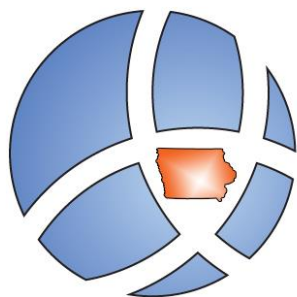


All Schools

Report: Iowa Safe and Supportive Schools Index for All Schools

IS3 Index Year Four 2014

4/1/2014



Iowa Safe and Supportive Schools
Engagement | Safety | Environment

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Goals for this Report

This report will show you:

- How surveyed members of your school community—**students, school personnel** and **parents**—rate the overall Safety, Engagement, and Environment in your school.
- Your school's **IS³ Index**, which is a reflection of the health of your school's optimal conditions for learning.
- **Where perceptions are consistent** across the three populations—students, school personnel and parents—and **where they diverge**.
- Which constructs are rated **highest** and **lowest** for each group as a whole.
- Additional survey constructs that, while not included in your IS³ Index, will add to your understanding of the conditions for learning at your school.

What are conditions for learning?

- Conditions for learning refer to all aspects of the learning environment, including:
 - School safety;
 - The quality of relationships (e.g. the level of engagement and connectedness) among students, parents, and school personnel;
 - The established and practiced norms and values;
 - The processes and procedures used; and
 - The overall physical environment within which all school activities and interactions occur.

Why are conditions for learning important?

- Research regarding risk and protective factors for children and youth shows that ignoring conditions for learning leads to deficits in learning supports systems (Osher, et al., 2008).
- Healthy conditions for learning contribute to students' academic achievement and overall healthy development (Osher & Kendziora, 2010; Cohen, McCabe, Michelli, & Pickeral, 2009).
- A national study showed that improving skills such as solving problems, working out conflicts and working with other people in a group has led to **double-digit increases** on achievement test scores, improved classroom behavior and improved attitudes (Durlak, Weissberg, & Pachan, 2010).

Why are conditions for learning important to Iowa?

- Even with significant investments in curriculum and instruction, Iowa's trend lines for reading and math are essentially flat, and achievement gaps for poor, minority, students with disabilities, and English language learners are not closing (Iowa Department of Education, 2011).
- Therefore, it is essential to identify measures that provide critical data on indicators of conditions for learning. These data can be used to either promote conditions for learning or remediate barriers to learning.

Citations

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What is “Iowa Safe and Supportive Schools”?

- Iowa Safe and Supportive Schools (IS³) is a federal grant that takes the first step in understanding optimal conditions for learning and provides financial support for select schools to leverage resources toward maximum benefit for students, their families and the school personnel who support them.

What are the goals of IS³?

Goal 1:

- Establish a valid and reliable measure of school safety, engagement, and environment (conditions for learning) for high school students (grades 9-12), parents/ guardians, and all school personnel.

What is the name of this measure?

- Iowa Youth Survey: Conditions for Learning

What is a survey construct?

- A construct is an idea that **cannot** be directly counted. Therefore, it must be measured in some way that can be counted.
 - For example, we cannot directly count “safety.”
 - However, we can count the number of students who feel unsafe, the number of fights at school, and the number of items stolen on school property (these are examples of the survey items found in this report).
 - All of these numbers can then be used to tell us about “safety” at school.
- In this report, survey items (*found in Appendices A, B, and C for students, school personnel, and parents, respectively*) are used to measure the survey constructs listed in Table 1.

Table 1. Iowa Youth Survey: Conditions for Learning

IYS: Conditions for Learning Survey Constructs		Population(s) that answer this construct		
Construct	Definition	Student	Parent	School
SAFETY				
*Physical Safety	the extent to which students are safe from physical harm in the school	X	X	X
*Emotional Safety	the extent to which a student feels safe from verbal abuse, teasing, and exclusion	X	X	X
Suicide Risk	the extent to which students are safe from personal harm	X		
Perceived Peer Emotional Safety	the extent to which it is perceived that all students are safe from verbal abuse, teasing, and exclusion	X	X	X
Values	the beliefs of students about physical, emotional, and personal safety	X		
ENGAGEMENT				
*Diversity	the extent to which students and adults demonstrate respect for each other's differences (i.e. appearance, culture, gender, race, learning differences, sexual orientation, etc.)	X	X	X
*Adult-Student Relationships	the extent to which adults demonstrate care for students, respect for students, and acknowledgement of students' work	X	X	X
*Student-Student Relationships	the extent to which students demonstrate care for, respect for, and collaboration with one another	X	X	X
Commitment to School/Learning	the extent to which students value and put forth effort toward school	X		
ENVIRONMENT				
*Expectations/Boundaries	the extent to which clear rules are delineated and enforced	X	X	X
*Physical Environment	the extent to which the school facilities are adequate, clean, and up to date	X	X	X
Adult Support	the extent to which adults intervene when bullying occurs	X	X	X
Parent-School Connection	the extent to which parents feel safe, welcome, and involved in their child's education in the school		X	
Leadership	the extent to which administration creates and communicates a clear vision, and is accessible to and supportive of school personnel and school personnel development.			X
Professional Relationships	Positive attitudes and relationships among school personnel that support effectively working and learning together.			X
<i>* Indicates constructs used in Index calculations.</i>				

IS³ Goal 2:

- Establish an index that differentiates between schools that have optimal conditions for learning, and those that do not.

What is the IS³ Index?

- The IS³ Index is an indicator (or reflection) of the health of a school's optimal conditions for learning in the areas of safety, engagement and environment.
- The IS³ Index was used to determine which schools would receive IS³ grant funding to improve the overall health of their school's conditions for learning.
 - In Table 2, high scores indicate more optimal conditions for learning and less need for targeted or intensive interventions.
 - Schools with scores 0 to 22 (red and orange) received IS³ grant funding.
- The Index will be continually monitored and utilized to support schools in directing improvements in their conditions for learning, and to inform the selection and evaluation of programmatic interventions.

What data are included in the Index?

- Student survey data and school incident data are included in the Index.
- School personnel and parent results are shown in this report and can be used to give you a more complete picture of the conditions for learning at your school.
 - However, data from these populations are not included in the Index.

IS³ Goal 3:

- Implement targeted, programmatic interventions in order to help schools improve conditions for learning.
 - Using the IS³ Index and the data in this report, schools will make data-based decisions to implement interventions in order to improve the conditions for learning.

Table 2. IS³ Index Range and Description

Index Range	Description
30-36	Schools with an IS ³ Index in this range are creating healthy school climates with optimal conditions for learning in the areas of safety, engagement, and environment. There still may be room for improvement.
23-29	Schools with an IS ³ Index in this range need some targeted support to improve the health of the school climate and to create favorable conditions for learning in the areas of safety, engagement and environment.
17-22	Schools with an IS ³ Index in this range need intensive to targeted support to improve the health of the school climate and to create favorable conditions for learning in the areas of safety, engagement and environment.
0-16	Schools with an IS ³ Index in this range need intensive support to improve the health of the school climate and to create favorable conditions for learning in the areas of safety, engagement and environment.

Your School's IS³ Index

- Figure 1 details your school's Index for this year in relation to the range of total points possible.
 - The graph is color-coded to align with the ranges noted in Table 2, and reflects your school's overall condition for learning.
- Figure 2 details your school's Index trend data since 2012.
 - The color of each dot in the graph aligns with the Index ranges described in Table 2.

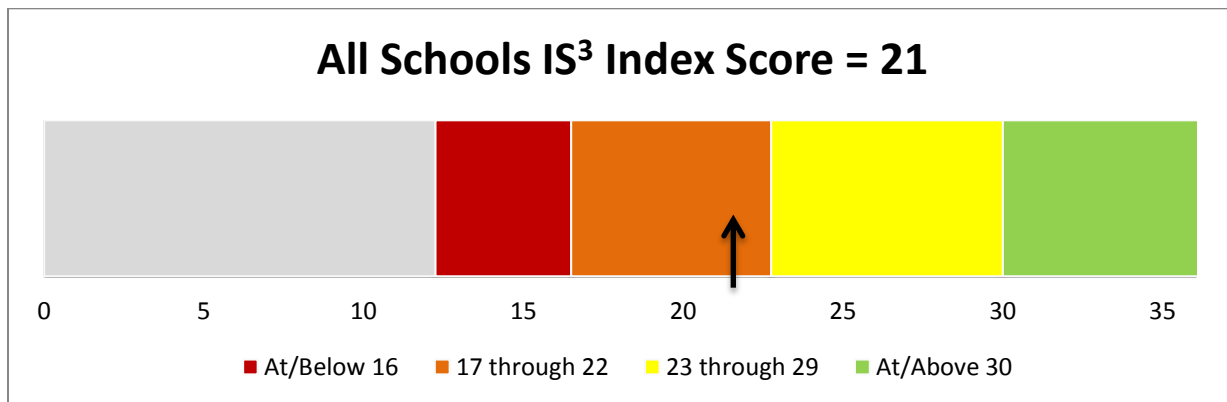
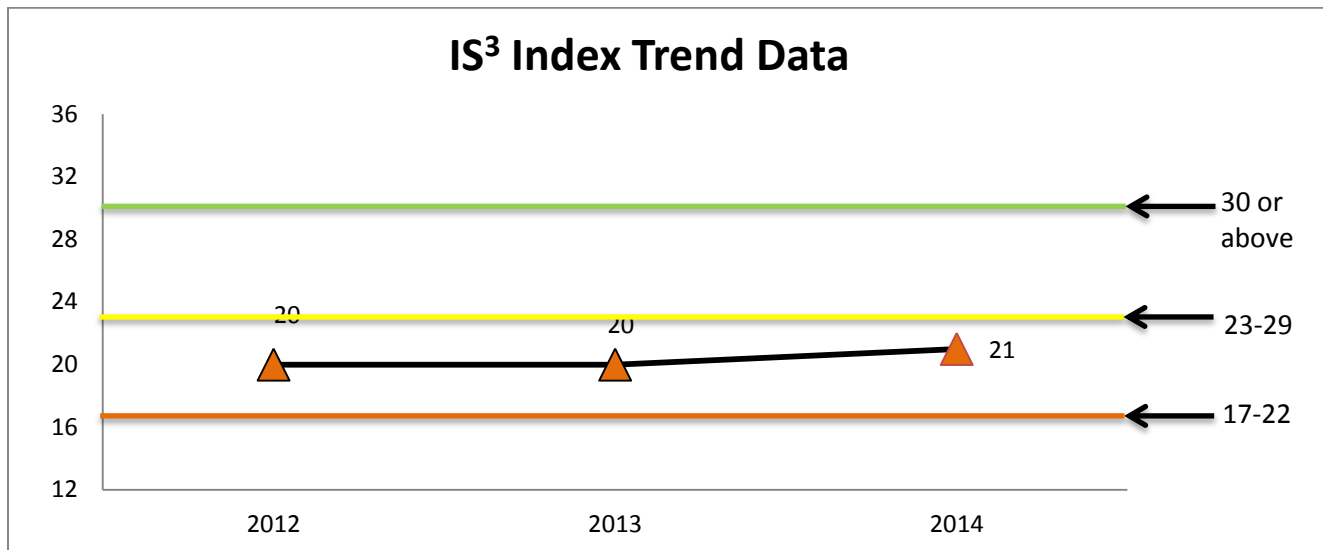
Figure 1. IS³ Index

Figure 2. IS³ Index Trend Data

What is the IS³ Index comprised of?

The IS³ Index is comprised of three domains, each of which measures part of a school's overall conditions for learning: **Safety**, **Engagement** and **Environment**. Within each domain, there are data elements. For example, the Safety Domain includes three data elements: Physical Safety, Emotional Safety and Suspensions/Expulsions for Fighting or Violent Behavior without Physical Injury. Each data element is assigned points from zero (0) to three (3), where zero indicates intensive need and three indicates optimal conditions for learning. The sum of the points for the data elements provides the total points for each domain; the sum across domains provides the total points for the IS³ Index. Figure 3 illustrates the IS³ Index, comprised of the 3 domains and 12 data elements.

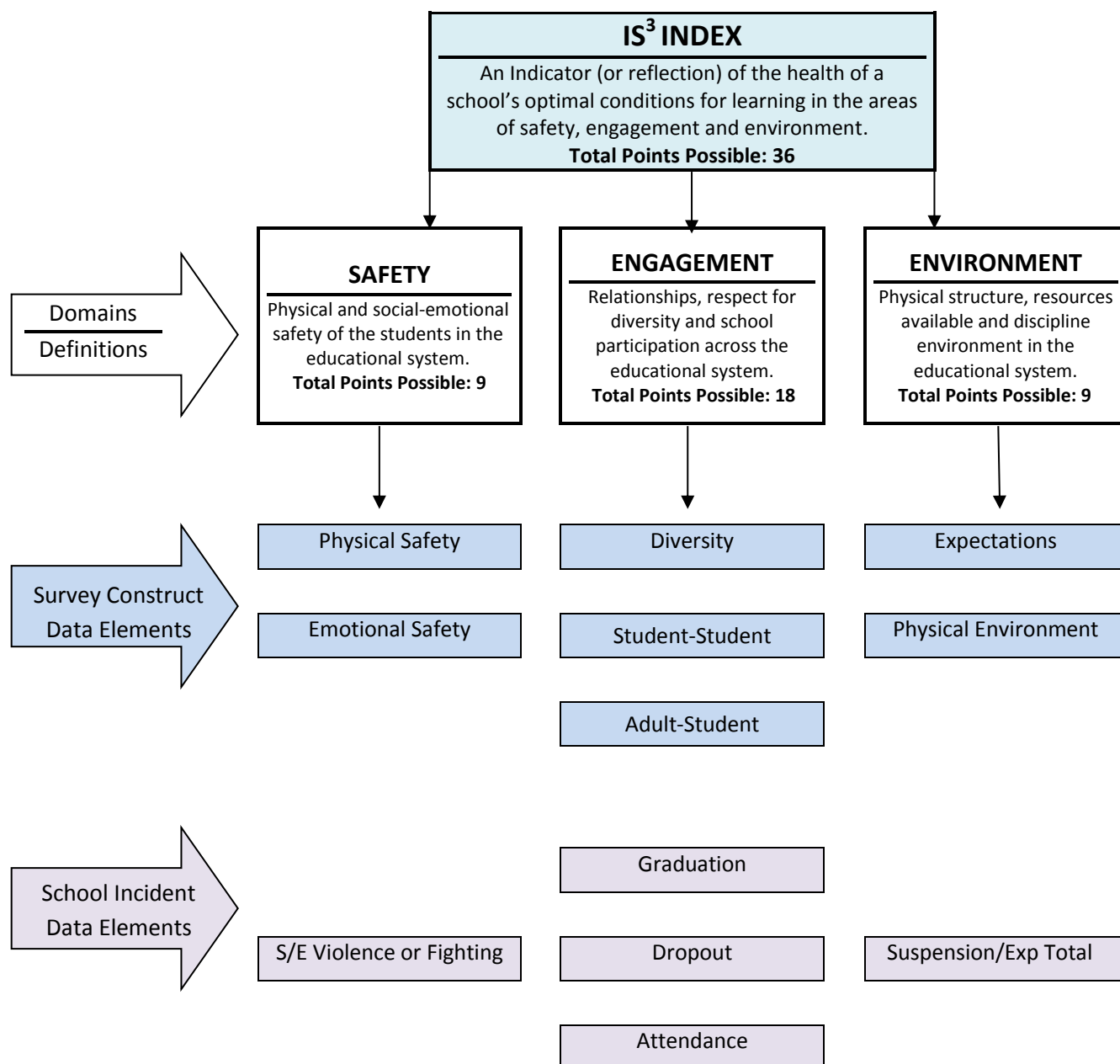


Figure 3. IS³ Index, Domains and Constructs.

Index Data Element Definitions

Table 3 below outlines the broad definition of the data elements across the three domains of **Safety**, **Engagement**, and **Environment**.

Table 3. Broad Definition of Data Elements¹

Data Element		Broad Definition
<i>Safety Domain</i>		
Survey Constructs	Physical Safety	The extent to which students are safe from physical harm while on school property.
	Emotional Safety	The extent to which students feel safe from verbal abuse, teasing, and exclusion.
School Incident	Suspensions & Expulsions without Physical Injury	The percentage of 9-12 th grade students who received at least one suspension or expulsion for fighting or violent behavior without injury during a given school year.
<i>Engagement Domain</i>		
Survey Constructs	Diversity Engagement	The extent to which students and adults demonstrate respect for each other's differences (i.e. appearance, culture, gender, race, learning differences, sexual orientation, etc.).
	Adult-Student Engagement	The extent to which adults demonstrate care for students, respect for students, and acknowledgement of students' work
	Student-Student Engagement	The extent to which students demonstrate care for, respect for, and collaboration with one another.
School Incident	Graduation Rate	The percentage of 12 th grade students who graduate during a given school year.
	Dropout Rate	The percentage of 9-12 th grade students who drop out of school during a given school year.
	Attendance Rate— Grades 9 to 12	The percentage of school days that 9-12 th grade students are present at school during a given school year.
<i>Environment Domain</i>		
Survey Constructs	Expectations/Boundaries Environment	The extent to which clear rules are delineated and enforced.
	Physical Environment	The extent to which the school facilities are adequate, clean, and up to date.
School Incident	Suspensions & Expulsions	The percentage of 9-12 th grade students who received at least one suspension or expulsion during a given school year.

NOTE: The survey constructs are part of the IYS: Conditions for Learning Survey, and therefore also appear in Table 1.

How are IS³ Index points allocated?

Point allocations per data element are awarded to schools based on set thresholds, which are outlined in the Learning Supports Framework (Appendix E). The Learning Supports Framework is a research based framework that delineates the necessary supports required for all children to be successful. Below is a graphic and summary of the various levels of supports needed in order for all children to be successful. You will see these levels (and percentages) reflected in the established Index thresholds in Table 4.

Using this Learning Supports Framework, Index points for each data element are awarded as follows:

- 3 = data indicates a healthy school
- 2 = data indicates some targeted support needed
- 1 = data indicates intensive to targeted support needed
- 0 = data indicates intensive support is needed

EXAMPLE. In the construct *suspensions/expulsions*, no more than 5% of a school population should be suspended or expelled throughout the year (see Appendix D: *Definition List* for calculation of suspension/expulsion). If a school is suspending and/or expelling 20% or more of the school population, the primary behavior management plan for that school is to suspend and/or expel students rather than to provide targeted supports for students. Therefore thresholds were set at:

- Percent suspension/expulsion of less than 5% = 3
- Percent suspension/expulsion of 5%-12.49% = 2
- Percent suspension/expulsion of 12.5%-19.99% = 1
- Percent suspension/expulsion at 20% or more = 0

Each construct and threshold criteria included in the index is provided in Table 4. IS³ Data Element Thresholds.

Data Element Thresholds and IS³ Index Point Allocations

Table 4. IS³ Data Element Thresholds

Index Point(s)	Survey Constructs (Weighted Mean)	Attendance & Graduation	Dropout*	S/E Violent-Fighting & S/E Total
3	=3.25	=95%	=1.25%	<5%
2	3.0 – 3.24	87.5 – 94.99%	1.26 – 1.5%	5 – 12.49%
1	2.75 – 2.99	80 – 87.49%	1.51 – 1.75%	12.5 – 19.99%
0	<2.75	<80%	>1.75%	=20%

***Dropout** is determined using an annual calculation; multiplying the dropout annual percentage by 4 provides a 4-year reflection of dropout rate (e.g., 1.25 x 4 = 5%) which is inversely related to Iowa's 4-year cohort graduation rate.

A Breakdown of Your School's Index

- Table 5 gives you a breakdown of your school's IS³ Index points by domain and data element.
- In grey, you will see the number of **index points** your school received for each domain out of the number of points possible for that domain. This is also represented as a percentage to allow you to easily compare across domains.

Table 5: Index Breakdown by Domain and Data Element

Safety Domain			
Type of Data	Data Element	Score	Index Points
Survey Construct	Physical Safety	3.82	3/3
	Emotional Safety	3.62	3/3
School Incident	Suspensions/Expulsions for Fighting or Violent Behavior without Physical Injury	3.01% (534)	3/3
Safety Total Index Points: 9/9 (100%)			
Engagement Domain			
Type of Data	Data Element	Score	Index Points
Survey Construct	Diversity	3.18	2/3
	Adult-Student Relationships	2.95	1/3
	Student-Student Relationships	3.01	2/3
School Incident	Graduation	86.12% (3381)	1/3
	Dropout	3.33% (585)	0/3
	Attendance	92.81% (2823852)	2/3
Engagement Total Index Points: 9/18 (50%)			
Environment Domain			
Type of Data	Data Element	Score	Index Points
Survey Construct	Expectations/Boundaries	3.21	2/3
	Physical Environment	2.91	1/3
School Incident	Suspensions/Expulsions Total	16.04% (2846)	1/3
Environment Total Index Points: 4/9 (44.4%)			

Response Rate and Demographics

In this section, you will find a snapshot of who responded to the survey across all populations.

Table 6a. Survey response Rate for All Schools

Group	Population Size	# Respondents	% of Population Represented
Students	16043	13615	84.9
School Personnel	2150	1935	90
Parents	16043	3192	19.9

Table 6b. Who completed the survey?

	Student N = 13613	School Personnel N = 1933	Parent N = 3180
<i>Gender</i>			
Male	6754 (50%)	688 (36%)	
Female	6727 (49%)	1237 (64%)	
Missing	132 (1%)	8 (0%)	
<i>Grade (Please note: Staff & Parent numbers may exceed 100% due to supporting multiple grades.)</i>			
9th	3799 (28%)	1479 (77%)	1033 (32%)
10th	3668 (27%)	1554 (80%)	929 (29%)
11th	3381 (25%)	1587 (82%)	833 (26%)
12th	2623 (19%)	1529 (79%)	785 (25%)
<i>Ethnicity</i>			
American Indian/Alaskan Native	349 (3%)	12 (1%)	28 (1%)
Asian/Pacific Islander	500 (4%)	10 (1%)	57 (2%)
Black/African American	1315 (10%)	51 (3%)	122 (4%)
Latino/Latina/Hispanic	1790 (13%)	33 (2%)	184 (6%)
White/Caucasian	8587 (63%)	1786 (92%)	2701 (85%)
Multiracial	745 (5%)	19 (1%)	65 (2%)
Not Listed Above	294 (2%)	18 (1%)	13 (0%)
Missing	33 (0%)	4 (0%)	10 (0%)
<i>English as first language for Student</i>			
Yes	11847 (87%)		3044 (96%)
No	1718 (13%)		127 (4%)
Missing	48 (0%)		9 (0%)
<i>Child Qualifies for Free/Reduced Lunch</i>			
Yes			874 (27%)
No			2296 (72%)
Missing			10 (0%)
<i>Child Has an IEP</i>			
Yes	1581 (12%)		595 (19%)
No	11139 (82%)		2551 (80%)
I don't know	850 (6%)		
Missing	43 (0%)		34 (1%)

Table 6c. Additional School Personnel Demographics.

<i>School Personnel by Position</i>	
Teacher	1168 (60%)
Administrator	75 (4%)
Other Professional School personnel	200 (10%)
Paraprofessional	257 (13%)
Non-certified Support School personnel	226 (12%)
Missing	7 (0%)
<i>School Personnel By Department</i>	
English/Language Arts	182 (9%)
Mathematics	125 (6%)
Science	129 (7%)
Social Studies	121 (6%)
Foreign Language	57 (3%)
Music/Arts/Theatre	99 (5%)
Physical Education	62 (3%)
Special Education	415 (21%)
Other	485 (25%)
Not Applicable	246 (13%)
Missing	12 (1%)
<i>How many years have you been working in this position?</i>	
1 st year	168 (9%)
2-5 years	487 (25%)
6-10 years	407 (21%)
11-20 years	505 (26%)
20+ years	358 (19%)
Missing	8 (0%)
<i>How many years have you been working at this school in this position?</i>	
1 st year	281 (15%)
2-5 years	660 (34%)
6-10 years	448 (23%)
11-20 years	389 (20%)
20+ years	148 (8%)
Missing	7 (0%)

* This number represents those respondents who completed at least 70% of the survey items and those responses deemed valid for this report.

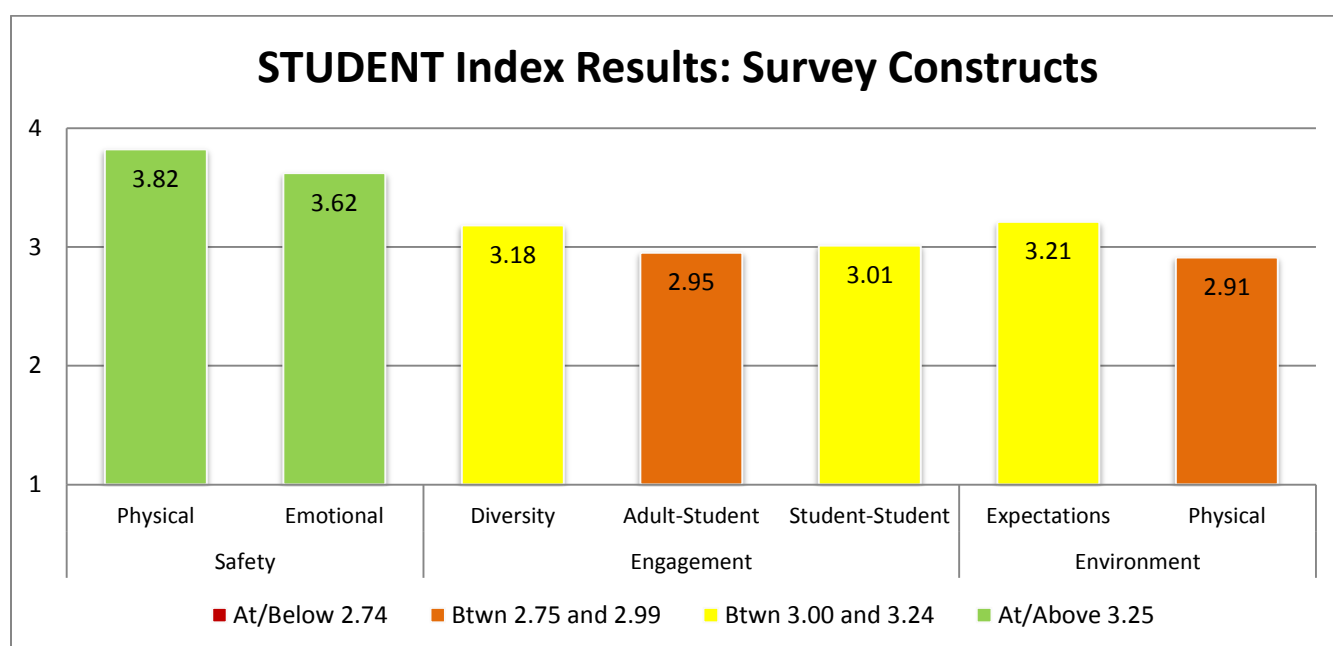
* Please note: Graphical representation of data is shown in Appendix F: *Student, School Personnel, and Parent Demographic Profiles*.

