



THE CENTER ON  
STANDARDS &  
ASSESSMENT  
IMPLEMENTATION  
WestEd  CRESST

# CSAI Report

## School Climate and Stakeholder Engagement Measures in States

---

How are states measuring the conditions of their schools and the engagement of stakeholders (e.g., parents, students, educators, and communities)?

June 2016



The work reported herein was supported by grant number #S283B050022A between the U.S. Department of Education and WestEd with a subcontract to the National Center for Research on Evaluation, Standards, and Student Testing (CRESST). The findings and opinions expressed in this publication are those of the authors and do not necessarily reflect the positions or policies of CRESST, WestEd, or the U.S. Department of Education.



WestEd is a nonpartisan, nonprofit research, development, and service agency that works with education and other communities throughout the United States and abroad to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd has more than a dozen offices nationwide, from Massachusetts, Vermont and Georgia, to Illinois, Arizona and California, with headquarters in San Francisco. For more information about WestEd, visit [WestEd.org](http://WestEd.org); call 415.565.3000 or, toll-free, (877) 4-WestEd; or write: WestEd / 730 Harrison Street / San Francisco, CA 94107-1242.

# A Review of School Climate and Stakeholder Engagement Measures

As states begin to revisit or revise their accountability systems to include an additional indicator of school quality or success under the new *Every Student Succeeds Act* (ESSA), the Center on Standards and Assessment Implementation (CSAI) has received queries regarding whether and how states are measuring school climate and stakeholder engagement. CSAI recently sought to answer this question through a scan of states' efforts, reviewing websites maintained by state departments of education and government agencies. This CSAI report provides the results of that scan, including information on the school climate and stakeholder engagement initiatives with which states are engaged and on tools that are used to gauge or measure school climate and engagement.<sup>1</sup>

## School Climate

According to the National School Climate Center (2016), "school climate" refers to the quality and character of school life, which is "based on patterns of students', parents' and school personnel's experience of school life and [which] reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures"; in other words, school climate consists of the "norms, values, and expectations that support people feeling socially, emotionally, and physically safe."<sup>2</sup> Research has shown that a positive school climate is associated with improved student achievement, lower dropout rates, fewer student discipline problems (e.g., absences, suspensions, and expulsions), decreased incidences of violence, and increased teacher retention.<sup>3</sup> A positive school climate promotes engaged teaching and learning. Specifically, when educators and students feel safe, they are able to effectively teach and to learn, respectively. Additionally, when teachers support and interact positively with students, students are more likely to be engaged and

---

<sup>1</sup> For the purposes of this report, "states" includes the 50 states and the District of Columbia.

<sup>2</sup> National School Climate Center. (2016). School climate. Retrieved from <http://www.schoolclimate.org/climate/>

<sup>3</sup> O'Brennan, L., & Bradshaw, C. (2013). *Importance of school climate* (Research Brief). Washington, DC: National Education Association. Retrieved from [https://www.nea.org/assets/docs/15584\\_Bully\\_Free\\_Research\\_Brief-4pg.pdf](https://www.nea.org/assets/docs/15584_Bully_Free_Research_Brief-4pg.pdf);

Thapa, A., Cohen, J., Higgins-D'Alessandro, A., & Guffey, S. (2012). *School climate research summary: August 2012* (School Climate Brief, 3). New York, NY: National School Climate Center. Retrieved from

<https://www.schoolclimate.org/climate/documents/policy/sc-brief-v3.pdf>; WestEd. (2016, February). How campus climate can help schools beat the odds. *R&D Alert Online*. San Francisco, CA: WestEd. Retrieved from [https://www.wested.org/rd\\_alert\\_online/how-campus-climate-can-help-schools-beat-the-odds/](https://www.wested.org/rd_alert_online/how-campus-climate-can-help-schools-beat-the-odds/)

behave appropriately in the classroom. Furthermore, when there is relational trust among educators, they are more likely to make changes that improve student learning. In short, school climate is a crucial factor in the successful implementation of school reform initiatives.

## School Climate Grant Programs

From 2010 to 2014, the U.S. Department of Education awarded **Safe and Supportive Schools (S3) grants** to 11 states (Arizona, California, Iowa, Kansas, Louisiana, Maryland, Michigan, South Carolina, Tennessee, West Virginia, and Wisconsin). The S3 grant program was aimed at creating and supporting safe and drug-free learning environments, as well as increasing academic success for all students. These states were responsible for developing measurement systems to assess conditions for learning, including school safety, and working with districts to improve learning environments within schools facing the biggest challenges. Through this program, states administered surveys to students, educators, and parents to assess factors related to student engagement, school safety, and learning environment. Of the eleven S3 states, California, Iowa, and Kansas continue to administer one or more of the surveys today.

In 2014, the U.S. Department of Education awarded five-year **School Climate Transformation grants** to 12 states (Connecticut, Delaware, Florida, Hawaii, Iowa, Michigan, Missouri, Montana, Nevada, Ohio, Virginia, and Wisconsin) to develop, enhance, or expand statewide support systems for, and technical assistance to, school districts and schools that are implementing an evidence-based, multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students. In that same year, the Substance Abuse and Mental Health Services Administration awarded **Now is the Time Project Advancing Wellness and Resilience Education (AWARE) five-year grants** to 20 states: Alaska, California, Colorado, Florida, Georgia, Hawaii, Illinois, Iowa, Kentucky, Maryland, Michigan, Montana, Nevada, New Hampshire, Ohio, Tennessee, Virginia, Washington, West Virginia, and Wisconsin. Through this program, states and districts will build their capacity in increasing awareness of mental health issues among youth, training school personnel and other adults who interact with youth so that they can detect and respond to mental-health issues, and connecting youth and their families with appropriate services. It is unclear whether or how states and districts will assess the conditions of schools for these programs.

In 2015, the District of Columbia received a grant from the National Institute of Justice to focus on school climate and bullying in District schools. Beginning in 2016–17, the District will implement the **Safe School Certification Program** to provide support and technical assistance to selected schools in using student and teacher feedback to identify needs and implement strategies to improve school climate and prevent bullying.

## Findings

### School Climate Measures

According to the scan, it is apparent that states have engaged in school climate initiatives and/or provided resources to districts and schools in efforts to improve school climate for educators and students. Examples of indicators or tools that states use to measure school climate include:

- Student, staff, and/or parent surveys;
- Student, staff, and/or parent focus groups;
- Discipline and incidence data (e.g., in-school and out-of-school suspensions, expulsions, fights, harassment/bullying, alternative school assignments);
- Attendance records of students and staff; and
- Data on chronic absenteeism.

