SUMMARY TABLE OF OFFICE OF SAFE AND HEALTHY STUDENTS APPROVED SCHOOL CLIMATE SURVEYS

(as of April 19, 2016)

To assist educators and education agencies in locating a valid and reliable needs assessment that suits their needs, the National Center on Safe Supportive Learning Environments maintains a compendium of student, staff, and family surveys that can be used as part of a school climate needs assessment. This document provides a summary table of each survey by respondent type included in the School Climate Survey Compendium as of April 19, 2016.

Please note that the U.S. Department of Education's Office of Safe and Healthy Students does not endorse any particular scale or survey presented in this compendium. Additionally, the table presented is not an exhaustive listing of available measures or survey instruments. If you would like to nominate a survey that is not currently included in the compendium, go to http://safesupportivelearning.ed.gov/school-climate-survey-compendium/nominate-school-climate-survey.

Survey Name	Constructs Measured	Links to Surveys or More Information	Reports
Student Surveys			
Alaska School Climate and Connectedness Survey	High expectations; School safety; School leadership and student involvement; Respectful climate; Peer climate; Caring adults; Parent and community involvement; Social and emotional learning; Student delinquent behaviors; Student drug and alcohol use	This survey instrument is not publicly available. Please contact Kim Kendziora at kkendziora@air.org for more information about this survey.	American Institutes for Research. (2010). *2010 school climate and connectedness survey statewide report: Student and staff results*. Washington, DC. American Institutes for Research. (2009). *Alaska School Climate and Connectedness student survey spring 2009 scale reliabilities.* Unpublished. Kendziora, K., & Spier, E. (2011). *Memo regarding the Alaska School Climate and Connectedness survey*. Unpublished.

American Institutes for Research Conditions for Learning Survey	Safe and respectful climate; High expectations; Student support; Social and emotional learning	There is no charge for using this survey. Please contact David Osher at dosher@air.org for more information about this survey.	American Institutes for Research. (2007). *Cronbach's alpha reliability analysis student connection survey Chicago 2007*. Unpublished. Osher, D. (2011). *AIR's 2007 Conditions for Learning survey*. Unpublished memo. Osher, D. (2011). *Non-original items in AIR's 2007 Conditions for Learning survey*. Unpublished memo. Osher, D., Kendziora, K., and Chinen, M. (2008). *Student connection research: Final narrative report to the Spencer Foundation.* Washington, DC: American Institutes for Research. Retrieved from http://www.air.org/expertise/index/?fa=viewContent&content_id=383
Arizona YRBS and S3 School Climate Survey	Violence-related behaviors; Bullying; Depression; Suicide; Tobacco use; Alcohol use; Drug use; Sexual behavior; Body image; Physical activity; Student-teacher relationships; Safety; School connectedness; Academic support; Order and discipline; Physical environment	This survey is publicly available. Please contact Rani Collins at rani.collins@azed.gov or Nadia Ghani at nadia.ghani@azed.gov for more information about this survey.	Centers for Disease Control and Prevention. (2013). *Methodology of YRBSS – 2013*. Online publication. Retrieved from http://www.cdc.gov/mmwr/pdf/rr/rr6201.pdf. Centers for Disease Control and Prevention. (2011). *YRBSS 2011 item rationale*. Online publication. Retrieved from http://www.cdc.gov/healthyyouth/yrbs/pdf/questionnaire/2011_standard_itemrationale.pdf Item descriptive statistics. Unpublished report. YRBS/Safe and Supportive Schools Student Survey. Zullig, J.K., Collins, R., Ghani, N., Patton, M.J., Hubener, S., and Ajamie, J. (2014). Psychometric support of the school climate

			measure in a large, diverse Sample of adolescents: A replication and extension. Journal of School Health, 84(2): 82-90. Zullig, K., Koopman, T., Patton, M.J., and Ubbes, V. (2010). School climate: A historical review, instrument development and school assessment. *Journal of Psychoeducational Assessment, 28*, 139-152.
California Healthy Kids Survey	School connectedness; School supports (caring relationships, high expectations, opportunities for meaningful participation); Community supports (caring relationships, high expectations, opportunities for meaningful participation); Tobacco, alcohol, or drug use at school; Physical/verbal/emotional violence victimization; Physical/verbal/emotional violence perpetration; Harassment victimization; Peer supports (caring relationships, high expectations); Home supports (caring relationships, high expectations, opportunities for meaningful participation); Problem solving; Self-efficacy; Cooperation and communication; Empathy; Self-awareness	Please note that while a copy of the survey instrument is publicly available at http://chks.wested.org/administer/download, it is copyright protected. Information on obtaining the survey instrument can be found at: http://chks.wested.org/.	Furlong, M. J., L. M. O'Brennan, & You, S. (2011). Psychometric properties of the add health school connectedness scale for 18 socio-cultural groups. *Psychology in the Schools*, *48(10)*, 986-997. Hanson, T.L. (n.d.). *School climate domains and Cal-SCHLS measures to assess them*. Unpublished. Hanson, T.L., & Austin, G. (2011). *Internal consistency reliabilities for Healthy Kids School Climate Survey instruments*. Unpublished. Hanson, T. L., & Kim, J. O. (2007). *Measuring resilience and youth development: the psychometric properties of the Healthy Kids Survey.* (Issues & Answers Report, REL 2007–No. 034). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from http://www.ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2007034_sum.pdf