Index Results

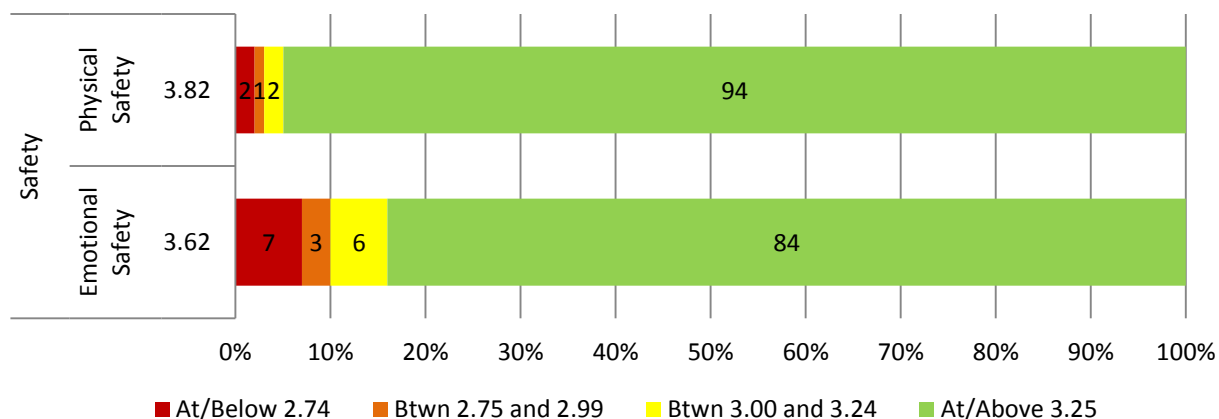
We have organized the rest of this document in a way that allows you to first deconstruct the Index to determine the areas that require the most focus in order to improve your school's overall conditions for learning. The latter part of this report will examine all additional constructs that are part of the IYS: Conditions for Learning survey, but are not included in Index calculations. The true benefit of the data within this report is the degree to which the information becomes a catalyst for discussion, deeper inquiry, and action.

Index Overview by Survey Construct

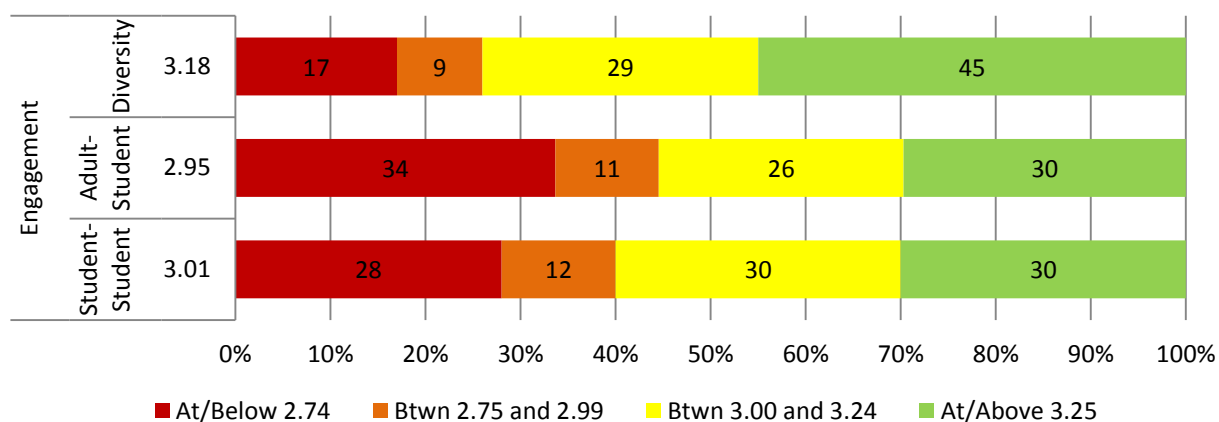
- The following graphs depict your survey construct Index data, as rated by the student population (the only population included in Index calculations).
- The first graph shows this year's data. The number on top of the bar is the weighted mean your school received on that construct.
 - Your weighted mean on each survey construct is an overall mean of the items within each construct.
 - Remember, a score of 4 is optimal.
- The color of the bar indicates the number of Index points your school received (green = 3 Index points, yellow = 2 Index points, orange = 1 Index point, and red = 0 Index points).
 - This color also gives you a general indication of the health of your school on this construct, green being the healthiest or optimal, and red being the unhealthiest or furthest from optimal.
- The second (third and fourth) graphs show you the percentage of students whose ratings fell into each of the index ranges: red (0 index points), orange (1 index point), yellow (2 index points), and green (3 index points).
- The last graph in this section depicts your survey construct Index data over time, as rated by the student population.
 - All student items can be found in Appendix A.



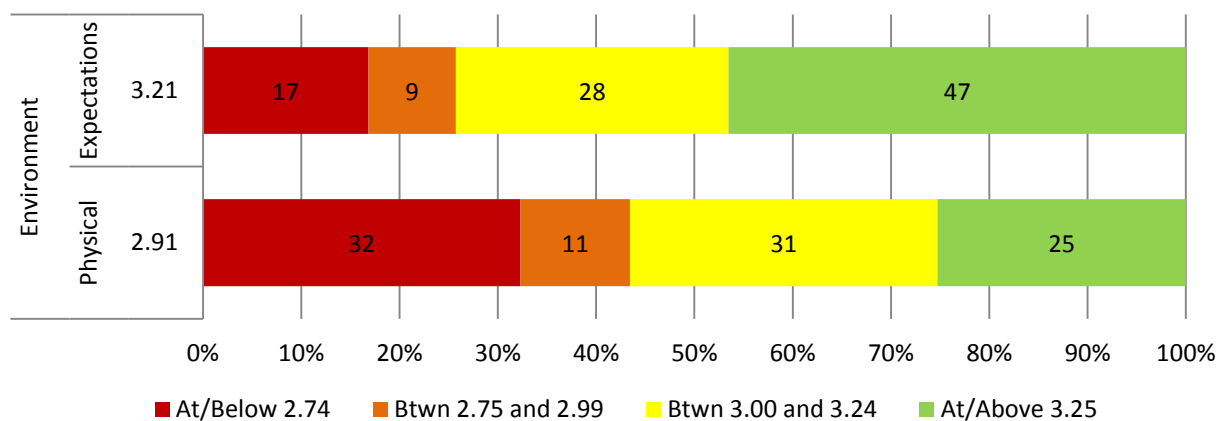
Student Responses (%)



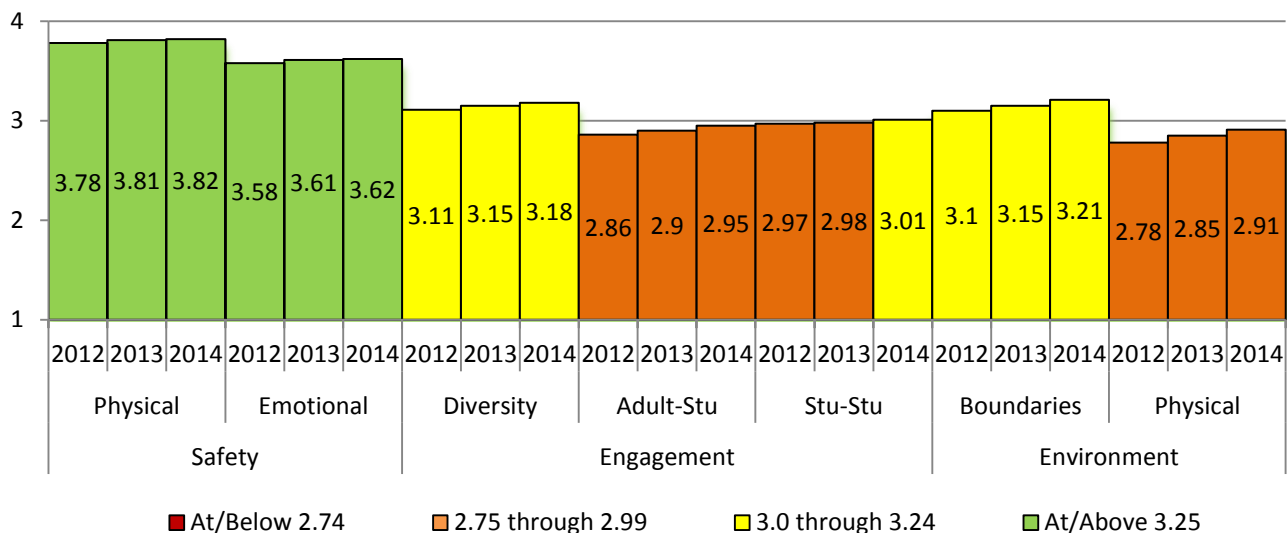
Student Responses (%)



Student Responses (%)

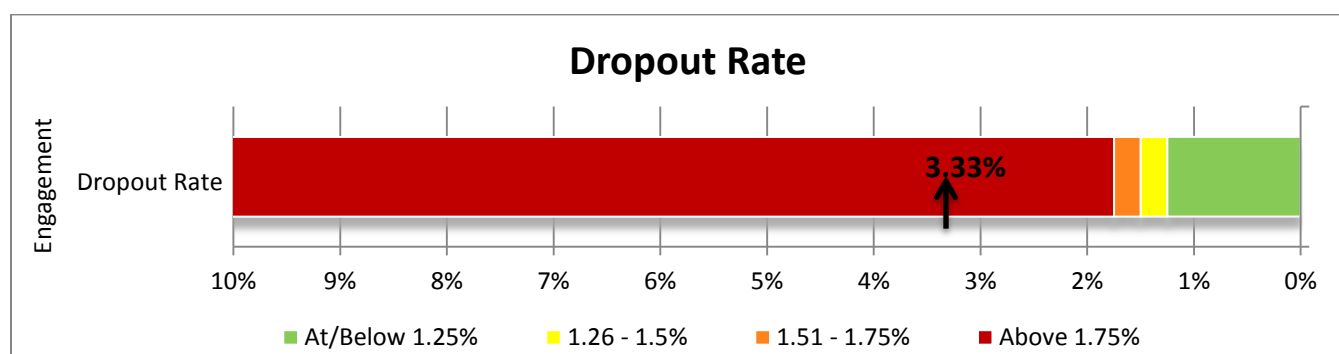
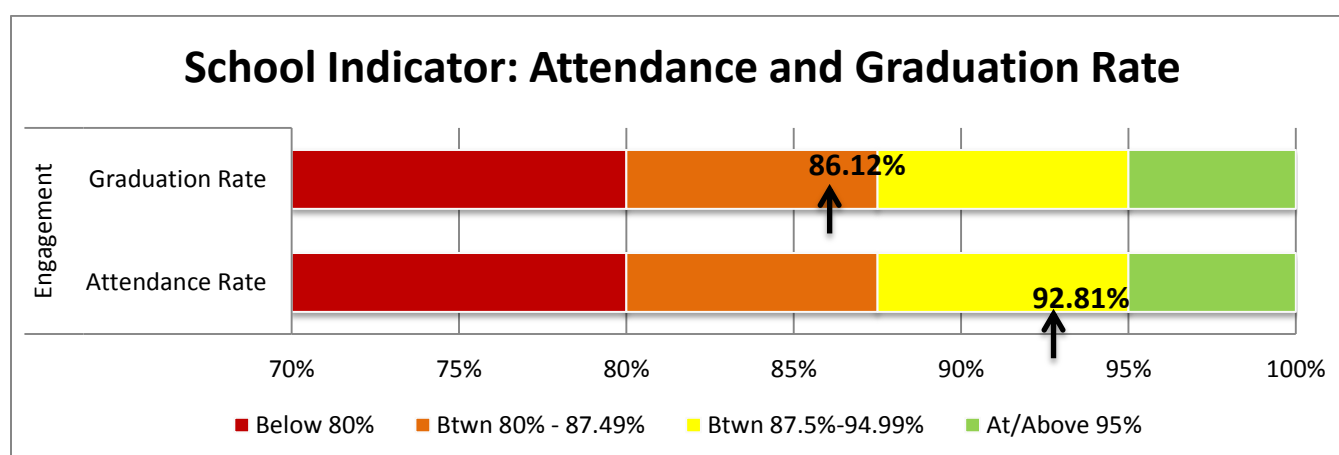
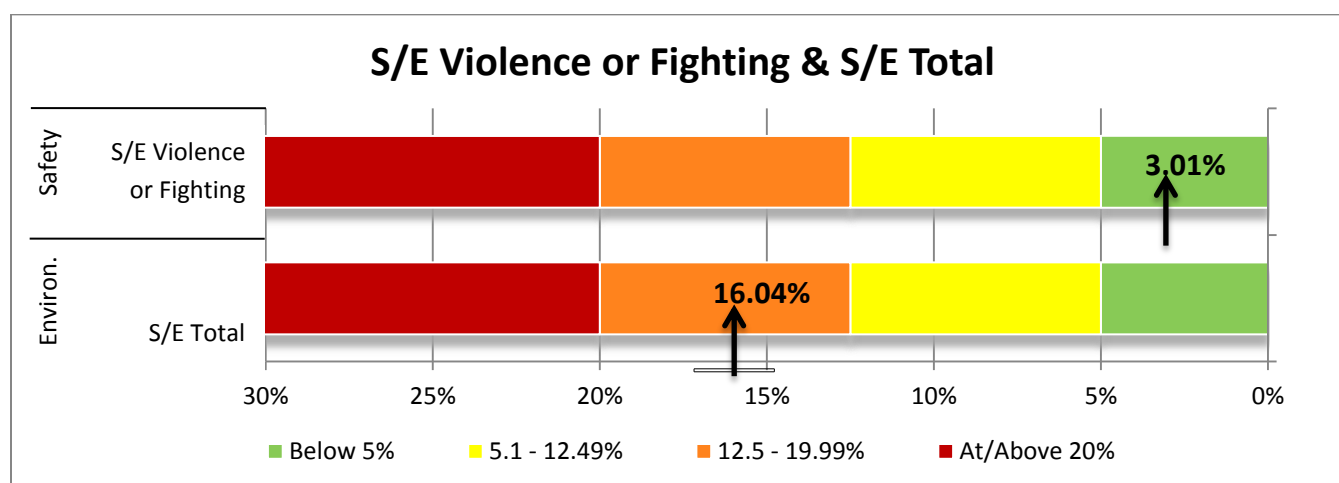


STUDENT Results: : IS³ Index Survey Constructs Trend Data



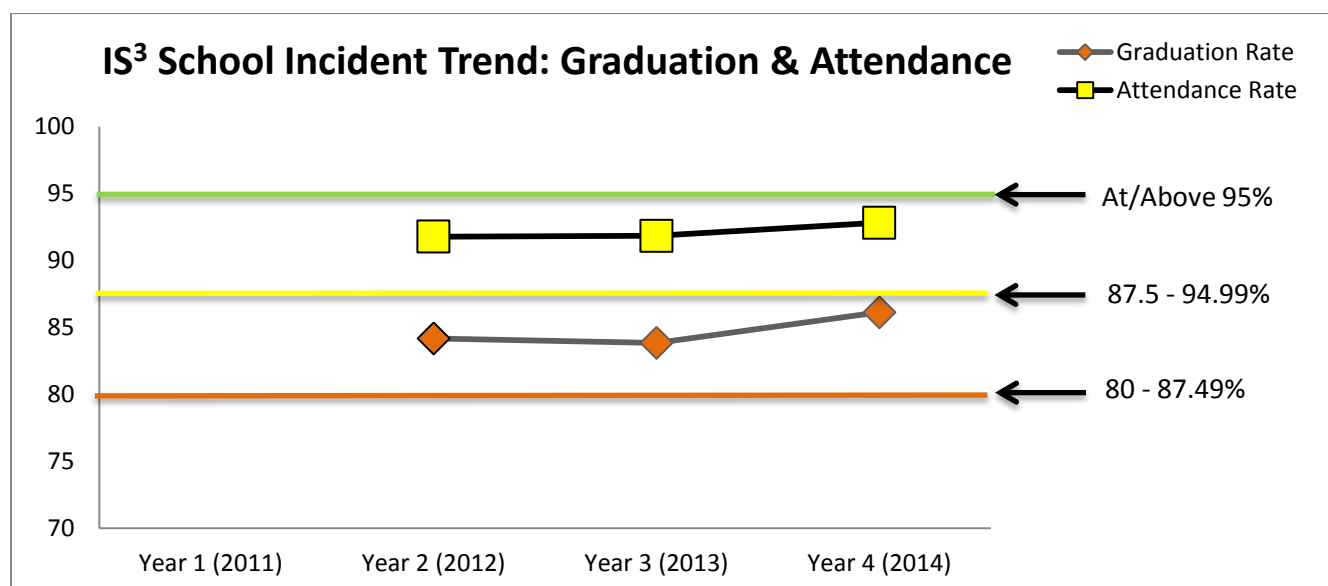
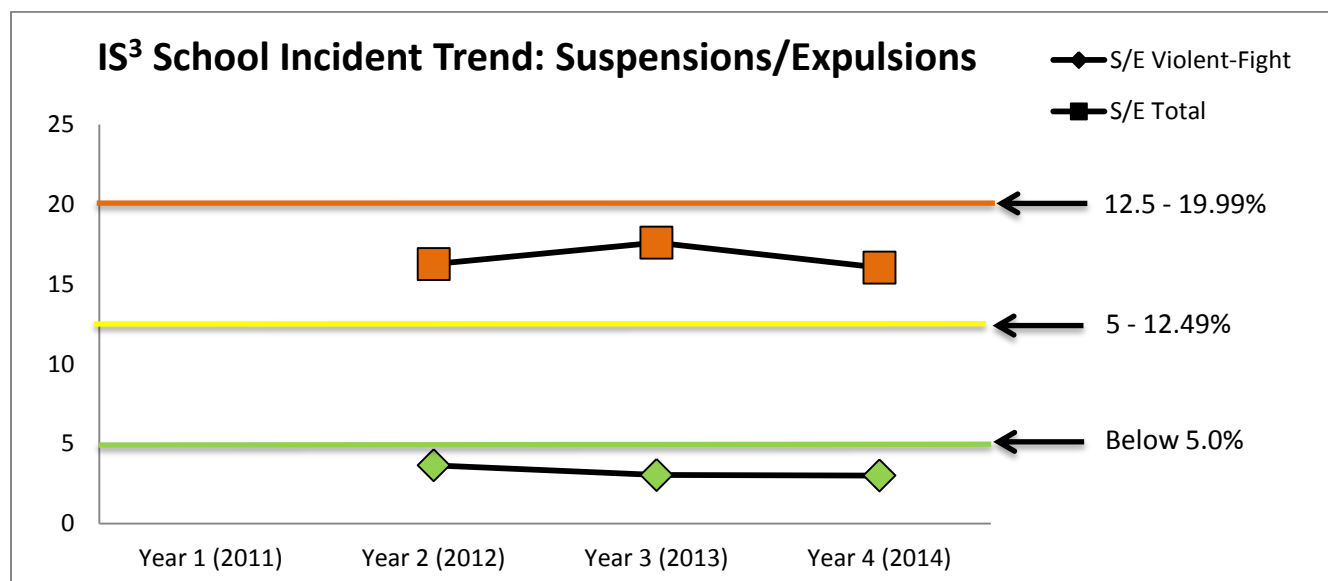
Index Overview by School Incident Data Element

- The following graphs depict your data on each of the school incident data elements.
- Your school's actual percentage is written above the arrow on the graph.
- The location of the arrow on the color-coded graph indicates the number of Index points your school received on each school incident data element (green = 3 Index points, yellow = 2 Index points, orange = 1 Index point, and red = 0 Index points).
 - This color also gives you a general indication of the health of your school on this element, green being the healthiest or optimal, and red being the unhealthiest or furthest from optimal.

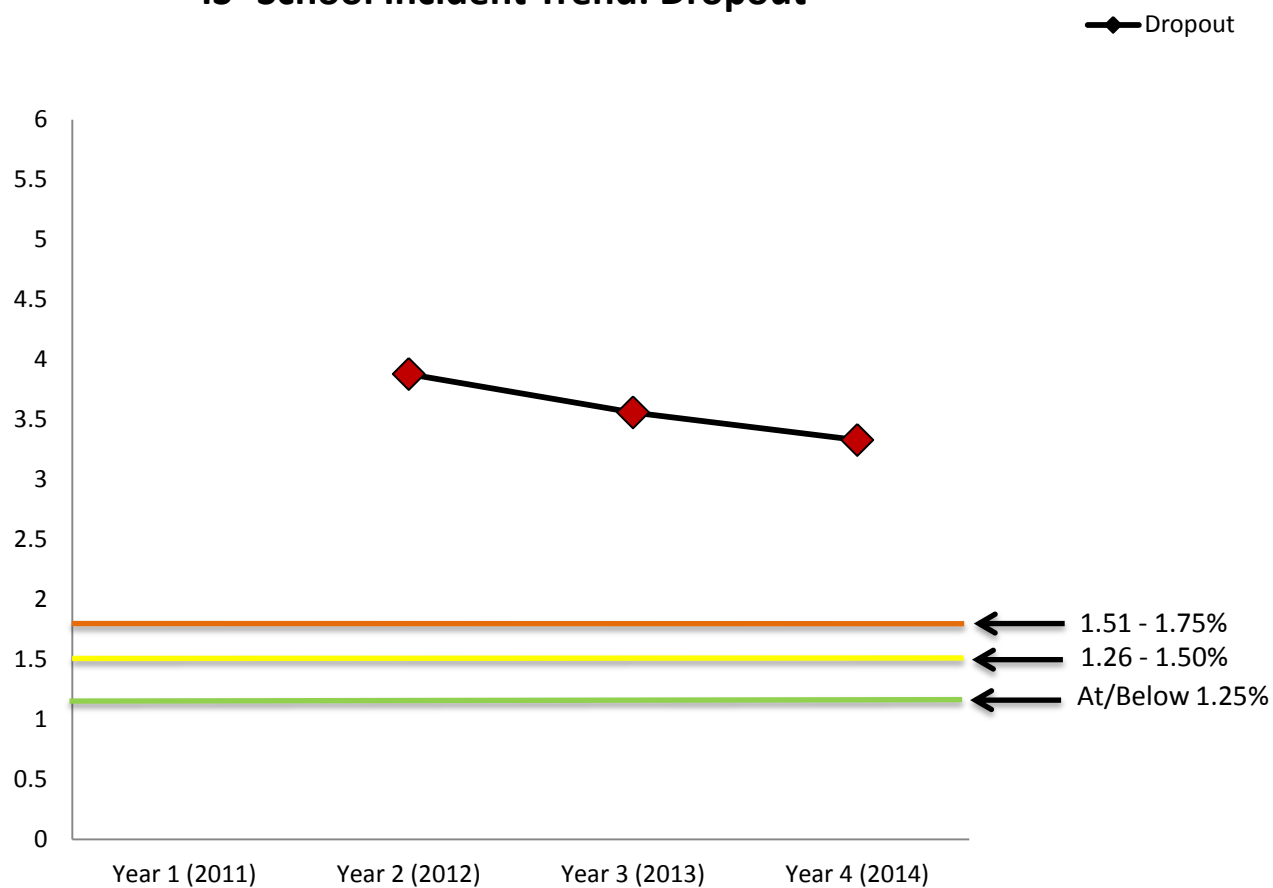


Index School Incident Trend Data

- The following graphs depict your school incident data over time.
- The key on the right side of each graph tells you the shape/line that corresponds with each school incident data element.
- The color of the shape aligns with the number of Index points your school received on each school incident data element (green = 3 Index points, yellow = 2 Index points, orange = 1 Index point, and red = 0 Index points).



IS³ School Incident Trend: Dropout



Overview of Index Survey Constructs by Student Demographic Population

The following tables depict your school's weighted mean on each survey construct by demographic population, to allow you to see which particular populations might need the most supports. (Remember, a score of 4 is optimal). The color of the box indicates the general health of this population on each construct, green being the healthiest or optimal, and red being the unhealthiest or furthest from optimal.

The first table shows you the data for the entire population, as a baseline for comparison. The number in the column titled "N" is the number of participants represented in each the demographic population.

Important to note: Some sub-group charts may be missing – this is not an error. To ensure anonymity, any sub-groups with fewer than 10 people in a particular category will not be reflected in this section of the report.

