETARY CONSIDERATIONS

A comprehensive budget has been developed to ensure success for completion of all activities described above. Funds in Year 1 are focused on development tasks, programming and technical services, and conducting a pilot study. Year 2 includes costs for full implementation. It is anticipated that the annual cost for implementing a statewide survey will be roughly comparable to Year 2.

It is recommended that funds are dedicated for staff FTE at OSPI to partner with CSHRB in working to recruit districts and schools, particularly if the state mandates this school climate survey. From our experience, it is necessary to partner and have the support of OSPI to lend credibility to this survey effort and to have a direct line of communication to school districts and associated staff. Our prior work on the [COVID-19 Student Survey](#) would not have been as successful were we not to have had the support of OSPI and working hand-in-hand with staff there to facilitate communications. This recommendation is not accounted for in this budget as we believe that decisions about allocations of staff FTE at OSPI fall outside the scope of our work on this project. We estimate, based upon prior work on the COVID Student Survey, that allocation of 20-40% FTE at OSPI for a period of 2-3 months would greatly enhance the success of the project.

The proposed comprehensive budget below includes all recommended tasks as outlined above for development, administration, analysis and reporting of an annual school climate assessment.

Year 1	Year 2	Year 3
\$523,536	\$370,873	\$378,401 per year

Year 1 Proposed Budget	
FTE for Personnel	\$275,252
Personnel Fringe Benefits	\$79,190
Incentives for usability/focus groups	\$2,000
UX/Design Consultation	\$15,000
Translation Services for Surveys	\$2,000
Computer	\$2,500
Contractual Services – Programmer, Web Services	\$100,000
Subtotal	\$475,942
IDC @ 10%	\$47,594
Total	\$523,536

Year 2 Proposed Budget	
FTE for Personnel	\$221,143
Personnel Fringe Benefits	\$59,014
Contractual Services – Programmer, Web Services	\$57,000
Subtotal	\$337,157
IDC @ 10%	\$33,716
Total	\$370,873

Year 3 and Beyond Proposed Annual Budget	
FTE for Personnel	\$226,505
Personnel Fringe Benefits	\$60,496
Contractual Services – Programmer, Web Services	\$57,000
Subtotal	\$344,001
IDC @ 10%	\$34,400
Total	\$378,401





While the above proposed budget would be considered our best recommendations, knowing there may be competing priorities and budget limitations, there are options to reduce or omit certain tasks or functions including the integrated resources/prevention messages and Q x Q platform. The estimated savings (off the total) would be in Year 1:

- Integrated resources/prevention messaging - \$15,763
- Q x Q platform - \$16,500
- Providing the survey in English only (versus 5 total languages) - \$19,800

Additional Add-ons:

Accessibility of the instrument is of paramount importance. The above budget included providing the survey in five languages (English and four additional languages). Additional languages can be included for an additional \$5,000 total cost per language (including translation services and programming).

Appendix A: Technical Advisory Committee (TAC) Members

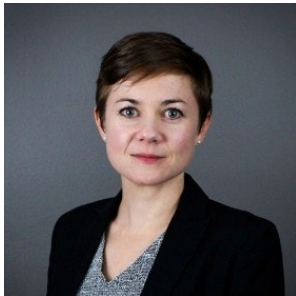
	<p>Min Sun, Ph.D. Associate Professor, College of Education, University of Washington Co-Director of Education Policy Analytics Lab (EPAL) Background: Dr. Min Sun specializes in teacher learning, the school and policy contexts that support teacher learning, and human-centered Artificial Intelligence/Machine Learning applications in education. As Co-Director of the Education Policy Analytics Lab, her work uses interdisciplinary perspectives and research methods to provide cutting-edge educational policy research to address educational, economic, and social inequities.</p>
	<p>Janine Jones, Ph.D. Associate Dean for Academic Affairs, School Psychology College of Education, University of Washington Background: “The foundation of my research and teaching is multiculturalism—an inclusive construct that recognizes that within each person co-existing cultures influence how we interact with one another and with our environments. I believe that multiculturalism is a context for resilience and leads to culturally responsive interventions that reduce the negative impact of life’s unavoidable stressors on the well-being of children and adolescents of color. I am committed to using culturally responsive approaches to prepare school psychologists to work with all children in schools. My scholarly work on multiculturalism addresses the importance of understanding, respecting, valuing, and incorporating culture in all services with children and families.”</p>
	<p>Dixie Grunenfelder Executive Director for Student Engagement & Support Office of Superintendent of Public Instruction</p>
	<p>Sam Mintz, MSW Program Supervisor – School Climate Transformation Grant Office of Superintendent of Public Instruction Background: “An experienced program manager, social worker, and educator who values strength-based practice and youth voice. Passionate about equipping young people and their communities with resources to learn, thrive, and succeed. Manages the U.S. Department of Education grant, which funds implementation of evidence-based multi-tiered systems of support for student behavioral health.”</p>



Bill Kallappa II

Board Member, Chair, Position 3, State Board of Education
Educational Opportunity Gap Oversight and Accountability Committee Member

Background: “Bill has a combined 25 years’ experience working in public education, Parks and Recreation Youth Programs, Tribal Youth Programs and is currently the Education Liaison for the Nisqually Tribe. In this capacity, Bill does Educational outreach to local K-12 school districts and institutions of Higher Education, promoting and sharing local tribal history and knowledge.”



Julie Woods, J.D., M.A.

Senior Policy Advisor
Learning Policy Institute

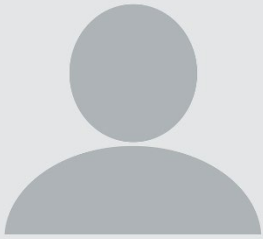
Background: “Julie Woods serves as a Senior Policy Advisor at LPI, where she works to strengthen education policy and practice across the country by leveraging high-quality research. Prior to joining LPI, Woods was an Accountability Specialist at the Colorado Department of Education and supported the Department, State Board of Education, and Colorado schools and districts as they navigated the state’s accountability and improvement systems. Previously, Woods was a Senior Policy Analyst at the Education Commission of the States, where she served all states by providing unbiased education policy information and support to state education leaders. In that role, she co-managed a team of policy staff working on issues across the educational spectrum and coordinated responses to state leaders’ policy questions.”



Mady Sandoval

Co-Executive Director
Foundation for Youth Resiliency and Engagement

Background: “In under two years my co-director and I have built FYRE from the ground up. We have identified, applied for, and received over 5 million dollars in grant funding. We grew from a team of two staff members to a team of 22 staff members with 70% being BIPOC and 50% being young people. We work tirelessly on systems change and social advocacy, including speaking with legislators, county commissioners, and presenting at statewide conferences. We have served over 650 unduplicated young people in under 22 months and have established strong community partnerships to create an accessible continuum of care for young people in Okanogan County. Additionally, we are developing Okanogan County's first transitional housing project for youth.”



Tory Kartchner

Teacher, Mariner High School

President, Mukilteo Education Association

Appendix B: Educator Survey Results

Figures. Educator Survey Demographic Information

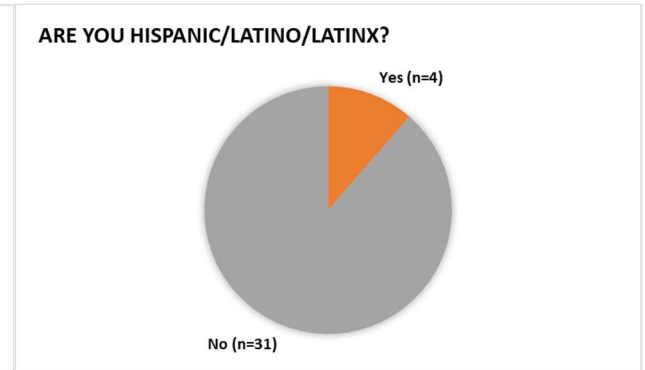
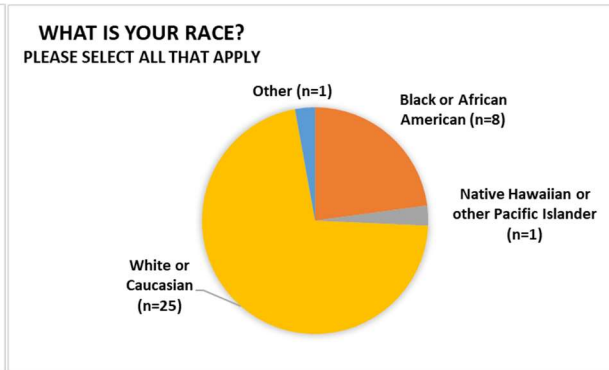
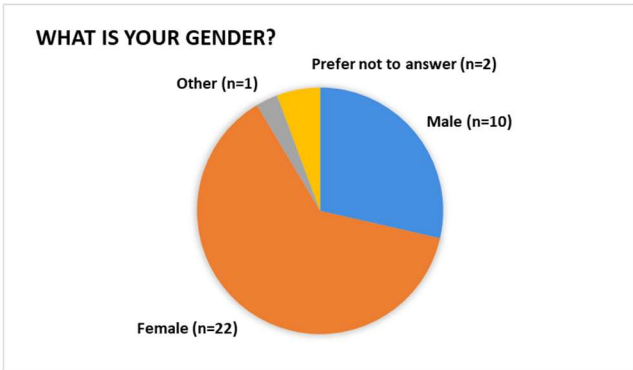
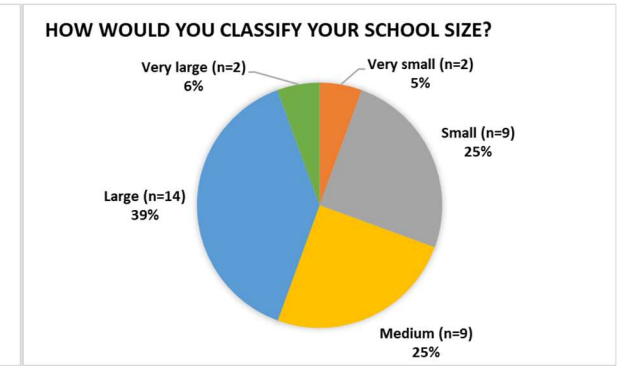
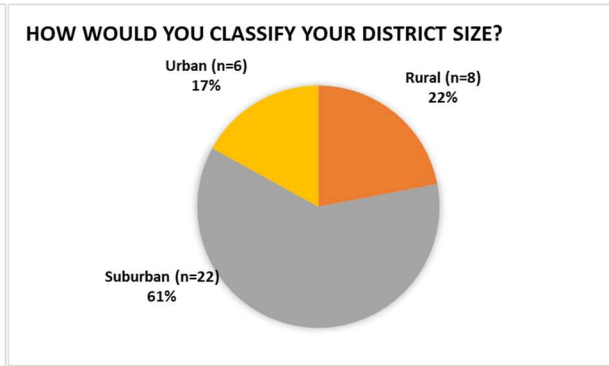
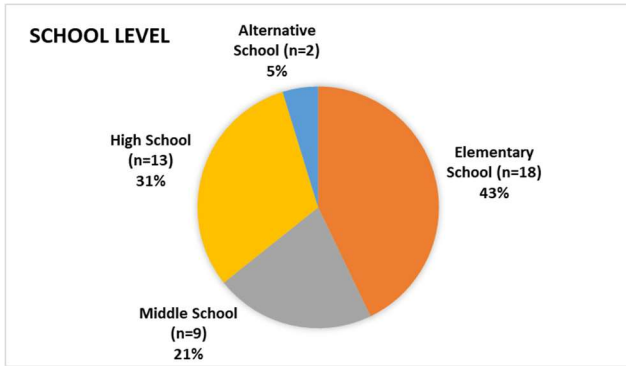


Table B.1. Educator Survey Importance of Assessment of School Climate and Safety Domain Items by Race, Ethnicity, and Gender.