Communities That Care Youth Survey	Community risk factors (low neighborhood attachment, community disorganization, transitions and mobility, perceived availability of drugs, perceived availability of handguns, laws and norms favorable to drug use); Community protective factors (opportunities for prosocial involvement, rewards for prosocial involvement); Family risk factors (family history of antisocial behavior, poor family management, family conflict, parental attitudes favorable toward drug use, parental attitudes favorable toward antisocial behavior); Family protective factors (attachment, opportunities for prosocial involvement, rewards for prosocial involvement); School risk factors (academic failure, low commitment to school); School protective factors (opportunities for prosocial involvement, rewards for prosocial involvement); Peer-individual risk factors (rebelliousness, gang involvement, perceived risks of drug use, early initiation of drug	The 2010 survey instrument is not publicly available. Please contact Michael Arthur at marthur@u.washinton.edu for information about this survey.	Arthur, M. W. (2011) *The Communities That Care Youth Survey: Additional information for checklist criteria*. Unpublished memo. Calkins, S. D. (2009). Psychobiological models of adolescent risk: Implications for prevention and intervention. *Developmental Psychobiology,* 213-215. Community Youth Development Study. (2010). *Communities That Care Youth Survey item construct dictionary*. Fagan, A. A., Horn, M. L. V., Hawkins, J. D., & Arthur, M. (2007). Using community and family risk and protective factors for community-based prevention planning. *Journal of Community Psychology, 35(4),* 535-555. Hawkins, J. D., Catalano, R. F., & Arthur, M. W. (2002). Promoting science-based prevention in communities. *Addictive Behaviors, 905*, 1-26. Hawkins, J. D., Catalano, R. F., Kosterman, R., Abbott, R. D., & Hill, K .G. (1999). *Preventing adolescent health risk behaviors by strengthening protection during childhood*. Archives of Pediatric and Adolescent Medicine, 153(3), 226-234. Hawkins, J. D., Catalano, R. F., & Miller, J. Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Psychological Bulletin, 112(1),* 64-105. Johnston, L.D., O'Malley, P. M., Bachman, J. G., & Schulenberg, J. E. (2011). *Monitoring the future national results on adolescent*

	use, early initiation of antisocial behavior, favorable attitudes toward drug use, favorable attitudes toward antisocial behavior, sensation seeking, rewards for antisocial involvement, friends' use of drugs, interaction with antisocial peers, intentions to use); Peer-individual protective factors (interaction with prosocial peers, belief in moral order, prosocial involvement, rewards for prosocial involvement, social skills, religiosity); Outcome measures (depression, antisocial behavior)		*drug use: Overview of key findings, 2010*. Ann Arbor: Institute for Social Research, The University of Michigan. Monahan, K., Egan, E. A., Horn, M. L. V., Arthur, M., & Hawkins, D. (2011). Community-level effects of individual and peer risk and protective factors on adolescent substance use. *Journal of Community Psychology, 39(4),* 478-498. Schulenberg, J. E., & Maggs, J. L. (2008). Destiny matters: Distal developmental influences on adult alcohol use and abuse. *Addiction, 103(Suppl. 1),* 1-6. Williams, J. H., Ayers, C. D., & Arthur, M. W. (1997). Risk and protective factors in the development of delinquency and conduct disorder. In M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (pp. 140-170). Washington, DC: NASW Press.
The Consortium on Chicago School Research Survey of Chicago Public Schools	Academic engagement; Academic press; Peer support for academic achievement; Teacher personal attention; School-wide future orientation; Student sense of belonging; Safety; Incidence of disciplinary action; Student-teacher trust; Teacher personal support; Student classroom behavior	The student surveys are free and publicly available at http://ccsr.uchicago.edu/downloads/17242009_my_voice__9th-11th_student_codebook_.pdf and http://ccsr.uchicago.edu/downloads/23532009_my_voice_senior_student_codebook.pdf. Please contact Elaine Allensworth at elainea@uchicago.edu for more information about these surveys.	Consortium on Chicago School Research. (n.d.). *2007 Consortium survey measures*. Chicago. Consortium on Chicago School Research. (n.d.). *Alignment of the five fundamentals for school success with other research.* Chicago. Consortium on Chicago School Research. (n.d.). *Dimensions of the five fundamentals for school success.* Chicago. Consortium on Chicago School Research. (n.d.). *A primer on Rasch analysis*. Chicago. Retrieved from http://ccsr.uchicago.edu/downloads/9585ccsr_rasch_analysis_primer.pdf