■ At/Below 2.74 ■ Btwn 2.75 and 2.99 ■ Btwn 3.00 and 3.24 ■ At/Above 3.25

Entire Population

	N	Physical Safety	Emotional Safety	Diversity	Adult-Student	Student-Student	Expectations	Physical Envir.
All Students	13613	3.82	3.62	3.18	2.95	3.01	3.21	2.91

By Grade

	N	Physical Safety	Emotional Safety	Diversity	Adult-Student	Student-Student	Expectations	Physical Envir.
9 th Grade	3799	3.82	3.57	3.20	2.97	3.02	3.25	2.96
10 th Grade	3668	3.81	3.60	3.15	2.92	2.98	3.19	2.86
11 th Grade	3381	3.83	3.65	3.18	2.94	3.02	3.21	2.88
12 th Grade	2623	3.83	3.68	3.17	2.99	3.02	3.17	2.92

By Gender

	N	Physical Safety	Emotional Safety	Diversity	Adult-Student	Student-Student	Expectations	Physical Envir.
Male	6754	3.78	3.65	3.17	2.99	3.05	3.22	2.92
Female	6727	3.87	3.59	3.19	2.91	2.96	3.20	2.89

By Ethnicity

	N	Physical Safety	Emotional Safety	Diversity	Adult-Student	Student-Student	Expectations	Physical Envir.
American Indian/Alaskan Native	349	3.75	3.55	3.20	3.00	3.04	3.23	2.96
Asian/Pacific Islander	500	3.84	3.59	3.18	3.00	3.01	3.17	2.95
Black/African American	1315	3.72	3.56	3.09	2.93	2.98	3.19	2.80
Latino/Latina/Hispanic	1790	3.85	3.70	3.23	2.99	3.04	3.24	2.96
White/Caucasian	8587	3.85	3.63	3.19	2.95	3.01	3.21	2.91
Multiracial	745	3.76	3.54	3.12	2.88	2.94	3.17	2.86
Other	294	3.67	3.45	3.04	2.91	2.95	3.09	2.80

By IEP Status

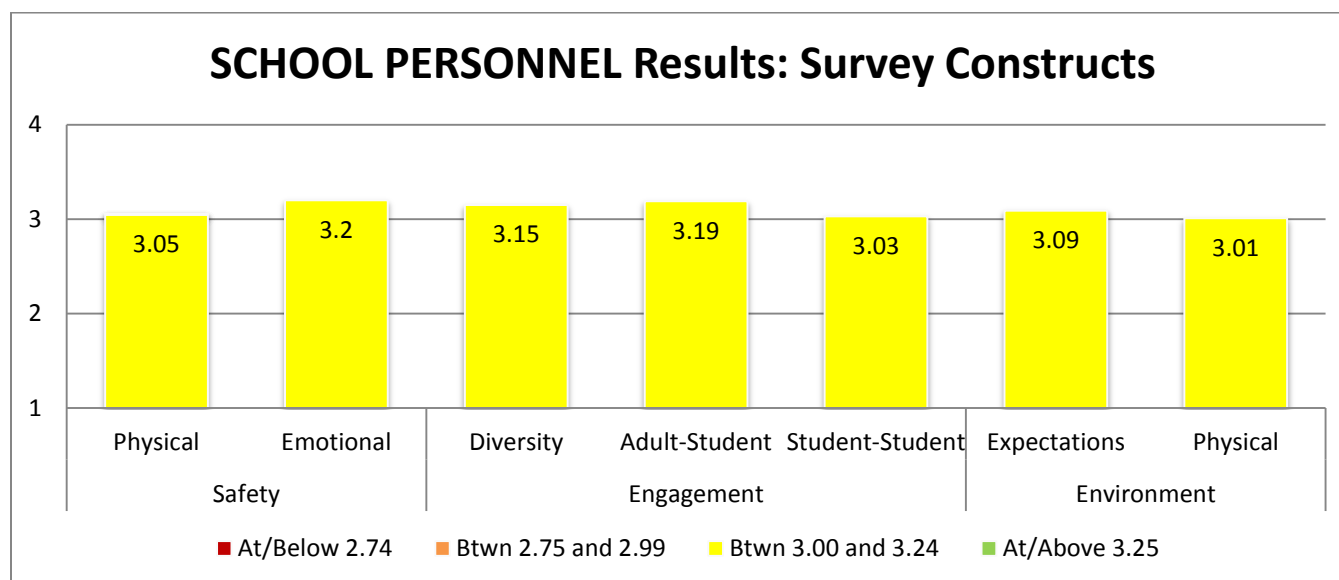
	N	Physical Safety	Emotional Safety	Diversity	Adult-Student	Student-Student	Expectations	Physical Envir.
IEP Yes	1581	3.73	3.49	3.14	3.10	3.05	3.21	2.94
IEP No	11139	3.84	3.65	3.19	2.93	3.00	3.21	2.90
IEP Don't know	850	3.71	3.50	3.08	2.92	2.96	3.13	2.88

*Please note: No chart with fewer than 10 cases was produced as this can lead to potential identification of the sub-population.

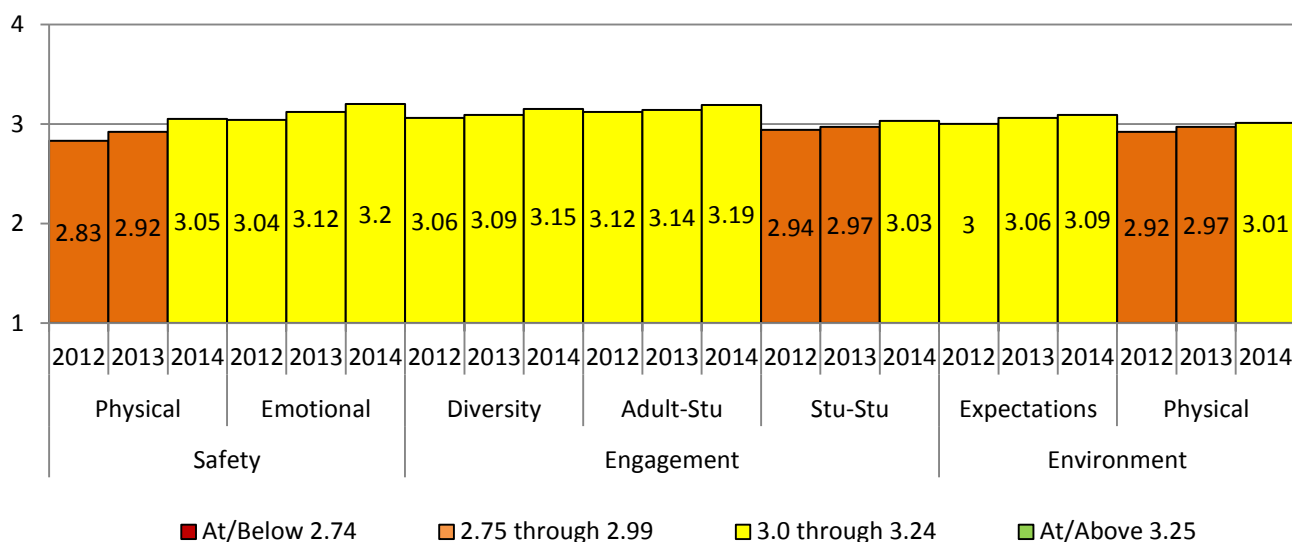
■ At/Below 2.74
 ■ Btwn 2.75 and 2.99
 ■ Btwn 3.00 and 3.24
 ■ At/Above 3.25

School Personnel Overview: Survey Constructs

- The following graphs depict your survey construct data for school personnel.
 - Only those constructs that align with the Index are shown at this time, although they are not included in Index calculations.
 - Additional survey constructs will be examined later in this report.
- The first graph shows this year's data. The number on top of the bar is the weighted mean your school received on that construct.
 - Your weighted mean on each survey construct is an overall mean of the items within each construct.
 - Remember, a score of 4 is optimal.
- The color of the bar indicates the number of Index points your school received (green = 3 Index points, yellow = 2 Index points, orange = 1 Index point, and red = 0 Index points).
 - This color also gives you a general indication of the health of your school on this construct, green being the healthiest or optimal, and red being the unhealthiest or furthest from optimal.
- The second graph depicts your survey construct data over time, as rated by school personnel.
 - All school personnel items can be found in Appendix B.



SCHOOL PERSONNEL Results: Survey Constructs Trend Data



Overview of Survey Constructs by School Personnel Demographic Population

The following tables depict your school's weighted mean on each survey construct by demographic population, to allow you to see which particular populations might need the most supports. (Remember, a score of 4 is optimal). The color of the box indicates the general health of this population on each construct, green being the healthiest or optimal, and red being the unhealthiest or furthest from optimal.

The first table shows you the data for the entire population, as a baseline for comparison. The number in the column titled "N" is the number of participants represented in each the demographic population.

Important to note: Some sub-group charts may be missing – this is not an error. To ensure anonymity, any sub-groups with fewer than 10 people in a particular category will not be reflected in this section of the report.

■ At/Below 2.74 ■ Btwn 2.75 and 2.99 ■ Btwn 3.00 and 3.24 ■ At/Above 3.25

By Ethnicity

	N	Physical Safety	Emotional Safety	Diversity	Adult-Student	Student-Student	Expectations	Physical Envir.
American Indian/Alaskan Native	12	3.12	2.98	3.06	2.99	2.99	3.00	2.93
Asian/Pacific Islander	10	2.99	3.23	3.02	3.12	2.87	2.91	2.58
Black/African American	51	2.98	3.15	3.08	3.09	3.05	3.15	3.07
Latino/Latina/Hispanic	33	3.08	3.13	3.30	3.32	3.17	3.20	3.32
White/Caucasian	1786	3.06	3.21	3.16	3.19	3.03	3.09	3.01
Multiracial	19	2.75	3.08	3.03	3.18	3.07	3.05	3.01
Other	18	3.10	3.12	2.99	3.02	2.88	2.95	2.92

By Position

	N	Physical Safety	Emotional Safety	Diversity	Adult-Student	Student-Student	Expectations	Physical Envir.
Teacher	1168	3.04	3.19	3.16	3.21	3.02	3.07	2.96
Administrator	75	2.84	3.16	3.44	3.35	3.32	3.49	3.29
Other professional staff	200	2.88	3.13	3.13	3.12	3.05	3.15	3.13
Para-professional	257	3.01	3.08	3.02	3.11	2.94	2.99	2.91
Noncertified support staff	226	3.34	3.45	3.20	3.18	3.11	3.13	3.23

By Years at Position

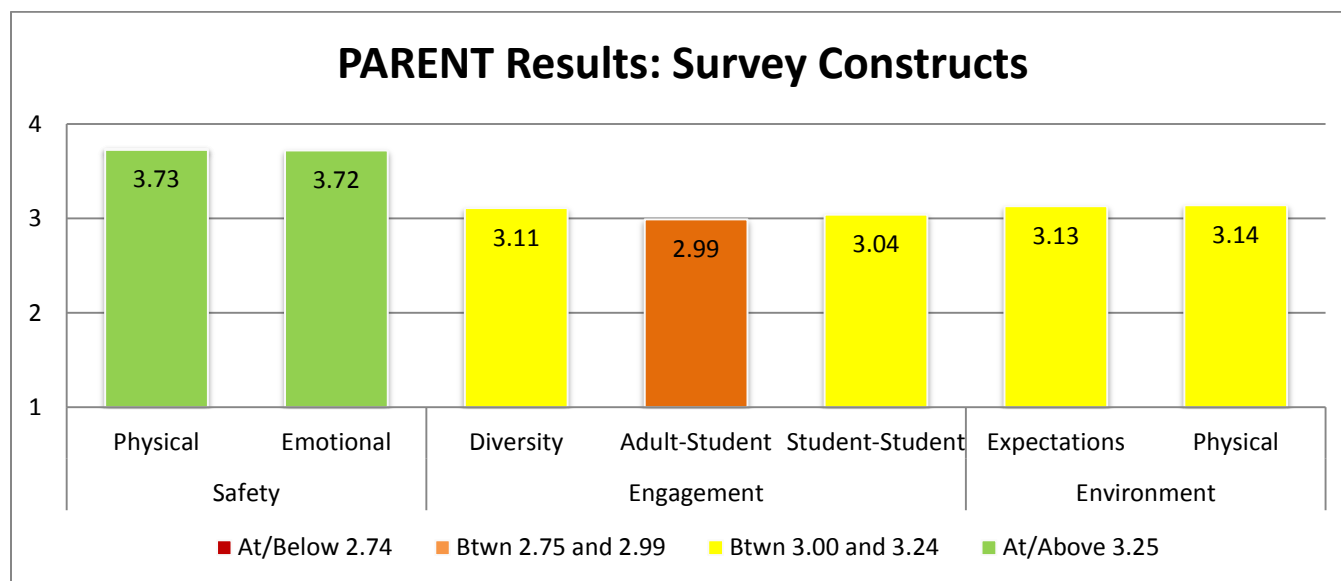
	N	Physical Safety	Emotional Safety	Diversity	Adult-Student	Student-Student	Expectations	Physical Envir.
1st year	168	3.21	3.24	3.19	3.23	3.06	3.16	3.05
2 to 5 years	487	3.04	3.16	3.13	3.17	3.01	3.10	2.98
6 to 10 years	407	3.03	3.22	3.16	3.19	3.03	3.09	3.02
11 to 20 years	505	2.99	3.19	3.17	3.18	3.04	3.07	3.00
20+ years	358	3.11	3.23	3.15	3.22	3.04	3.09	3.05

*Please note: No chart with fewer than 10 cases was produced as this can lead to potential identification of the sub-population.

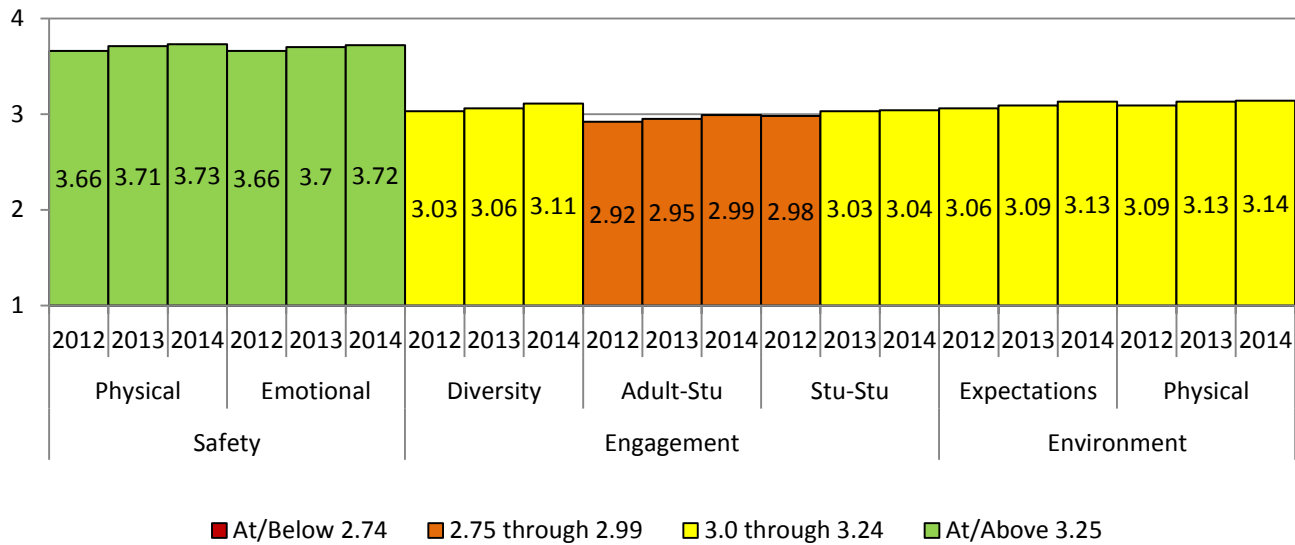
■ At/Below 2.74
 ■ Btwn 2.75 and 2.99
 ■ Btwn 3.00 and 3.24
 ■ At/Above 3.25

Parent Overview: Survey Constructs

- The following graphs depict your survey construct data for parents.
 - Only those constructs that align with the Index are shown at this time, although they are not included in Index calculations.
 - Additional survey constructs will be examined later in this report.
- The first graph shows this year's data. The number on top of the bar is the weighted mean your school received on that construct.
 - Your weighted mean on each survey construct is an overall mean of the items within each construct.
 - Remember, a score of 4 is optimal.
- The color of the bar indicates the number of Index points your school received (green = 3 Index points, yellow = 2 Index points, orange = 1 Index point, and red = 0 Index points).
 - This color also gives you a general indication of the health of your school on this construct, green being the healthiest or optimal, and red being the unhealthiest or furthest from optimal.
- The second graph depicts your survey construct data over time, as rated by parents.
 - All parent items can be found in Appendix C.



PARENT Results: Survey Constructs Trend Data



Overview of Survey Constructs by Parent Demographic Population

The following tables depict your school's weighted mean on each survey construct by demographic population, to allow you to see which particular populations might need the most supports. (Remember, a score of 4 is optimal). The color of the box indicates the general health of this population on each construct, green being the healthiest or optimal, and red being the unhealthiest or furthest from optimal.

The first table shows you the data for the entire population, as a baseline for comparison. The number in the column titled "N" is the number of participants represented in each the demographic population.

Important to note: Some sub-group charts may be missing – this is not an error. To ensure anonymity, any sub-groups with fewer than 10 people in a particular category will not be reflected in this section of the report.

■ At/Below 2.74 ■ Btwn 2.75 and 2.99 ■ Btwn 3.00 and 3.24 ■ At/Above 3.25

By Ethnicity

	N	Physical Safety	Emotional Safety	Diversity	Adult-Student	Student-Student	Expectations	Physical Envir.
American Indian/Alaskan Native	28	3.64	3.56	3.07	3.12	3.09	3.21	3.37
Asian/Pacific Islander	57	3.79	3.73	3.20	3.17	3.13	3.30	3.17
Black/African American	122	3.66	3.75	3.17	3.14	3.13	3.23	3.17
Latino/Latina/Hispanic	184	3.83	3.81	3.25	3.15	3.15	3.29	3.28
White/Caucasian	2701	3.73	3.71	3.09	2.97	3.03	3.11	3.12
Multiracial	65	3.66	3.66	3.10	2.92	3.07	3.10	3.25
Other	13	3.85	3.82	3.39	3.19	3.26	3.26	3.34

By Child's Grade

	N	Physical Safety	Emotional Safety	Diversity	Adult-Student	Student-Student	Expectations	Physical Envir.
9 th Grade	1033	3.73	3.70	3.10	3.00	3.04	3.12	3.16
10 th Grade	929	3.70	3.69	3.09	2.95	3.01	3.12	3.11
11 th Grade	833	3.70	3.71	3.10	2.99	3.05	3.12	3.13
12 th Grade	785	3.74	3.74	3.13	3.02	3.08	3.15	3.18

By IEP

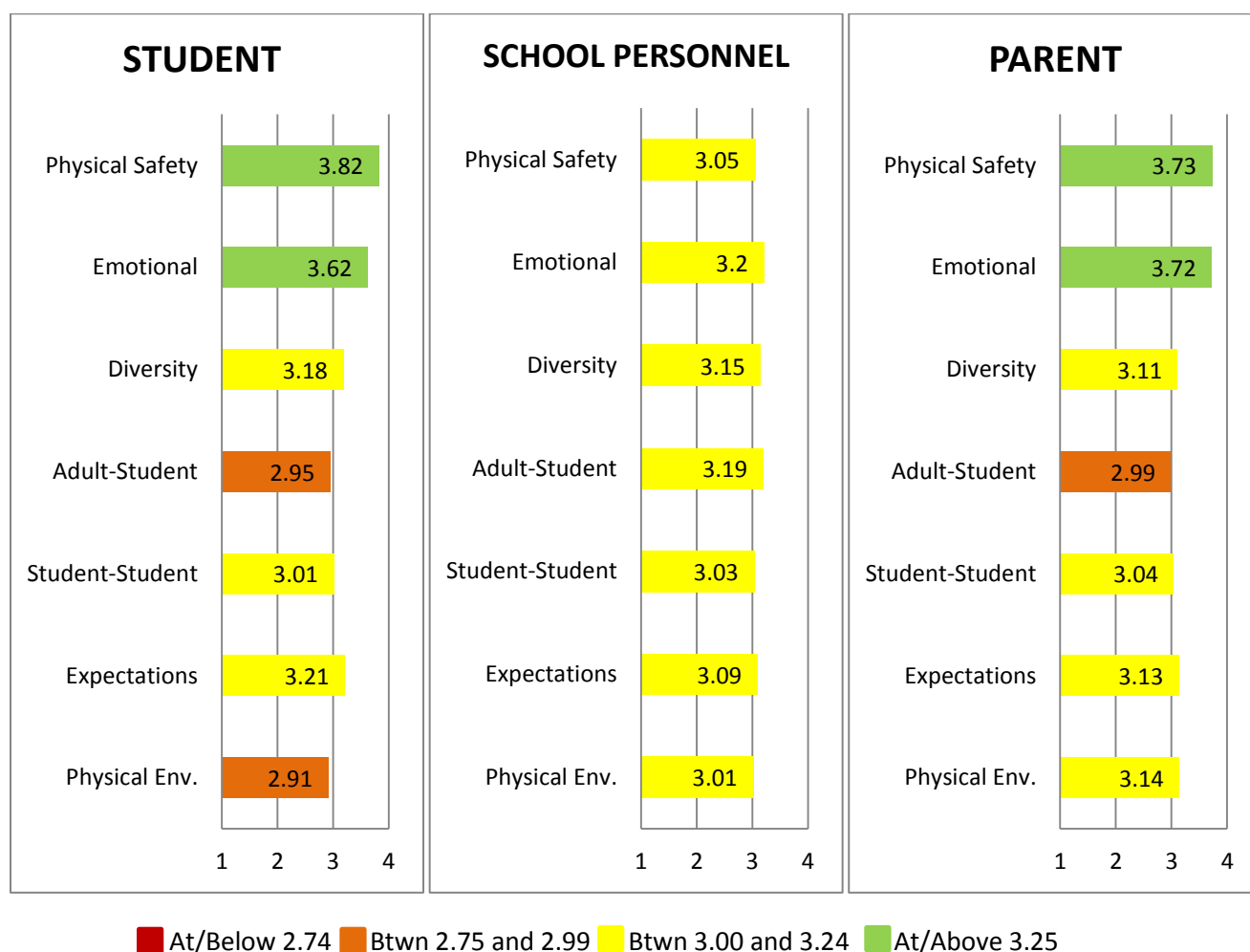
	N	Physical Safety	Emotional Safety	Diversity	Adult-Student	Student-Student	Expectations	Physical Envir.
IEP Yes	595	3.76	3.66	3.10	3.05	3.03	3.17	3.20
IEP No	2551	3.72	3.73	3.11	2.98	3.05	3.12	3.13

*Please note: No chart with fewer than 10 cases was produced as this can lead to potential identification of the sub-population.

■ At/Below 2.74
 ■ Btwn 2.75 and 2.99
 ■ Btwn 3.00 and 3.24
 ■ At/Above 3.25

Comparing Survey Construct Scores across Students, School Personnel, and Parents

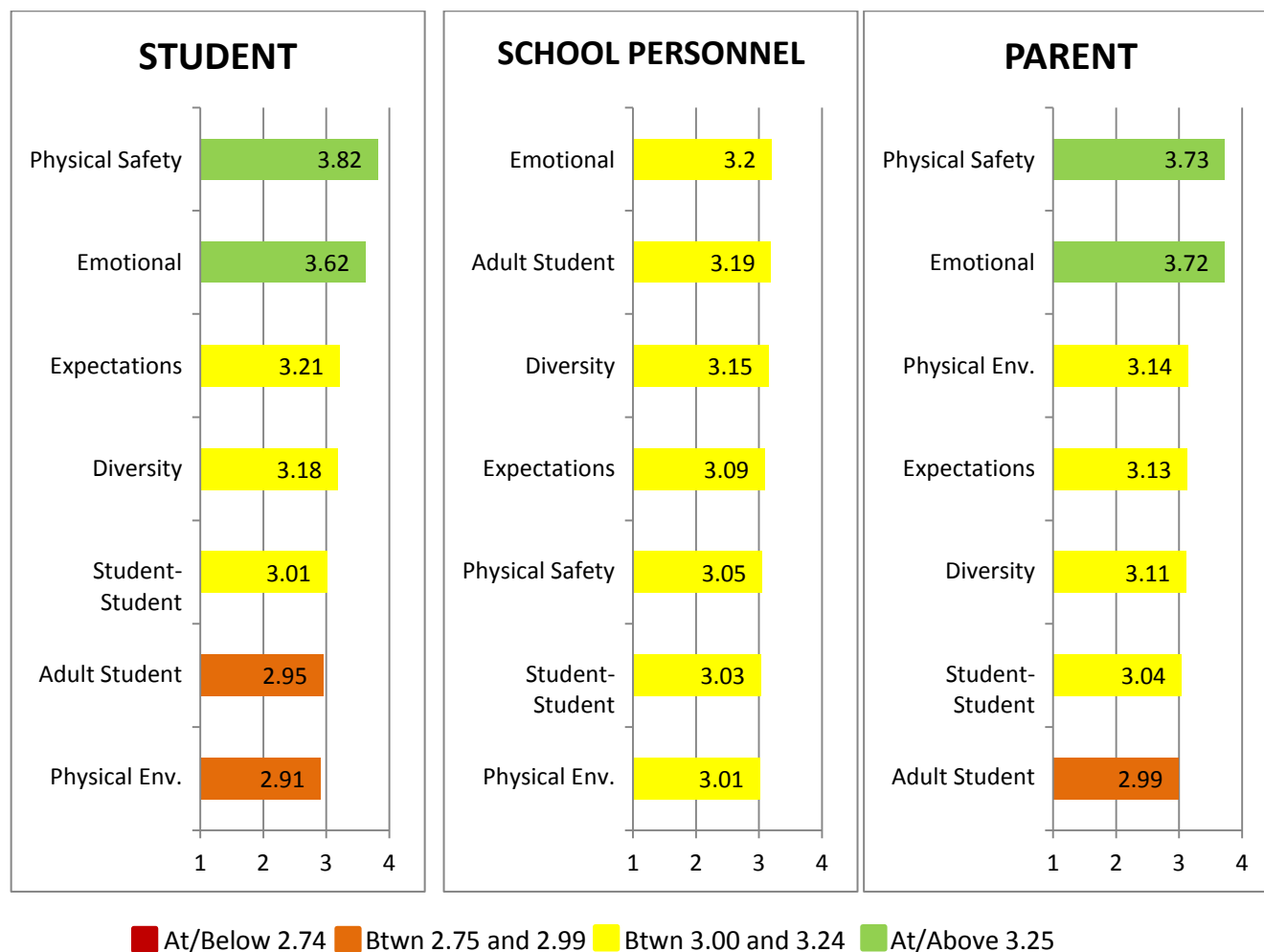
The following graphs show a one page snapshot of the survey construct weighted means for each population. Only Index survey constructs (students) and those survey constructs that align with the Index (school personnel and parents) are shown at this time.