Among the states that use these indicators as evidence of school climate are California (particularly the CORE Districts<sup>4</sup>), Colorado, Georgia, and Kentucky.

### Administration of Surveys

The scan shows that 26 states currently administer surveys to students, educators, and/or parents. Such surveys are intended to measure perceptions of school safety and climate, relationships, health and risk behaviors, support, and engagement, and to help schools improve learning environments for all students. These states are Alaska, Arizona, California, Colorado, Connecticut, Delaware, Georgia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Minnesota, Montana, Nevada, New Jersey, New Mexico, Pennsylvania, Rhode Island, South Carolina, Virginia, Washington, West Virginia, and Wisconsin.

As previously mentioned, California, Iowa, and Kansas continue to administer one or more of the surveys administered during the S3 grant program. California administers the California Healthy Kids Survey and the California School Climate Survey; Kansas currently administers the Kansas Communities That Care student survey; and Iowa administers the Iowa Youth Survey.

Four states (Georgia, Hawaii, Illinois, and New Mexico) use surveys for other purposes in addition to school climate improvement.

- Georgia uses the survey results as one piece of evidence to produce a School Climate Star Rating for school accountability.

---

<sup>4</sup> CORE is a nonprofit organization that seeks to improve student achievement by fostering meaningful collaboration among its nine member school districts: Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, Sanger, and Santa Ana Unified.

- Hawaii’s survey is used to inform teachers’ Core Professionalism ratings in the teacher evaluation system.
- In Illinois, schools may include survey results to earn additional points in the state’s accountability system.
- New Mexico includes survey results in districts’ annual accountability reports.

Additionally, 15 states administer the Youth Risk Behavior Survey biennially as part of the **Youth Risk Behavior Surveillance System** developed by the Centers for Disease Control and Prevention. These states include Arizona, Hawaii, Idaho, Iowa, Kansas, Louisiana, Maryland, Missouri, New Jersey, Rhode Island, South Carolina, South Dakota, Tennessee, West Virginia, and Wisconsin. Overall, 10 states administer both their own surveys and the Youth Risk Behavior Survey.

This scan shows that states have assessed school climate through the use of surveys and three states are already including the survey results in their accountability systems. As states look to revise their accountability systems to comply with ESSA, more states may turn to school climate as a potential additional indicator of school quality or success, and may use stakeholder perception surveys, as well as discipline and incidence data, attendance, and chronic absenteeism, to measure school climate.

## Stakeholder Engagement

A separate review of stakeholder (e.g., student, family, educator, and community) engagement in 13 states (Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Massachusetts, Nebraska, Oklahoma, South Dakota, Texas, and Utah) yielded little information about how states are measuring engagement. Based on this scan, it is apparent that most states provide resources on working together (e.g., engagement plans, frameworks, and policies), and/or provide resources to families on how to be involved in their children’s education. Of the states included in this review, Texas is currently the only state in which school districts are required, as part of the state’s accountability and accreditation systems, to evaluate community and stakeholder engagement efforts in individual schools and in whole districts. However, how such evaluations are conducted and what the evaluation process entails are unclear.

The Center on Standards and Assessment Implementation obtained the information in this report from websites maintained by state departments of education and government agencies; thus, the accuracy of this report is commensurate with the accuracy of those sources. The following table presents more details about school climate and stakeholder engagement in each state, and includes links to sources.

Table 1: Review of School Climate and Stakeholder Engagement Measures

State	School Climate and Stakeholder Engagement Findings
Alabama	<p>No information on school climate or engagement is available on the Alabama State Department of Education website.</p> <p>Source:  <a href="https://www.alsde.edu/">https://www.alsde.edu/</a></p>
Alaska	<p>Since 2006, more than 90 percent of Alaska school districts have participated in the <b>School Climate and Connectedness Survey</b>, a statewide survey taken by students and staff. In 2015, Alaska administered the survey to 38,406 students and 7,957 staff from 28 school districts. The survey measures student and staff perceptions of school climate; student-to-educator and peer-to-peer relationships; social and emotional learning; and student risk behaviors at school or at school events.</p> <p>Alaska is a recipient of a <b>Project AWARE grant</b>.</p> <p>The Alaska Department of Education has developed a Family Engagement Plan, specifying actions that the state, districts, schools, communities, and families can take to be engaged and promote student success.</p> <p>Sources:  <a href="http://alaskaice.org/school-climate/survey/">http://alaskaice.org/school-climate/survey/</a>  <a href="https://education.alaska.gov/ParentsStudents.html">https://education.alaska.gov/ParentsStudents.html</a></p>
Arizona	<p>Arizona administers the following surveys:</p> <ul style="list-style-type: none"> <li>• <b>Arizona Youth Survey</b></li> <li>• <b>Youth Risk Behavior Survey</b></li> <li>• <b>School Health Education Profiles (school principal questionnaire and lead health education teacher questionnaire)</b></li> <li>• <b>School Safety Study</b></li> </ul> <p>Arizona was awarded a <b>Safe and Supportive Schools (S3) grant</b> from 2010 to 2014. As part of that initiative, Arizona administered the <b>Safety and Climate Survey</b>.</p> <p>Arizona implements the Family Engagement Initiative to build and strengthen partnerships among families, schools, and communities. The Arizona Department of Education has made resources, including family engagement frameworks, publicly available to assist districts and schools in engaging families in their children’s education. Resources are also available to help families prepare their children for success in school, college, and careers.</p> <p>Sources:  <a href="http://www.azed.gov/prevention-programs/resources/data/">http://www.azed.gov/prevention-programs/resources/data/</a>  <a href="http://www.azed.gov/parents/familyengagement/">http://www.azed.gov/parents/familyengagement/</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>Arkansas</b></p>	<p>Arkansas law mandates that “every school will engage in the collection and analysis of perceptual, archival, and achievement data in order to establish school and school district goals to improve student academic achievement” (Arkansas Code, 2012).</p> <p>In 2015, the Arkansas Department of Education hosted its second annual school improvement conference, which featured a presentation on building school culture and climate to improve achievement among students in poverty. The presentation included information on using “perceptual surveys with students to determine the extent to which teachers are implementing effective practices to promote a positive climate and establish a positive relationship with students” (Arkansas Department of Education, 2015). It is unclear how or whether this translated into action by the department. No other information on how schools can measure school climate is available on the state department website.</p> <p>A <a href="#">webpage</a> on the state department website houses education-related information and resources for parents.</p> <p>Sources:  <a href="http://www.arkansased.gov/divisions/public-school-accountability/school-improvement/school-improvement-conference-2015/school-culture-and-climate">http://www.arkansased.gov/divisions/public-school-accountability/school-improvement/school-improvement-conference-2015/school-culture-and-climate</a>  <a href="http://law.justia.com/codes/arkansas/2012/title-6/subtitle-2/chapter-15/subchapter-10/section-6-15-1005">http://law.justia.com/codes/arkansas/2012/title-6/subtitle-2/chapter-15/subchapter-10/section-6-15-1005</a> (AR Code § 6-15-1005, 2012)  <a href="http://www.arkansased.gov/public/userfiles/Learning_Services/School%20Improvement/2015_Conference/Strengthening_the_Instructional_Program.pdf">http://www.arkansased.gov/public/userfiles/Learning_Services/School%20Improvement/2015_Conference/Strengthening_the_Instructional_Program.pdf</a> (Arkansas Department of Education presentation, 2015)</p>