			Montgomery, N. (2010). *CCSR 5 essentials survey – 2007 scoring sample.* Unpublished.
Culture of Excellence & Ethics Assessment (CEEA) – High/Middle School Student Survey	Competencies (Version 4.2 only) (excellence, ethics); School culture (excellence, ethics); Faculty practices (excellence, ethics); Student safety; Faculty support for and engagement of students	These survey instruments can be used free of charge, subject to the conditions of the User Agreement, and can be found at: http://excellenceandethics.org/assess/ceea-samples.php. Please contact Vlad Khmelkov at vkhmelkov@excellenceandethics.com for more information about this survey.	Khmelkov, V.T. (2011). *Memo regarding Culture of Excellence & Ethics Assessment (CEEA) surveys, version 4.5*. Unpublished. Khmelkov, V.T., Davidson, M.L. (2011). *Culture of Ethics and Excellence Assessment student and faculty/staff survey psychometric data: High school sample.* Institute for Excellence and Ethics, Inc. Khmelkov, V.T., Davidson, M.L, et al. (2011). *Culture of Excellence & Ethics Assessment Survey conceptual description*. Institute for Excellence and Ethics, Inc. Khmelkov, V.T., Davidson, M.L, Baker, K., Lickona, T., & Parisi, R. (2011). *Survey components and scale matrix*. Institute for Excellence and Ethics, Inc. Retrieved from http://www.excellenceandethics.com/assess/CEEA_v4.5_matrix.pdf Khmelkov, V. (2010). *Culture of Excellence & Ethics Assessment student and faculty survey: Reliability, validity & other psychometric data, high school sample* [Presentation slides].
Delaware Bullying Victimization Student Scale	Physical bullying; Verbal bullying; Social/relational bullying; Cyberbullying	Please note, these survey instruments and related resources, including interpretation guidelines and post-survey action planning tools, are publicly available at the Delaware Positive Behavior Support Project website: delawarepbs.org	Bear, G., Yang, C., Mantz, L., Pasipanodya, E., Hearn, S., & Boyer, D. (2014). Technical Manual for Delaware School Survey: Scales of School Climate, Bullying Victimization, Student Engagement, and Positive, Punitive, and Social Emotional Learning Techniques. Delaware Positive Behavior Support (DE-PBS) and School Climate Transformation Projects. http://wordpress.oet.udel.edu/pbs/technical-manual-for-school-climate-surveys/

			George G. Bear, Lindsey S. Mantz, Joseph J. Glutting, Chunyan Yang, and Deborah E. Boyer (2015) Differences in Bullying Victimization Between Students With and Without Disabilities. School Psychology Review: March 2015, Vol. 44, No. 1, pp. 98-116. https://www.researchgate.net/profile/Chunyan_Yang5/publication/274252635_Differences_in_Bullying_Victimization_Between_Students_With_and_Without_Disabilities/links/5519acfc0cf26cbb81a2afdb.pdf Examination of the 2013 *Delaware Bullying Victimization Scale* (DBVS; Bear et al.,2014) in regard to *Adolescent Peer Relations Instrument: Bullying/Target* (APRI-BT; Parada, Marsh, & Craven, 2010)
Delaware School Climate Student Survey	School climate (teacher-student relations, student-student relations, respect for diversity, clarity of expectations, fairness of rules, school safety, student engagement schoolwide, bullying schoolwide, total school climate); Positive, punitive, and SEL techniques (positive behavior techniques, punitive techniques, social emotional learning techniques); Bullying victimization (physical bullying, verbal bullying, social/relational bullying, cyberbullying); Student engagement (cognitive and behavioral, emotional)	Please note, these survey instruments and related resources, including interpretation guidelines and post-survey action planning tools, are publicly available at the Delaware Positive Behavior Support Project website: delawarepbs.org	Bear, G., Yang, C., Mantz, L., Pasipanodya, E., Hearn, S., & Boyer, D. (2014). Technical Manual for Delaware School Survey: Scales of School Climate, Bullying Victimization, Student Engagement, and Positive, Punitive, and Social Emotional Learning Techniques. Delaware Positive Behavior Support (DE-PBS) and School Climate Transformation Projects. http://wordpress.oet.udel.edu/pbs/technical-manual-for-school-climate-surveys/ Bear, G., Gaskins, C., Blank, J., & Chen, F. (2011). Delaware School Climate Survey—Student: Its factor structure, concurrent validity, and reliability. *Journal of School Psychology 49*, 157-174.

Effective School Battery	Safety; Respect for students; Planning and action; Fairness of rules; Clarity of rules; Student influence	Additional information and order forms for these survey instruments can be found at: http://www.education.umd.edu/CHSE/resources/Assessment/ESB.html. Please contact Eva Yui at climate-assess@umd.edu for additional information.	Gottfredson, G. D. (1999). *The Effective School Battery user's manual*. College Park, MD. Retrieved from http://www.education.umd.edu/CHSE/resources/Assessment/schoolassess/Tools/ESB/ESBManualA-UMD-all.pdf. Gottfredson, G.D. (n.d.). *Selected research related to the Effective School Battery*. Unpublished.
Flourishing Children Survey Social Competence Adolescent Scale	Social competence	The survey scale items can be found at: http://www.childtrends.org/our-research/positive-indicators/positive-indicators-project/social-competence/. The complete survey instrument is publicly available and can be requested by emailing Kristen Darling-Churchill at kchurchill@childtrends.org.	Child Trends. (2012). *Social competence*. Retrieved from http://www.childtrends.org/our-research/positive-indicators/positive-indicators-project/social-competence/ Lippman, L., Moore, K. A., Guzman, L., Ryberg, R., McIntosh, H., Call, S., Ramos, M., Carle, A., & Kuhfeld, M. (2013). *Flourishing Children: Defining and testing indicators of positive development*. (Unpublished memo). Lippman, L., Guzman, L., & Moore, K. A. (2012). *Measuring flourishing among youth: Findings from the Flourishing Children Positive Indicators Project.* Retrieved from http://www.childtrends.org/wp-content/uploads/2013/05/FlourishingChildren.pdf Ryberg, R., & Lippman, L. (2013). *Item sources for the Flourishing Children Study Social Competence scale.* Unpublished.
National School Climate Center Comprehensive School Climate Inventory	Orderly school environment; Administration provides instructional leadership; Positive learning environment; Parent and community involvement; Instruction is well-developed and	This survey instrument is not publicly available. Please contact Darlene Faster, COO & Director of Communications, at the National School Climate Center at	Guo, P., Choe, J., & Higgins-D'Alessandro, A. (2011). *Report of construct validity and internal consistency findings for the Comprehensive School Climate Inventory*. Fordham University. Higgins-D'Alessandro, A., Faster, D. & Cohen, J. (2010). *School growth and change: A report comparing schools in 2007 and*