Comparing Survey Construct Scores across Students, School Personnel, and Parents

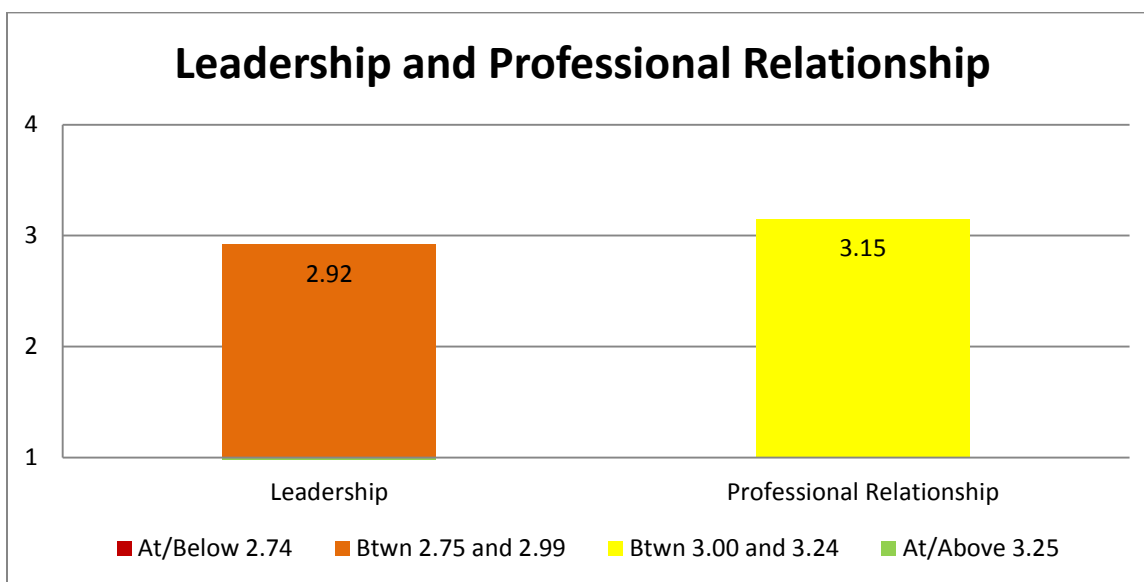
- The following graphs show the rank order of the Index survey constructs for each population.
- In other words, for each population, the graphs show the Index survey construct weighted mean scores from highest/most optimal (top) to lowest/furthest from optimal (bottom).

Mean Scale Scores – Rank Order

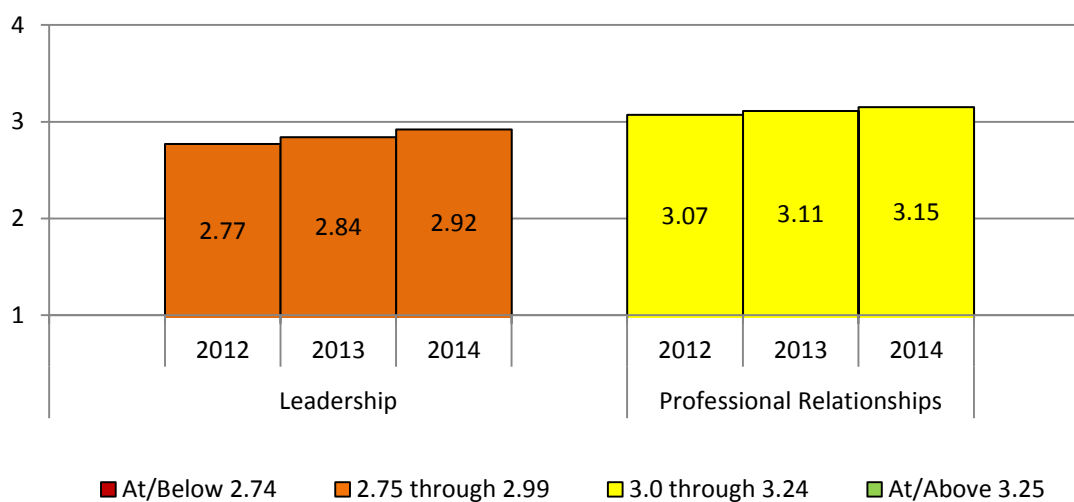


School Leadership and Professional Relationships

- In the school environment, the relationships among adults set the tone and model for students to follow. When these relationships are trusting, caring, and collaborative, students are more likely to also build relationships with such characteristics.
- The following bar graph gives you a general indication of the health of your school on the Leadership and Professional Relationships survey constructs this year, green being the healthiest or optimal, and red being the unhealthiest or furthest from optimal.
- The first graph shows this year's data. The number on top of the bar is the weighted mean your school received on that construct.
 - Your weighted mean on each survey construct is an overall mean of the items within each construct.
 - Remember, a score of 4 is optimal.
- The second graph depicts your data over time.
 - **Note:** Only school personnel responded to these items (*school personnel items can be found in Appendix B*).

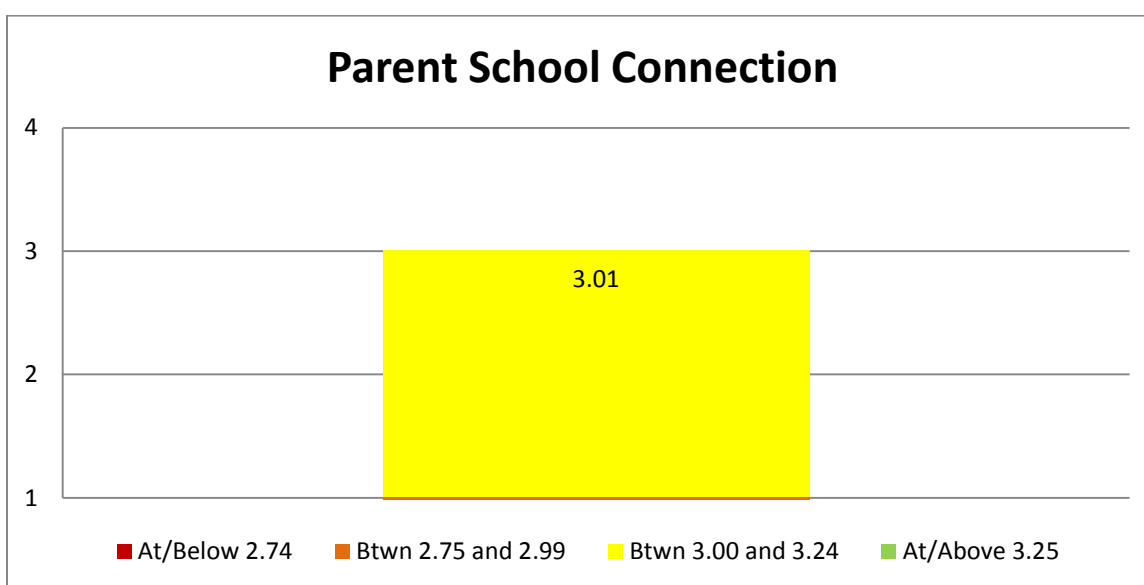


SCHOOL PERSONNEL Results: Leadership and Professional Relationships Trend Data

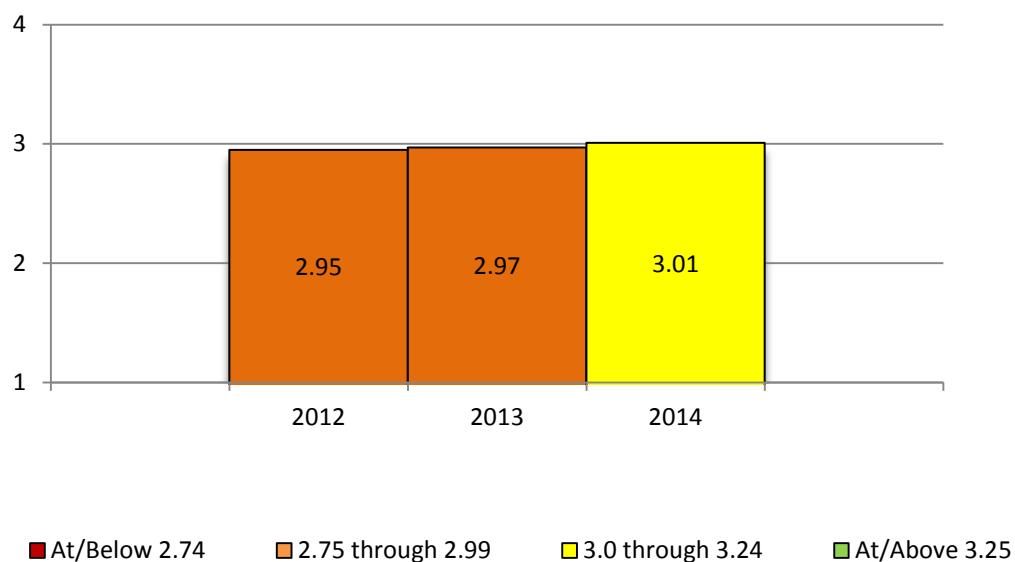


Parent-School Connection

- Research shows that the relationship between parents/guardians and schools plays a crucial role in a child's education. When the relationship between parents/guardians and schools is a true partnership, student achievement increases.
- The following bar graphs give you a general indication of the health of your school on the Parent-School Connection survey construct this year, green being the healthiest or optimal, and red being the unhealthiest or furthest from optimal.
- The first graph shows this year's data. The number on top of the bar is the weighted mean your school received on that construct.
 - Your weighted mean on each survey construct is an overall mean of the items within each construct.
 - Remember, a score of 4 is optimal.
- The second graph depicts your data over time.
 - **Note:** Only parents responded to these items (*parent items can be found in Appendix C*).

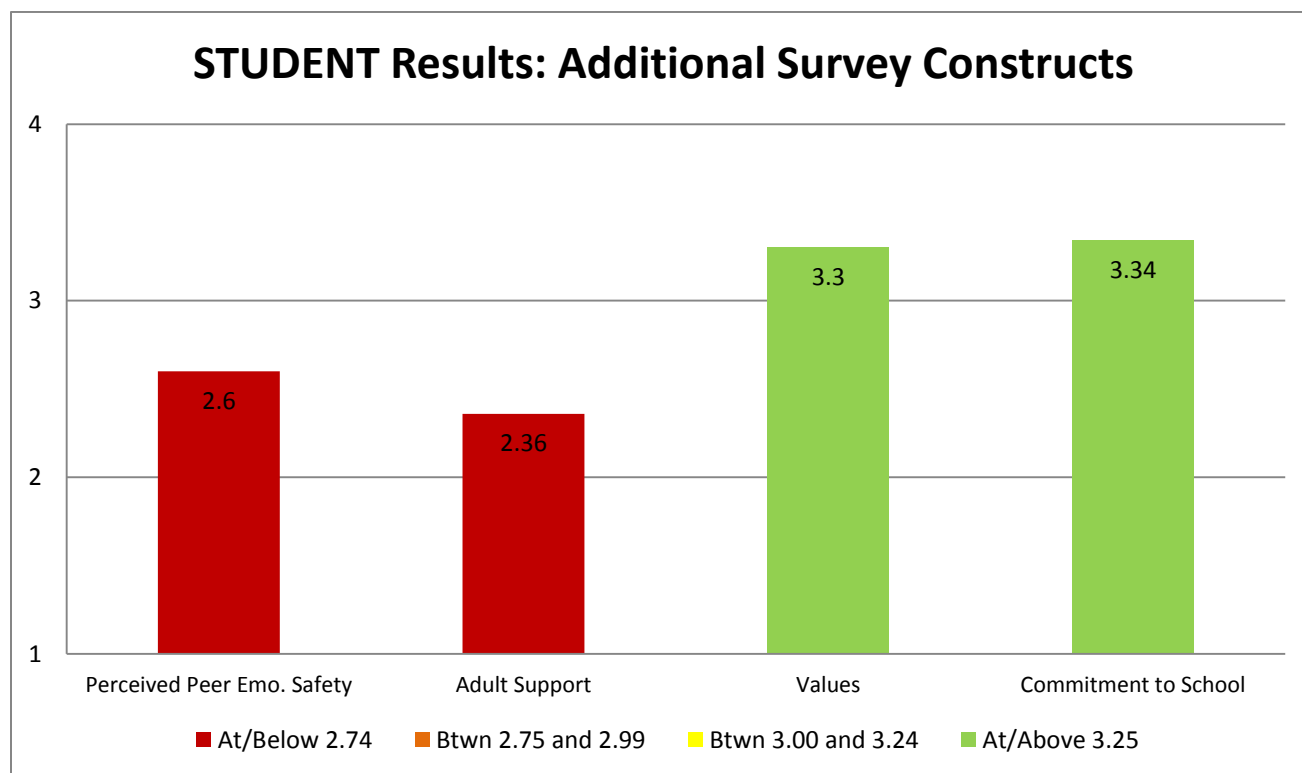


PARENT Results: Parent-School Connection Trend Data

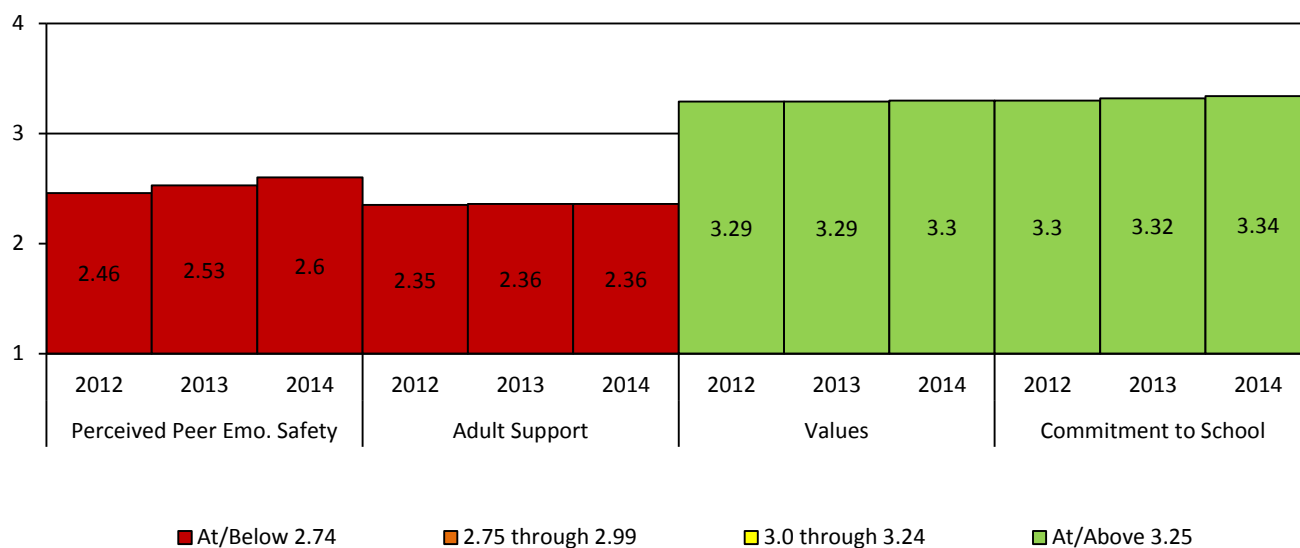


Overview of Additional Student Survey Constructs

- The IYS: Conditions for Learning Survey asks questions about additional survey constructs that are not included in the IS³ Index. The following bar graphs give you a general indication of the health of your school on these additional survey constructs, as rated by **students**, green being the healthiest or optimal, and red being the unhealthiest or furthest from optimal.
- The first graph shows this year's data. The number on top of the bar is the weighted mean your school received on that construct.
 - Your weighted mean on each survey construct is an overall mean of the items within each construct.
 - Remember, a score of 4 is optimal.
- The second graph depicts your data over time.
 - **Note:** Student items can be found in Appendix A.



STUDENT Results: Additional Survey Constructs Trend Data



Overview of Additional Survey Constructs by Student Demographic Population

The following tables depict your school's weighted mean on each survey construct by demographic population, to allow you to see which particular populations might need the most supports. (Remember, a score of 4 is optimal). The color of the box indicates the general health of this population on each construct, green being the healthiest or optimal, and red being the unhealthiest or furthest from optimal.

The first table shows you the data for the entire population, as a baseline for comparison. The number in the column titled "N" is the number of participants represented in each the demographic population.

Important to note: Some sub-group charts may be missing – this is not an error. To ensure anonymity, any sub-groups with fewer than 10 people in a particular category will not be reflected in this section of the report.

■ At/Below 2.74 ■ Btwn 2.75 and 2.99 ■ Btwn 3.00 and 3.24 ■ At/Above 3.25

By Grade

	N	Perceived Peer Emo. Safety	Adult Support	Values	Commitment to School
9 th Grade	3799	2.60	2.35	3.30	3.37
10 th Grade	3668	2.54	2.31	3.29	3.32
11 th Grade	3381	2.63	2.37	3.31	3.35
12 th Grade	2623	2.63	2.47	3.31	3.33

By Gender

	N	Perceived Peer Emo. Safety	Adult Support	Values	Commitment to School
Male	6754	2.67	2.36	3.23	3.29
Female	6727	2.52	2.37	3.37	3.40

By Ethnicity

	N	Perceived Peer Emo. Safety	Adult Support	Values	Commit- ment to School
American Indian/ Alaskan Native	349	2.72	2.28	3.30	3.28
Asian/Pacific Islander	500	2.71	2.44	3.28	3.37
Black/African American	1315	2.62	2.32	3.20	3.26
Latino/Latina/ Hispanic	1790	2.73	2.36	3.30	3.33
White/ Caucasian	8587	2.56	2.37	3.33	3.36
Multiracial	745	2.50	2.39	3.25	3.27
Other	294	2.64	2.27	3.19	3.23

By IEP Status

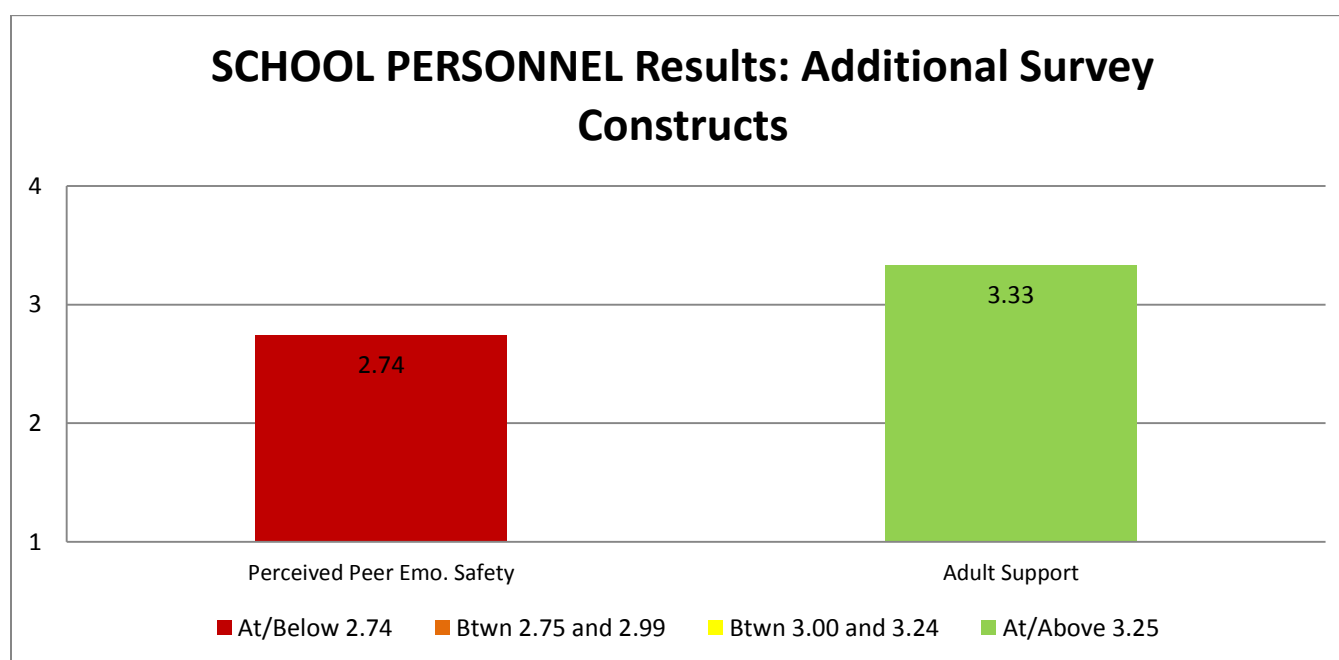
	N	Perceived Peer Emo. Safety	Adult Support	Values	Commit- ment to School
IEP Yes	1581	2.75	2.28	3.23	3.28
IEP No	1113 9	2.57	2.39	3.32	3.36
IEP Don't Know	850	2.66	2.21	3.18	3.21

*Please note: No chart with fewer than 10 cases was produced as this can lead to potential identification of the sub-population.

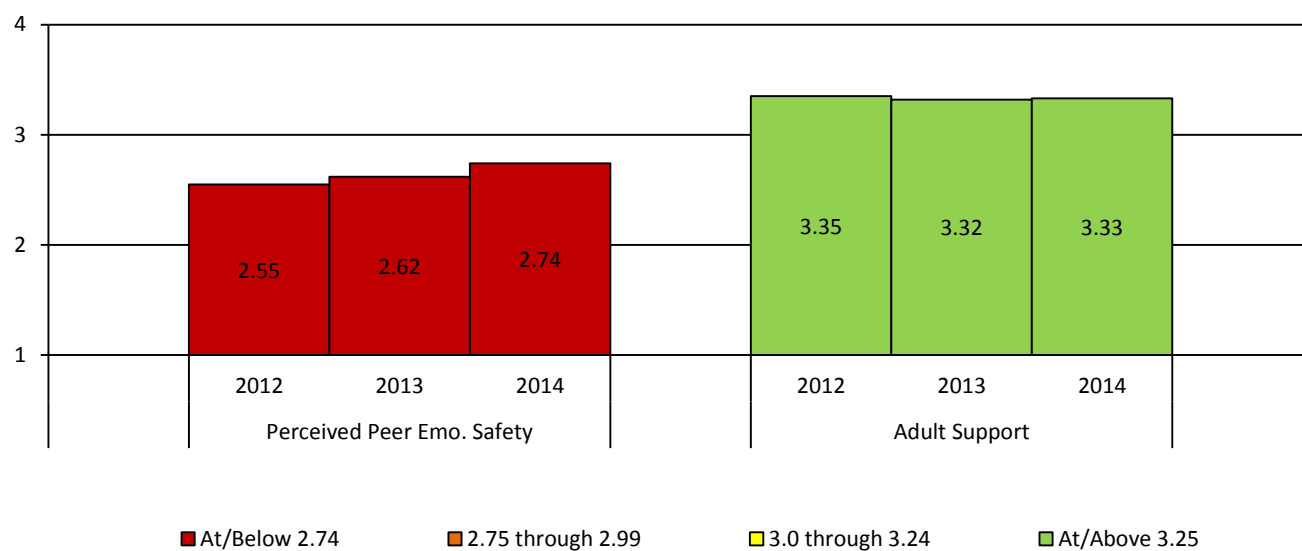
■ At/Below 2.74 ■ Btwn 2.75 and 2.99 ■ Btwn 3.00 and 3.24 ■ At/Above 3.25

Overview of Additional School Personnel Survey Constructs

- The following bar graphs give you a general indication of the health of your school on the addition survey constructs, as rated by **school personnel**, green being the healthiest or optimal, and red being the unhealthiest or furthest from optimal.
- The first graph shows this year's data. The number on top of the bar is the weighted mean your school received on that construct.
 - Your weighted mean on each survey construct is an overall mean of the items within each construct.
 - Remember, a score of 4 is optimal.
- The second graph depicts your data over time.
 - Note:** School personnel items can be found in Appendix B.



SCHOOL PERSONNEL Results: Additional Survey Constructs Trend Data



Overview of Additional Index Survey Constructs by School Personnel

Demographic Population

The following tables depict your school's weighted mean on each survey construct by demographic population, to allow you to see which particular populations might need the most supports. (Remember, a score of 4 is optimal). The color of the box indicates the general health of this population on each construct, green being the healthiest or optimal, and red being the unhealthiest or furthest from optimal.

The first table shows you the data for the entire population, as a baseline for comparison. The number in the column titled "N" is the number of participants represented in each the demographic population.

Important to note: Some sub-group charts may be missing – this is not an error. To ensure anonymity, any sub-groups with fewer than 10 people in a particular category will not be reflected in this section of the report.