State	School Climate and Stakeholder Engagement Findings
<p><b>California</b></p>	<p>Schools and districts administer three surveys every two years as part of the <b>California School Climate, Health, and Learning Survey (Cal-SCHLS) System</b>:</p> <ul style="list-style-type: none"> <li>• <b>California Healthy Kids Survey (CHKS)</b>: a survey that addresses school climate, health risks and behaviors, and youth resiliency;</li> <li>• <b>California School Climate Survey</b>: an online staff survey to guide school improvement efforts to foster positive learning and teaching environments; and</li> <li>• <b>California School Parent Survey</b>: a survey that assesses the perceptions of parents related to school climate, parent outreach, and student achievement in comparison to staff and student perspectives.</li> </ul> <p>These surveys were designed to provide schools with valuable data for school improvement.</p> <p>California was awarded a <b>Safe and Supportive Schools (S3) grant</b> from 2010 to 2014. California used the Cal-SCHLS system of surveys to collect data from districts. During the grant period, these surveys were administered to students, families, and school staff in participating schools to measure factors related to student engagement, school safety, and learning environment. The surveys included the <b>CHKS, Safe and Supportive Schools Module, and California School Climate Survey</b>. Survey data, as well as incident data collected by the state, were used to compile an annual school safety score for each school, choose evidence-based programmatic interventions, and promote continuous school climate improvement.</p> <p>California is a recipient of a <b>Project AWARE grant</b>.</p> <p>The <b>CORE Districts</b> include <b>Social-Emotional and Culture-Climate factors</b> in their accountability system:</p> <ul style="list-style-type: none"> <li>• Chronic absenteeism (attendance rate as predictor or marker for achievement and graduation)</li> <li>• Suspension/expulsion rate (predicts poor academic achievement and dropping out)</li> <li>• Social-emotional skills (self-report on a series of behaviors and beliefs)</li> <li>• Student/staff/parent culture-climate surveys</li> <li>• English language learner re-designation rate</li> <li>• Special education identification</li> </ul> <p>Note that the CORE districts consider high school graduation rates as part of the academic domain, not social-emotional and culture-climate factors.</p> <p>The California Department of Education has a <a href="#">webpage</a> dedicated to family engagement information and resources (e.g., policies and framework).</p> <p>Sources:  <a href="http://www.cde.ca.gov/ls/he/at/cefcscimatesurvey.asp">http://www.cde.ca.gov/ls/he/at/cefcscimatesurvey.asp</a>  <a href="https://safesupportivelearning.ed.gov/state-profiles/california">https://safesupportivelearning.ed.gov/state-profiles/california</a>  <a href="http://coredistricts.org/wp-content/uploads/2015/10/School-Quality-Improvement-Index-Short-Metric-Descriptions_Brief-Overview-updated-10.9.151.pdf">http://coredistricts.org/wp-content/uploads/2015/10/School-Quality-Improvement-Index-Short-Metric-Descriptions_Brief-Overview-updated-10.9.151.pdf</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>Colorado</b></p>	<p>The Colorado Department of Education (CDE) makes a toolkit for measuring school climate available to schools and districts. Possible data sources that could be used to measure school climate include:</p> <ul style="list-style-type: none"> <li>• <b>Student/staff/parent climate surveys</b></li> <li>• <b>Incidence data: physical aggression, fighting, harassment/bullying</b></li> <li>• <b>Attendance (staff and student) and other relevant in-school data</b></li> <li>• <b>Focus groups (staff, students, and/or parents)</b></li> <li>• <b>Teaching, Empowering, Leading, and Learning (TELL) Colorado survey (completed by educators)</b></li> </ul> <p>CDE also provides a list comparing publicly available climate surveys.</p> <p>Colorado is a recipient of a <b>Project AWARE grant</b>.</p> <p>CDE has a <a href="#">webpage</a> containing resources and information to assist parents and students in their school-related needs. Colorado also implements the State Personnel Development Grant Program, which is aimed at reforming and improving systems for personnel development and professional development. One of its objectives is to improve family/school partnerships and increase meaningful participation of families in school improvement initiatives.</p> <p>Sources:  <a href="https://www.cde.state.co.us/pbis/bullying/climatesurveys">https://www.cde.state.co.us/pbis/bullying/climatesurveys</a>  <a href="https://www.cde.state.co.us/pbis/measuringschoolclimatetoolkit">https://www.cde.state.co.us/pbis/measuringschoolclimatetoolkit</a>  <a href="http://www.cde.state.co.us/rti/spdg/index">http://www.cde.state.co.us/rti/spdg/index</a></p>
<p><b>Connecticut</b></p>	<p>Districts are required to administer the <b>Student, Parent, and Staff School Climate surveys</b> and to report survey data to the state in their District Safe School Climate Plans. These surveys are intended to gauge and improve the quality of relationships within a school, in order to improve the learning environment for students and educators.</p> <p>Connecticut is a recipient of a <b>School Climate Transformation grant</b>.</p> <p>The Connecticut State Department of Education has a <a href="#">webpage</a> containing resources and information for parents and the community. Connecticut also implements the School-Family-Community Partnerships program to help educators, families, and communities develop partnerships through the use of training, workshops, newsletters, and other resources.</p> <p>Sources:  <a href="http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&amp;q=321794">http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&amp;q=321794</a>  <a href="http://www.sde.ct.gov/sde/lib/sde/pdf/equity/Climate_Survey_letter.pdf">http://www.sde.ct.gov/sde/lib/sde/pdf/equity/Climate_Survey_letter.pdf</a>  <a href="http://www.sde.ct.gov/sde/taxonomy/v4_taxonomy.asp?DLN=45424&amp;sdeNav=_45424 &amp;sdePNavCtr=_45493 #45493">http://www.sde.ct.gov/sde/taxonomy/v4_taxonomy.asp?DLN=45424&amp;sdeNav=_45424 &amp;sdePNavCtr=_45493 #45493</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>Delaware</b></p>	<p>The Delaware Department of Education, the University of Delaware Center for Disabilities Studies, and Delaware Public Schools collaborated to create the <b>Delaware Positive Behavior Support (DE-PBS)</b> initiative. This statewide initiative is designed to build educators’ knowledge and skills in the concepts and practices of Positive Behavior Support (PBS) to create safe and caring learning environments that promote the social-emotional and academic development of all children. Part of the DE-PBS initiative is the development and administration of a statewide survey: the <b>Delaware School Climate Survey (DSCS), available in separate versions for students, teachers/staff, and families.</b> Each version of the survey measures important dimensions of school climate. In 2015, 153 Delaware schools participated in the DSCS, representing 69 percent of the state.</p> <p>Delaware is a recipient of a <b>School Climate Transformation grant.</b></p> <p>Sources:  <a href="http://wordpress.oet.udel.edu/pbs/">http://wordpress.oet.udel.edu/pbs/</a>  <a href="http://wordpress.oet.udel.edu/pbs/school-climate/de-school-climate-survey/">http://wordpress.oet.udel.edu/pbs/school-climate/de-school-climate-survey/</a>  <a href="http://wordpress.oet.udel.edu/pbs/school-climate/delaware-school-climate-survey-2015-16/">http://wordpress.oet.udel.edu/pbs/school-climate/delaware-school-climate-survey-2015-16/</a></p>