	Overall (n=42)			Hispanic/Latino/Latinx (n=4)		Black/African Am (n=8)		White (n=23)		Male (n=10)		Female (n=22)		Mean Comparison Significance Test		
	Range	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	df	t	p
An accurate assessment of school climate is an important step toward helping understand how to enhance student learning. (1=Not at all important to 5=Very important)	3-5	4.45	0.69	4.75	5.00	4.74	0.46	4.26	.69	4.60	0.52	4.36	0.73			n.s.
Safety Domain (1=Not at all important to 5=Very important)																
Physical safety of students at school.	3-5	4.90	0.37	5.00	0.00	5.00	0.00	5.00	0.00	5.00	0.00	4.95	0.21			n.s.
Physical safety of students in areas surrounding school.	2-5	4.48	0.67	4.50	0.58	4.75	0.46	4.52	0.51	4.50	0.53	4.68	0.48			n.s.
Emotional safety of students where they are free to be open and vulnerable.	2-5	4.83	0.54	4.25	1.50	4.50	1.07	4.96	0.21	4.60	0.97	4.95	0.21			n.s.
Identity (e.g., gender, sexual orientation, race, ethnicity, disability, etc.) safety of students at school.	2-5	4.62	0.73	4.50	1.00	4.50	0.76	4.70	0.64	4.70	0.68	4.64	0.66			n.s.
Students feeling happy at school.	2-5	4.19	0.74	4.50	0.58	4.62	0.52	4.09	0.60	4.40	0.70	4.18	0.66			n.s.
Students feeling like school is a drug-free zone.	1-5	4.29	0.94	3.75	1.89	4.25	1.39	4.17	0.89	4.20	1.23	4.45	0.74			n.s.
Students feeling that the school environment is free from bullying behaviors.	3-5	4.83	0.44	4.50	1.00	4.75	0.71	4.87	0.34	4.70	0.68	4.95	0.21			n.s.

Note. Bolded items under each domain were the most frequently selected as “most important” for that domain. Mean comparison results are reported where significant for gender differences.

Table B.2. Educator Survey Engagement Domain Items by Race, Ethnicity, and Gender.

	Overall (n=42)			Hispanic/Latino/ Latinx (n=4)		Black/African Am. (n=8)		White (n=23)		Male (n=10)		Female (n=22)		Mean Comparison Significance test		
	Range	Mean	SD	Mean	SD			Mean	SD	Mean	SD	Mean	SD	df	t	p
Engagement Domain (1=Not at all important to 5=Very important)																
Students' feeling of belonging at school.	3-5	4.62	0.59	5.00	0.00	4.57	0.54	4.70	0.56	4.67	0.50	4.77	0.43			n.s.
Students feeling engaged with school.	3-5	4.35	0.66	4.50	0.58	4.50	0.54	4.39	0.66	4.40	0.52	4.45	0.67			n.s.
Students feeling respected.	3-5	4.58	0.60	4.33	0.58	4.57	0.54	4.65	0.57	4.56	0.53	4.77	0.43			n.s.
Respect for different cultures.	4-5	4.72	0.46	5.00	0.00	5.00	0.00	4.70	0.47	4.78	0.44	4.82	0.40			n.s.
Students feeling supported.	3-5	4.83	0.45	5.00	0.00	5.00	0.00	4.83	0.39	5.00	0.00	4.82	0.40			n.s.
Students having lots of accessible activities of interest.	2-5	4.08	0.86	4.00	0.82	4.37	0.74	4.04	0.83	4.20	0.79	4.32	0.65			n.s.
Students having responsibilities and an active voice in school policies and activities.	3-5	4.13	0.73	3.67	0.58	4.14	0.90	4.13	0.76	4.11	0.78	4.23	0.75			n.s.

Note. Bolded items under each domain were the most frequently selected as “most important” for that domain. Mean comparison results are reported where significant for gender differences.

Table B.3. Educator Survey Environment Domain Items by Race, Ethnicity, and Gender.

	Overall (n=42)			Hispanic/Latino/ Latinx (n=4)		Black/African Am. (n=8)		White (n=23)		Male (n=10)		Female (n=22)		Mean Comparison Significance test		
	Range	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	df	t	p
Environment Domain (1=Not at all important to 5=Very important)																
Students being academically challenged.	3-5	4.39	0.60	4.00	0.82	4.37	0.74	4.43	0.59	4.30	0.68	4.45	0.60			<i>n.s.</i>
Students feeling rules and policies are applied fairly.	3-5	4.42	0.68	4.50	0.58	4.63	0.52	4.35	0.71	4.40	0.70	4.50	0.67			<i>n.s.</i>
Students taking pride in school.	2-5	4.03	0.75	3.75	1.26	4.13	1.13	3.96	0.64	4.00	0.82	4.18	0.59			<i>n.s.</i>
Students being comfortable at school.	2-5	4.45	0.80	3.25	1.50	4.00	1.31	4.70	0.47	4.20	1.23	4.59	0.50			<i>n.s.</i>
Students feeling supported by teachers.	4-5	4.79	0.41	4.25	0.50	4.63	0.52	4.91	0.29	4.60	0.52	5.00	0.00	30	-3.71	<.001
Students having high academic standards.	3-5	4.29	0.61	4.00	0.82	4.25	0.89	4.35	0.49	4.30	0.68	4.41	0.49			<i>n.s.</i>
Students having equal access to resources and supports.	3-5	4.55	0.55	4.25	0.50	4.50	0.54	4.48	0.59	4.40	0.52	4.59	0.59			<i>n.s.</i>
Students feeling that school's discipline policy is clear, and equitably applied across diverse student identity groups.	3-5	4.58	0.68	3.75	0.96	4.25	0.89	4.70	0.56	4.30	0.82	4.82	0.40	30	-2.43	<.05
Transitional supports (e.g., support for new students joining mid-way through year or at later grades) are available for students joining the school community.	3-5	4.45	0.65	4.50	0.58	4.75	0.46	4.30	0.70	4.50	0.71	4.41	0.67			<i>n.s.</i>

Note. Bolded items under each domain were the most frequently selected as “most important” for that domain. Mean comparison results are reported where significant for gender differences.

Table B.4. Educator Survey Social and Emotional Learning Domain Items by Race, Ethnicity, and Gender.

	Overall (n=42)			Hispanic/Latino/ Latinx (n=4)		Black/African Am. (n=8)		White (n=23)		Male (n=10)		Female (n=22)		Mean Comparison Significance Test		
	Range	Mean	SD	Mean	HSD			Mean	SD	Mean	SD	Mean	SD	df	t	p
Social and Emotional Learning (SEL) Domain (1=Not at all important to 5=Very important)																
Having a lot of determination and perseverance.	3-5	4.32	0.67	4.50	1.00	4.50	0.76	4.17	0.65	4.30	0.95	4.27	0.55			n.s.
Having empathy for others.	3-5	4.50	0.61	4.67	0.58	4.71	0.49	4.35	0.65	4.67	0.50	4.50	0.60			n.s.
Being motivated to learn.	3-5	4.35	0.63	4.00	0.82	4.50	0.76	4.26	0.54	4.50	0.71	4.32	0.48			n.s.
Being able to recognize, identify, and name emotions, feelings, and thoughts.	2-5	4.31	0.79	3.75	1.26	4.43	1.13	4.22	0.74	4.33	1.00	4.41	0.59			n.s.
Being able to regulate emotions	1-5	4.56	0.91	3.33	2.08	4.14	1.46	4.61	0.78	4.00	1.32	4.91	0.29	29	-3.11	<.001
Having respect for others from different backgrounds and cultures	4-5	4.68	0.48	4.25	0.50	4.50	0.54	4.65	0.49	4.60	0.52	4.73	0.46			n.s.
Being able to effectively and constructively resolve interpersonal conflicts	4-5	4.68	0.48	4.50	0.58	4.63	0.52	4.65	0.49	4.80	0.42	4.59	0.50			n.s.
Ability to resist social pressures to marginalize others	3-5	4.59	0.55	4.50	1.00	4.50	0.76	4.52	0.51	4.70	0.68	4.55	0.51			n.s.

Note. Bolded items under each domain were the most frequently selected as “most important” for that domain. Mean comparison results are reported where significant for gender differences.

Table B.5. Educator Survey General Questions Regarding School Climate Assessment by Race, Ethnicity, and Gender.