■ At/Below 2.74 ■ Btwn 2.75 and 2.99 ■ Btwn 3.00 and 3.24 ■ At/Above 3.25

By Ethnicity

	N	Perceived Peer Emo. Safety	Adult Support	Leadership	Professional Relationships
American Indian/ Alaskan Native	12	2.73	2.67	2.89	3.00
Asian/Pacific Islander	10	2.53	3.13	2.82	2.90
Black/African American	51	2.72	3.27	2.91	3.06
Latino/Latina/ Hispanic	33	2.82	3.19	3.17	3.29
White/ Caucasian	1786	2.74	3.35	2.92	3.15
Multiracial	19	2.74	3.02	3.09	3.14
Other	18	2.82	2.94	2.78	2.93

By Position

	N	Perceived Peer Emo. Safety	Adult Support	Leadership	Professional Relationships
Teacher	1168	2.71	3.40	2.84	3.16
Administrator	75	3.08	3.60	3.49	3.38
Other professional staff	200	2.74	3.38	3.04	3.12
Para- professional	257	2.60	3.18	2.85	3.06
Noncertified support staff	226	2.93	3.00	3.08	3.16

By Years at Position

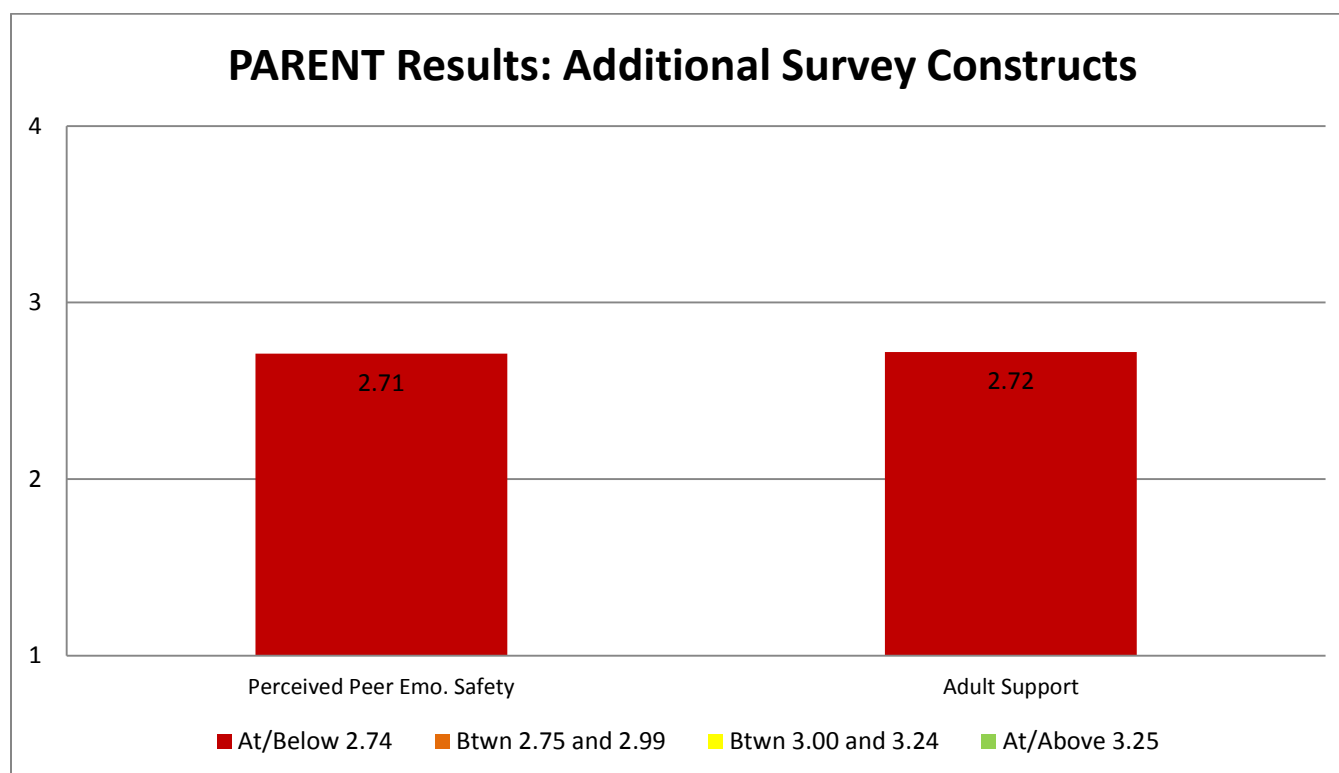
	N	Perceived Peer Emo. Safety	Adult Support	Leadership	Professional Relationships
1st year	168	2.69	3.21	3.09	3.21
2 to 5 years	487	2.66	3.33	2.94	3.14
6 to 10 years	407	2.75	3.32	2.91	3.14
11 to 20 years	505	2.77	3.35	2.86	3.13
20+ years	358	2.80	3.37	2.89	3.17

*Please note: No chart with fewer than 10 cases was produced as this can lead to potential identification of the sub-population.

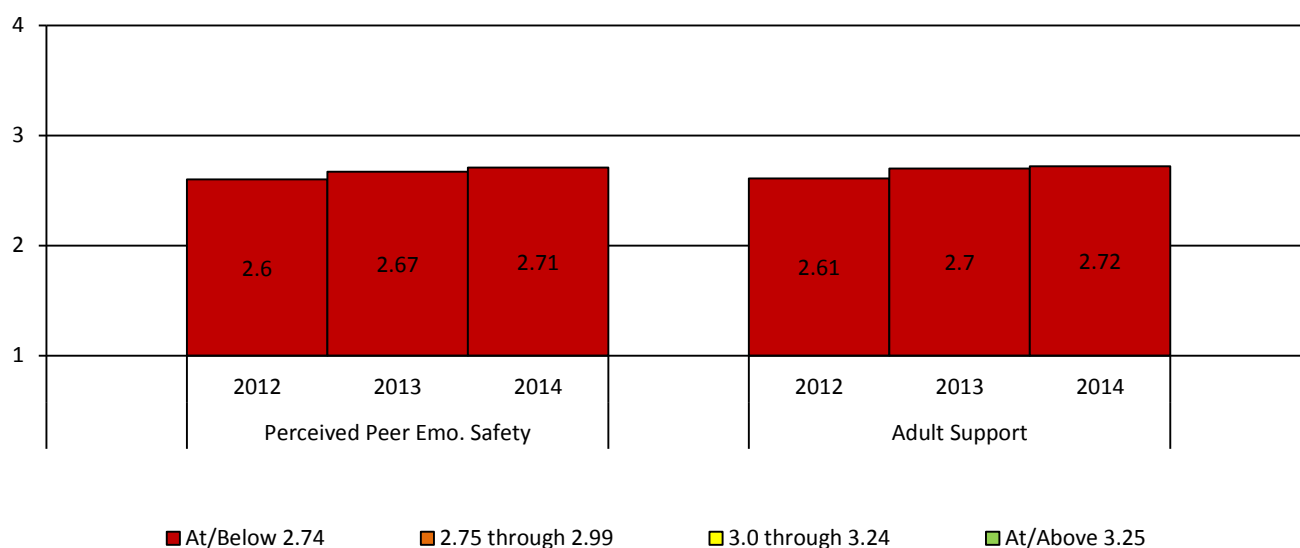
■ At/Below 2.74
 ■ Btwn 2.75 and 2.99
 ■ Btwn 3.00 and 3.24
 ■ At/Above 3.25

Overview of Additional Parent Survey Constructs

- The following bar graphs give you a general indication of the health of your school on these additional survey constructs, as rated by **parents**, green being the healthiest or optimal, and red being the unhealthiest or furthest from optimal.
- The first graph shows this year's data. The number on top of the bar is the weighted mean your school received on that construct.
 - Your weighted mean on each survey construct is an overall mean of the items within each construct.
 - Remember, a score of 4 is optimal.
- The second graph depicts your data over time.
 - Note:** Parent items can be found in Appendix C.



PARENT Results: Additional Survey Constructs Trend Data



Overview of Additional Survey Constructs by Parent Demographic Population

The following tables depict your school's weighted mean on each survey construct by demographic population, to allow you to see which particular populations might need the most supports. (Remember, a score of 4 is optimal). The color of the box indicates the general health of this population on each construct, green being the healthiest or optimal, and red being the unhealthiest or furthest from optimal.

The first table shows you the data for the entire population, as a baseline for comparison. The number in the column titled "N" is the number of participants represented in each the demographic population.

Important to note: Some sub-group charts may be missing – this is not an error. To ensure anonymity, any sub-groups with fewer than 10 people in a particular category will not be reflected in this section of the report.

■ At/Below 2.74 ■ Btwn 2.75 and 2.99 ■ Btwn 3.00 and 3.24 ■ At/Above 3.25

By Ethnicity

	N	Perceived Peer Emo. Safety	Adult Support	Parent-School Connection
American Indian/Alaskan Native	28	2.86	2.86	3.18
Asian/Pacific Islander	57	2.89	2.39	3.20
Black/African American	122	2.83	2.90	3.13
Latino/Latina/Hispanic	184	2.93	2.40	3.21
White/Caucasian	2701	2.68	2.74	2.99
Multiracial	65	2.83	2.89	2.97
Other	13	3.06	2.42	3.19

By Child's Grade

	N	Perceived Peer Emo. Safety	Adult Support	Parent-School Connection
9 th Grade	1033	2.70	2.69	3.01
10 th Grade	929	2.68	2.71	2.99
11 th Grade	833	2.71	2.74	3.00
12 th Grade	785	2.76	2.79	3.05

By IEP

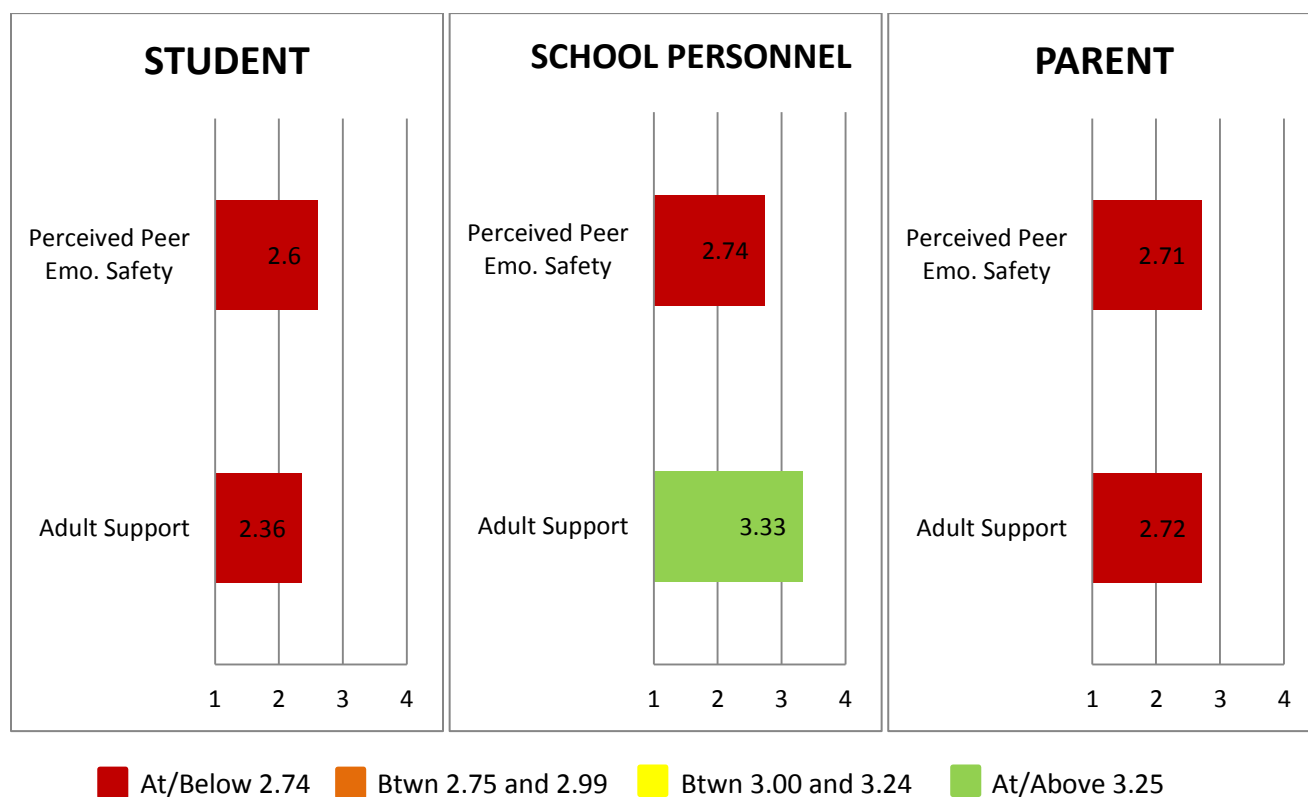
	N	Perceived Peer Emo. Safety	Adult Support	Parent- School Connection
IEP Yes	595	2.74	2.73	3.07
IEP No	2551	2.70	2.72	3.00

*Please note: No chart with fewer than 10 cases was produced as this can lead to potential identification of the sub-population.

■ At/Below 2.74
 ■ Btwn 2.75 and 2.99
 ■ Btwn 3.00 and 3.24
 ■ At/Above 3.25

Comparing Additional Survey Construct Scores across Populations

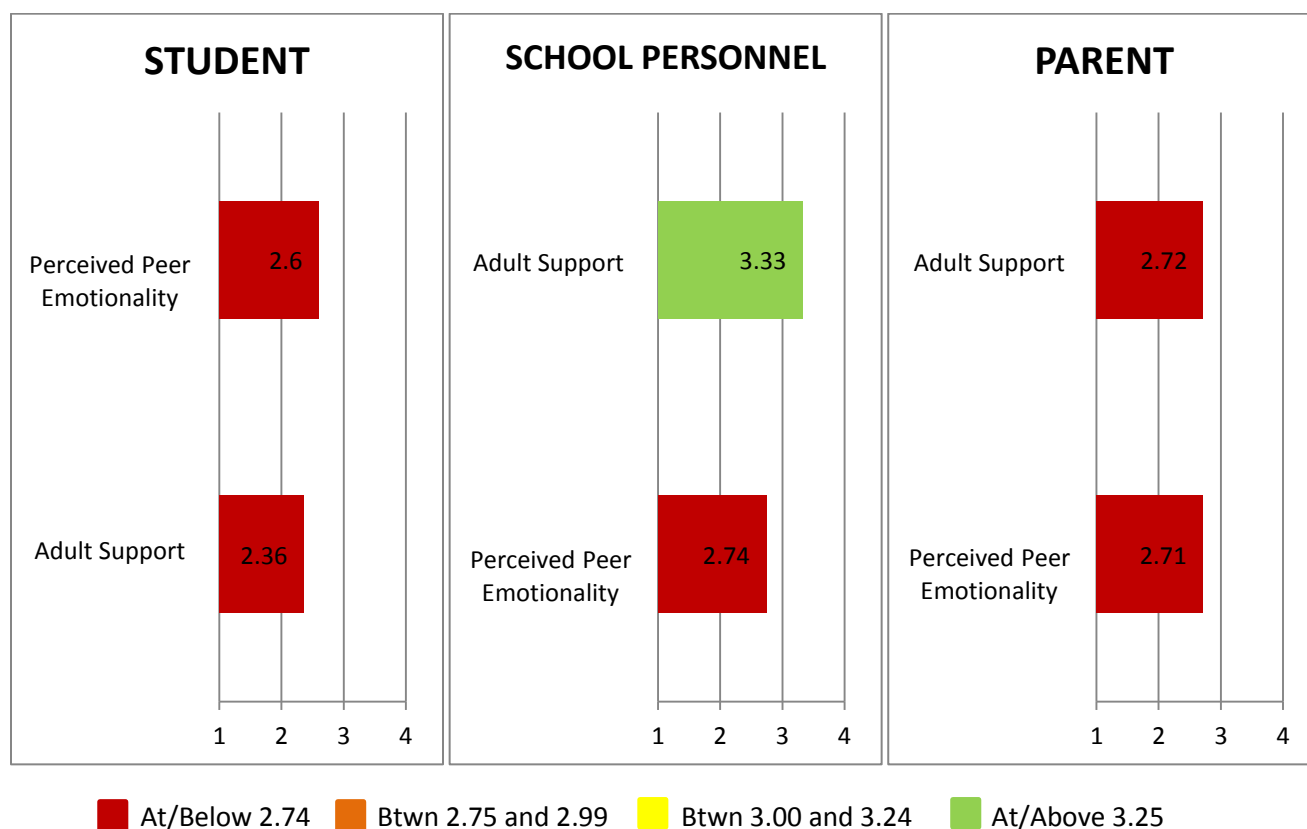
- Four of the additional constructs are consistent across students, school personnel, and parents.
- The following graphs show a one page snapshot of these constructs and the weighted means for each population.



Comparing Additional Survey Construct Scores across Populations

- The following graphs show the rank order of the additional survey constructs for each population.
- In other words, for each population, the graphs show the additional survey construct weighted means from highest/most optimal (top) to lowest/furthest from optimal (bottom).

Mean Scale Scores – Rank Order



Appendix A: Student item by item analyses

The following tables provide information on all of the items that students responded to. They are grouped by survey construct. Listed first are the seven Index survey constructs, followed by the additional student survey constructs.

In the tables you will find: (1) the particular questions that comprise each of the constructs, (2) the mean score for each item, (3) the percent of the population that responded to each scale option, and finally (4) the number of respondents who answered the item and chose each response option.

Physical Safety		Ratings Response Given (%)						
Student Survey Item	Mean (N)	None (n)	1-2 Times (n)	3-5 Times (n)	6 or More Times (n)			
Stem: In the <u>past 12 months</u> , how often have you...								
Carried a gun, knife, club, or other weapon to school.	3.90 (13576)	94.2 (12786)	3.3 (445)	0.8 (105)	1.8 (240)			
Had your things (clothing, books, bike, car) stolen or deliberately damaged on school property.	3.68 (13585)	74.6 (10140)	20.8 (2825)	2.9 (392)	1.7 (228)			
Been disciplined at school for fighting, theft, or damaging property.	3.84 (13574)	88.6 (12025)	8.4 (1144)	1.5 (198)	1.5 (207)			
Been threatened or injured by someone with a weapon (like a gun, knife, or club) on school property.	3.88 (13563)	92.0 (12475)	5.4 (730)	1.2 (169)	1.4 (189)			
Damaged property just for fun (like breaking windows, scratching a car, etc.).	3.89 (13580)	93.4 (12677)	4.1 (555)	1.1 (147)	1.5 (201)			
Beaten up on or fought someone because they made you angry.	3.81 (13576)	87.1 (11829)	8.8 (1189)	2.0 (272)	2.1 (286)			
Used a weapon, force, or threats to get money or things from someone.	3.95 (13570)	97.2 (13191)	1.4 (192)	0.4 (61)	0.9 (126)			
Verbally threatened to physically harm someone.	3.71 (13584)	81.9 (11124)	11.4 (1542)	2.3 (317)	4.4 (601)			
Stolen something.	3.83 (13579)	89.0 (12081)	7.4 (1002)	1.5 (198)	2.2 (298)			
	Mean (N)	0 days	1-2 days	3-5 days	6-9 days	10-19 days	20-29 days	30 days
In the past 30 days, on how many days have you had at least one drink of alcohol (glass bottle or can of beer; glass of wine, liquor or mixed drink)	3.73 (12887)	78.2 (10080)	9.5 (1223)	4.5 (575)	2.4 (304)	1.9 (244)	0.6 (80)	3.0 (381)

Emotional Safety		Ratings Response Given (%)					
Student Survey Item	Mean (N)	0 Times (n)	1 Time (n)	2 Times (n)	3-5 Times (n)	6-10 Times (n)	11+ Times (n)
Stem: In the <u>last 30 days</u> , how many times have you been bullied at school in the ways listed below:							
I was called names, made fun of, or teased in a hurtful way.	3.43 (13591)	68.3 (9276)	10.6 (1441)	7.0 (947)	6.0 (814)	2.0 (277)	6.2 (836)
Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me.	3.59 (13581)	75.5 (10252)	9.2 (1245)	5.6 (761)	4.7 (638)	1.6 (216)	3.5 (469)
I was hit, kicked, pushed, shoved around, or locked indoors.	3.81 (13570)	88.6 (12019)	4.6 (622)	2.4 (329)	1.8 (246)	0.6 (76)	2.0 (278)
Other students told lies, spread false rumors about me, and tried to make others dislike me.	3.50 (13580)	70.9 (9622)	10.7 (1457)	6.4 (870)	5.3 (719)	2.0 (266)	4.8 (646)
I was made fun of because of my race or color.	3.80 (13582)	89.0 (12083)	4.0 (540)	2.2 (302)	1.4 (185)	0.7 (93)	2.8 (379)
I was made fun of because of my religion.	3.87 (13576)	92.5 (12555)	3.2 (429)	1.5 (205)	1.0 (131)	0.4 (56)	1.5 (200)
Other students made sexual jokes, comments or gestures that hurt my feelings.	3.73 (13574)	84.7 (11495)	5.4 (733)	3.4 (459)	2.4 (320)	1.1 (147)	3.1 (420)
I have received a threatening or hurtful message from another student in an e-mail, on a website, on a cell phone, from pager text messaging, in an internal chat room or in instant messaging.	3.81 (13578)	89.5 (12146)	3.9 (526)	2.2 (298)	1.7 (237)	0.6 (85)	2.1 (286)
	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)		
I feel safe at school.	3.04 (13568)	5.9 (796)	13.8 (1867)	50.9 (6910)	29.4 (3995)		

Diversity Engagement		Ratings Response Given (%)			
Student Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
I am accepting of those different than myself (racially, culturally, socio-economically).	3.49 (13570)	2.0 (269)	3.8 (512)	37.7 (5111)	56.6 (7678)
It is wrong to discriminate against someone because of her/his race, appearance, culture, religion, etc.	3.55 (13551)	2.2 (299)	4.2 (563)	30.4 (4118)	63.2 (8571)
Students in this school respect each other's differences (for example, gender, race, culture, etc.).	2.77 (13574)	8.5 (1155)	24.6 (3343)	47.9 (6500)	19.0 (2576)
Students in this school respect differences in adults (for example, gender, race, culture, etc.).	2.93 (13518)	7.0 (947)	17.7 (2390)	51.1 (6902)	24.3 (3279)
Adults in this school respect differences in students (for example, gender, race, culture, etc.).	3.19 (13576)	3.9 (527)	10.8 (1470)	48.1 (6524)	37.2 (5055)
Adults in this school respect each other's differences (for example gender, race, culture, etc.).	3.14 (13526)	4.0 (539)	9.9 (1336)	54.0 (7310)	32.1 (4341)

Adult-Student Relationships Engagement		Ratings Response Given (%)			
Student Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
My teachers care about me.	2.94 (13554)	7.0 (945)	15.8 (2141)	53.5 (7257)	23.7 (3211)
My teachers are available to talk with students one-on-one.	3.12 (13570)	3.3 (442)	11.5 (1558)	55.7 (7553)	29.6 (4017)
My teachers notice when I am doing a good job and let me know about it.	2.80 (13527)	8.6 (1158)	24.0 (3249)	45.8 (6193)	21.6 (2927)
My school lets a parent/guardian know if I am doing a good job.	2.63 (13574)	15.1 (2055)	28.4 (3849)	34.8 (4729)	21.7 (2941)
There is at least one adult at school that I could go to for help with a problem.	3.26 (13562)	4.4 (596)	9.2 (1250)	42.7 (5792)	43.7 (5924)
Adults who work in my school treat students with respect.	2.96 (13564)	6.4 (874)	16.9 (2286)	50.5 (6846)	26.2 (3558)
*Students treat adults who work in this school with respect.	2.72 (13491)	10.1 (1362)	26.8 (3622)	44.2 (5957)	18.9 (2550)

*This item was added to the 2012 survey based on focus group feedback. It is not included in the Index, but is represented in this table because it ascertains additional information about adult-student relationships.