<p><b>District of Columbia</b></p>	<p>In 2015, the Office of the State Superintendent of Education, along with the Child Trends organization and the District of Columbia Office of Human Rights, received a grant from the National Institute of Justice to focus on school climate and bullying prevention in District schools through implementation of the three-year <b>Safe School Certification Program (SSCP).</b> Schools will be recruited to participate in a randomized controlled evaluation of the SSCP. Schools in the intervention group will receive support and technical assistance in using <b>student and teacher input</b> to identify needs, identifying and implementing strategies to improve climate and prevent bullying, and using data to assess effectiveness of the strategies. The SSCP will begin in the 2016–17 school year.</p> <p>Source:  <a href="http://osse.dc.gov/federal-grant-provides-38-million-bullying-prevention-district-0">http://osse.dc.gov/federal-grant-provides-38-million-bullying-prevention-district-0</a></p>
<p><b>Florida</b></p>	<p>The Florida Department of Education <a href="#">website</a> houses external links to school climate and discipline resources and tools that schools and districts can use.</p> <p>Florida is a recipient of <b>School Climate Transformation</b> and <b>Project AWARE grants.</b></p> <p>Source:  <a href="http://www.fldoe.org/schools/safe-healthy-schools/safe-schools/sesir-discipline-data/climate-discipline">http://www.fldoe.org/schools/safe-healthy-schools/safe-schools/sesir-discipline-data/climate-discipline</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>Georgia</b></p>	<p>Georgia includes school climate as an indicator in its accountability system, the College and Career Ready Performance Index. The School Climate Star Rating is a diagnostic tool that is used to determine if a school is on the right path to school improvement. The rating is calculated using data from the <b>Georgia Student Health Survey 2.0, the Georgia School Personnel Survey, the Georgia Parent Survey, student discipline data (e.g., expulsions, in-school and out-of-school suspensions, alternative school assignment), and attendance records for students, teachers, staff, and administrators.</b> The rating provides school-level data on each of the components: school climate (i.e., student, teacher, and parent perceptions of the school’s climate and the congruency among the three); student discipline (i.e., disciplinary practices); safe and substance-free learning environment (i.e., student responses on use of illegal substances and the prevalence of violence, bullying, and unsafe incidents within a school); and attendance (i.e., the average daily attendance of students, teachers, administrators, and staff members). Each of the components is given equal value. Each school receives a 1–5 star rating, with five stars representing an excellent school climate. Results are presented in a comprehensive report that allows schools to identify areas for improvement and plan interventions to improve achievement for all students.</p> <p>Georgia is a recipient of a <b>Project AWARE grant.</b></p> <p>Source:  <a href="http://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/School-Climate.aspx">http://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/School-Climate.aspx</a></p>
<p><b>Hawaii</b></p>	<p>Hawaii administers the <b>Tripod Student Survey</b> to all students in grades 3–12. The survey is used to inform a teacher’s Core Professionalism rating in the teacher evaluation system. It measures student perceptions of:</p> <ul style="list-style-type: none"> <li>• Teaching effectiveness;</li> <li>• Student engagement (student attitudes, behavior, and effort);</li> <li>• Student satisfaction (student perceptions of school safety/environment and satisfaction with individual academic progress); and</li> <li>• Whole-school climate (perceptions of the school as a whole in addition to individual classroom data that are aggregated up to measures of whole-school climate).</li> </ul> <p>Findings may be used to inform discussions about school quality and whole-school priorities, and to focus teacher professional development and student engagement projects. Additionally, Hawaii administers the <b>Youth Risk Behavior Survey</b> developed by the Centers for Disease Control and Prevention.</p> <p>Hawaii is a recipient of <b>School Climate Transformation</b> and <b>Project AWARE grants.</b></p> <p>Sources:  <a href="http://www.hawaiipublicschools.org/TeachingAndLearning/EducatorEffectiveness/EducatorEffectivenessSystem/Pages/Tripod.aspx">http://www.hawaiipublicschools.org/TeachingAndLearning/EducatorEffectiveness/EducatorEffectivenessSystem/Pages/Tripod.aspx</a>  <a href="http://www.hawaiipublicschools.org/TeachingAndLearning/EducatorEffectiveness/EducatorEffectivenessSystem/Pages/Tripod-student-survey-FAQs.aspx">http://www.hawaiipublicschools.org/TeachingAndLearning/EducatorEffectiveness/EducatorEffectivenessSystem/Pages/Tripod-student-survey-FAQs.aspx</a>  <a href="http://www.hawaiipublicschools.org/BeyondTheClassroom/SafeSchools/SafetyAtSchool/Pages/home.aspx">http://www.hawaiipublicschools.org/BeyondTheClassroom/SafeSchools/SafetyAtSchool/Pages/home.aspx</a>  <a href="http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/DOE-awarded-\$12.7-million-to-enhance-safety,-mental-health-initiatives.aspx">http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/DOE-awarded-\$12.7-million-to-enhance-safety,-mental-health-initiatives.aspx</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>Idaho</b></p>	<p>The Idaho Department of Education website contains a few reports on substance-use, safety, and school-climate data collected from surveys; however, these surveys were administered in 2008. It is unclear whether these surveys are still being administered.</p> <p>Idaho administers the <b>Youth Risk Behavior Survey</b> developed by the Centers for Disease Control and Prevention.</p> <p>Sources:  <a href="http://www.sde.idaho.gov/student-engagement/school-health/index.html">http://www.sde.idaho.gov/student-engagement/school-health/index.html</a>  <a href="http://www.sde.idaho.gov/student-engagement/sdfs/index.html">http://www.sde.idaho.gov/student-engagement/sdfs/index.html</a></p>
<p><b>Illinois</b></p>	<p>From January 11 to March 11, 2016, the Illinois State Board of Education (ISBE) conducted its fourth annual survey of learning conditions, the <b>Illinois 5Essentials Survey</b>. The 5Essentials Survey, a diagnostic tool developed by researchers at the University of Chicago, provides schools with data on five leading indicators for school improvement: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction. Survey results may be included in the state’s accountability system, in which schools can earn bonus points.</p> <p>Illinois is a recipient of a <b>Project AWARE grant</b>.</p> <p>Sources:  <a href="http://illinoisreportcard.com">http://illinoisreportcard.com</a>  <a href="http://www.isbe.net/5essentials/default.htm">http://www.isbe.net/5essentials/default.htm</a>  <a href="http://www.isbe.net/learningsupports/climate/default.htm">http://www.isbe.net/learningsupports/climate/default.htm</a></p>
<p><b>Indiana</b></p>	<p>Indiana law mandates that each school district develop and periodically review an evidence-based plan to improve student behavior and discipline. The Indiana Department of Education provides a webpage with links to resources and evidence-based practices on school climate and cultural awareness for schools and districts.</p> <p>Sources:  <a href="http://www.doe.in.gov/student-services/school-climate-and-cultural-awareness">http://www.doe.in.gov/student-services/school-climate-and-cultural-awareness</a>  <a href="http://iga.in.gov/legislative/laws/2014/ic/titles/020/articles/026/chapters/005/#section-32">http://iga.in.gov/legislative/laws/2014/ic/titles/020/articles/026/chapters/005/#section-32</a></p>