	Overall (n=42)			Hispanic/Latino/Latinx (n=4)		Black/African Am. (n=8)		White (n=23)		Male (n=10)		Female (n=22)		Mean Comparison Significance Test		
	Range	Mean	SD	Mean	SD			Mean	SD	Mean	SD	Mean	SD	df	t	p
General Questions (1=Strongly Disagree to 5=Strongly Agree)																
School climate is an important factor in student performance.	4-5	4.70	0.46	4.75	0.50	4.63	0.52	3.74	0.45	4.90	0.32	4.64	0.49			<i>n.s.</i>
The best time to administer a school climate survey would be in the spring.	1-5	3.62	1.06	3.75	0.96	4.13	0.99	3.35	1.07	3.80	1.03	3.59	1.18			<i>n.s.</i>
Online surveys would be easy to administer to students at my school.	2-5	4.11	0.88	3.50	0.58	4.13	0.84	4.04	0.88	4.10	0.88	4.09	0.92			<i>n.s.</i>
An annual assessment of school climate would be helpful.	2-5	4.32	0.75	3.50	1.00	4.25	1.04	4.22	0.67	4.10	0.99	4.36	0.66			<i>n.s.</i>
Receiving a timely report on how students feel about a school's climate would help us to identify strengths and areas to work on.	2-5	4.65	0.63	4.00	1.41	4.50	1.07	4.61	0.50	4.40	0.97	4.73	0.46			<i>n.s.</i>
School climate can change.	3-5	4.68	0.53	4.25	0.96	4.50	0.76	4.65	0.49	4.60	0.70	4.68	0.48			<i>n.s.</i>
School climate is an important factor in student performance.	3-5	4.73	0.51	4.50	1.00	4.50	0.76	4.78	0.42	4.80	0.63	4.64	0.49			<i>n.s.</i>

Note. Bolded items under each domain were the most frequently selected as “most important” for that domain. Mean comparison results are reported where significant for gender differences.

Appendix C:

Educator Survey (Teachers/Principals) Representative Open-Ended Responses

How do you define a quality learning environment? (open-ended response)

Engagement Themes:

- Built on trust and collaboration between staff and students
- Building relational capacity with students
- Caring teachers and staff
- Sense of belonging
- Collaborative learning environment
- Space for student voices
- Students are engaged with what is going on in the classroom/school
- Students have rapport with teachers, desire to learn
- A place where staff and students feel comfortable to express themselves, to grow emotionally and academically, to have a voice in what is being taught and learned and how

Safety Themes:

- Everyone feels physically, mentally, and emotionally safe, safe to be who they are
- Share thoughts/opinions without judgement.
- Responsive administration
- Respect for students and families
- Inclusive environment

Environment Themes:

- A space that offers an entry point for all students, considering individualized needs. A space where all students can access their education with minimal distractions.
- Environment is the third teacher
- High quality classroom/building; Clean/safe, temperature controlled building, enough seat/desks/materials/outlets, space for instructor to move around/assist students
- Quality libraries, up to date books, equipment
- Has well rounded curriculum so students can explore their passions (e.g., STEM, liberal arts, electives, music programs, and PE choices/physical activity), students learn life skills
- Outside areas to play on and learn from
- Equitable; Equal access to education
- Given accommodations as needed
- Taught about variety of cultures/subjects
- Teachers have paraeducator support staff they need
- Has high standards that they support students in meeting; Work towards specific target/task
- Small class sizes
- Accountability for students; balance between restorative practices and consequences
- Multi-modal learning options

What would be the best way to measure “the quality” of a school?

- **Assessment of student perspectives/opinions/outcomes**
 - The overall GPA of student body.
 - Academic and social emotional development of students.
 - Students should show growth in the core subject areas over time.
 - Do students feel like they belong?
 - Do [students] feel the adults are on their side.
 - Asking students what makes their school great
 - Mental Health of students
 - It needs a safe environment, both the physical space and the way students are supported mentally and emotionally.
 - Student comfort and their own perceived success, not so much as far as grades, but did they take on a challenging academic task and succeed.
 - Engagement – who is showing up, how often do they show up, how do they show up.
- **Family/Parent/Guardian assessment input**
 - Parent involvement
 - Surveying parents about what they want to have in their local schools
 - Community: Who is showing up – volunteers, partnerships, How often – events, opportunities for interactions with students, How do they show up – are they doing paperwork? Putting on events? Know student’s names? Known by students?
- **Teacher/Educator/Paraeducator/Staff Assessment**
 - Staff retention/longevity–do they stay at the school because it is a good place to work?
 - Ability of staff to ensure that every student is learning and receiving the support they need.
 - Do staff feel like they have what they need to do their jobs?
 - What is the overall morale of the staff? Not just admin and teachers, but all support staff as well. Are they functioning as a team or competing and undermining each other?
 - Is it a positive place to work? Does the administrator foster community?
 - Mental Health of teachers and administration
 - Surveying staff about what makes their school work well
 - The culture, the actions and intention of the leadership and the accommodations that make it accessible to the diverse population.
- **Other measurement considerations**
 - An assessment needs to be highly functional behind the scenes, with shared decision-making protocols, conflict resolution protocols, a shared vision, an ample and balanced budget with budget committee, etc.
 - As long as the data gathered is gathered with fidelity. Currently we have educators who don’t know how to obtain that data accurately because they are spread so thin in all areas.
 - Multidimensional, looking at many measures over time.
 - Measures should be in-depth looks NOT one-shot state assessment.
 - The best way to measure the quality of the school would be to walk through the school and see the culture and environment, combined with the reflections of staff on their goals.

How has school climate data been used at your school in the past? (open-ended response)

- It has been shared with schools but there isn't really a measure of how to move the needle for specific areas.
- Unfortunately, my school is so small that the district doesn't allow us to analyze our data in depth for fear that it would be possible to identify respondents from their answers. At other schools in our district the data is shared with the staff and reviewed at building leadership or SIP (school improvement plan) meetings, which can involve the entire staff. The Panorama data we review as an entire staff and use it to inform our advisory activities and tiered intervention system.
- We look at high leverage questions, but so few students take the survey seriously that it's hard to give much importance to the Panorama data.
- Poorly. Results are looked at, noticings/wonders, but no actual change in methodologies. Classes are becoming less segregated, but they have been distinctly so for many years. There's not a lot of personal responsibility from most staff.
- I have no idea. No feedback has been provided that I am aware of.
- School climate has been shown during staff meetings and staff have shared notices. Committees at the school have looked at it more in depth, but it hasn't been used to direct any specific changes. At the district level it is part of our strategic plan, but we have not used it or made significant impact on our climate scores.
- We always look at the Panorama survey and talk about it. We don't do much with the information. We have a new principal this year, and she seems to be interested in using it to help work on the school culture. We created a survey for the primary students to answer. It helped me target how I can improve my classroom environment. My principal has been working on our school culture.
- We've tried, but students don't take it seriously so numbers are not really reflective
- Mostly helps administration set goals for the school.
- The data was reflected on to determine next steps- what we need to know more about. A diverse group of students and parents were selected to participate in a focus group to learn more.
- Teachers have discussed school climate data at staff meetings.
- We use it to inform decisions around where we as a school staff need to focus our energy and efforts.
- I'm not sure -- the district collects the data and I've never heard it brought up again.
- I am not entirely sure how it gets used, though we've had meetings where trends are identified. We have been doing CRE training. Our district has been putting a lot of effort into communicating with parents.
- It has been used to implement new programs to improve school climate
- It has been used to monitor the school activities

How could school climate data be used more effectively or in a more meaningful manner.

- I think that when data is collected, there needs to be options on how those taking surveys want to see those things to be addressed.
- It would be nice if our district was responsible for actually acting on what they learn from the survey. Too often the responsibility for acting on the data is placed right back on the teachers who are already doing everything they can. Discuss responses, share the data with us, bring people together to problem solve. At least offer that opportunity to staff interested.
- Looking at our district climate survey highlights many demographics and trends worthy of focus in my school district. For example: Our Pacific Islander and Indigenous students report lower rates of belonging and safety. Our female students, especially at the secondary level, are scoring significantly lower - mirroring national trends. The areas of focus for our district appear to be: Safety - students have consistently reported lowering rates of safety since returning to our buildings Agency - students are consistently reporting that our rules and systems are not being responsive to their wants and needs Learning - students are consistently reporting that their teachers are disengaging/burning out and it is impacting their education. All of these are things we could take intentional steps to address, but neither my school or my district has begun that work. When I asked my school board and superintendent about this, the response was that we might start doing next year.
- Any data is only helpful if the admins, teachers, students, and parents are willing to look at both the positive and negative aspects and be willing to change. The district needs to be willing to trust the individual schools to make the necessary changes.
- Look more frequently than once a year. Look at small chunks/topics over time rather than broad general info. Do cycles of looking at one area - take steps to try and fix - assess again. Effective use of data should include not just looking at initial data but include a follow up with participants to find out answers to questions rather than the team GUESSING what the results mean. Unfortunately, getting participation in these surveys can be challenging and often it is the unhappy people who respond. So the view can be incomplete.
- It would be nice if there was funding to change the things staff can't control (the physical environment, for example).
- It could be used to support data to show that school needs more support in schools. It might also be used to support discipline programs that improve school climate.
- School board members need to take it seriously and implement consistent, positive change.

How could school climate data best be used to support your specific role or your school?

- Data would allow me to see where the gaps are according to the stakeholders and weave in supports from there. This would also help guide the PD I use with staff to support them as they support students.
- I think it needs to be gathered in a culturally sensitive way, meeting the needs of building - not just districts. And gathering data from all areas; parents, students (to an extent), and staff (all staff, not just teachers).
- I personally use it to see if any of my students are suffering silently. If a student has a surprising score in a domain I try to check in with them. As a school I think it would be helpful to use this data to do two things: Drive school wide expectations and events. For example, at my school our score on school rules being fair dropped 20% when we moved from a level 1 voice in the hallway to a level 0. It is a pretty clear indicator of the results of that rule change on our climate. Additionally, cohort level data can help us know where to most effectively use tier 2 and 3 supports. The pandemic and school closures did not affect each cohort of students equally. Some cohorts had an especially hard time - like those that missed primary grades or had school close at one level (elementary) and reopen at another (middle).
- The students have been struggling since Covid. They have delays in their social-emotional development, and have issues with focus. More school counselors and social workers would make it easier to best meet the needs of students. Teachers need training on how to better meet the social emotional needs of their students.
- To support teacher and student professional development and allocation of resources
- School climate data would support the school by informing all stakeholders (including school board members) of the strengths of the school as well as areas that need improvement.
- In actionable and logical recommendations with measurable outcomes that can be checked. In getting a building staff agreement to consistently implement the recommendations in the least damaging way possible and with the most student input and engagement in the process.
- It could be used to facilitate a discussion with staff in regards to their observations, ahas and ideas in order to move the needle to a more positive spot for students.
- School climate data should be shared with academic interventionists so they can be active participants in helping create the learning environment.
- Data should be presented to the superintendent and school board to show that our school needs more mental health and academic supports.
- It could be used by admin to better understand and change environments to be more positive and supportive for their staff.