Student-Student Relationships Engagement		Ratings Response Given (%)			
Student Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
Students in my school treat each other with respect.	2.66 (13509)	10.6 (1434)	29.6 (4005)	43.3 (5851)	16.4 (2219)
Students have friends at school they can turn to if they have questions about homework.	3.26 (13592)	2.1 (283)	5.9 (802)	56.1 (7619)	36.0 (4888)
Students have friends at school they can trust and talk to if they have problems.	3.15 (13506)	3.2 (438)	9.4 (1266)	56.5 (7633)	30.9 (4169)
Students generally work well with each other even if they're not in the same group of friends.	2.83 (13562)	6.0 (817)	23.4 (3178)	51.6 (7004)	18.9 (2563)
Students have friends at school to eat lunch with.	3.13 (13546)	3.0 (413)	10.5 (1423)	56.8 (7697)	29.6 (4013)
Students try to make new students feel welcome in the school.	3.01 (13549)	4.9 (668)	17.0 (2300)	50.1 (6793)	28.0 (3788)

Expectations/Boundaries Environment		Ratings Response Given (%)			
Student Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
There are clear rules about what students can and cannot do.	3.15 (13564)	3.3 (452)	12.8 (1735)	49.2 (6673)	34.7 (4704)
The school principal and teachers consistently enforce school rules.	3.08 (13566)	4.8 (649)	14.1 (1916)	49.5 (6710)	31.6 (4291)
If I skipped school at least one of my parents/guardians would be notified.	3.27 (13558)	4.0 (539)	8.6 (1166)	43.7 (5930)	43.7 (5923)
Students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period.	3.19 (13546)	5.5 (739)	10.7 (1444)	43.6 (5910)	40.3 (5453)
If I got in trouble at school for breaking a rule, at least one of my parents/guardians would support the school's disciplinary action.	3.22 (13550)	3.6 (490)	9.8 (1324)	47.9 (6494)	38.7 (5242)
My school lets a parent/guardian know if I've done something wrong.	3.34 (13571)	2.7 (370)	7.0 (951)	43.5 (5908)	46.7 (6342)

Physical Environment		Ratings Response Given (%)			
Student Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
My school building is kept clean.	2.73 (13554)	10.6 (1437)	24.1 (3273)	46.7 (6336)	18.5 (2508)
My school has up-to-date computers and other electronic equipment available to students.	2.99 (13551)	8.0 (1088)	14.4 (1948)	47.7 (6467)	29.9 (4048)
My school is physically attractive (well designed, nicely decorated, etc.).	2.77 (13575)	10.0 (1356)	21.6 (2938)	49.7 (6745)	18.7 (2536)
We have space and facilities for extra-curricular activities at my school.	3.16 (13536)	4.1 (557)	10.0 (1358)	51.2 (6925)	34.7 (4696)
My school building is kept in good condition.	2.87 (13542)	6.7 (912)	19.1 (2587)	54.5 (7387)	19.6 (2656)

Additional Survey Constructs-Item by Item Analyses

Perceived Peer Emotional Safety		Ratings Response Given (%)			
Student Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
Students in my school act in a way that is sensitive to the feelings of other students.	2.67 (13555)	10.9 (1478)	29.0 (3935)	42.6 (5780)	17.4 (2362)
Students at my school will try to stop students from insulting or making fun of other students.	2.61 (13541)	11.5 (1562)	32.7 (4428)	39.5 (5345)	16.3 (2206)
Very few students insult or make fun of other students.	2.46 (13513)	17.2 (2323)	34.0 (4601)	34.8 (4698)	14.0 (1891)
Students in my school try to treat other students the way they'd want to be treated.	2.67 (13513)	10.5 (1418)	29.6 (4004)	42.7 (5768)	17.2 (2323)
Values		Ratings Response Given (%)			
Student Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
Even if it is dangerous, I like to do exciting thing.	2.97 (13556)	5.9 (802)	21.9 (2963)	41.4 (5613)	30.8 (4178)
It is important to help other people.	3.53 (13574)	1.7 (224)	3.0 (401)	36.3 (4929)	59.1 (8020)
I care about other people's feelings.	3.27 (13535)	3.5 (479)	8.2 (1113)	45.5 (6155)	42.8 (5788)
I feel sorry for people who have things stolen or damaged.	3.22 (13577)	4.1 (554)	9.8 (1337)	45.7 (6204)	40.4 (5482)
Violence is the worst way to solve problems.	3.08 (13562)	6.3 (854)	16.8 (2280)	39.7 (5390)	37.1 (5038)
It is important to tell the truth.	3.38 (13510)	2.7 (368)	4.9 (657)	44.1 (5964)	48.3 (6521)
I can say "no" when someone wants me to do things I know are wrong or dangerous.	3.42 (13556)	3.0 (409)	5.2 (703)	38.1 (5164)	53.7 (7280)
I believe working hard now will make my life successful in the future.	3.54 (13563)	2.0 (268)	3.7 (498)	33.2 (4498)	61.2 (8299)

Commitment to School/Learning		Ratings Response Given (%)			
Student Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
I care about my school.	2.99 (13509)	7.0 (952)	14.6 (1971)	50.9 (6874)	27.5 (3712)
I try to do my best in school.	3.40 (13550)	2.3 (305)	6.2 (839)	41.0 (5558)	50.5 (6848)
I plan to finish high school.	3.81 (13572)	1.5 (207)	1.3 (172)	11.6 (1568)	85.7 (11625)
I do the homework that is assigned.	3.16 (13543)	3.0 (410)	10.5 (1421)	53.5 (7242)	33.0 (4470)

Adult Support		Ratings Response Given (%)				
Student Survey Item	Mean (N)	Almost never (n)	Once in a while (n)	Sometimes (n)	Often (n)	Almost always (n)
When students physically hurt each other (for example, pushing, slapping, or punching), how often do the teachers or other adults at school put a stop to it?	2.58 (13580)	15.5 (2104)	16.9 (2298)	18.1 (2463)	25.1 (3403)	24.4 (3312)
When students insult, tease, harass, or otherwise verbally abuse other students, how often do the teachers or other adults at school put a stop to it?	2.21 (13577)	21.8 (2957)	22.5 (3061)	24.4 (3314)	19.5 (2644)	11.8 (1601)
When a student is being bullied at school, how often do the teachers or other adults at school try to put a stop to it?	2.30 (13570)	21.1 (2865)	20.3 (2750)	23.1 (3138)	20.1 (2723)	15.4 (2094)

*Bullying/Harassment Report Forms		Ratings Response Given (%)						
Student Survey Items	Weighted Mean (N)	0 Times (n)	1 Time (n)	2 Times (n)	3-5 Times (n)	6-10 Times (n)	11+ Times (n)	N/A (n)
In the current school year, how many times have you filled out and turned in a Bullying/Harassment Report Form to the school?	3.77 (13395)	85.2 (11412)	6.4 (852)	3.9 (524)	2.3 (311)	0.5 (65)	1.7 (231)	
When you turned in a Bullying/Harassment Report Form to the school, how many times did you receive a communication back from the school letting you know that the report was received and followed up on?	3.31 (1975)	56.7 (926)	19.9 (325)	10.3 (168)	5.0 (82)	2.3 (37)	5.9 (96)	N/A (341)

*As these items do not form a survey construct, they are represented individually in this report. Please Note: the second Bullying/Harassment item represent respondents from the first item that answered 1 time or more.

Individual Survey Questions for Students

- Students completed five additional survey items represented in the table below.
 - ❖ Although these items do not form a construct, they contribute to the overall conditions for learning, and are therefore important to examine.

Additional Student Items		Ratings Response Given			
Student Survey Item		No % (n)	Yes % (n)		
During the past 12 months, did you ever feel so sad or hopeless almost every day for 2 weeks or more in a row that you stopped doing some usual activities?		68.5 (9240)	31.5 (4255)		
During the past 12 months, did you ever seriously consider attempting suicide?		83.1 (11202)	16.9 (2281)		
During the past 12 months, did you make a plan about how you would attempt suicide?		86.1 (11587)	13.9 (1875)		
	0 Times % (n)	1 Time % (n)	2 or 3 Times % (n)	4 or 5 Times % (n)	6 or More Times % (n)
During the past 12 months, how many times did you actually attempt suicide?	90.6 (12169)	4.1 (550)	2.7 (368)	0.7 (99)	1.8 (247)
	I did not attempt Suicide % (n)	No % (n)	Yes % (n)		
If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?	79.1 (10573)	16.3 (2176)	4.7 (623)		

Appendix B: School personnel item by item analyses

The following tables provide information on all of the items that school personnel responded to. They are grouped by survey construct. Listed first are the seven constructs that align with the Index survey constructs, followed by the additional school personnel survey constructs.

In the tables you will find: (1) the particular questions that comprise each of the constructs, (2) the mean score for each item, (3) the percent of the population that responded to each scale option, and finally (4) the number of respondents who answered the item and chose each response option.

Physical Safety		Ratings Response Given (%)			
School Personnel Survey Item	Mean (N)	None (n)	1-2 Times (n)	3-5 Times (n)	6 or More Times (n)
Stem: In the <u>past 12 months</u> , how often have you seen or heard that students...					
Carried a gun, knife, club, or other weapon to school.	3.58 (1920)	65.2 (1252)	28.6 (550)	4.9 (95)	1.2 (23)
Damaged personal or school property grounds (for example, breaking windows, scratching a car, etc.).	3.00 (1930)	32.7 (632)	42.2 (814)	16.9 (327)	8.1 (157)
Beat up or fought someone.	2.49 (1919)	19.6 (376)	31.8 (610)	26.6 (510)	22.0 (423)
Used a weapon, force, or threats to get money or things from other at school.	3.81 (1925)	85.6 (1647)	10.8 (208)	2.5 (49)	1.1 (21)
Verbally threatened to physically harm others at school.	2.63 (1928)	24.7 (477)	34.0 (656)	21.0 (405)	20.2 (390)
Stole personal or school property on school grounds (for example, books, clothing, cars).	2.79 (1927)	26.4 (509)	38.9 (750)	22.3 (429)	12.4 (239)

Emotional Safety		Ratings Response Given (%)					
School Personnel Survey Item	Mean (N)	0 Times (n)	1 Time (n)	2 Times (n)	3-5 Times (n)	6-10 Times (n)	11+ Times (n)
Stem: In the <u>last 30 days</u> , how many times have you seen or heard of students being bullied at school in the ways listed below:							
Called names, made fun of, or teased in a hurtful way.	2.59 (1932)	20.7 (400)	19.4 (374)	19.7 (381)	23.4 (453)	9.7 (187)	7.1 (137)
Left out of things on purpose, excluded from groups of friends, or completely ignored by other students.	3.06 (1929)	42.4 (817)	18.4 (354)	17.0 (327)	14.4 (277)	4.9 (95)	3.1 (59)
Hit, kicked, pushed, shoved around, or locked indoors.	3.29 (1926)	54.7 (1054)	16.8 (323)	13.2 (254)	10.3 (198)	2.6 (50)	2.4 (47)
Told lies, spread false rumors, and tried to make others dislike particular students .	2.90 (1927)	35.6 (686)	18.9 (365)	17.1 (330)	16.6 (319)	6.7 (130)	5.0 (97)
Made fun of because of their race or color.	3.55 (1927)	70.9 (1367)	11.8 (228)	8.5 (163)	5.6 (107)	1.5 (29)	1.7 (33)
Made fun of because of their religion.	3.86 (1928)	90.1 (1738)	4.8 (92)	2.7 (53)	1.4 (27)	0.5 (9)	0.5 (9)
Made sexual jokes, comments, or gestures that hurt other students' feelings.	3.23 (1929)	51.5 (994)	18.1 (349)	13.8 (266)	10.0 (192)	3.3 (63)	3.4 (65)
Received threatening or hurtful messages from other student(s) in an email, on a website, on a cell phone, from pager text messaging, instant messaging or in any electronic manner.	3.19 (1929)	51.5 (994)	15.4 (298)	12.3 (237)	12.8 (247)	4.3 (83)	3.6 (70)
	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)		
Students feel safe at school.	3.13 (1920)	0.6 (11)	7.0 (135)	71.2 (1367)	21.2 (407)		

Diversity Engagement		Ratings Response Given (%)			
School Personnel Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
Students in this school respect each other's differences (for example, gender, race, culture, etc.).	2.95 (1923)	1.8 (35)	15.5 (298)	68.5 (1318)	14.1 (272)
Students in this school respect differences in adults (for example, gender, race, culture, etc.).	3.01 (1919)	2.2 (42)	13.5 (260)	64.9 (1245)	19.4 (372)
Adults in this school respect differences in students (for example, gender, race, culture, etc.).	3.35 (1927)	0.4 (8)	3.4 (66)	56.5 (1088)	39.7 (765)
Adults in this school respect each other's differences (for example, gender, race, culture, etc.).	3.30 (1927)	0.7 (13)	4.5 (87)	59.0 (1136)	35.9 (691)
Adult-Student Relationships Engagement		Ratings Response Given (%)			
School Personnel Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
Adults who work in this school treat students with respect.	3.22 (1927)	0.5 (10)	5.3 (103)	65.7 (1266)	28.4 (548)
Adults in this school are interested in getting to know students.	3.16 (1919)	0.6 (11)	6.5 (125)	69.1 (1326)	23.8 (457)
Adults in this school are willing to listen to what students have to say.	3.22 (1928)	1.3 (26)	4.9 (94)	64.5 (1243)	29.3 (565)
Teachers let students know when they do a good job.	3.24 (1928)	0.3 (5)	3.8 (74)	67.1 (1294)	28.8 (555)
This school lets parents know when their child does a good job.	2.85 (1904)	1.4 (26)	24.6 (468)	61.4 (1169)	12.7 (241)
There are adults in this school that students would trust enough to talk to if they had a problem.	3.44 (1929)	0.2 (4)	1.2 (23)	52.7 (1016)	45.9 (886)
*Students treat adults who work in this school with respect.	2.72 (1909)	6.3 (120)	23.6 (451)	61.7 (1177)	8.4 (161)
Student-Student Relationships Engagement		Ratings Response Given (%)			
School Personnel Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
Students have friends at school they can turn to if they have questions about homework.	3.14 (1919)	0.1 (2)	3.8 (72)	78.6 (1509)	17.5 (336)
Students have friends at school they can trust and talk to if they have problems.	3.16 (1918)	0.1 (2)	3.6 (69)	76.3 (1463)	20.0 (384)
Students in this school seem to work well with one another even if they're not in the same group of friends.	2.95 (1926)	2.1 (41)	15.7 (302)	67.4 (1298)	14.8 (285)
Students have friends at school to eat lunch with.	3.13 (1919)	0.1 (2)	5.5 (105)	75.5 (1449)	18.9 (363)
Students try to make new students feel welcome in the school.	3.02 (1904)	0.7 (14)	11.4 (218)	72.5 (1380)	15.3 (292)
Students in this school treat each other with respect.	2.79 (1924)	4.1 (78)	22.7 (436)	63.3 (1217)	10.0 (193)

*This item was added to the 2012 survey based on focus group feedback. It is not included in the Index, but is represented in this table because it ascertains additional information about adult-student relationships.

Expectations/Boundaries Environment		Ratings Response Given (%)			
School Personnel Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
In this school, there are clear rules against physically hurting other people (for example, hitting, pushing, or tripping).	3.23 (1925)	1.9 (36)	8.6 (165)	53.8 (1036)	35.7 (688)
In this school, there are clear rules against insults, teasing, harassment, and other verbal abuse.	3.17 (1930)	2.7 (53)	13.9 (269)	47.2 (910)	36.2 (698)
Adults in the school fairly enforce rules regarding physical violence.	3.18 (1925)	2.3 (44)	7.8 (151)	59.2 (1140)	30.6 (590)
Adults in the school fairly enforce rules against insults, teasing, harassment, or other verbal abuse.	2.98 (1924)	2.9 (56)	16.4 (315)	61.0 (1173)	19.8 (380)
If a student is absent from school without prior approval, the school notifies the parents.	3.20 (1897)	1.4 (27)	8.5 (161)	58.5 (1109)	31.6 (600)
Students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period.	3.18 (1887)	3.1 (58)	9.2 (173)	54.6 (1031)	33.1 (625)
When students get in trouble at school for breaking a rule, parents are supportive of the school's disciplinary actions.	2.64 (1909)	5.7 (109)	32.5 (621)	53.9 (1029)	7.9 (150)
This school contacts parents if a student has done something wrong.	3.17 (1916)	1.1 (22)	6.9 (133)	65.7 (1258)	26.3 (503)

Physical Environment		Ratings Response Given (%)			
School Personnel Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
This school building is kept clean.	3.06 (1926)	4.0 (77)	12.1 (234)	57.3 (1103)	26.6 (512)
This school has up-to-date computers and other electronic equipment available to students.	2.95 (1926)	6.2 (120)	18.8 (363)	48.5 (934)	26.4 (509)
This school is physically attractive (well designed, nicely decorated, etc.).	2.85 (1924)	5.9 (114)	21.7 (418)	53.6 (1032)	18.7 (360)
We have space and facilities for extra-curricular activities at this school.	3.11 (1930)	5.2 (101)	13.0 (250)	47.2 (911)	34.6 (668)
This school building is kept in good condition.	3.08 (1926)	4.7 (91)	13.3 (256)	50.9 (981)	31.0 (598)

Additional Survey Constructs-Item by Item Analyses

Perceived Peer Emotional Safety		Ratings Response Given (%)			
School Personnel Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
Students in this school act in a way that is sensitive to the feelings of other students.	2.75 (1926)	3.9 (76)	26.2 (505)	60.2 (1160)	9.6 (185)
Students at this school will try to stop students from insulting or making fun of others.	2.73 (1905)	2.8 (53)	32.0 (609)	55.0 (1048)	10.2 (195)
Very few students at this school insult or make fun of other students.	2.63 (1917)	5.8 (111)	34.0 (651)	52.0 (997)	8.2 (158)
Students in this school try to treat other students the way they'd want to be treated.	2.83 (1923)	2.7 (51)	21.3 (410)	66.0 (1269)	10.0 (193)

Adult Support		Ratings Response Given (%)				
School Personnel Survey Item	Mean (N)	Almost never (n)	Once in a while (n)	Sometimes (n)	Often (n)	Almost always (n)
When students physically hurt each other (for example, pushing, slapping, or punching), how often do the teachers or other adults at school put a stop to it?	3.49 (1926)	3.8 (74)	4.2 (81)	5.7 (110)	19.7 (379)	66.6 (1282)
When students insult, tease, harass, or otherwise verbally abuse other students, how often do the teachers or other adults at school put a stop to it?	3.18 (1922)	4.0 (77)	4.9 (94)	13.7 (263)	32.5 (624)	45.0 (864)
When a student is being bullied at school, how often do the teachers or other adults at school try to put a stop to it?	3.31 (1919)	3.2 (62)	4.4 (85)	11.4 (219)	27.1 (521)	53.8 (1032)

Leadership		Ratings Response Given (%)			
School Personnel Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
The administration at this school involves staff in decisions about instruction.	2.82 (1903)	5.4 (103)	21.4 (408)	59.1 (1124)	14.1 (268)
The administration at this school is accessible to teachers and staff.	3.16 (1932)	3.8 (74)	10.8 (209)	50.9 (984)	34.4 (665)
The administration at this school involves staff in decisions about the school discipline policy.	2.57 (1914)	10.7 (204)	32.4 (620)	46.1 (883)	10.8 (207)
The administration at this school places a high priority on developing staff expertise.	2.91 (1913)	4.1 (78)	19.7 (376)	57.6 (1101)	18.7 (358)
The administration at this school effectively communicates a strong and compelling vision for what they want the school to be.	2.93 (1924)	4.6 (88)	19.6 (377)	54.3 (1045)	21.5 (414)
The administration at this school is fair in the way they allocate resources.	2.90 (1897)	3.8 (73)	17.7 (336)	63.1 (1197)	15.3 (291)
The administration at this school provides teachers with opportunities to work together collaboratively.	3.10 (1921)	3.0 (57)	12.2 (234)	57.1 (1097)	27.7 (533)
Most teachers at this school feel comfortable asking for help from the administration.	2.92 (1915)	4.0 (77)	18.5 (355)	59.3 (1136)	18.1 (347)
The administration at this school places a high priority on curriculum and instructional issues.	3.11 (1923)	2.1 (41)	10.5 (202)	61.9 (1190)	25.5 (490)
The administration involves teachers in planning professional development activities.	2.74 (1905)	8.3 (158)	25.1 (479)	50.7 (965)	15.9 (303)
The work I do at this school is appreciated by the administration.	2.96 (1926)	5.4 (104)	16.5 (317)	55.0 (1059)	23.2 (446)
The administration at this school communicates openly with teachers and staff.	2.82 (1926)	7.1 (136)	22.7 (438)	51.3 (988)	18.9 (364)
The administration at this school is supportive of teachers and staff members.	3.01 (1926)	4.3 (83)	15.2 (292)	55.5 (1069)	25.0 (482)

Professional Relationships		Ratings Response Given (%)			
School Personnel Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
Most staff in this school are good at the work they do.	3.28 (1924)	0.1 (2)	3.1 (59)	65.5 (1260)	31.3 (603)
Most staff in this school are generous about helping others with instructional issues.	3.30 (1927)	0.6 (12)	3.6 (69)	61.1 (1177)	34.7 (669)
Most staff seem comfortable asking for help from their colleagues.	3.15 (1923)	0.7 (13)	7.0 (134)	69.5 (1336)	22.9 (440)
Staff in the school seem comfortable sharing ideas at staff/faculty meetings.	2.94 (1916)	5.0 (96)	17.0 (325)	57.3 (1097)	20.8 (398)
Staff in this school try to learn from one another.	3.08 (1915)	0.9 (18)	9.5 (181)	69.8 (1337)	19.8 (379)

*Bullying/Harassment Report Forms		Ratings Response Given (%)						
School Personnel Survey Items	Weighted Mean (N)	0 Times (n)	1 Time (n)	2 Times (n)	3-5 Times (n)	6-10 Times (n)	11+ Times (n)	N/A (n)
In the current school year, how many times have you filled out and turned in a Bullying/Harassment Report Form to the school?	3.75 (1912)	82.9 (1586)	7.9 (151)	4.5 (86)	3.4 (65)	0.9 (17)	0.4 (7)	
When you turned in a Bullying/Harassment Report Form to the school, how many times did you receive a communication back from the school letting you know that the report was received and followed up on?	3.06 (323)	30.6 (94)	37.8 (116)	17.6 (54)	11.7 (36)	1.0 (3)	1.3 (4)	N/A (16)

*As these items do not form a survey construct, they are represented individually in this report. Please Note: the second Bullying/Harassment item represent respondents from the first item that answered 1 time or more.

Individual Survey Questions for School Personnel

- School personnel completed five additional survey items.
 - ❖ Although these items do not form a construct, they contribute to the overall conditions for learning, and are therefore important to examine.
- These additional items are presented in the table below.
 - ❖ Again, please note that these data reflect school personnel responses only.

Additional School Personnel Items		Ratings Response Given			
School Personnel Survey Item	Mean (N)	Strongly Disagree % (n)	Disagree % (n)	Agree % (n)	Strongly Agree % (n)
I have seen staff insult, tease, harass or otherwise verbally abuse other staff in this school.	3.02 (1927)	34.5 (665)	38.1 (734)	22.0 (423)	5.4 (105)
Staff members are recognized for their accomplishments.	2.76 (1925)	6.8 (130)	24.8 (477)	53.7 (1034)	14.8 (284)
Advanced students are given appropriately challenging work.	3.07 (1906)	1.7 (32)	13.0 (247)	61.8 (1178)	23.6 (449)
Teachers use activities and assignments designed to help determine which teaching methods work best for each student.	3.05 (1909)	0.9 (17)	11.5 (220)	69.0 (1317)	18.6 (355)
Students can get extra help if they need it.	3.44 (1930)	0.4 (7)	2.0 (38)	50.9 (983)	46.7 (902)

Appendix C: Parent item by item analyses

The following tables provide information on all of the items that parents responded to. They are grouped by survey construct. Listed first are the seven constructs that align with the Index survey constructs, followed by the additional parent survey constructs.

In the tables you will find: (1) the particular questions that comprise each of the constructs, (2) the mean score for each item, (3) the percent of the population that responded to each scale option, and finally (4) the number of respondents who answered the item and chose each response option.

Physical Safety		Ratings Response Given (%)			
Parent Survey Item	Mean (N)	None (n)	1-2 Times (n)	3-5 Times (n)	6 or More Times (n)
In the past 12 months, how often have you seen or heard that students carried a gun, knife, club, or other weapon to school.	3.85 (3170)	87.3 (2767)	10.5 (334)	1.6 (51)	0.6 (18)
In the past 12 months, how often has your child had personal property (clothing, books, bike, car) stolen or deliberately damaged on school property.	3.76 (3176)	79.3 (2519)	17.6 (560)	2.7 (85)	0.4 (12)
In the past 12 months, how often has your child been disciplined at school for fighting, theft, or damaging property.	3.95 (3172)	95.4 (3027)	4.1 (130)	0.3 (11)	0.1 (4)
In the past 12 months, how often has your child been threatened or injured by someone with a weapon (like a gun, knife, or club) on school property.	3.96 (3177)	96.6 (3070)	2.7 (86)	0.4 (12)	0.3 (9)
In the past 12 months, how often have you seen or heard that students damaged personal or school property grounds (for example, breaking windows, scratching a car, etc.).	3.64 (3177)	73.9 (2347)	18.5 (588)	5.5 (175)	2.1 (67)
In the past 12 months, how often have you seen or heard that students beat up or fought someone.	3.41 (3173)	61.3 (1944)	23.7 (751)	9.9 (315)	5.1 (163)
In the past 12 months, how often have you seen or heard that students used a weapon, force, or threats to get money or things from other at school.	3.93 (3166)	95.1 (3010)	3.8 (119)	0.7 (22)	0.5 (15)
In the past 12 months, how often have you seen or heard that students verbally threatened to physically harm others at school.	3.50 (3174)	67.7 (2149)	19.8 (630)	7.1 (224)	5.4 (171)
In the past 12 months, how often have you seen or heard that students stolen personal or school property on school grounds (for example, books, clothing, cars).	3.57 (3175)	69.7 (2213)	20.1 (639)	7.1 (227)	3.0 (96)

Emotional Safety		Ratings Response Given (%)					
Parent Survey Item	Mean (N)	0 Times (n)	1 Time (n)	2 Times (n)	3-5 Times (n)	6-10 Times (n)	11+ Times (n)
Stem: In the <u>last 30 days</u> , how many times has your child been bullied at school in the ways listed below:							
My child was called names, made fun of, or teased in a hurtful way.	3.59 (3174)	74.3 (2357)	9.5 (300)	6.8 (215)	6.1 (195)	1.5 (48)	1.9 (59)
Other students left my child out of things on purpose, excluded him/her from groups of friends, or completely ignored him/her.	3.67 (3177)	80.0 (2541)	7.2 (229)	4.9 (156)	4.5 (143)	1.4 (46)	2.0 (62)
My child was hit, kicked, pushed, shoved around, or locked indoors.	3.91 (3176)	93.7 (2976)	3.2 (103)	1.8 (56)	0.9 (27)	0.2 (6)	0.3 (8)
Other students told lies, spread false rumors and tried to make others dislike my child.	3.64 (3177)	76.9 (2442)	9.3 (296)	6.5 (206)	4.2 (135)	1.4 (45)	1.7 (53)
My child was made fun of because of his/her race or color.	3.94 (3175)	96.2 (3054)	1.4 (43)	1.0 (33)	0.7 (23)	0.3 (9)	0.4 (13)
My child was made fun of because of his/her religion.	3.95 (3175)	96.7 (3070)	1.5 (49)	1.0 (33)	0.3 (11)	0.2 (6)	0.2 (6)
Other students made sexual jokes, comments or gestures that hurt my child's feelings.	3.82 (3167)	88.4 (2800)	4.7 (148)	3.0 (96)	2.1 (67)	0.8 (24)	1.0 (32)
My child have received threatening or hurtful message from another student in an e-mail, on a website, on a cell phone, from pager text messaging, in an internal chat room or in instant messaging.	3.81 (3167)	87.6 (2775)	5.3 (169)	3.3 (105)	1.9 (60)	0.7 (21)	1.2 (37)
	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)		
My child feels safe at school.	3.14 (3126)	2.0 (64)	6.3 (197)	67.2 (2100)	24.5 (765)		

Diversity Engagement		Ratings Response Given (%)			
Parent Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
Students in my child's school respect each other's differences (for example, gender, race, culture, etc.).	2.96 (3160)	3.2 (102)	16.2 (513)	62.0 (1958)	18.6 (587)
Students in my child's school respect differences in adults (for example, gender, race, culture, etc.).	2.85 (3129)	2.8 (89)	20.0 (626)	66.1 (2067)	11.1 (347)
Adults in my child's school respect differences in students (for example, gender, race, culture, etc.).	3.15 (3125)	1.2 (39)	6.7 (208)	68.2 (2132)	23.9 (746)
Adults in my child's school respect each other's differences (for example gender, race, culture, etc.).	3.15 (3093)	1.1 (33)	5.8 (180)	70.1 (2169)	23.0 (711)
My child is accepting of those different than him/herself (racially, culturally, socio-economically).	3.42 (3172)	0.4 (13)	1.3 (41)	54.5 (1728)	43.8 (1390)
Adult-Student Relationships Engagement		Ratings Response Given (%)			
Parent Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
Adults who work in my child's school treat students with respect.	3.10 (3166)	1.8 (56)	10.8 (341)	63.6 (2012)	23.9 (757)
Adults in my child's school are interested in getting to know my child.	2.96 (3103)	3.4 (104)	16.7 (517)	60.9 (1889)	19.1 (593)
Adults who work in my child's school are willing to listen to what students have to say.	2.96 (3138)	3.3 (105)	14.8 (463)	64.1 (2011)	17.8 (559)
My child's teachers let him/her know when he/she does a good job.	3.07 (3167)	2.0 (63)	13.4 (425)	59.9 (1898)	24.7 (781)
My child's school lets me know when he/she does a good job	2.75 (3154)	6.3 (200)	30.2 (952)	45.8 (1444)	17.7 (558)
If my child needs to talk to an adult in school about a problem, there is someone he/she trusts who he/she could talk to.	3.12 (3160)	1.9 (61)	9.6 (304)	62.8 (1986)	25.6 (809)
*Students treat adults who work in my child's school with respect.	2.86 (3093)	4.5 (139)	20.0 (620)	60.8 (1879)	14.7 (455)
Student-Student Relationships Engagement		Ratings Response Given (%)			
Parent Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
Students have friends at school they can turn to if they have questions about homework.	3.18 (3156)	1.1 (36)	6.6 (209)	65.1 (2053)	27.2 (858)
Students have friends at school they can trust and talk to if they have problems.	3.21 (3174)	0.9 (29)	5.8 (184)	64.3 (2040)	29.0 (921)
Students generally work well with one another even if they're not in the same group of friends.	2.87 (3151)	2.3 (72)	20.0 (630)	65.9 (2077)	11.8 (372)
Students have friends at school to eat lunch with.	3.26 (3174)	0.7 (22)	4.7 (148)	62.1 (1971)	32.5 (1033)
Students try to make new students feel welcome in the school.	2.99 (3106)	2.0 (63)	12.9 (401)	69.6 (2161)	15.5 (481)
Students at my child's school treat each other with respect.	2.73 (3151)	5.1 (160)	27.2 (856)	57.0 (1796)	10.8 (339)

*This item was added to the 2012 survey based on focus group feedback. It is not included in the Index, but is represented in this table because it ascertains additional information about adult-student relationships.