	implemented; Expectations for students; Collaboration between administration, faculty, and students	dfaster@schoolclimate.org or (212) 707-8799 x22 for more information on this survey.	*2010*. Fordham University and the National School Climate Center. (Unpublished report). Sandy, S.V., Cohen, J. & Fisher, M.B. (2007). *Understanding and assessing school climate: Development and validation of the Comprehensive School Climate Inventory (CSCI)*. National School Climate Center. (Unpublished paper).
Perceived School Experiences Scale	Academic motivation; Academic press; School connectedness	There is no charge for using this survey. Please contact Dawn Anderson-Butcher at anderson-butcher.1@osu.edu for more information.	Anderson-Butcher, D., Amorose, A., Iachini, A., &Ball, A. (2011). *The development of the Perceived Schools Experiences Scale*. Unpublished. Anderson-Butcher, D., Amorose, A., Iachini, A., & Ball, A. (2011). *The development of the Perceived Schools Experiences Scale – Response memo*. Unpublished.
Pride Learning Environment Survey	School climate; Teacher and student respect; Student discipline; School safety; Teacher to student relationships; Teacher collaboration; Student engagement; Student encouragement; Frequency of substance use; Effect of alcohol, tobacco, and other drugs; Age of first substance use; Perceived harmful effects of alcohol, tobacco, and other drugs; Parents' feelings towards alcohol, tobacco, and other drugs; Place of substance use; Time of substance use; Violence; Bullying	Please note that while a copy of the survey instrument is publicly available at http://dbdemo.pridesurveys.com, it is copyright protected. Information on obtaining the survey instrument can be found at: http://www.pridesurveys.com/index.php/products/.	Hall, D. (2011). *Analytic strategies employed for Pride Surveys Learning Environment Surveys.* Unpublished. Hall, D. (2011). *Documentation report for OSDFS-TES-LES.* Unpublished. Hall, D. (2011). *Factor analysis results 2011*. Unpublished. Hall, D. (2011). *Learning Environment Survey theoretical framework*. Unpublished. International Survey Associates. (2010). *LES item dictionary.* Unpublished.
Search Institute Creating a Great Place	Caring and fair staff; Parental support and achievement values;	This survey instrument is not publicly available. Please	Scales, P.S. (2011) *Preparation of dataset for analysis.* (Unpublished memo).

to Learn Student Survey	Student voice; Safety; Classroom order; Peer academic influence; Academic expectations; Active learning; Sense of belonging; Motivation	contact the Search Institute for additional information: http://www.search-institute.org/survey-services.	Search Institute. (2006). *Search Institute's Creating a Great Place to Learn survey: A survey of school climate, technical manual*. Minneapolis.
Secondary Classroom Climate Assessment Instrument – Student (CCAI-S-S)	Discipline environment; Student interactions; Learning assessment; Attitude and culture	This survey instrument is not publicly available. Please contact John Schindler, Director of the Alliance for the Study of School Climate, at jshindl@calstatela.edu for additional information on the CCAI.	Alliance for the Study of School Climate. (2011). *Examining the reliability and validity of the ASSC/WASSC School Climate Assessment Instrument (SCAI).* Unpublished. Shindler, J. (2011). Untitled memo with psychometric information. Unpublished. Shindler, J., Jones, A., Williams, A.D., Taylor, C., & Cadenas, H. (2009). *Exploring the school climate-student achievement connection: And making sense of why the first precedes the second.* Los Angeles: Alliance for the Study of School Climate. Retrieved from http://www.calstatela.edu/centers/schoolclimate/research/School_Climate_Achievement_Connection_v4.pdf
Secondary School Climate Assessment Instrument – Student (SCAI-S-S)	Physical appearance of the school; Student interactions; Discipline environment; Learning/assessment; Attitude and culture; Community relations	This survey instrument is not publicly available. Please contact John Schindler, Director of the Alliance for the Study of School Climate, at jshindl@calstatela.edu for additional information on the SCAI.	Alliance for the Study of School Climate. (2011). *Examining the reliability and validity of the ASSC/WASSC School Climate Assessment Instrument (SCAI).* Unpublished. Shindler, J. (2011). Untitled memo with psychometric information. Unpublished. Shindler, J., Jones, A., Williams, A.D., Taylor, C., & Cadenas, H. (2009). *Exploring the school climate-student achievement connection: And making sense of why the first precedes the second.* Los Angeles: Alliance for the Study of School Climate. Retrieved from