State	School Climate and Stakeholder Engagement Findings
Iowa	<p>Iowa was awarded a <b>Safe and Supportive Schools (S3)</b> grant from 2010 to 2014. Iowa administered the <b>Iowa Youth Survey (IYS); IS3 Conditions for Learning—Student, Staff, and Parent/Guardian Surveys; and the Comprehensive School Climate inventory</b> for staff and families.</p> <p>Iowa continues to periodically administer the IYS to collect data from students in grades 6, 8, and 11. The survey includes questions about students’ attitudes on, and experiences with, violence and use of alcohol and other drugs, and their perceptions of their peer, family, school, and neighborhood and community environments. Additionally, biennially, as part of the <b>Youth Risk Behavior Surveillance System</b>, Iowa surveys high school students on six types of health-risk behaviors that contribute to the leading causes of death and disability among youth and adults.</p> <p>Iowa is a recipient of <b>School Climate Transformation</b> and <b>Project AWARE grants</b>.</p> <p>Sources:  <a href="http://www.iowayouthsurvey.iowa.gov/">http://www.iowayouthsurvey.iowa.gov/</a>  <a href="https://www.educateiowa.gov/pk-12/learner-supports/iowa-youth-survey">https://www.educateiowa.gov/pk-12/learner-supports/iowa-youth-survey</a>  <a href="https://www.educateiowa.gov/pk-12/learner-supports/school-health/iowa-school-health-profiles-and-iowa-youth-risk-behavior-survey">https://www.educateiowa.gov/pk-12/learner-supports/school-health/iowa-school-health-profiles-and-iowa-youth-risk-behavior-survey</a>  <a href="https://safesupportivelearning.ed.gov/state-profiles/iowa">https://safesupportivelearning.ed.gov/state-profiles/iowa</a></p>
Kansas	<p>The Kansas Department of Education (KDE) collects school climate data via several surveys. Biennially, as part of the <b>Youth Risk Behavior Surveillance System</b>, KDE surveys high school students on six types of health-risk behaviors that contribute to the leading causes of death and disability among youth and adults.</p> <p>Kansas was awarded a <b>Safe and Supportive Schools (S3) grant</b> from 2010 to 2014. KDE annually administered surveys to students, families, and school staff in participating schools, measuring factors related to student engagement, school safety, and learning environment. The surveys included the <b>Kansas Communities That Care survey for students and the Culture for Excellence &amp; Ethics Assessment for staff and families</b>. Survey data, as well as incident data collected by the state, were used to annually compile a school safety score for each school, choose evidence-based programmatic interventions, and promote continuous school climate quality. <b>Note that the student survey is still being administered.</b></p> <p>Sources:  <a href="https://safesupportivelearning.ed.gov/state-profiles/kansas">https://safesupportivelearning.ed.gov/state-profiles/kansas</a>  <a href="http://www.kctcdata.org/Purpose.aspx">http://www.kctcdata.org/Purpose.aspx</a>  <a href="http://excellenceandethics.com/assess/ceea.php">http://excellenceandethics.com/assess/ceea.php</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>Kentucky</b></p>	<p>The Kentucky Department of Education has a webpage dedicated to improving the learning culture and environment. The page includes resources and a 30-60-90 Day Plan designed to help schools begin the process of improving school climate.</p> <p><b>Evidence of school climate includes attendance, academic, and discipline data; Teaching, Empowering, Leading, and Learning (TELL) survey data; Kentucky Incentives for Prevention survey data (student self-reported perceptions and use of alcohol, tobacco, and other drugs; bullying; dating violence; and behaviors), and family input.</b></p> <p>Kentucky is a recipient of a <b>Project AWARE grant</b>.</p> <p>Source:  <a href="http://education.ky.gov/school/stratclsgap/envsupp/Pages/Learning-Culture-and-Environment.aspx">http://education.ky.gov/school/stratclsgap/envsupp/Pages/Learning-Culture-and-Environment.aspx</a></p>
<p><b>Louisiana</b></p>	<p>Louisiana was a recipient of a <b>Safe and Supportive Schools (S3) grant</b> from 2010 to 2014. As part of the S3 initiative, Louisiana administered the <b>Louisiana Healthy Students Survey</b> to solicit information on school climate, perceived school safety, drug use, and violence and victimization. These results, as well as student incident data, were used to generate a school climate score for each high school participating in the S3 grant: supports and engagement (40%); violence, victimization, and substance use (40%); attendance rate (10%); and discipline rate (10%). These scores range from 0 to 100, with high scores representing perceptions of more positive school climates; higher levels of supports and engagement; lower levels of violence, victimization, and substance use; higher attendance rates; and lower discipline rates. A School Climate Report Card was created for each school. The report card also included staff and parent input/feedback from surveys.</p> <p>Biennially, as part of the <b>Youth Risk Behavior Surveillance System</b>, Louisiana surveys high school students on six types of health-risk behaviors that contribute to the leading causes of death and disability among youth and adults.</p> <p>Sources:  <a href="https://www.louisianabelieves.com/schools/public-schools/school-climate">https://www.louisianabelieves.com/schools/public-schools/school-climate</a>  <a href="https://www.louisianabelieves.com/schools/public-schools/louisiana-safe-and-supportive-schools-initiative-%28lssi%29">https://www.louisianabelieves.com/schools/public-schools/louisiana-safe-and-supportive-schools-initiative-%28lssi%29</a>  <a href="https://safesupportivelearning.ed.gov/state-profiles/louisiana/">https://safesupportivelearning.ed.gov/state-profiles/louisiana/</a></p>