Expectations/Boundaries Environment		Ratings Response Given (%)			
Parent Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
In my child's school, there are clear rules against physically hurting other people (for example, hitting, pushing or tripping).	3.19 (3112)	1.1 (35)	6.8 (211)	63.9 (1988)	28.2 (878)
In my child's school, there are clear rules against insults, teasing, harassment and other verbal abuse.	3.03 (3145)	2.6 (83)	13.9 (438)	60.9 (1916)	22.5 (708)
Adults in the school are fair about making sure that all students follow the rules against physically hurting other people.	2.98 (3131)	4.0 (124)	13.2 (413)	63.9 (2001)	18.9 (593)
Adults in the school are fair about making sure that all students follow the rules against insults, teasing, harassment, or other verbal abuse.	2.86 (3106)	4.8 (149)	20.3 (630)	59.0 (1834)	15.9 (493)
If my child skipped school, the school would notify me.	3.36 (3157)	1.8 (56)	4.2 (133)	50.3 (1588)	43.7 (1380)
Students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular school activity for some time period.	3.19 (3133)	3.4 (106)	9.6 (300)	51.8 (1624)	35.2 (1103)
If my child got in trouble at school for breaking a rule, I would support the school's disciplinary action.	3.24 (3152)	0.7 (22)	4.3 (135)	65.0 (2049)	30.0 (946)
My child's school contacts me if my child has done something wrong.	3.17 (3151)	2.4 (76)	6.5 (205)	63.1 (1988)	28.0 (882)

Physical Environment		Ratings Response Given (%)			
Parent Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
My child's school building is kept clean.	3.23 (3165)	1.6 (50)	5.1 (160)	61.9 (1960)	31.4 (995)
My child's school has up-to-date computers and other electronic equipment available to students.	3.12 (3151)	2.1 (66)	9.4 (297)	63.0 (1986)	25.5 (802)
My child's school is physically attractive (well designed, nicely decorated, etc.).	3.03 (3171)	2.0 (63)	12.5 (396)	66.1 (2095)	19.5 (617)
My child's school has space and facilities for extra-curricular activities at this school.	3.13 (3152)	2.9 (92)	8.9 (281)	60.2 (1899)	27.9 (880)
My child's school building is kept in good condition.	3.20 (3171)	1.2 (37)	6.2 (197)	64.4 (2043)	28.2 (894)

Additional Survey Constructs-Item by Item Analyses

Perceived Peer Emotional Safety		Ratings Response Given (%)			
Parent Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
Students in my child's school act in a way that is sensitive to the feelings of other students.	2.75 (3147)	3.3 (104)	28.3 (892)	58.6 (1844)	9.8 (307)
Students at my child's school will try to stop students from insulting or making fun of other students.	2.74 (3136)	5.2 (164)	27.4 (858)	55.8 (1749)	11.6 (365)
Very few students at my child's school insult or make fun of other students.	2.54 (3120)	7.0 (218)	39.4 (1228)	46.5 (1450)	7.2 (224)
Students in my child's school try to treat other students the way they'd want to be treated.	2.81 (3167)	4.7 (148)	22.5 (713)	59.7 (1890)	13.1 (416)

Adult Support		Ratings Response Given (%)				
Parent Survey Item	Mean (N)	Almost never (n)	Once in a while (n)	Sometimes (n)	Often (n)	Almost always (n)
When students physically hurt each other (for example, pushing, slapping, or punching), how often do the teachers or other adults at school put a stop to it?	2.91 (3055)	9.5 (291)	10.1 (309)	17.1 (521)	26.3 (802)	37.1 (1132)
When students insult, tease, harass, or otherwise verbally abuse other students, how often do the teachers or other adults at school put a stop to it?	2.58 (3055)	13.2 (404)	14.1 (432)	23.9 (731)	25.8 (789)	22.9 (699)
When a student is being bullied at school, how often do the teachers or other adults at school try to put a stop to it?	2.67 (3051)	11.7 (357)	12.9 (393)	23.0 (702)	26.5 (810)	25.9 (789)

Parent-School Connection	Ratings Response Given (%)				
Parent Survey Item	Mean (N)	Strongly Disagree (n)	Disagree (n)	Agree (n)	Strongly Agree (n)
The school gives parents the help they need to play an active role in their child’s education	3.09 (3176)	3.2 (103)	11.6 (369)	58.4 (1856)	26.7 (848)
The school explains what options parents have if they disagree with a decision of the school	2.86 (3129)	4.2 (130)	21.0 (656)	59.7 (1869)	15.1 (474)
I have been asked for my opinion about how well education services are meeting my child’s needs.	2.67 (3170)	9.5 (301)	29.5 (935)	45.6 (1446)	15.4 (488)
The school has a person on staff who is available to answer parents’ questions.	3.12 (3154)	1.7 (53)	9.7 (305)	64.0 (2020)	24.6 (776)
Teachers are available to speak to me.	3.16 (3153)	1.5 (46)	8.2 (257)	63.5 (2001)	26.9 (849)
School personnel consider and listen to all of my concerns and recommendations for my child.	2.98 (3130)	3.5 (108)	13.6 (426)	64.3 (2014)	18.6 (582)
As a parent, I feel comfortable talking to my child’s teachers.	3.09 (3158)	1.7 (55)	9.4 (298)	66.8 (2110)	22.0 (695)
I think parents/guardians feel welcome at my child’s school.	3.14 (3176)	2.4 (75)	9.4 (299)	60.1 (1910)	28.1 (892)
My child’s school tries to get all families to be part of school activities.	2.92 (3109)	3.9 (121)	19.8 (615)	57.1 (1775)	19.2 (598)
I am satisfied with my child’s education at this school.	3.09 (3162)	3.3 (105)	10.7 (337)	60.1 (1901)	25.9 (819)

*Bullying/Harassment Report Forms		Ratings Response Given (%)						
Parent Survey Items	Weighted Mean (N)	0 Times (n)	1 Time (n)	2 Times (n)	3-5 Times (n)	6-10 Times (n)	11+ Times (n)	N/A (n)
In the current school year, how many times have you filled out and turned in a Bullying/Harassment Report Form to the school?	3.90 (3098)	92.4 (2863)	5.1 (159)	1.6 (51)	0.4 (13)	0.2 (5)	0.2 (7)	
When you turned in a Bullying/Harassment Report Form to the school, how many times did you receive a communication back from the school letting you know that the report was received and followed up on?	3.33 (235)	48.3 (97)	33.8 (68)	9.5 (19)	6.0 (12)	0.5 (1)	2.0 (4)	N/A (34)

*As these items do not form a survey construct, they are represented individually in this report. Please Note: the second Bullying/Harassment item represent respondents from the first item that answered 1 time or more.

Appendix D: Definition List

Definition List

Adult-Student Relationships Engagement is defined as the extent to which adults demonstrate care for students, respect for students, and acknowledgement of students' work. This was measured by the students' responses to the following items:

- My teachers care about me.
- My teachers are available to talk with students one-on-one.
- My teachers notice when I am doing a good job and let me know about it.
- My school lets a parent/guardian know if I am doing a good job.
- There is at least one adult at school that I could go to for help with a problem.
- Adults who work in my school treat students with respect.

Attendance is defined as the percentage of school days that 9-12th grade students are present at school during a given school year. The calculation is the total number of days present for all 9-12th grade students in a school building during a school year divided by the total number of possible school days attended for all 9-12th grade students in that school building during the same school year.

Boundaries and Expectations of the Environment are defined as the extent to which clear rules are delineated and enforced. This was measured by the students' responses to the following items:

- There are clear rules about what students can and cannot do.
- The school principal and teachers consistently enforce school rules.
- If I skipped school, at least one of my parents/guardians would be notified.
- Students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period.
- If I got in trouble at school for breaking a rule, at least one of my parents/guardians would support the school's disciplinary action.
- My school lets a parent/guardian know if I've done something wrong.

Diversity Engagement is defined as the extent to which students and adults demonstrate respect for each other's differences (i.e. appearance, culture, gender, race, learning differences, sexual orientation, etc.).

This was measured by the students' responses to the following items:

- Students in this school respect each other's differences (for example, gender, race, culture, learning differences, sexual orientation, etc.).
- Students in this school respect differences in adults (for example, gender, race, culture, learning differences, sexual orientation, etc.).
- Adults in this school respect differences in students (for example, gender, race, culture, learning differences, sexual orientation, etc.).
- Adults in this school respect each other's differences (for example, gender, race, culture, learning differences, sexual orientation, etc.).
- I am accepting of those different than myself (racially, culturally, and socio-economically).
- It is wrong to discriminate against someone because of her/his race, appearance, culture, religion, etc.

Dropout is defined as the percentage of 9-12th grade students who drop out of school during a given school year. The calculation is the number of 9-12th grade students in a school building who drop out of school during a school year divided by the total number of 9-12th grade students in that school building during the same school year.

Emotional Safety is defined as the extent to which students are safe from verbal abuse, teasing, and exclusion. This was measured by the students' responses to the following items:

Stem: *In the last 30 days, how many times have you been bullied at school in the ways listed below::*

- I was called names, made fun of, or teased in a hurtful way.
- Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored.
- I was hit, kicked, pushed, shoved around, or locked indoors.
- Other students told lies, spread false rumors about me, and tried to make others dislike me.
- I was made fun of because of my race or color.
- I was made fun of because of my religion.
- Other students made sexual jokes, comments, or gestures that hurt my feelings.
- I have received a threatening or hurtful message from another student in an email, on a website, on a cell phone, from pager text messaging, in an internal chat room, or in instant messaging.
- I feel safe at school (no stem).

Graduation is defined as the percentage of 12th grade students who graduate during a given school year. The calculation is the number of 12th grade students in a building who graduate during a school year divided by the total number of 9th grade students who began attending school in that school building four years prior

Iowa Safe and Supportive Schools Index (IS³) is an indicator (or reflection) of the health of a school's optimal conditions for learning in the areas of safety, engagement and environment. The lower the score, the greater the opportunity for improvement; the higher the score, the healthier the school is at creating those conditions under which students can learn to their maximum potential.

Learning Supports are the wide range of strategies, programs, services, and practices that are implemented to create conditions that enhance student learning. The six content areas of Learning Supports form the structure for organizing, understanding, and selecting research-based interventions across universal, targeted and intensive tiers. The content areas provide a broad unifying framework within which a school - family - community continuum of learning support programs and practices can be organized. See Appendix E for content areas.

Partner Schools are defined as all schools who voluntarily took part in the administration of surveys in Spring 2011. Sixty schools were randomly selected to participate in IS³; from this, 47 schools agreed to participate. These partner schools implemented the Iowa Youth Survey across all 9-12th grade students, as well as the Comprehensive School Climate Inventory across all 9-12th grade students, their parents, and all school personnel.

Physical Safety is defined as the extent to which students are safe from physical harm while on school property. This was measured by the students' responses to the following items:

- In the past 30 days, on how many days have you had at least one drink of alcohol (glass bottle or can of beer; glass of wine, liquor or mixed drink).

Stem: *In the past 12 months, how often have you...*

- Carried a gun, knife, club, or other weapon to school.
- Had your things (clothing, books, bike, car) stolen or deliberately damaged on school property.
- Been disciplined at school for fighting, theft, or damaging property.
- Been threatened or injured by someone with a weapon (like a gun, knife, or club) on school property.
- Damaged property just for fun (like breaking windows, scratching a car, etc.).
- Beaten up on or fought someone because they made you angry.
- Used a weapon, force, or threats to get money or things from someone.
- Verbally threatened to physically harm someone.
- Stolen something.

Student-Student Relationships Engagement is defined as the extent to which students demonstrate care for, respect for, and collaboration with one another. This was measured by the students' responses to the following items:

- Students have friends at school they can turn to if they have questions about homework.
- Students have friends at school they can trust and talk to if they have problems.
- Students generally work well with each other even if they're not in the same group of friends.
- Students have friends at school to eat lunch with.
- Students try to make new students feel welcome in the school.
- Students in my school treat each other with respect.

Physical Environment is defined as the extent to which the school facilities are adequate, clean, and up to date. This was measured by the students' responses to the following items:

- My school building is kept clean.
- My school has up to date computers and other electronic equipment available students.
- My school is physically attractive (well designed, nicely decorated, etc.).
- We have space and facilities for extracurricular activities at my school.
- My school building is kept in good condition.

Suspensions/Expulsions is defined as the percentage of 9-12th grade students who received at least one suspension or expulsion during a given school year. The calculation is the number of 9-12th grade students in a school building who received at least one suspension or expulsion during a school year divided by the fall enrollment for 9-12th grade students in that building during the same school year

Suspensions/Expulsions for fighting or violent behavior without injury is defined as the percentage of 9-12th grade students who received at least one suspension or expulsion for fighting or violent behavior without injury during a given school year. The calculation is the number of 9-12th grade students in a school building who received at least one suspension or expulsion for fighting or violent behavior without injury during a school year divided by the fall enrollment for 9-12th grade students in that building during the same school year

Appendix E: Learning Supports Framework

Learning Supports Framework

LEARNING SUPPORTS

Enhancing a continuum of integrated supports for learning in order to promote (1) student learning in the Iowa Core Curriculum, (2) healthy development, and (3) success in school and in life.

Learning Supports are the wide range of strategies, programs, services, and practices that are implemented to create conditions that enhance student learning.

Learning supports:

- promote core learning and healthy development for all students,
- are proactive to prevent problems and serve as early interventions and supplemental support for targeted groups of students, and
- provide intensive and highly individualized supports for some students.



The Six Content Areas of Learning Supports

The six content areas of Learning Supports form the structure for organizing, understanding, and selecting research-based interventions. The content areas provide a broad unifying framework within which a school - family - community continuum of learning support programs and practices can be organized.

Supports for Instruction foster healthy cognitive, social-emotional, and physical development. Supports for instruction are inherent in the Instructional Decision Making process which uses multiple strategies to provide supplemental and intensive supports to ensure that children and youth have the full benefit of quality instruction.

Family Supports and Involvement promote and enhance the involvement of parents and family members in education.

Community Partnerships promote school partnerships with multiple sectors of the community to build linkages and collaborations for youth development services, opportunities, and supports.

Safe, Healthy and Caring Learning Environments promote school-wide environments that ensure the physical and psychological well-being and safety of all children and youth through positive youth development efforts and proactive planning for management of emergencies, crises and follow - up.

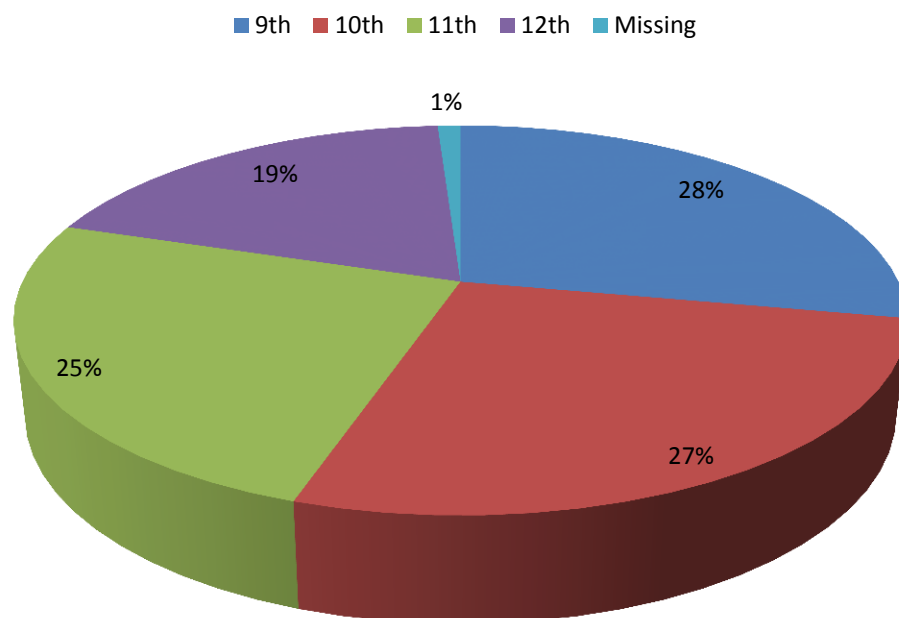
Supports for Transitions enhance the school's ability to address a variety of transition concerns that confront children, youth and their families.

Child/Youth Engagement promotes opportunities for youth to be engaged in and contribute to their communities.

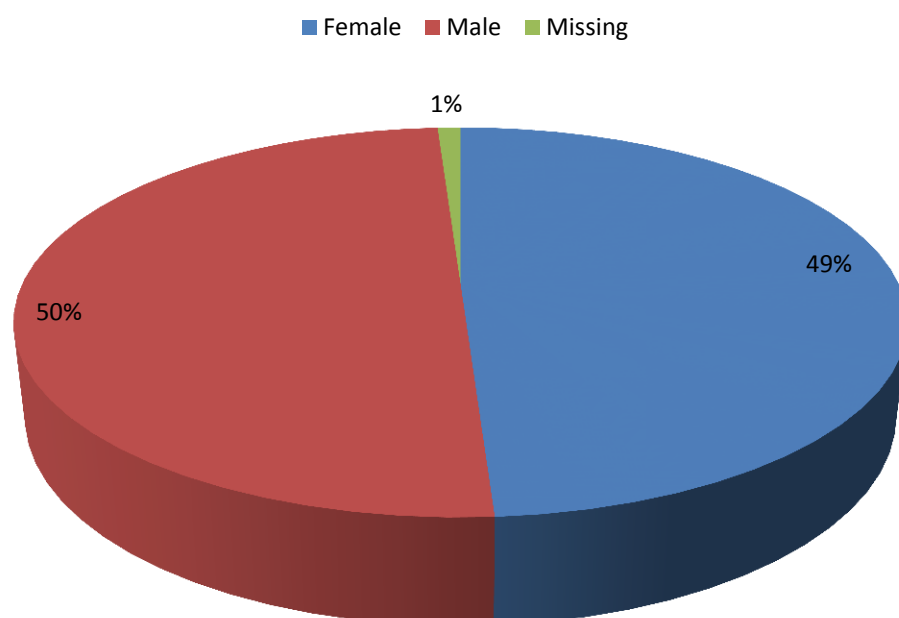
Appendix F: Student, School Personnel, and Parent Demographic Profiles

Student

Grade

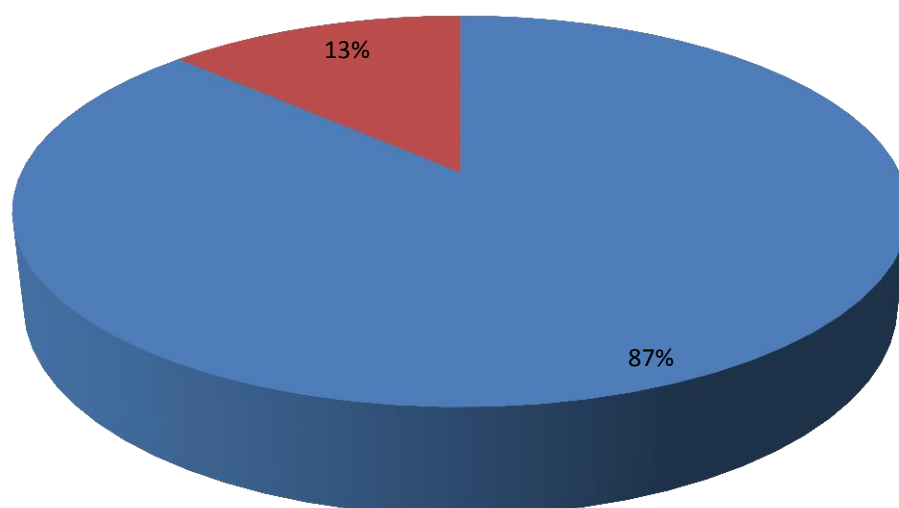


Gender



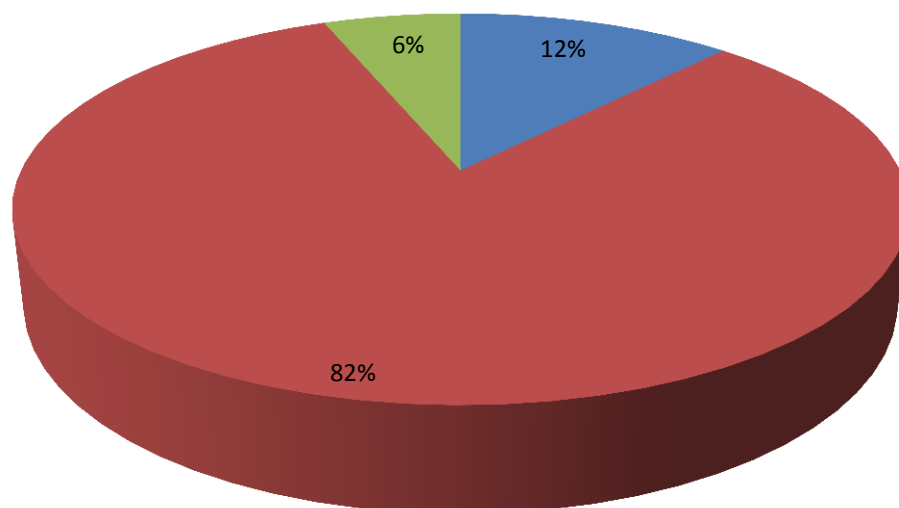
English as First Language

■ Yes ■ No ■ Missing

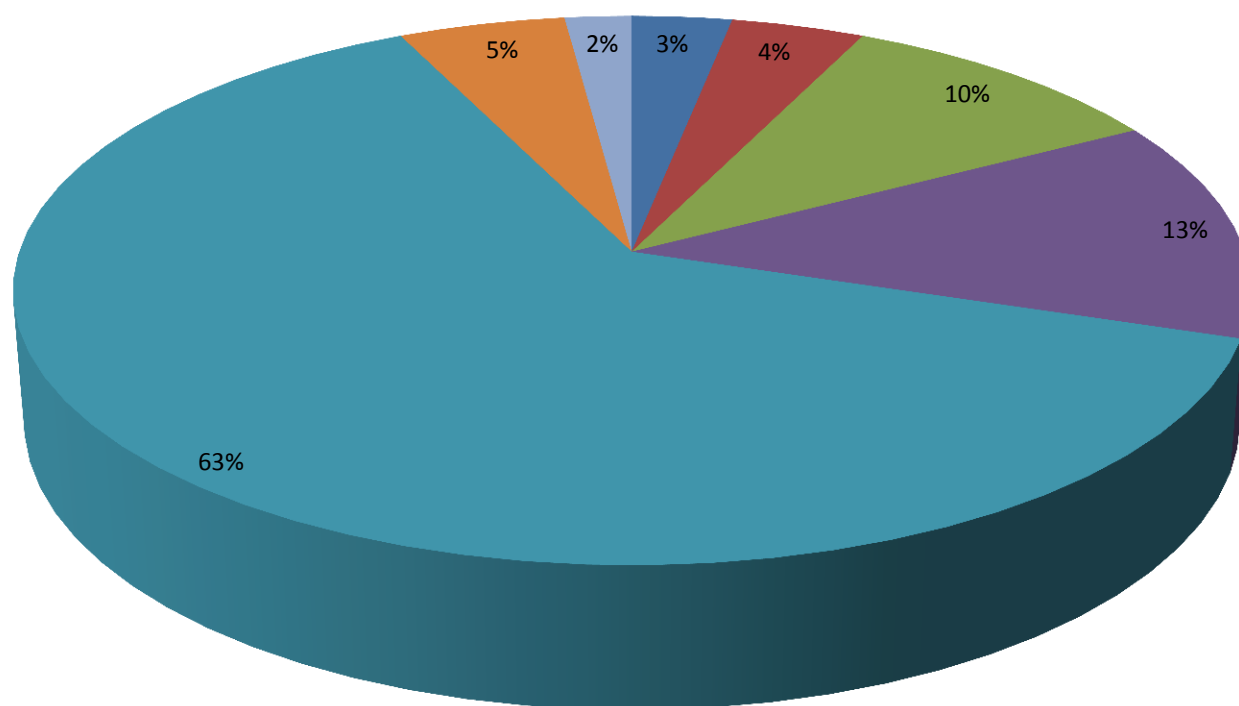


Do you have an IEP?