			http://www.calstatela.edu/centers/schoolclimate/research/School_Climate_Achievement_Connection_v4.pdf
Staff Surveys			
Academic Optimism of Schools Surveys	Student-teacher relationships; Safety; School connectedness; Academic support; Order and discipline; Physical environment; Parent involvement; Trust	This survey is publicly available at http://www.waynekhoy.com/collective-ao.html.	Hoy, W. K., Tarter, C. J., & Woolfolk Hoy, A. (2006). Academic optimism of schools: A force for student achievement. *American Educational Research Journal, 43(3),* 425-446. McGuigan, L. & Hoy, W. K. (2006). Principal leadership: Creating a culture of academic optimism to improve achievement for all students. *Leadership and Policy in Schools, 5*, 203-229. Smith, P. A. & Hoy, W. K. (2007). Academic optimism and student achievement in urban elementary schools. *Journal of Educational Administration, 45*, 556-568.
Alaska School Climate and Connectedness Survey (SCCS)	School leadership and involvement; Staff attitudes; Student involvement; Respectful climate; School safety; Parent and community involvement; Student delinquent behaviors; Student drug and alcohol use	This survey instrument is not publicly available. Please contact Kim Kendziora at kkendziora@air.org for more information on this survey.	American Institutes for Research. (2010). *2010 school climate and connectedness survey statewide report: Student and staff results*. Washington, DC. American Institutes for Research. (2009). *Alaska School Climate and Connectedness student survey spring 2009 scale reliabilities.* Unpublished. Kendziora, K., & Spier, E. (2011). *Memo regarding the Alaska School Climate and Connectedness survey*. Unpublished.
California School Climate Survey	Collegiality; Resource provisions and training; Professional development (instruction, cultural competence, meeting student needs); Positive student learning environment; Caring and respectful relationships; High expectations of students;	Please note that while a copy of the survey instrument is publicly available at http://cscs.wested.org/training_support, it is copyright protected. Information on obtaining the survey	Hanson, T.L. (n.d.). *School climate domains and Cal-SCHLS measures to assess them*. Unpublished. Hanson, T., & Austin, G. (2011). *Internal consistency reliabilities for Healthy Kids School Climate Survey instruments*. Unpublished.

	Opportunities for meaningful participation; Cultural sensitivity; Clarity and equity of discipline policies; Perceived school safety; Learning facilitative behavior; Learning barrier (risk behavior, interpersonal conflict and destructive behavior)	instrument can be found at: http://cscs.wested.org/.	You, Sukkyung, & Furlong, M. (n.d.). *A psychometric evaluation of staff version of school climate survey*. University of California, Santa Barbara. You, Sukkyung, O'Malley, M., & Furlong, M. (Under review). *Brief California School Climate Survey: Dimensionality and measurement invariance across teachers and administrators*. Submitted to Educational and Psychological Measurement.
The Center for Research in Education Policy School Climate Inventory	Orderly school environment; Administration provides instructional leadership; Positive learning environment; Parent and community involvement; Instruction is well-developed and implemented; Expectations for students; Collaboration between administration, faculty, and students	This survey instrument is not publicly available. Please contact the Center for Research in Education Policy at CREP@memphis.edu or 1-866-670-6147 for more information.	Butler, E.D., & Alborg, M.J. (1991). *Tennessee School Climate Inventory: A resource manual.* Memphis, TN: Center for Research in Education Policy. Franceschini III, L.A. (2009). *Convergent validity study of the School Climate Inventory (SCI) using archived Tennessee Department of Education indicators.* Memphis, TN: Center for Research in Educational Policy. Strahl, J.D. (2011). *SCI/SCI-R missing values protocols.* Unpublished. Strahl, J.D., & Alborg, M.J. (n.d.). *SCI-R reliability coefficients on the seven dimensions*. Unpublished. Strahl, J.D., & Alborg, M.J. (n.d.). *School Climate Inventory*. Unpublished.
The Consortium on Chicago School Research Survey of Chicago Public Schools	Teacher-principal trust; Collective responsibility; Teacher-teacher trust; School commitment; Student responsibility; Disorder and crime; Teacher-parent interaction; Teacher-parent trust;	The staff survey is free and publicly available at http://ccsr.uchicago.edu/downloads/2009/HS_Teacher_Survey09Cdbk_8-6.pdf. Please contact Elaine Allensworth at elainea@uchicago.edu for	Consortium on Chicago School Research. (n.d.). *2007 Consortium survey measures*. Chicago. Consortium on Chicago School Research. (n.d.). *Alignment of the five fundamentals for school success with other research.* Chicago.