School Climate Domain: Safety.

Safety represents the degree of physical and emotional security provided by the school as well as student perceptions of effective, consistent, and fair disciplinary practices.

If a survey was to assess students' feelings of safety, what are the key areas that would need to be included?

- It would be vital that this survey not only included questions around physical safety, but dialed further into emotional safety. If our students do not feel safe, their affective filters will be raised on learning will not occur. Questions centered on safety within the building, whether they feel comfortable and confident in the safety drills, do they have a trusted adult with whom they can connect, do they have friends....
- Safety in classroom, on playground. If the child has an explosive peer in their classroom and grade level, it would be good to know how safe they feels.
- Do they feel safe around other students? Do they feel like the school campus is secure from outsiders? Do they feel like they can talk to a trusted adult at school without repercussions?
- I would want to ask students example questions like "how comfortable do you feel speaking up if you think something unsafe is happening?" or "how safe do you feel answering questions when your teacher asks the whole class?" This would make it less abstract for students.
- Are they afraid to go to the bathroom during school? Do they worry about a school shooting or other violence at school? Are they bullied at school? Do they worry about drug use or vaping at school? Do they know what they should do in case of an emergency at school? If they don't feel safe, do they have a trusted adult at school they can tell?
- Bullying, discrimination, impact of behavioral disruptions. Also whether there are sufficient staff to manage behaviors as well as student elopement.
- Any survey created for students would need to be different depending on the age of the students. Primary students have a different understanding of safety. My students feel safe in school if their teachers are kind, and they get along with their peers. My primary students will say that they don't feel safe at school if they had a disagreement with a friend at recess, whereas an older student will understand that the disagreement is temporary.
- Do they feel like they belong? Do they feel like they receive the help they need when they ask a question? Do they have someone they can connect with at the school site....a trusted adult?
- I think there is safety with friends to be considered, as well as general feelings of safety in the building. Traumatized kids never feel safe.
- Key areas to assess feelings of safety would include: safety from bullying by other students, students feeling comfortable going to an adult staff member if they feel unsafe, meaningful and consistent discipline, and feeling supported/respected/acknowledged.
- Building security, classroom emotionally safe place, feeling that educators care about them and what they need. That the student body cares about one another's safety in all types.
- Campus security, cameras and better bathroom policies.
- Racism, gender identity

School Climate Domain: Engagement.

The engagement domain encompasses the quality of opportunities for students to connect with the school community through personal relationships and activities.

If a survey was to assess students' feelings of engagement, what are the key areas that would need to be included?

- Do students have meaningful friendships at school? Do they feel like their teacher really cares about them as people? Do they have fun at school?
- How many trusted adults they feel like they have, do they feel safe and connected to their peers, do they have avenues of expression, do they voluntarily come to school early or stay late, what things at school do they opt into.
- Open communication channels between staff and students/parents. Opportunities to feel seen, through cultural and performing arts events. Accessible extracurricular activities. Elimination of financial barriers to participation.
- Key areas to assess areas of engagement would be a variety of opportunities for students to be involved in school - not only academically and with athletics, but also by providing opportunities for diverse extracurricular activities, as well as peer and cross-age tutoring.
- Are the learning materials up to date, at your reading level, and include representation of your culture? Are there interesting electives for you to take? Are you being asked to interact with other students, or does your teacher rely on technology for teaching?
- It would be valuable to know what barriers are in place that keep individual students from being fully engaged.
- Time on Task - How easy/hard is it for them/their classmates to stay on task? More time on task = more engagement Excitement over learning - how interested are you in what you are learning about? Voice - how much opportunity do students have to suggest what they learn and what they do? Accomplishment - how is student learning displayed? How is student learning celebrated? Student growth - how much have students learned? How well do students understand their growth?
- What types of choices do they get to make during their school day? From choices at lunch and recess games and equipment/spaces, to learning choices and the ways that their learning can be presented. Being able to make book choices for what they want to read is also as important as them choosing leveled texts in their classroom.
- Do they feel like part of the school community. What activities do they have access to. Could also look at their favorite courses.
- The background, there is always a reason if students are not engaged. Whether they are using substances or not, it all stems from something deeper or support that they are not receiving.
- Is there something they like about school? Do they feel their parents understand what they are doing in school? Are restorative justice practices in place? Are the same students getting away with the same things with no perceived consequences?
- Engagement with and in a variety of curriculum topics, teaching methods, how much students feel the work they are asked to complete reflects their actual learning, whether teachers are trying to create opportunities for them to demonstrate learning.

School Climate Domain: Environment.

The environment domain concerns the quality of the structure and supports that surround the physical plant of a school, instructional environment, academic rigor, and discipline.

If a survey was to assess students' perceptions of environment, what are the key areas that would need to be included?

- It would be important to understand if they felt their environment was safe and that the environment was inclusive of all learners. I would also be interested in understanding how students use the environment to enhance their learning and engagement within the school community. An environment that is rich in equitable access to students as opposed to equal access.
- Is the building "nice" or is it old, rundown, in need of many repairs? Are classrooms personalized, interesting, comfortable? Are the rules fair and fairly applied? Are they both challenged and supported in their learning? Are learning activities canned or are they customized for students?
- Is the school clean? Are school lunches healthy and affordable? Is the school furniture comfortable and in good repair? Are there enough desks/tables and chairs in your classroom for all the students? Is there soap, toilet paper, and hot water in the bathroom?
- Is the school as a structure generally respected. Are the rules reasonable and respected. Do you find success in class, are classes too easy, do you have options for more challenge.
- Are the classrooms generally free from outside distractions? Is the campus aesthetically attractive? Are the students being appropriately challenged in their learning? Are problem behaviors being addressed equitably?
- Physical space - my classroom is a comfortable space. My school building is a comfortable space. Curated spaces - I can be my authentic self at school. I know where to go and who to talk to if I need to voice something vulnerable. Identity - All of my identities are respected and valued. I am me and that is always already enough and worthy of love. Ownership - my school is 'my' space.
- How do they view the current discipline system. Is it working? Can all areas of the school be accessed by every student.
- Clear and consistent discipline, which would include respect for all, opportunities for a variety of learning styles to be incorporated in instruction and assessment, and high expectations for academic rigor with options for demonstrating learning. An environment where they believe that people care and that they believe in the students. Consistency is key and taking the time to show them that you care. Listening and supporting all students equally.
- How often are you dealing with broken tools or equipment at school? Are the subs knowledgeable and helpful? Do you feel there are spaces in the school where the adults don't know what happens there? Does the school equipment come in your size? Do y
- The physical environment in all student spaces--classroom, hallways, cafeteria, library, office, even in restrooms. Also the emotional environment created in various school spaces.

Social and Emotional Learning (SEL).

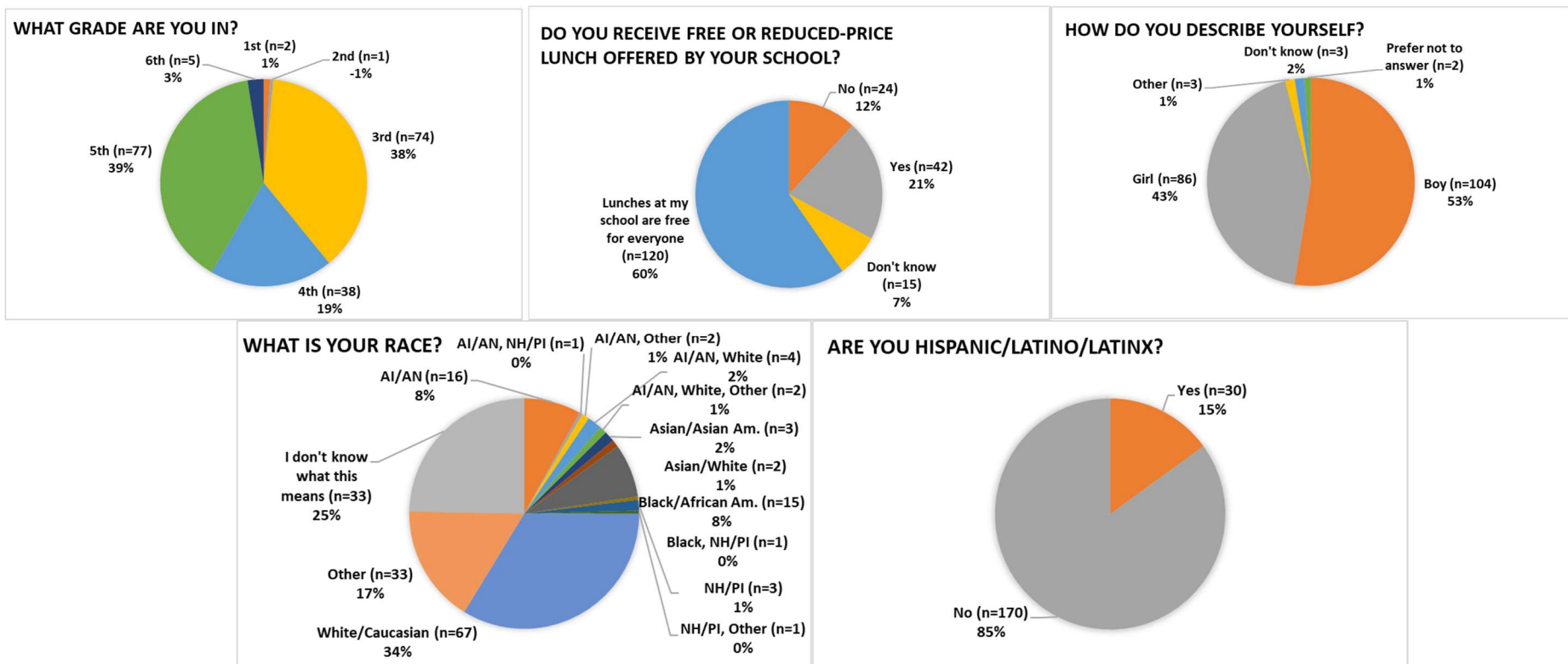
Social and Emotional Learning is broadly understood as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life.

If a survey was to assess students' social and emotional learning, what are the key areas that would need to be included ?