<p><b>Maine</b></p>	<p>According to the Maine Department of Education’s <i>Leader Evaluation and Professional Growth Program: A Handbook for Leaders</i> (November 2014), school climate may be used as one piece of evidence to measure school conditions, which are part of the performance-outcomes component of a school leader’s evaluation. Stakeholder/parent surveys may be used to measure the professional-practice component of the evaluation.</p> <p>Sources:  <a href="http://www.maine.gov/doe/excellence/documents/LEPGHandbookforLeaders_111714.docx">http://www.maine.gov/doe/excellence/documents/LEPGHandbookforLeaders_111714.docx</a>  <a href="http://www.maine.gov/doe/excellence/documents/LEPGRubric_111714.docx">http://www.maine.gov/doe/excellence/documents/LEPGRubric_111714.docx</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>Maryland</b></p>	<p>Maryland was awarded a <b>Safe and Supportive Schools (S3) grant</b> from 2010 to 2014. The <b>Maryland Safe and Supportive Schools survey</b> was created to collect information from students, parents, and staff in participating schools on safety (physical safety, bullying, substance use, social-emotional well-being), engagement (connectedness, academic emphasis, parent involvement, culture of inclusion), and school environment (order and discipline, physical environment, support services). Maryland calculated a School Climate Profile Score (SCPS) for each school. Each component — safety, engagement, and school environment — was worth 30 percent; these components, combined with out-of-school suspension and truancy incident data (worth 10 percent), make up the SCPS, which ranges from 1 to 7, with 7 indicating the most favorable school climate.</p> <p>Maryland mandates that public schools participate in the <b>Youth Risk Behavior Survey</b>, which is conducted every two years to gauge youths' perceptions of school safety, healthy behaviors, and participation in at-risk behaviors. Also, the <b>Maryland Adolescent Survey (MAS)</b> collects data to determine the nature, extent, and trends of alcohol, tobacco, and other drug (ATOD) use among adolescents and provides findings on knowledge about the consequences of ATOD use; parenting and peer influences; impaired driving among twelfth graders; and perceptions of safety in schools and neighborhoods. The MAS has been conducted every other year since 1992; <b>it is unclear if the MAS is still being administered.</b></p> <p>Maryland is a recipient of a <b>Project AWARE grant</b>.</p> <p>Sources:  <a href="http://www.marylandpublicschools.org/MSDE/divisions/studentschoolsvcs/student_services_alt/mds3/cp/">http://www.marylandpublicschools.org/MSDE/divisions/studentschoolsvcs/student_services_alt/mds3/cp/</a>  <a href="http://www.marylandpublicschools.org/msde/divisions/studentschoolsvcs/student_services_alt/surveys/index.html">http://www.marylandpublicschools.org/msde/divisions/studentschoolsvcs/student_services_alt/surveys/index.html</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>Massachusetts</b></p>	<p>According to the Massachusetts Department of Elementary and Secondary Education (MDESE), the state has various initiatives underway in relation to school and classroom culture and climate. In January 2014, MDESE launched the second statewide <b>Teaching, Empowering, Leading, and Learning (TELL Mass) Survey</b>. Funded through the state’s Race to the Top grant, the TELL Mass survey gathered educator feedback, every other year, on key teaching and learning conditions, including available time, facilities, resources, community engagement and support, student conduct management, instructional practices, professional development, and school and teacher leadership. Survey results provided an opportunity for schools and districts to engage in discussion around data and to identify at least one working-condition area to improve. MDESE developed several resource guides to support discussions using TELL Mass data. Additionally, as required by state anti-bullying law, the MDESE must develop a <b>student survey to assess school climate and the prevalence, nature, and severity of bullying in schools</b>, but has yet to develop it. MDESE must use the survey data to help assess the effectiveness of bullying prevention curricula and instruction. The survey must be administered at least once every four years.</p> <p>The Massachusetts Educator Evaluation Framework is designed to include information about educator practice from a range of sources, including <b>student and staff feedback. Districts have the flexibility to identify feedback instruments.</b> In July 2014, MDESE released model feedback surveys: a student feedback survey for classroom teachers and a staff survey for school-level leaders, which are aligned to standards for effective teaching and leadership, respectively. Districts may choose to adopt or adapt these surveys or choose to use their own surveys.</p> <p>Massachusetts has a number of resources for families on how to become involved in the education process.</p> <p>Sources:  <a href="http://www.doe.mass.edu/boe/docs/fy2014/2014-06/spec-item2-1.html">http://www.doe.mass.edu/boe/docs/fy2014/2014-06/spec-item2-1.html</a>  <a href="http://www.doe.mass.edu/boe/docs/fy2014/2014-06/spec-item2-2.html">http://www.doe.mass.edu/boe/docs/fy2014/2014-06/spec-item2-2.html</a>  <a href="http://www.doe.mass.edu/eval/resources/QRG-Feedback.pdf">http://www.doe.mass.edu/eval/resources/QRG-Feedback.pdf</a>  <a href="http://www.doe.mass.edu/FamComm/f_involvement.html">http://www.doe.mass.edu/FamComm/f_involvement.html</a></p>