	Principal instructional leadership; Teacher influence in policy	additional information on this survey.	Consortium on Chicago School Research. (n.d.). *Dimensions of the five fundamentals for school success.* Chicago. Consortium on Chicago School Research. (n.d.). *A primer on Rasch analysis*. Chicago. Retrieved from http://ccsr.uchicago.edu/downloads/9585ccsr_rasch_analysis_primer.pdf Montgomery, N. (2010). *CCSR 5 essentials survey – 2007 scoring sample.* Unpublished.
Culture of Excellence & Ethics Assessment (CEEA) – Faculty/Staff Survey	Competencies (Version 4.2 only) (excellence, ethics); School culture (excellence, ethics); Faculty practices (excellence, ethics); Student safety; Faculty support for and engagement of students; Leadership practices; Faculty beliefs and behaviors; Home-school communication and support	These survey instruments can be used free of charge, subject to the conditions of the User Agreement, and can be found at http://excellenceandethics.org/assess/ceea-samples.php. Please contact Vlad Khmelkov at vkhmelkov@excellenceandethics.com for additional information.	Khmelkov, V.T. (2011). *Memo regarding Culture of Excellence & Ethics Assessment (CEEA) surveys, version 4.5*. Unpublished. Khmelkov, V.T., Davidson, M.L. (2011). *Culture of Excellence & Ethic Assessment student and faculty/staff survey psychometric data: High school sample.* Institute for Excellence and Ethics, Inc. Khmelkov, V.T., Davidson, M.L, et al. (2011). *Culture of Excellence & Ethics Assessment Survey conceptual description*. Institute for Excellence and Ethics, Inc. Khmelkov, V.T., Davidson, M.L, Baker, K., Lickona, T., & Parisi, R. (2011). *Survey components and scale matrix*. Institute for Excellence and Ethics, Inc. Retrieved from http://www.excellenceandethics.com/assess/CEEA_v4.5_matrix.pdf Khmelkov, V. (2010). *Culture of Excellence & Ethics Assessment student and faculty survey: Reliability, validity & other psychometric data, high school sample* [Presentation slides].

Delaware School Climate Teacher and Staff Survey	School climate (teacher-student relations, student-student relations, respect for diversity, clarity of expectations, fairness of rules, school safety, student engagement schoolwide, bullying schoolwide, teacher-home communications, teacher-staff relations, total school climate); Positive, punitive, and SEL techniques (positive behavior techniques, punitive techniques, social emotional learning techniques)	Please note, these survey instruments and related resources, including interpretation guidelines and post-survey action planning tools, are publicly available at the Delaware Positive Behavior Support Project website: delawarepbs.org	Bear, G., Yang, C., Mantz, L., Pasipanodya, E., Hearn, S., & Boyer, D. (2014). Technical Manual for Delaware School Survey: Scales of School Climate, Bullying Victimization, Student Engagement, and Positive, Punitive, and Social Emotional Learning Techniques. Delaware Positive Behavior Support (DE-PBS) and School Climate Transformation Projects. http://wordpress.oet.udel.edu/pbs/technical-manual-for-school-climate-surveys/ Bear, G., Yang, C., Pell, M., & Gaskins, C. (2014). Validation of a brief measure of teachers' perceptions of school climate: relations to student achievement and suspensions. Learning Environments Research 17: 3, 339-354.
Effective School Battery	Safety; Morale; Planning and action; Smooth administration; Resources for instruction; Good race relations; Parent and community involvement; Student influence; Avoidance of grades as sanction	Additional information & order forms for these survey instruments can be found at: http://www.education.umd.edu/CHSE/resources/Assessment/ESB.html. Please contact Eva Yui at climate-assess@umd.edu for additional information.	Gottfredson, G. D. (1999). *The Effective School Battery user's manual*. College Park, MD. Retrieved from http://www.education.umd.edu/CHSE/resources/Assessment/schoolassess/Tools/ESB/ESBManualA-UMD-all.pdf. Gottfredson, G.D. (n.d.). *Selected research related to the Effective School Battery*. Unpublished.
National School Climate Center Comprehensive School Climate Inventory	Rules and norms; Physical and emotional bullying; Physical surroundings; Social and civic learning; Professional relationships; Respect and diversity; Openness; Outreach to family members; Support for learning; Administrator and teacher relationships	This survey instrument is not publicly available. Please contact Darlene Faster, COO & Director of Communications for the National School Climate Center at dfaster@schoolclimate.org or (212) 707-8799 x22 for more information on this survey.	Guo, P., Choe, J., & Higgins-D'Alessandro, A. (2011). *Report of construct validity and internal consistency findings for the Comprehensive School Climate Inventory*. Fordham University. Higgins-D'Alessandro, A., Faster, D. & Cohen, J. (2010). *School growth and change: A report comparing schools in 2007 and 2010*. Fordham University and the National School Climate Center. (Unpublished report).

			Sandy, S.V., Cohen, J. & Fisher, M.B. (2007). *Understanding and assessing school climate: Development and validation of the Comprehensive School Climate Inventory (CSCI)*. National School Climate Center. (Unpublished paper).
Pride Teaching Environment Survey	Like teaching; Like administrators (my school, instructional leadership); Effective teaching; Teacher evaluation; Principal support; Teacher respect; Participatory decision-making; Staff collegiality; Desired involvement in improving teaching practices; Current involvement in school policies and practices; Desired involvement in teaching practice policies; Student discipline; Student conduct rules/policies; Teacher stress; Classroom support; Teacher attitude; Interpersonal relationships; Student engagement; Teacher pay; Facilities and resources; Teacher workload	Please note that while a copy of the survey instrument is publicly available at http://dbdemo.pridesurveys.com, it is copyright protected. Information on obtaining the survey instrument can be found at: http://www.pridesurveys.com/index.php/products/.	Hall, D. (2011). *Analytic strategies employed for Pride Survey's TES survey effort*. Unpublished. Hall, D. (2011). *Documentation report for OSDFS-TES- LES*. Unpublished. Hall, D. (2011). *Teaching Environment Survey (TES) theoretical framework.* Unpublished. Hall, D. (2010). *TES factor analysis result - Summary.* Unpublished. International Survey Associates. (2010). *TES item dictionary.* Unpublished.
Secondary Classroom Climate Assessment Instrument – Staff (CCAI-S-G)	Discipline environment; Student interactions; Learning assessment; Attitude and culture	Please note that while a copy of the survey instrument is publicly available at http://www.calstatela.edu/centers/schoolclimate/assessment/classroom_survey.html, it is copyright protected. Users must obtain copyright	Alliance for the Study of School Climate. (2011). *Examining the reliability and validity of the ASSC/WASSC School Climate Assessment Instrument (SCAI).* Unpublished (will be published on ASSC website). Shindler, J. (2011). *Untitled memo with psychometric information*. Unpublished.