- It would be important to know if students understood regulation, relating, and reasoning. It would also be helpful to know if students shared their current strategies for managing emotions.
- Are students given space to express all of their emotions? Are students encouraged to talk about problems they are having at school without judgment? Is the school environment inclusive?
- Do you feel like you belong at school? Do you have a trusted adult you can talk with? If you need help with something, is there someone who can help you? Do you have friends at school? Are there activities and classes you enjoy at school?
- Ability to resolve conflicts with peers. Ability to code switch behavior based on situations. Ability to maintain friendships through conflict.
- Does the school have a process for conflict resolution between students that is understood, followed, and students are comfortable with. Comfort in talking to teachers, staff to work out problems. Staff who ask students to self-advocate in meaningful ways that students understand, participate in, and feel understood and reasonably accommodated. A sense that it's OK to have a bad day.
- Human Condition - I understand the universality of my feelings and how they fit in to the experience of growing up. Expression - I understand how to appropriately express my wants and needs, even if what I'm feeling is big. Agency - I am empowered to voice what I want and need. Validity - there are no good emotions or bad emotions. All of my emotions are valid and exist to tell me information about my environment and my experience in it. Regulation - I know things I can do for my body and brain to help them regulate.
- Do students feel like they are looked at and listened to? Do they have someone that they can go to and not be afraid--friends and/or adults? Is there a space where they like to go to in the building the most to take a break or just relax?
- Managing their emotions with their peers and adults. Strategizing and setting goals.
- Key areas would include opportunities to express feelings/emotions in a safe and respectful way, learning coping skills and how to manage anger and/or overwhelming feelings that a student doesn't know how to control.
- Belonging, risk-taking and self-confidence
- Goal setting, coping skills, relationships, decision making, self-awareness, self-discipline.
- Do they have the vocabulary to identify and express their feelings? Do they have tools to self-regulate? Do they know how to be respectful of others and why it is important? Do they have tools for how to respond if someone is not kind to them?
- Mindfulness and strategies to help with mental health distress.
- Their relationship with fellow students. Their relationship with teachers.

Appendix D: Elementary Survey Results

Figures. Elementary Survey Demographic Information



Note. AI/AN=American Indian or Alaskan Native. NH/PI=Native Hawaiian or Other Pacific Islander.

Table D.1. Elementary School Safety Domain Items by Race, Ethnicity, and Gender.

	Overall (n=217)			Hispanic/Latino/Latinx (n=30)		American Indian/Alaskan Native (n=25)		Black/African American (n= 16)		White (n=62)		Male (n=103)		Female (n=86)		Mean Comparison Significance Test		
	Range	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	df	t	p
Safety Domain We want to know about parts of school that you think are important. For each of the following questions please pick the best answer that tells us how you feel about each statement. (1=NO!, 2=No, 3=Yes, 4=YES!)																		
Feeling safe at school is important for helping me learn.	1-4	3.47	0.63	3.53	0.63	3.40	0.58	3.75	0.45	3.44	0.72	3.40	0.72	3.56	0.52			n.s.
It is important to feel safe at school.	2-4	3.64	0.54	3.59	0.63	3.67	0.48	3.67	0.49	3.68	0.54	3.57	0.60	3.78	0.42	186	-2.78	<.01
It is important that schools be a safe place.	1-4	3.61	0.59	3.28	0.88	3.58	0.58	3.75	0.45	3.61	0.52	3.58	0.60	3.65	0.50			n.s.
Schools need to help stop bullying.	1-4	3.57	0.65	3.57	0.74	3.25	0.79	3.69	0.48	3.53	0.72	3.56	0.65	3.56	0.66			n.s.
Kids shouldn't need to worry about bullies at school.	1-4	3.21	1.00	3.17	1.10	2.83	1.01	3.06	1.18	3.43	0.76	3.10	1.03	3.35	0.90			n.s.
It is important to feel happy at school.	1-4	3.40	0.68	3.21	0.83	3.39	0.66	3.63	0.50	3.46	0.65	3.30	0.75	3.48	0.59			n.s.
It is important for teachers to help so kids are not picked on.	1-4	3.50	0.68	3.45	0.69	3.25	0.79	3.87	0.34	3.48	0.67	3.42	0.74	3.58	0.60			n.s.

Note. Bolded items under each domain were the most frequently selected as “most important” for that domain. Mean comparison results are reported where significant.

Table D.2. Elementary School Engagement Domain Items by Race, Ethnicity, and Gender

	Overall (n=217)			Hispanic/Latino/Latinx (n=30)		American Indian/Alaskan Native (n=25)		Black/African American (n= 16)		White (n=62)		Male (n=103)		Female (n=86)		Mean Comparison Significance Test		
	Range	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	df	t	p
Engagement Domain We want to know about parts of school that you think are important. For each of the following questions please pick the best answer that tells us how you feel about each statement. (1=NO!, 2=No, 3=Yes, 4=YES!)																		
Feeling like you belong is an important part of school.	1-4	3.37	0.73	3.30	0.75	3.16	0.85	3.38	0.72	3.39	0.64	3.28	0.81	3.49	0.61	188	-1.99	<.05
It is important for students to look forward to going to school.	1-4	3.19	0.79	3.34	0.72	3.08	0.77	3.44	0.89	3.05	0.78	3.19	0.86	3.20	0.68			n.s.
It is important for school assignments and materials to include images of kids that look like me.	1-4	2.32	1.12	2.34	1.08	2.13	1.08	3.00	1.03	2.49	1.11	2.25	1.13	2.33	1.08			n.s.
It is important for students to respect one another.	1-4	3.60	0.65	3.41	0.78	3.79	0.42	3.75	0.45	3.61	0.59	3.56	0.68	3.73	0.45	187	-1.98	<.05
It is important for teachers to care about students.	1-4	3.64	0.59	3.55	0.74	3.75	0.44	3.69	0.48	3.62	0.66	3.59	0.66	3.70	0.49			n.s.
Students need to have the chance to make decisions in class.	1-4	3.31	0.75	3.28	0.88	3.29	0.81	3.38	0.62	3.36	0.66	3.31	0.78	3.31	0.71			n.s.

Finding a fun activity to join at school is important.	1-4	3.32	0.74	3.34	0.77	3.09	0.81	3.67	0.49	3.34	0.66	3.37	0.71	3.28	0.75			<i>n.s.</i>
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Note. Bolded items under each domain were the most frequently selected as “most important” for that domain. Mean comparison results are reported where significant.

Table D.3. Elementary School Environment Domain Items by Race, Ethnicity, and Gender

	Overall (n=217)			Hispanic/Latino/Latinx (n=30)		American Indian/Alaskan Native (n=25)		Black/African American (n= 16)		White (n=62)		Male (n=103)		Female (n=86)		Mean Comparison Significance Test		
	Range	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	df	t	p
Environment Domain We want to know about parts of school that you think are important. For each of the following questions please pick the best answer that tells us how you feel about each statement. (1=NO!, 2=No, 3=Yes, 4=YES!)																		
It's important that teachers encourage students to try hard.	1-4	3.54	0.58	3.53	0.57	3.52	0.71	3.69	0.48	3.51	0.57	3.51	0.61	3.57	0.54			<i>n.s.</i>
Rules need to be fair for all students.	1-4	3.51	0.64	3.45	0.74	3.46	0.66	3.75	0.45	3.45	0.65	3.52	0.62	3.49	0.61			<i>n.s.</i>
Schools should not be too hot or too cold.	1-4	2.90	0.97	3.32	0.77	2.83	0.87	3.31	1.01	2.85	0.90	2.82	1.04	2.96	0.91			<i>n.s.</i>
I like it when teachers praise students when they work hard.	1-4	3.13	0.91	3.25	0.80	2.79	0.93	3.56	0.81	3.07	0.93	3.13	0.95	3.15	0.88			<i>n.s.</i>
It is important that teachers care about students.	1-4	3.66	0.54	3.46	0.79	3.65	0.49	3.75	0.45	3.66	0.48	3.65	0.54	3.66	0.50			<i>n.s.</i>
Teachers need to treat all students the same.	1-4	3.50	0.71	3.59	0.69	3.54	0.66	3.69	0.60	3.47	0.70	3.55	0.66	3.52	0.68			<i>n.s.</i>
It is important that students be proud of their school.	1-4	3.18	0.78	3.19	0.85	3.00	0.62	3.67	0.49	3.08	0.80	3.18	0.88	3.20	0.65			<i>n.s.</i>
Having at least one teacher who looks	1-4	3.29	0.87	3.07	1.00	3.26	0.92	3.00	1.03	3.33	0.81	3.18	0.96	3.44	0.76			<i>n.s.</i>

out for me is important.																		
New students in class are made to feel welcome and supported.	1-4	3.60	0.64	3.26	0.90	3.52	0.67	3.50	0.63	3.56	0.65	3.54	0.70	3.61	0.60			<i>n.s.</i>

Note. Bolded items under each domain were the most frequently selected as “most important” for that domain. Mean comparison results are reported where significant.

Table D.4. Elementary School Social and Emotional Learning Domain Items by Race, Ethnicity, and Gender

	Overall (n=217)			Hispanic/Latino/Latinx (n=30)		American Indian/Alaskan Native (n=25)		Black/African American (n= 16)		White (n=62)		Male (n=103)		Female (n=86)		Mean Comparison Significance Test		
	Range	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	df	t	p
Social and Emotional Learning (SEL) Domain We want to know about parts of school that you think are important. For each of the following questions please pick the best answer that tells us how you feel about each statement. (1=NO!, 2=No, 3=Yes, 4=YES!)																		
Kids need to learn to keep trying even when it is hard.	2-4	3.55	0.52	3.45	0.51	3.48	0.51	3.81	0.40	3.52	0.54	3.55	0.52	3.51	0.53			n.s.
It is important to keep learning no matter how old you are.	1-4	3.39	0.67	3.31	0.71	3.46	0.59	3.40	0.63	3.48	0.57	3.35	0.71	3.44	0.63			n.s.
Knowing what others are feeling is an important skill.	1-4	3.22	0.78	3.21	0.83	3.30	0.70	3.25	0.68	3.21	0.80	3.20	0.81	3.26	0.71			n.s.
Wanting to learn at school is important.	1-4	3.22	0.72	3.41	0.63	3.13	0.55	3.63	0.50	3.11	0.78	3.29	0.77	3.13	0.67			n.s.
Being able to control my emotions.	1-4	3.44	0.67	3.50	0.75	3.43	0.66	3.69	0.48	3.38	0.73	3.49	0.69	3.35	0.67			n.s.
Respecting others who are different from me.	1-4	3.69	0.53	3.57	0.84	3.64	0.49	3.63	0.50	3.70	0.50	3.69	0.49	3.69	0.54			n.s.