<p><b>Michigan</b></p>	<p>Michigan was awarded a <b>Safe and Supportive Schools (S3) grant</b> from 2010 to 2014. Twenty high schools used <b>student, parent, and staff survey results</b>, along with student incident data, to assist them in selecting interventions to improve school climate. Surveys included the <b>School Climate Assessment Instrument, Bully-Free Schools, and Michigan Profile for Healthy Youth</b>.</p> <p>Michigan is a recipient of <b>School Climate Transformation</b> and <b>Project AWARE grants</b>.</p> <p>Source:  <a href="http://www.michigan.gov/mde/0,4615,7-140-74638_74639_29233_59543---,00.html">http://www.michigan.gov/mde/0,4615,7-140-74638_74639_29233_59543---,00.html</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>Minnesota</b></p>	<p>The Minnesota Department of Education (MDE) <a href="#">website</a> houses resources and information about school climate. MDE provides a list of available tools, both internal and external to the department, that schools can use to assess their school climate. Included on the list of tools and resources are the <b>Minnesota Student Survey (MSS)</b>, data from the <b>Minnesota Disciplinary Incident Reporting System</b>, the <b>Minnesota Student Planning and Evaluation Toolkit</b>, and the <b>School Health Index</b>.</p> <ul style="list-style-type: none"> <li>• The MSS is completed by students every three years. It gauges students’ opinions, behaviors, and experiences to provide information that helps educators to understand the scope of behaviors that negatively impact school climate and to intervene appropriately.</li> <li>• Disciplinary data could be used to assess needs in relation to school discipline and to monitor the effectiveness of strategies aimed at creating safe and supportive schools.</li> <li>• The Minnesota Student Planning and Evaluation Toolkit includes tips, techniques, and resources to assist schools and community organizations in planning and evaluating alcohol, tobacco, and other drug, and violence prevention programs.</li> <li>• The School Health Index is an online self-assessment and planning tool that schools can use to improve their health and safety policies and programs to create safe and supportive schools.</li> </ul> <p>Sources:  <a href="http://education.state.mn.us/MDE/SchSup/SchSafety/SchoolClimate/">http://education.state.mn.us/MDE/SchSup/SchSafety/SchoolClimate/</a>  <a href="http://education.state.mn.us/MDE/SchSup/SchSafety/Data/index.htm">http://education.state.mn.us/MDE/SchSup/SchSafety/Data/index.htm</a>  <a href="http://education.state.mn.us/MDE/StuSuc/SafeSch/MNStudentSurvey/">http://education.state.mn.us/MDE/StuSuc/SafeSch/MNStudentSurvey/</a></p>
<p><b>Mississippi</b></p>	<p>Mississippi has developed its own climate assessment — the <b>Safe and Orderly School Appraisal process</b>, which assesses school operations and the overall safety of schools. The school safety component focuses on whether schools have developed a plan to address school climate, as well as procedures, to implement programs such as conflict resolution, aggression management, communication, and bullying prevention.</p> <p>Sources:  <a href="http://www.mde.k12.ms.us/OSI/TM">http://www.mde.k12.ms.us/OSI/TM</a>  <a href="http://www.mde.k12.ms.us/OSOS">http://www.mde.k12.ms.us/OSOS</a></p>
<p><b>Missouri</b></p>	<p>Missouri administers the <b>Youth Risk Behavior Survey</b>, developed by the Centers for Disease Control and Prevention. No other information on school climate is available on the Missouri Department of Elementary and Secondary Education website.</p> <p>Missouri is a recipient of a <b>School Climate Transformation grant</b>.</p> <p>Source:  <a href="https://dese.mo.gov/college-career-readiness/curriculum/healthphysical-education/aidshiv-education">https://dese.mo.gov/college-career-readiness/curriculum/healthphysical-education/aidshiv-education</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>Montana</b></p>	<p>The Montana Office of Public Instruction implements the <b>Montana Behavioral Initiative (MBI)</b>, as part of the national Positive Behavioral Interventions and Supports system, to help schools use research-based practices of positive behavior support at a schoolwide level. The purpose of the MBI is to create a learning environment that supports social, emotional, behavioral, and academic success for all students.</p> <p>As part of the MBI, Montana administers a student voice survey called <b>My Voice Survey</b>, which focuses on eight conditions of student aspirations: belonging, heroes, sense of accomplishment, fun and excitement, curiosity and creativity, spirit of adventure, leadership and responsibility, and confidence to take action. Montana also conducts student-led <b>My Voice focus groups for students. Surveys on the eight conditions are also administered to staff and parents.</b> The surveys and focus groups provide information that can help guide individual schools in their ongoing efforts to improve school climate and, thus, teaching and learning.</p> <p>Montana is a recipient of <b>School Climate Transformation</b> and <b>Project AWARE grants.</b></p> <p>Sources:  <a href="http://opi.mt.gov/Programs/TitlePrgms/SafeSchools/Index.html#gpm1_7">http://opi.mt.gov/Programs/TitlePrgms/SafeSchools/Index.html#gpm1_7</a>  <a href="http://www.opi.mt.gov/Programs/SchoolPrograms/MBI/#p7GPC1_8">http://www.opi.mt.gov/Programs/SchoolPrograms/MBI/#p7GPC1_8</a></p>