■ Yes ■ No ■ Don't Know ■ Missing



Ethnicity



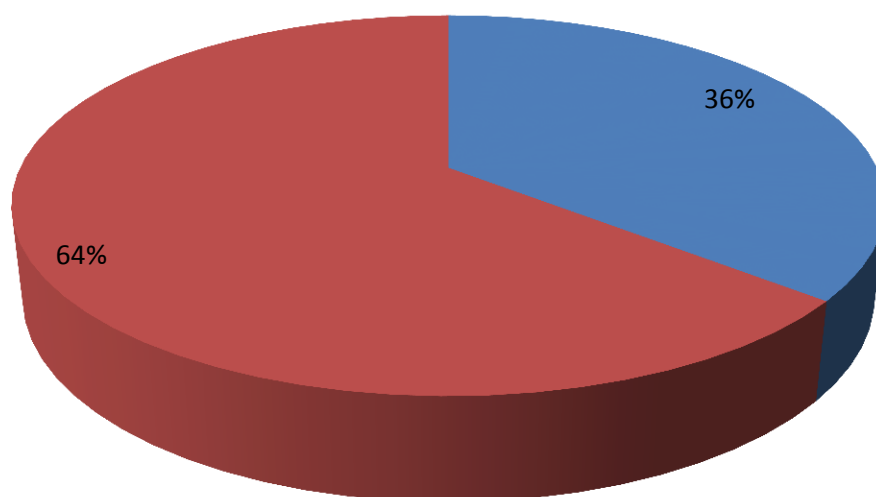
■ American Indian/Alaskan Native ■ Asian/Pacific Islander ■ Black/African American
■ Latino/Latina/Hispanic ■ White/Caucasian ■ Multiracial
■ Other ■ Missing

*Please note: There may be slight differences between percentages in Table 6b and the pie charts due to rounding that ensures 100% representation within pie graphs.

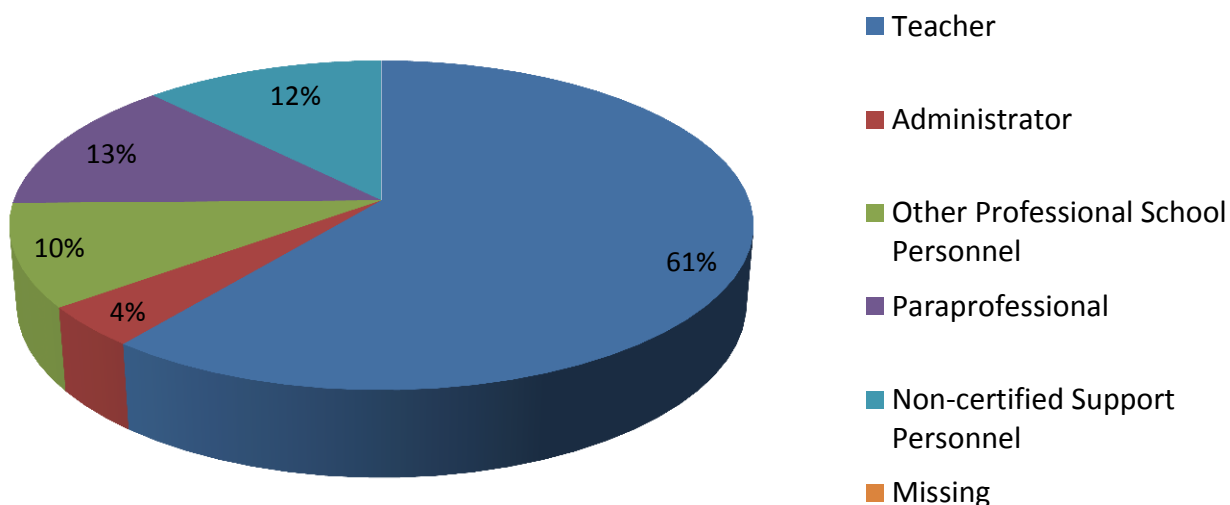
School personnel

School Personnel Gender

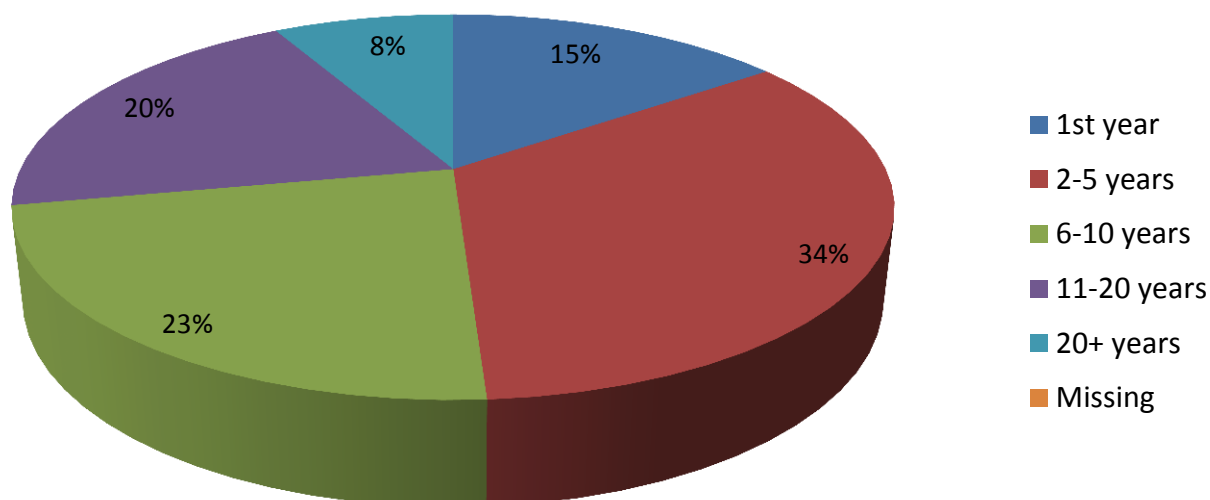
■ Male ■ Female ■ Missing



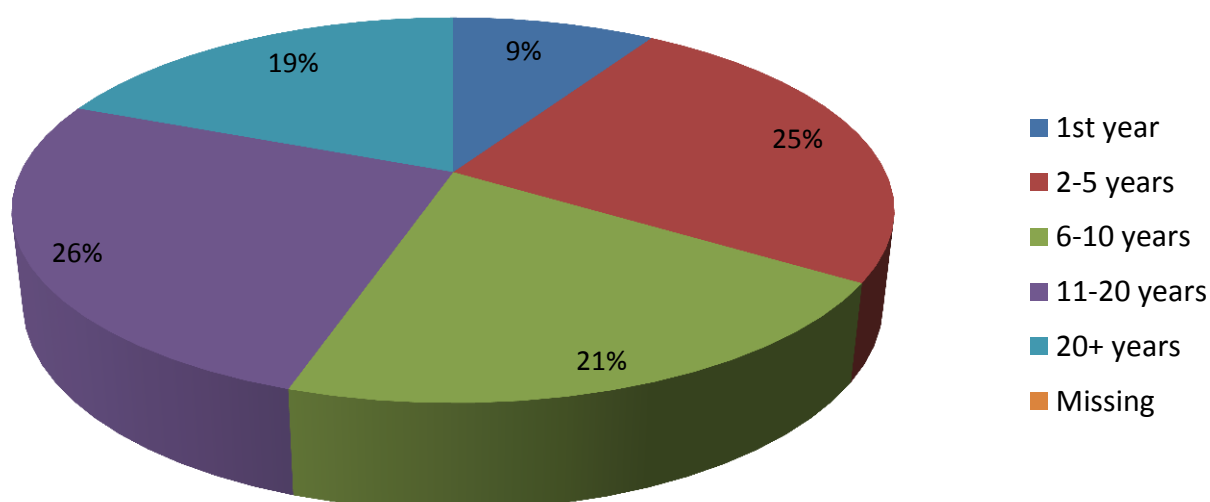
School Personnel Position at School



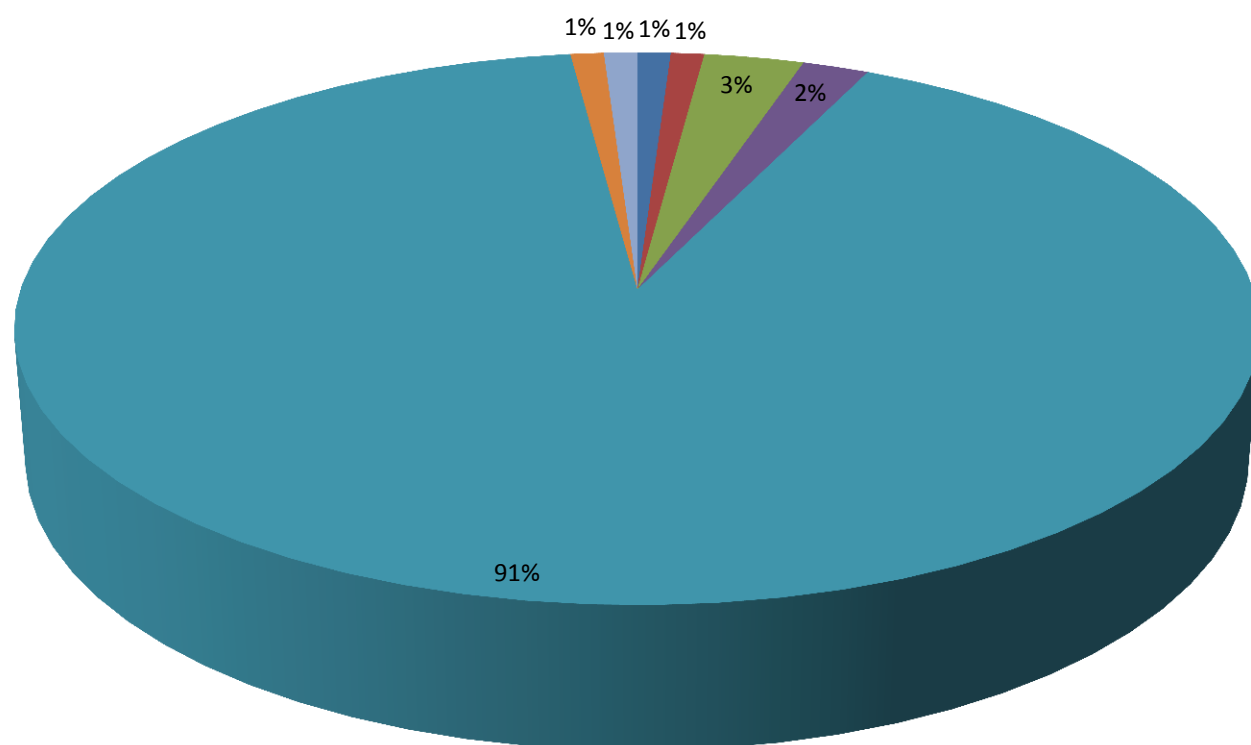
How many years have you been working at this school in this position?



How many years have you been working in this position?

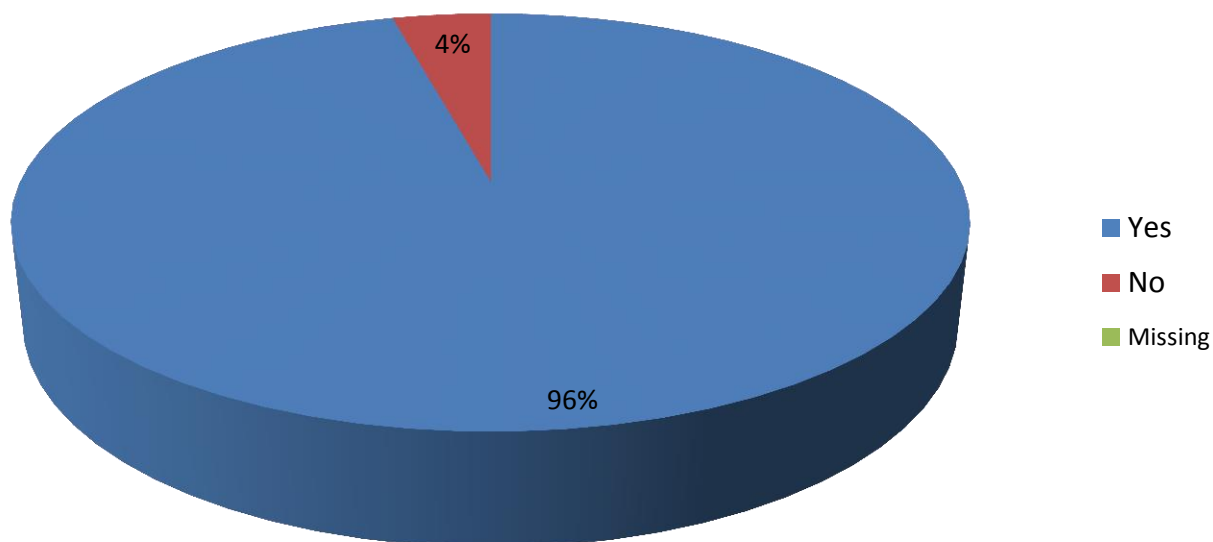
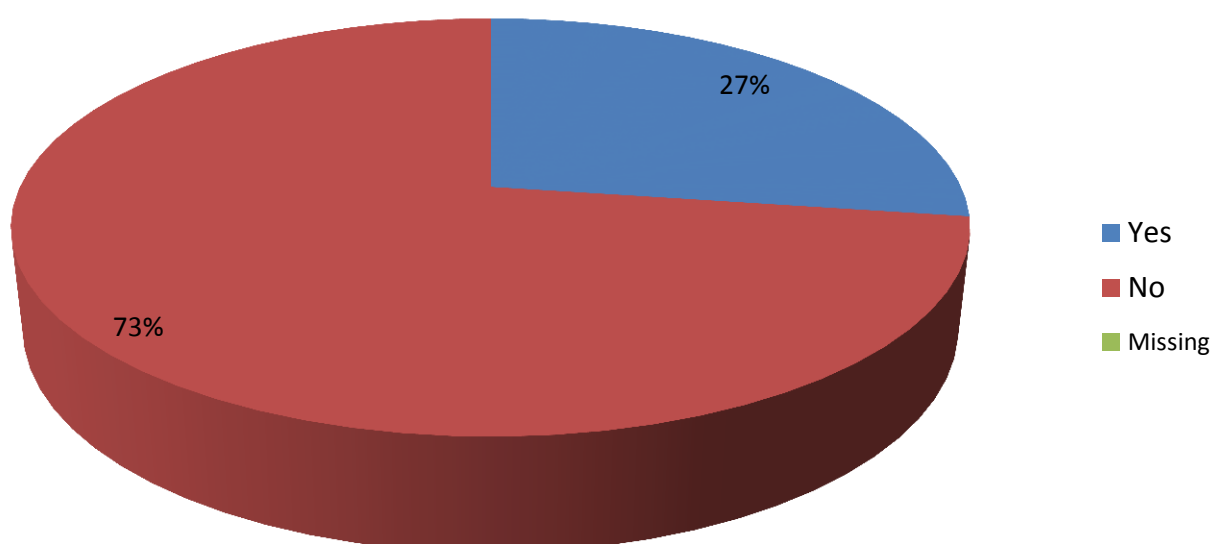


School Personnel Ethnicity

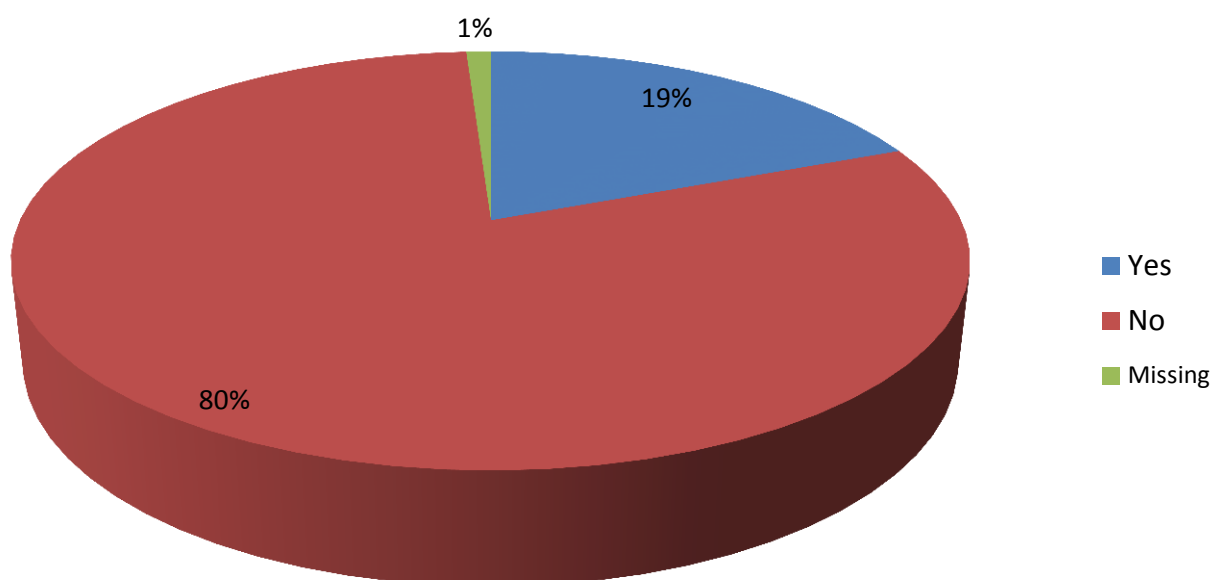


■ American Indian/Alaskan Native ■ Asian/Pacific Islander ■ Black/African American
■ Latino/Latina/Hispanic ■ White/Caucasian ■ Multiracial
■ Other ■ Missing

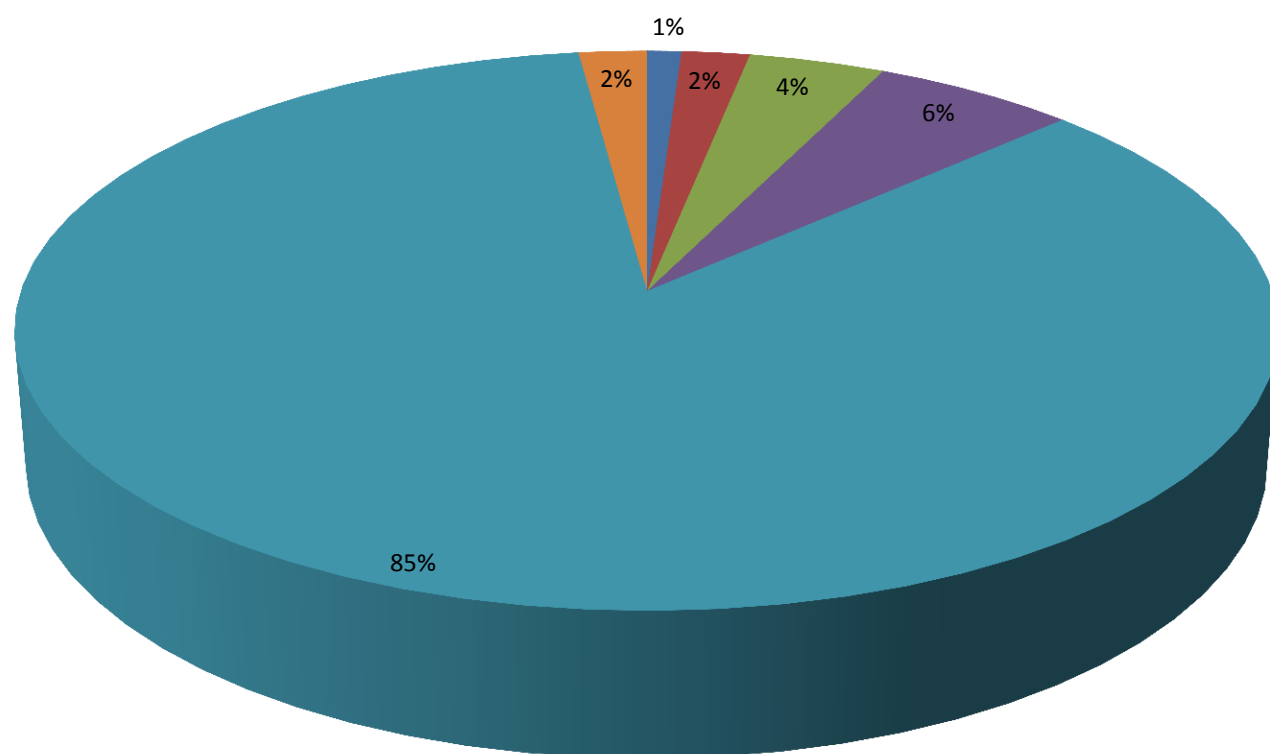
*Please note: There may be slight differences between percentages in Table 6b & 6c and the pie charts due to rounding that ensures 100% representation within pie graphs.

Parents**Is English your child's first language?****Does your child qualify for free/reduced lunch?**

Does your child have an IEP?



Parent Ethnicity



■ American Indian/Alaskan Native ■ Asian/Pacific Islander ■ Black/African American
■ Latino/Latina/Hispanic ■ White/Caucasian ■ Multiracial
■ Other ■ Missing

*Please note: There may be slight differences between percentages in Table 6b and the pie charts due to rounding that ensures 100% representation within pie graphs.

Appendix G: Frequently Asked Questions

How was the IYS: Conditions for Learning survey established?

- The statewide measurement of conditions for learning in the areas of safety, engagement and environment was established by adapting the Iowa Youth Survey (IYS).
- In the fall of 2010, 60 schools were randomly selected and invited to implement the Iowa Youth Survey, as well as implement the Comprehensive School Climate Inventory (CSCI).
 - Developed by the National School Climate Center (NSCC), the CSCI is a nationally recognized, valid and reliable measure of school climate across safety, engagement, and environment.
 - The CSCI was utilized in conjunction with the IYS because it is designed for parents/guardians and school personnel, as well as students.
- Forty-seven schools chose to participate and implement the surveys in the spring of 2011.
 - Data were obtained, cleaned, and analyzed to determine final survey items and constructs across students, parents/guardians, and school personnel.
 - Survey constructs for each population can be found on the following page.

How was the IS³ Index established?

- The Index was established using
 - **Student** survey data collected from 47 schools across Iowa in Spring 2011, and
 - School incident data collected by the state annually.
- Data were collected, cleaned, and analyzed to determine the Index.
- The Learning Supports Framework (Appendix D) was utilized to set thresholds and Index point allocations.

Where does IS³ funding come from?

- IS³ is supported by the U.S. Department of Education at nearly \$14 million over four years (2011-12 through 2014-15).

What are the goals of IS³?

1. Support statewide measurement of conditions for learning through valid and reliable measures of school safety, engagement and environment across high school students (9-12th grade), school personnel, and parents/ guardians;
2. Establish an index or score that defines threshold criteria to identify schools that have/lack optimal conditions for learning; and
3. Implement targeted programmatic interventions in order to help schools improve conditions for learning.

How are survey responses weighted and calculated?

- The chart below shows all of the response options for survey items, and the weight these responses are assigned when calculating the IS³ Index.
- The **weighted mean** for each survey construct is an overall mean of the items within that construct, using the weights shown in dark blue on the graph below.
- For each Index survey construct, a list of items and response options can be found in Appendix A.

Table 4: Survey Response Weights

		Weights						Response Options	Construct(s) Using This Scale
1	1.5	2	2.5	3	3.5	4			
6 or More Times		3-5 Times		1-2 Times		None			
30 Days	20-29 Days	10-19 Days	6-9 Days	3-5 Days	1-2 Days	0 Days			
11 or More Times	6-10 Times	3-5 Times	2 Times	1 Time		0 Times			
Strongly Disagree		Disagree		Agree		Strongly Agree			
Almost Never		Once in a While / Sometimes		Often		Almost Always			Adult Support

Note: Likert results that indicated negative responses were recoded to reflect a higher score as positive or preferable, and a lower score as negative or non-preferred.