Note. Bolded items under each domain were the most frequently selected as “most important” for that domain. Mean comparison results are reported where significant.

Appendix E: Combined Middle and High School Survey Results

Figures. Middle/High School Survey Demographic Information

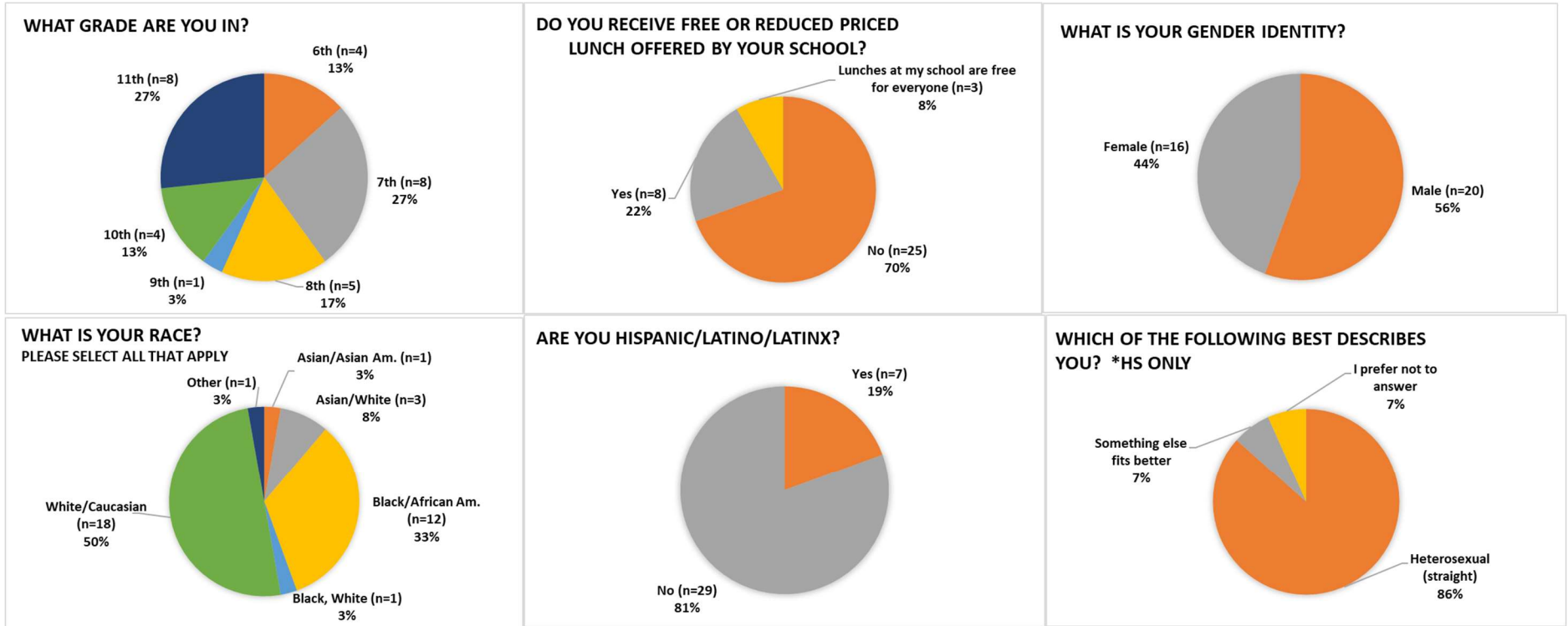


Table E.1. Middle/High School Safety Domain Items by Race, Ethnicity, and Gender.

	Overall (n=43)			Hispanic/Latino/Latinx (n=7)		Black/African American (n=13)		White (n=17)		Male (n=20)		Female (n=16)		Mean Comparison Significance Test		
	Range	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	df	t	p
Safety Domain Please rate the following factors on how important they are to your learning. (1=Not at all important to 5=Very important)																
Feeling physically safe.	2-5	4.65	0.75	5.00	0.00	4.77	0.44	4.59	0.87	4.50	0.95	4.81	0.54			<i>n.s.</i>
Feeling emotionally safe.	1-5	4.37	0.98	4.57	0.79	4.23	0.83	4.35	0.93	4.25	0.91	4.50	0.82			<i>n.s.</i>
Feeling happy at school.	3-5	4.26	0.70	4.57	0.54	4.31	0.63	4.18	0.81	4.11	0.66	4.37	0.81			<i>n.s.</i>
Feeling safe at school regardless of identity (e.g., gender, sexual orientation, race, ethnicity, disability, etc.)	1-5	4.55	0.80	5.00	0.00	4.85	0.38	4.19	1.11	4.45	0.95	4.60	0.74			<i>n.s.</i>
Knowing that drugs and alcohol are not acceptable in your school.	2-5	4.35	0.81	5.00	0.00	4.62	0.51	4.18	1.02	4.20	0.77	4.63	0.89			<i>n.s.</i>
Knowing that bullying and harassment are not tolerated.	2-5	4.51	0.77	4.86	0.38	4.69	0.63	4.41	0.94	4.45	0.89	4.69	0.70			<i>n.s.</i>

Note. Bolded items under each domain were the most frequently selected as “most important” for that domain. Mean comparison results are reported where significant.

Table E.2. Middle/High School Engagement Domain Items by Race, Ethnicity, and Gender.

	Overall (n=43)			Hispanic/ Latino/Latinx (n=7)		Black/African American (n=12)		White (n=17)		Male (n=20)		Female (n=16)		Mean Comparison Significance Test		
	Range	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	df	t	p
Engagement Domain Please rate the following factors on how important they are to your learning. (1=Not at all important to 5=Very important)																
Feeling that I belong at school.	2-5	4.23	0.74	4.57	0.54	4.46	0.52	4.24	0.83	4.20	0.77	4.44	0.51			n.s.
Having instructional materials and lessons that reflect my cultural background, ethnicity and identity.	1-5	3.82	1.05	4.43	0.79	4.15	0.80	3.41	1.12	3.75	1.16	4.00	0.89			n.s.
Having an environment at my school that respects different cultures is important to me.	2-5	4.26	0.91	4.71	0.76	4.54	0.78	4.06	0.97	4.15	0.99	4.44	0.81			n.s.
Feeling that students respect one another.	2-5	4.54	0.68	4.86	0.38	4.69	0.48	4.35	0.86	4.40	0.82	4.75	0.45			n.s.
Feeling that teachers care about and respect me.	3-5	4.59	0.68	4.86	0.38	4.69	0.63	4.53	0.72	4.65	0.67	4.63	0.62			n.s.
Having different activities that I can be a part of.	3-5	4.14	0.72	4.60	0.55	4.20	0.79	4.18	0.73	4.00	0.82	4.36	0.63			n.s.
Having a say in school activities and rules.	2-5	3.97	0.93	3.86	1.22	3.85	1.07	4.24	0.75	4.00	0.86	4.00	0.97			n.s.

Note. Bolded items under each domain were the most frequently selected as “most important” for that domain. Mean comparison results are reported where significant.

Table E.3. Middle/High School Environment Domain Items by Race, Ethnicity, and Gender.

	Overall (n=43)			Hispanic/ Latino/Latinx (n=7)		Black/African American (n=12)		White (n=17)		Male (n=20)		Female (n=16)		Mean Comparison Significance Test		
	Range	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	df	t	p
Environment Domain Please rate the following factors on how important they are to your learning. (1=Not at all important to 5=Very important)																
Feeling praised by teachers for my hard work.	1-5	3.92	0.88	4.00	1.16	3.92	0.86	3.94	1.03	3.95	0.89	3.88	0.96			n.s.
Feeling encouraged to work hard.	3-5	4.26	0.69	4.71	0.49	4.38	0.65	4.12	0.78	4.20	0.77	4.38	0.62			n.s.
Being challenged.	2-5	3.89	0.69	4.14	0.38	4.08	0.64	3.76	0.66	3.90	0.72	4.00	0.52			n.s.
Knowing that school rules are applied equally and fairly to all students.	3-5	4.58	0.60	4.86	0.38	4.77	0.44	4.41	0.62	4.60	0.60	4.56	0.63			n.s.
Taking pride in the appearance of my school.	2-5	3.63	0.97	4.00	1.16	4.00	1.00	3.47	1.01	3.70	0.98	3.69	0.95			n.s.
Having a classroom that is physically comfortable.	2-5	4.11	0.89	4.71	0.49	4.38	0.77	4.06	0.97	4.00	1.03	4.31	0.70			n.s.
Feeling that teachers encourage and are supportive of students.	3-5	4.50	0.69	4.86	0.38	4.69	0.48	4.24	0.83	4.45	0.69	4.56	0.73			n.s.
Having high academic standards.	2-5	4.11	0.92	4.43	0.54	4.54	0.52	3.71	0.99	4.15	0.88	4.19	0.91			n.s.
Having equal access to learning resources and supports.	3-5	4.58	0.68	5.00	0.00	4.69	0.63	4.53	0.72	4.50	0.69	4.75	0.58			n.s.
Having at least one teacher who looks out for me.	3-5	4.32	0.74	4.29	0.49	4.15	0.69	4.35	0.79	4.30	0.80	4.31	0.70			n.s.
New students in class are made to feel welcome and supported.	2-5	4.26	0.83	4.71	0.49	4.38	0.77	4.06	0.90	4.00	0.92	4.50	0.63			n.s.

Note. Bolded items under each domain were the most frequently selected as “most important” for that domain. Mean comparison results are reported where significant.