		authorization through a site license from the Alliance for the Study of School Climate. Please contact John Schindler, Director of the Alliance for the Study of School Climate at jshindl@calstatela.edu for additional information on the CCAI.	Shindler, J., Jones, A., Williams, A.D., Taylor, C., & Cadenas, H. (2009). *Exploring the school climate-student achievement connection: And making sense of why the first precedes the second.* Los Angeles: Alliance for the Study of School Climate. Retrieved from http://www.calstatela.edu/centers/schoolclimate/research/School_Climate_Achievement_Connection_v4.pdf
Secondary School Climate Assessment Instrument – General (SCAI-S-G)	Physical appearance of the school; Faculty relations; Student interactions; Leadership decisions; Discipline environment; Learning/ assessment; Attitude and culture; Community relations	Please note that while a copy of the survey instrument is publicly available at http://www.calstatela.edu/centers/schoolclimate/assessment/school_survey.html#faculty, it is copyright protected. Users must obtain copyright authorization through a site license from the Alliance for the Study of School Climate. Please contact John Schindler, Director of the Alliance for the Study of School Climate at jshindl@calstatela.edu for additional information on the SCAI.	Alliance for the Study of School Climate. (2011). *Examining the reliability and validity of the ASSC/WASSC School Climate Assessment Instrument (SCAI).* Unpublished (will be published on ASSC website). Shindler, J. (2011). *Untitled memo with psychometric information*. Unpublished. Shindler, J., Jones, A., Williams, A.D., Taylor, C., & Cadenas, H. (2009). *Exploring the school climate-student achievement connection: And making sense of why the first precedes the second.* Los Angeles: Alliance for the Study of School Climate. Retrieved from http://www.calstatela.edu/centers/schoolclimate/research/School_Climate_Achievement_Connection_v4.pdf

Family Surveys			
California School Parent Survey	Facilitation of parent involvement; Positive student learning environment; Opportunities for meaningful participation; Cultural sensitivity; Clarity and equity of discipline policies; Perceived school safety; Learning barriers	Please note that while a copy of the survey instrument is publicly available at http://csps.wested.org/, it is copyright protected. Information on obtaining the survey instrument can be found at: http://csps.wested.org/	Hanson, T.L. (n.d.). *School climate domains and Cal-SCHLS measures to assess them*. Unpublished. Hanson, T., & Austin, G. (2011). *Internal consistency reliabilities for Healthy Kids School Climate Survey instruments*. Unpublished.
Culture of Excellence & Ethics Assessment (CEEA) – Parent Survey	Perception of school culture; School engaging parents; Parents engaging with school; Learning at home/promoting excellence; Parenting/promoting ethics	These survey instruments can be used free of charge, subject to the conditions of the User Agreement, and can be found at: http://excellenceandethics.org/assess/ceea-samples.php. Please contact Vlad Khmelkov at vkhmelkov@excellenceandethics.com for additional information.	Khmelkov, V.T. (2011). *Memo regarding Culture of Excellence & Ethics Assessment (CEEA) surveys, version 4.5*. Unpublished. Khmelkov, V.T. (2010). *Culture of Excellence & Ethics Assessment survey: Psychometrics*. Institute for Excellence and Ethics, Inc. Retrieved from http://www.excellenceandethics.com/assess/CEEA_Psychometrics_v4.5_HSMS.pdf Khmelkov, V.T., Davidson, M.L. (2011). *Culture of Excellence & Ethics Assessment: Overview & theory*. Institute for Excellence and Ethics, Inc. Retrieved from http://www.excellenceandethics.com/assess/CEEA_v4.5_Conceptual_Description.pdf Khmelkov, V.T., Davidson, M.L., Baker, K., Lickona, T., & Parisi, R. (2011). *Survey components and scale matrix*. Institute for Excellence and Ethics, Inc. Retrieved from http://www.excellenceandethics.com/assess/CEEA_v4.5_matrix.pdf