Table E.4. Middle/High School Social and Emotional Learning (SEL) Domain Items by Race, Ethnicity, and Gender

	Overall (n=43)			Hispanic/ Latino/Latinx (n=7)		Black/African American (n=13)		White (n=17)		Male (n=20)		Female (n=16)		Mean Comparison Significance Test		
	Range	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	df	t	p
Social and Emotional Learning (SEL) Domain Please rate the following factors on how important they are to your learning. (1=Not at all important to 5=Very important)																
Feeling that I could get help with any mental health needs.	2-5	4.08	0.88	4.71	0.49	4.38	0.51	3.94	1.03	3.95	0.83	4.38	0.89			n.s.
Feeling that it is ok at my school to seek help for mental health needs.	3-5	4.11	0.80	4.57	0.54	4.31	0.75	3.94	0.90	4.00	0.80	4.31	0.79			n.s.
Feeling like it is ok to struggle with hard things.	3-5	4.19	0.79	3.71	0.76	4.08	0.79	4.24	0.86	4.28	0.75	4.19	0.83			n.s.
It is important to keep learning no matter how old you are.	2-5	4.11	0.83	4.57	0.54	4.54	0.52	3.76	0.75	4.05	0.89	4.31	0.60			n.s.
An environment that encourages empathy (e.g., Being able to experience the same or similar emotions as others.)	3-5	4.34	0.63	4.43	0.54	4.54	0.52	4.06	0.66	4.25	0.64	4.37	0.62			n.s.
Being motivated to learn.	2-5	4.26	0.76	4.57	0.54	4.38	0.65	4.06	0.90	4.15	0.88	4.44	0.63			n.s.
Being able to recognize, identify, and name emotions, feelings, and thoughts.	1-5	3.95	0.90	4.29	0.95	4.38	0.77	3.71	0.99	4.00	0.97	3.94	0.85			
Being able to control my emotions is important.	2-5	4.34	0.82	4.86	0.38	4.77	0.44	4.12	0.93	4.35	0.81	4.44	0.81			
Respecting others who are different from me is important.	1-5	4.45	0.92	5.00	0.00	4.85	0.38	4.12	1.17	4.20	1.06	4.81	0.54	30	-2.25	<.05

Note. Bolded items under each domain were the most frequently selected as “most important” for that domain. Mean comparison results are reported where significant.

Appendix F: Elementary Student (Grades 3-5) Survey





We want to know how you feel about your school. Please tell us how much you agree or disagree with each statement.

- There are no right or wrong answers.
- Your answers are **anonymous**. This means that nobody can connect your answers to you.
- You don't have to answer these questions if you don't want to. You can skip any question that you don't want to answer and can stop at any time.
- Your answers to these questions will help your school find ways to make your school better.





Would you like to go ahead and answer some questions?

- Yes [student, proceeds]
- No [ends survey, thanks student]





We want to know how you feel about your school. Please tell us how much you agree or disagree with each statement.





<i>Safety</i>	 Strongly Disagree	 Disagree	 Agree	 Strongly Agree
I feel safe in this school.				
I feel safe getting to school and going home from school.				
This school is safe.				
Students feel safe in this school.				
Bullying is not ok at my school.				
At my school, teachers do a good job of keeping students from being bullied.				

We want to know how you feel about your school. Please tell us how much you agree or disagree with each statement.





<p style="text-align: center;"><i>Engagement Relationships – Teachers/Adults</i></p>	 Strongly Disagree	 Disagree	 Agree	 Strongly Agree
Teachers care about their students.				
Adults who work in this school care about the students.				
Teachers treat students with respect.				
I like my teachers.				
Teachers listen to you when you have a problem.				
Adults in this school treat students fairly.				
Teachers let you know when you are doing a good job.				
Teachers are fair when correcting misbehavior.				
I feel like I really belong at my school.				
I look forward to going to school.				
I have fun activities to join at school.				
I get to make important decisions at school.				
My schoolwork includes pictures of kids who look like me.				





We want to know how you feel about your school. Please tell us how much you agree or disagree with each statement.





<p><i>Engagement Relationships – Students</i></p>	 Strongly Disagree	 Disagree	 Agree	 Strongly Agree
Students really care about each other.				
Students get along with one another.				
Students treat each other with respect.				
Students are friendly towards most other students.				

<p><i>Engagement - Other</i></p>	 Strongly Disagree	 Disagree	 Agree	 Strongly Agree
I feel happy when I am at school.				
I try to do my best at school.				

We want to know how you feel about your school. Please tell us how much you agree or disagree with each statement.

<i>Environment - Fairness</i>	 Strongly Disagree	 Disagree	 Agree	 Strongly Agree
School rules are fair.				
The school's Code of Conduct is fair.				
Consequences of breaking rules are fair.				

<i>Environment - Other</i>	 Strongly Disagree	 Disagree	 Agree	 Strongly Agree
My classroom is a comfortable place to learn.				
All students are treated equally at my school.				
Teachers praise me for my hard work.				





<i>Environment – Liking School</i>	 Strongly Disagree	 Disagree	 Agree	 Strongly Agree
I am glad I go to this school.				
I like this school.				
I am proud of my school.				

The following questions ask about your physical activity. Please pick the answer that fits you best.

<i>Physical Health</i>	Much Less Physical Activity	Less Physical Activity	About the Same	More Physical Activity	Much More Physical Activity
Compared to others kids your age and gender, how much physical activity do you get?					

	0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
During the past 7 days, on how many days did you eat breakfast?								

We want to know how you feel about your school. Please tell us how much you agree or disagree with each statement.

<i>Mental / Emotional Support</i>	 Strongly Disagree	 Disagree	 Agree	 Strongly Agree
I can talk to my teachers about personal problems I am having in class.				
If I am having a hard time, I know who to talk to at school to get help.				

<i>Identity Safety</i>	Never	Rarely	Sometimes	Most of the time	Always
How often have you felt that students at your school were treated badly or unfairly because of race or ethnicity?					
How often have you felt that students were treated badly or unfairly in school because of their gender?					
How often have you felt that students were treated badly or unfairly in school because of a disability or long-term health status?					

Please answer how often you did the following during the past 30 days. During the past 30 days...

Social Emotional Learning (SEL)

<i>Social Emotional Learning – Self Management</i>	Almost Never	Once in a While	Sometimes	Often	Almost all of the Time
I came to class prepared.					
I remembered and followed directions.					
I got my work done right away instead of waiting until the last minute.					
I paid attention, even when there were distractions.					
I stayed calm even when others bothered or criticized me.					

In this section, please think about your learning in general. Please indicate how true each of the following statements is for you.

<i>Social Emotional Learning – Growth Mindset</i>	Not at all True	A Little True	Somewhat True	Mostly True	Completely True
I can change how smart I am with hard work.					
I can increase my intelligence by challenging myself.					
I am capable of learning anything.					
I can do well in a subject even if I am not naturally good at it.					
I stayed calm even when others bothered or criticized me.					

How confident are you about the following at school?

<i>Social Emotional Learning – Self Efficacy</i>	Not at all Confident	A Little Confident	Somewhat Confident	Mostly Confident	Completely Confident
I can do well in my lessons.					
I can do well on all my tests, even when they're difficult.					
I can master the hardest topics in my classes.					
I can meet all the learning goals my teachers set.					

In this section, please help us better understand your thoughts and actions when you are with other people. Please answer how often you did the following during the past 30 days. During the past 30 days...

<i>Social Emotional Learning – Social Awareness</i>	Not at all Carefully	Slightly Carefully	Somewhat Carefully	Quite Carefully	Extremely Carefully
How carefully did you listen to other people's points of view?					
	Almost Never	Once in a While	Sometimes	Often	All of the Time
How often did you compliment others' accomplishments? (Almost Never, Once in a while, Sometimes, Often, Almost all the time)					
	Did Not Get Along at All	Got Along a Little Bit	Got Along Somewhat	Got Along Pretty Well	Got Along Extremely Well
How well did you get along with students who are different from you?					
	Not at All Clearly	Slightly Clearly	Somewhat Clearly	Quite Clearly	Extremely Clearly
How clearly were you able to describe your feelings?					
	Not at all Respectful	Slightly Respectful	Somewhat Respectful	Quite Respectful	Extremely Respectful
When others disagreed with you, how respectful were you of their views?					

Demographic Characteristics

We would like to know a little bit about how you describe yourself. Please feel free to skip any question you do not want to answer.

What grade are you in?

- 3rd
- 4th
- 5th
- 6th
- Other: _____

How do you describe yourself?

- Boy
- Girl
- Other
- Don't know
- Prefer not to answer

Are you limited in any activities because of a disability or long-term health problem, including physical health, emotional, or learning problems expected to last 6 months or more?

- Yes
- No
- Don't know
- Prefer not to answer

What is your race? (you may pick more than one)

- American Indian or Alaska Native
- Asian or Asian American
- Black or African American
- Native Hawaiian or other Pacific Islander
- White or Caucasian
- Other (please specify) _____
- I don't know what this means.

Are you Hispanic/Latino/Latinx?

- Yes
- No

Do you receive free or reduced-price lunch offered by your school?

- Yes
- No
- Don't know
- Lunches at my school are free for everyone

Appendix G: Middle and High School Student (Grades 6-12) Items

We are interested in learning about how you feel about your school.

- We are asking for your opinions. This means there are no right or wrong answers – we care about how you feel.
- Your answers to these questions are completely **anonymous**. This means that nobody will be able to connect your answers to you. Your answers will be included with those of other students so that we can tell how students are doing as a group.
- The information that you provide will be used by your school to make improvements where needed.
- Your participation in this survey is **completely voluntary**. This means that you do not have to participate. It also means that you can skip any questions or stop at any time. This survey will not affect your grades in any way.
- You may find some of the questions to be personal and you may not be comfortable answering them. Again, you can skip any questions that you don't want to answer.
- We value your opinion and want to hear what you have to say.

Would you like to continue to the survey?

- Yes [student, proceeds]
- No [ends survey, thanks student]

How strongly do you agree or disagree with the following statements about your school?

<i>Safety – Emotional Safety</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
Students at my school get along well with each other.				
At my school, students talk about the importance of understanding their own feelings and the feelings of others.				
At my school, students work on listening to others to understand what they are trying to say.				
I am happy to be at my school.				
I feel like I am part of my school.				
I feel socially accepted.				
It is ok at my school to seek help for mental health needs.				

How strongly do you agree or disagree with the following statements about your school?

<i>Safety – Physical Safety</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel safe going to and from my school.				
I sometimes stay home because I don't feel safe at my school.				
Students at my school carry guns or knives to school.				
Students at my school threaten to hurt other students.				
Students at my school steal money, electronics, or other valuable things while at school.				
Students at my school damage or destroy other students' property.				
Students at my school fight a lot.				

How strongly do you agree or disagree with the following statements about your school?

<i>Safety – Bullying/Cyberbullying</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
Students at my school are teased or picked on about their race or ethnicity.				
Students at my school are teased or picked on about their cultural background or religion.				
Students at my school are teased or picked on about their physical or mental disability.				
Students at my school are teased or picked on about their academic performance.				
Students at my school are teased or picked on about their real or perceived sexual orientation.				
Students at my school are often bullied.				
Students often spread mean rumors or lies about others at my school on the internet (i.e., Facebook™, email, and instant message).				
Bullying and harassment are not tolerated at my school.				

How strongly do you agree or disagree with the following statements about your school?

<i>Safety – Substance Use</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
Students use/try alcohol or drugs while at school or school-sponsored events.				
It is easy for students to use/try alcohol or drugs at school or school-sponsored events without getting caught.				
Students at my school think it is okay to smoke or vape tobacco.				

Students at my school think it is okay to smoke or vape marijuana.				
Students at my school think it is okay to get drunk.				
Students at my school think it is okay to try drugs.				

How strongly do you agree or disagree with the following statements about your school?

<i>Engagement – Cultural and Linguistic Competence</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
All students are treated the same, regardless of the amount of money their parents have.				
Students are treated equally well, regardless of their gender.				
My school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.				
Adults working at my school treat all students respectfully.				
People of different cultural backgrounds, races, or ethnicities get along well at my school.				
I feel that I belong at my school.				

How strongly do you agree or disagree with the following statements about your school?

<i>Engagement – Relationships</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
Teachers understand my problems.				
Teachers are available when I need to talk with them.				
It is easy to talk with teachers at my school.				
My teachers care about me.				
At my school, there is a teacher or some other adult who students can go to if they need help because of sexual assault or dating violence.				

My teachers make me feel good about myself.				
Students respect one another.				
Students like one another.				
If I am absent, there is a teacher or some other adult at school that will notice my absence.				

How strongly do you agree or disagree with the following statements about your school?

<i>Engagement – School Participation</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.				
I regularly participate in extra-curricular activities offered through my school, such as, school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.				
At my school, students have lots of chances to help decide things like class activities and rules.				
There are lots of chances for students at my school to get involved in sports, clubs, and other school activities outside of class.				
I have lots of chances to be part of class discussions or activities.				

How strongly do you agree or disagree with the following statements about your school?

<i>Environment – Physical Environment</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
The bathrooms in my school are clean.				
The temperature in my school is comfortable all year round.				
The school grounds are kept clean.				

The water is safe to drink at my school.				
I think that students are proud of how my school looks on the outside.				
Broken things at my school get fixed quickly.				
I am proud of my school.				
My classroom environments are comfortable.				
I can access accommodations (e.g., educational supports) if I need them.				

How strongly do you agree or disagree with the following statements about your school?

<i>Environment – Instructional Environment</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
My teachers praise me when I work hard in school.				
My teachers give me individual attention when I need it.				
My teachers often connect what I am learning to life outside the classroom.				
The things I'm learning in school are important to me.				
My teachers expect me to do my best all the time.				
My school has high academic standards.				
Students have equal access to learning resources and supports.				
Teachers are supportive of all students.				
Rules are applied equally to all students.				

Social and Emotional Learning

Select the answer that best describes how true you feel that this statement is about you personally...

<i>Social and Emotional Health: Belief in Self</i>	Not at all True	A Little True	Pretty Much True	Very Much True
<i>Belief in self</i>				
I can work out my problems				
I can do most things if I try				
There are many things that I do well				
<i>Self-awareness</i>				
There is a purpose to my life				
I understand my moods and feelings				
I understand why I do what I do				
<i>Persistence</i>				
When I do not understand something, I ask the teacher again and again until I understand				
I try to answer all the questions asked in class				
When I try to solve a math problem, I will not stop until I find a final solution				

At my school, there is a teacher or some other adult...

<i>Social and Emotional Health: Belief in Others</i>	Not at all True	A Little True	Pretty Much True	Very Much True
<i>School Support</i>				
...who always wants me to do my best				
...who listens to me when I have something to say				
...who believes that I will be a success				

...who can provide support when I need it				
---	--	--	--	--

How much do you agree or disagree with this statement...

<i>Social and Emotional Health: Belief in Others</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>Family Coherence</i>				
My family members really help and support one another				
There is a feeling of togetherness in my family				
My family really gets along well with each other				

Select the answer that best describes how true you feel that this statement is about you personally...

<i>Social and Emotional Health: Belief in Others</i>	Not at all True	A Little True	Pretty Much True	Very Much True
<i>Peer Support</i>				
I have a friend my age who really cares about me				
I have a friend my age who talks with me about my problems				
I have a friend my age who helps me when I'm having a hard time				

Select the answer that best describes how true you feel that this statement is about you personally...

<i>Social and Emotional Health: Emotional Competence</i>	Not at all True	A Little True	Pretty Much True	Very Much True
<i>Emotion Regulation</i>				
I accept responsibility for my actions				
When I make a mistake I admit it				
I can deal with being told no				

Select the answer that best describes how true you feel that this statement is about you personally...

<i>Social and Emotional Health: Emotional Competence</i>	Not at all True	A Little True	Pretty Much True	Very Much True
<i>Empathy</i>				
I feel bad when someone gets their feelings hurt				
I try to understand what other people go through				
I try to understand how other people feel and think				

Select the answer that best describes how true you feel that this statement is about you personally...

<i>Social and Emotional Health: Emotional Competence</i>	Really Untrue	Sort of Untrue	True	Really True
<i>Behavioral Self-Control</i>				
I can wait for what I want				
I don't bother others when they are busy				
I think before I act				

Select the answer that best describes how much you have experienced this feeling "since yesterday"

<i>Social and Emotional Health: Engaged Living</i>	Not at all	A little	Moderately	Quite a bit	Extremely
<i>Gratitude</i>					
Grateful					
Thankful					
Appreciative					

These words describe feelings people have. Please read each one carefully. How much do you have this feeling right now?

<i>Social and Emotional Health: Engaged Living</i>	Not at all	A little	Moderately	Quite a bit	Extremely
<i>Zest</i>					
Energetic					
Active					
Lively					

Select the answer that best describes how true you feel this statement is about you personally.

<i>Social and Emotional Health: Engaged Living</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>Optimism</i>				
Each day I look forward to having a lot of fun				
I usually expect to have a good day				
Overall, I expect more good things to happen to me than bad things.				

The following questions ask about your physical activity. Please pick the answer that fits you best.

<i>Physical Activity</i>	Much Less Physical Activity	Less Physical Activity	About the Same	More Physical Activity	Much More Physical Activity
Compared to others your age and gender, how much physical activity do you get.					

<i>Physical Activity</i>	Days
During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time?)	

<i>Physical Activity</i>	Very under-weight	Slightly under-weight	About the right weight	Slightly over-weight	Very over-weight
How do you describe your weight?					

	Less than one hour per day	1 hour per day	2 hours per day	3 hours per day	4 hours per day	5 or more hours per day
On an average school day, how many hours do you spend watching TV, on a computer, smart phone, or playing games (also called "screen time")? (Do not count time spent doing schoolwork.)						

<i>Physical Health</i>	Hours
On an average school night during the current school year, about how many hours do you sleep?	

	0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
During the past 7 days, on how many days did you eat breakfast?								

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

<i>Academic Rigor</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
I have high goals and expectations for myself.				
I plan to graduate from high school.				
I plan to attend college or some other school after high school.				

<i>Academic Rigor</i>	Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly E's	Mostly F's
Putting them all together, what are your grades like this year?						

<i>Academic Rigor</i>	Days
During the past 30 days, on how many days have you been absent from school for any reason?	

Please select the reason why you were absent from the list below. Check all that apply.

<input type="checkbox"/>	I didn't think school was engaging or interesting
<input type="checkbox"/>	I had a family responsibility such as helping to watch a younger sibling
<input type="checkbox"/>	I had trouble with my internet or logging into classes (if remote)
<input type="checkbox"/>	I felt too overwhelmed with life to participate in school
<input type="checkbox"/>	I did not feel safe going to school or participating in school
<input type="checkbox"/>	I was sick or not feeling well
<input type="checkbox"/>	I was too anxious or depressed (felt sad, discouraged, or irritated)
<input type="checkbox"/>	I lost track of time or forgot to log on (if remote)
<input type="checkbox"/>	I was traveling or on vacation
<input type="checkbox"/>	I had a medical appointment (like a Doctor, Dentist, Orthodontist appointment, etc.)
<input type="checkbox"/>	I did not have transportation available to get to school
<input type="checkbox"/>	I did not have clean clothing to wear to school
<input type="checkbox"/>	Other

How strongly do you agree or disagree with the following statements?

Friendships/Peer Support	Strongly Disagree	Disagree	Agree	Strongly Agree
I have a friend about my own age who really cares about me.				

I have a friend about my own age who talks with me about my problems.				
I have a friend about my own age who helps me when I'm having a hard time.				

How strongly do you agree or disagree with the following statements?

Resilience	Strongly Disagree	Disagree	Agree	Strongly Agree
Outside of school hours, there is a safe place or person I can go to if I need help.				
I am doing just as well as other kids my age				

How strongly do you agree or disagree with the following statements?

Identity Safety	Never	Rarely	Sometimes	Most of the time	Always
How often have you felt that students were treated badly or unfairly in school because of your race or ethnicity?					
How often have you felt that students were treated badly or unfairly in school because of your gender?					
How often have you felt that students were treated badly or unfairly in school because of a disability or long-term health status?					

Demographic Characteristics

Last, we'd like to ask a few questions to get an idea about how you describe yourself so that we can make sure that we have reached out to different groups of people.

Again, you are free to skip any question that you do not wish to answer.

What grade are you in?

- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th
- Ungraded
- Other: _____

Are you Hispanic/Latino/Latinx? Here, we mean a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

- Yes
- No

What is your race? (please select all that apply)

- American Indian or Alaska Native** (A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.)
- Asian** (A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)
- Black or African American** (A person having origins in any of the black racial groups of Africa.)
- Native Hawaiian or Other Pacific Islander** (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)
- White** (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)
- Other** (please specify): _____

What is the language you speak most often at home?

- English
- Spanish
- Russian
- Vietnamese
- Somali
- Ukrainian
- Chinese
- Korean
- Other (please specify): _____

Are you limited in any activities because of a disability or long-term health problem including physical health, emotional, or learning problems expected to last 6 months or more?

- Yes
- No

What is your gender identity?

- Male
- Female
- Transgender
- Questioning/unsure
- Something else fits better
- I do not know what this question is asking
- I prefer not to answer

Which of the following best describes you?

- Heterosexual (straight)
- Gay
- Lesbian
- Bisexual
- Questioning/not sure
- Something else fits better
- I do not know what this question is asking
- I prefer not to answer

Do you receive free or reduced-price lunch offered by your school?

- Yes
- No
- Lunches at my school are free for everyone.
- I do not know.