Delaware Bullying Victimization Parent Scale	Physical bullying; Verbal bullying; Social/relational bullying	Please note, these survey instruments and related resources, including interpretation guidelines and post-survey action planning tools, are publicly available at the Delaware Positive Behavior Support Project website: delawarepbs.org	Bear, G., Yang, C., Mantz, L., Pasipanodya, E., Hearn, S., & Boyer, D. (2014). Technical Manual for Delaware School Survey: Scales of School Climate, Bullying Victimization, Student Engagement, and Positive, Punitive, and Social Emotional Learning Techniques. Delaware Positive Behavior Support (DE-PBS) and School Climate Transformation Projects. http://wordpress.oet.udel.edu/pbs/technical-manual-for-school-climate-surveys/ George G. Bear, Lindsey S. Mantz, Joseph J. Glutting, Chunyan Yang, and Deborah E. Boyer (2015) Differences in Bullying Victimization Between Students With and Without Disabilities. School Psychology Review: March 2015, Vol. 44, No. 1, pp. 98-116. https://www.researchgate.net/profile/Chunyan_Yang5/publication/274252635_Differences_in_Bullying_Victimization_Between_Students_With_and_Without_Disabilities/links/5519acfc0cf26cbb81a2afdb.pdf Examination of the 2013 *Delaware Bullying Victimization Scale* (DBVS; Bear et al.,2014) in regard to *Adolescent Peer Relations Instrument: Bullying/Target* (APRI-BT; Parada, Marsh, & Craven, 2010)
Delaware School Climate Parent Survey	School climate (teacher-student relations, student-student relations, respect for diversity, clarity of expectations, fairness of rules, school safety, teacher-home communications, total school climate, parent satisfaction); Bullying victimization (physical bullying,	Please note, these survey instruments and related resources, including interpretation guidelines and post-survey action planning tools, are publicly available at the Delaware Positive Behavior Support Project website: delawarepbs.org	Bear, G., Yang, C., Mantz, L., Pasipanodya, E., Hearn, S., & Boyer, D. (2014). Technical Manual for Delaware School Survey: Scales of School Climate, Bullying Victimization, Student Engagement, and Positive, Punitive, and Social Emotional Learning Techniques. Delaware Positive Behavior Support (DE-PBS) and School Climate Transformation Projects. http://wordpress.oet.udel.edu/pbs/technical-manual-for-school-climate-surveys/

	verbal bullying, social/relational bullying); Student engagement (cognitive and behavioral, emotional)		Bear, G., Yang, C., Mantz, L., & Pasipanodya, E. (2014). Validation of a Brief Measure of the Perceptions of Parents. *Journal of Psychoeducational Assessment*. 33: 2 115-129.
Flourishing Children Survey Social Competence Parent Scale	Social Competence	The survey scale items can be found at: http://www.childtrends.org/our-research/positive-indicators/positive-indicators-project/social-competence/. The complete survey instrument is publicly available and can be requested by emailing Kristen Darling-Churchill at kchurchill@childtrends.org.	Child Trends. (2012). *Social competence*. Retrieved from http://www.childtrends.org/our-research/positive-indicators/positive-indicators-project/social-competence/ Lippman, L., Moore, K. A., Guzman, L., Ryberg, R., McIntosh, H., Call, S., Ramos, M., Carle, A., & Kuhfeld, M. (2013). *Flourishing Children: Defining and testing indicators of positive development*. (Unpublished memo). Lippman, L., Guzman, L., & Moore, K. A. (2012). *Measuring flourishing among youth: Findings from the Flourishing Children Positive Indicators Project.* Retrieved from http://www.childtrends.org/wp-content/uploads/2013/05/FlourishingChildren.pdf Ryberg, R., & Lippman, L. (2013). *Item sources for the Flourishing Children Study Social Competence scale.* Unpublished.
National School Climate Center Comprehensive School Climate Inventory	Physical and social bullying;, Respect and diversity; Social support-adults (towards each other and towards students); Social and civic learning; Physical surroundings; Rules and norms; Student-student relationships; Support for learning	This survey instrument is not publicly available. Please contact Darlene Faster, COO & Director of Communications for the National School Climate Center at dfaster@schoolclimate.org or (212) 707-8799 x22 for more information on this survey.	Guo, P., Choe, J., & Higgins-D'Alessandro, A. (2011). *Report of construct validity and internal consistency findings for the Comprehensive School Climate Inventory*. Fordham University. Higgins-D'Alessandro, A., Faster, D. & Cohen, J. (2010). *School growth and change: A report comparing schools in 2007 and 2010*. Fordham University and the National School Climate Center. (Unpublished report). Sandy, S.V., Cohen, J. & Fisher, M.B. (2007). *Understanding and assessing school climate: Development and validation of the*

			Comprehensive School Climate Inventory (CSCI). National School Climate Center. (Unpublished paper).
Parent and Community School Climate Assessment Instrument (SCAI-P)	Physical appearance of the school; Student interactions; Leadership decisions; Discipline environment; Learning/assessment; Attitude and culture; Community relations	This survey instrument is not publicly available. Please contact John Shindler, Director of the Alliance for the Study of School Climate at jshindl@calstatela.edu for additional information on the SCAI.	Alliance for the Study of School Climate. (2011). *Examining the reliability and validity of the ASSC/WASSC School Climate Assessment Instrument (SCAI).* Unpublished. Shindler, J. (2011). Untitled memo with psychometric information. Unpublished. Shindler, J., Jones, A., Williams, A.D., Taylor, C., & Cadenas, H. (2009). *Exploring the school climate-student achievement connection: And making sense of why the first precedes the second.* Los Angeles: Alliance for the Study of School Climate. Retrieved from http://www.calstatela.edu/centers/schoolclimate/research/School_Climate_Achievement_Connection_v4.pdf