State	School Climate and Stakeholder Engagement Findings
Nebraska	<p>The Nebraska Department of Education (NDE) has a <a href="#">Nebraska School Safety Center webpage</a> with information and resources on bullying prevention, dating-violence prevention, suicide prevention, school safety plans, and crisis response. Another <a href="#">webpage</a> is dedicated to family and community engagement, providing information about the importance of community partnerships in addition to resources and toolkits for educators to engage families and communities in and out of school.</p> <p>Under Nebraska law, districts are not required to complete climate assessments. However, under state regulations for accreditation of schools (<a href="#">Rule 10</a>), at least once every five years, school districts must gather and analyze <b>school-level data about the learning climate</b> in order to better develop goals related to increased student learning and achievement.</p> <p>Rule 10 also requires districts to develop a system for evaluating educators on instructional practice, classroom organization and management, and professionalism. NDE developed the <b>teacher and leader evaluation models</b> for voluntary use by districts. <b>The models include student, educator, and stakeholder surveys measures of effectiveness.</b> Specifically, student perception data were recommended for teacher evaluations whereas student, staff, and community perception were recommended as data for leader evaluations (<a href="#">Nebraska Teacher/Principal Model Evaluation Systems Update</a>).</p> <p>Sources:  <a href="http://www.education.ne.gov/safety/index.html">http://www.education.ne.gov/safety/index.html</a>  <a href="http://www.education.ne.gov/FAMILY/Index.html">http://www.education.ne.gov/FAMILY/Index.html</a>  <a href="http://www.education.ne.gov/ci/documents/t_p_update_admin_days_presentation_july31.pdf">http://www.education.ne.gov/ci/documents/t_p_update_admin_days_presentation_july31.pdf</a>  <a href="http://www.education.ne.gov/ci/Documents/PERCEPTION_GUIDANCE.doc">http://www.education.ne.gov/ci/Documents/PERCEPTION_GUIDANCE.doc</a>  <a href="http://www.education.ne.gov/ci/DevelopingTeacherPrincipalModelEvaluationSystems.pdf">http://www.education.ne.gov/ci/DevelopingTeacherPrincipalModelEvaluationSystems.pdf</a>  <a href="http://www.education.ne.gov/documents/TeacherPrincipalPerformanceFramework11-11.pdf">http://www.education.ne.gov/documents/TeacherPrincipalPerformanceFramework11-11.pdf</a>  <a href="http://www.education.ne.gov/APAC/Documents/Accreditation/CLEANRule10_2015.pdf">http://www.education.ne.gov/APAC/Documents/Accreditation/CLEANRule10_2015.pdf</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>Nevada</b></p>	<p>On behalf of the Nevada Department of Education (NDE), American Institutes for Research (AIR) administers the <b>Nevada School Climate/Social Emotional Learning Survey</b>, which solicits students’ feedback about their schools’ environments and conditions for learning. The survey addresses domains such as student emotional safety, engagement, physical safety, and social and emotional competencies. It was first implemented in fall 2015 to all students in grades 5–12, and it will be implemented again in spring 2016. Findings will be used to plan for school climate interventions and to provide mental health services to students. (<a href="#">See first link.</a>)</p> <p>In October 2014, NDE, in collaboration with Positive Behavior Support -Nevada, was awarded a five-year <b>School Climate Transformation grant</b>. The state’s School Climate Transformation Project began on July 1, 2015. Nevada is also a recipient of a <b>Project AWARE grant</b>.</p> <p>Sources:  <a href="http://www.doe.nv.gov/Boards_Commissions_Councils/State_Board_of_Education/2015/November/Item13NewlyFundedPrograms/">http://www.doe.nv.gov/Boards_Commissions_Councils/State_Board_of_Education/2015/November/Item13NewlyFundedPrograms/</a>  <a href="https://www.nevadaschoolclimate.org/">https://www.nevadaschoolclimate.org/</a>  <a href="http://nevadapbis.org/school-climate-transformation-project/">http://nevadapbis.org/school-climate-transformation-project/</a>  <a href="http://www.unr.edu/nevada-today/news/2015/pbis">http://www.unr.edu/nevada-today/news/2015/pbis</a></p>
<p><b>New Hampshire</b></p>	<p>New Hampshire administered the <b>School Safety Survey</b> as part of the <b>Title IV, Part A — Safe and Drug-Free Schools and Communities program</b>. Funding for this program is no longer available, and thus, the <b>survey may no longer be administered</b>.</p> <p>New Hampshire is a recipient of a <b>Project AWARE grant</b>.</p> <p>Sources:  <a href="http://education.nh.gov/instruction/special_ed/safe_schools_state_planning_grant.htm">http://education.nh.gov/instruction/special_ed/safe_schools_state_planning_grant.htm</a>  <a href="http://education.nh.gov/instruction/integrated/title_iv_a.htm">http://education.nh.gov/instruction/integrated/title_iv_a.htm</a></p>
<p><b>New Jersey</b></p>	<p>The New Jersey Department of Education administers the <b>New Jersey School Climate Survey to school staff, students (elementary through high school), and parents</b>. The survey is designed to collect information on physical school environments, teaching and learning capability, morale in school communities, quality of relationships, levels of parental support and engagement, safety situations, emotional environments, and perceptions of administration support. Results are used to help schools understand and improve local safe and supportive conditions for learning.</p> <p>New Jersey administers a survey of student health using a core of questions from the <b>Youth Risk Behavior Survey</b>, developed by the Centers for Disease Control and Prevention.</p> <p>Sources:  <a href="http://www.state.nj.us/education/students/yrbs/">http://www.state.nj.us/education/students/yrbs/</a>  <a href="http://www.state.nj.us/education/students/safety/behavior/njscs/">http://www.state.nj.us/education/students/safety/behavior/njscs/</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>New Mexico</b></p>	<p>New Mexico administers the 10-question <b>Quality of Education survey</b>, which gives parents an opportunity to provide feedback on the quality of their children’s education. The survey asks about school safety, discipline, resources, and communication/relationship. Results are included in districts’ annual accountability reports.</p> <p>Sources:  <a href="https://webapp.ped.state.nm.us/studentsurveys/MainFrame.asp">https://webapp.ped.state.nm.us/studentsurveys/MainFrame.asp</a>  <a href="http://law.justia.com/codes/new-mexico/2013/chapter-22/article-2c/section-22-2c-11">http://law.justia.com/codes/new-mexico/2013/chapter-22/article-2c/section-22-2c-11</a></p>
<p><b>New York</b></p>	<p>New York’s Dignity for All Students Act (Dignity Act) seeks to provide the state’s public elementary and secondary school students with safe and supportive environments. The New York State Education Department has a <b>guide</b> for school administrators and staff on how to implement the Dignity Act, including establishing and sustaining a positive school culture and climate and communicating with parents and the community.</p> <p>Sources:  <a href="http://www.p12.nysed.gov/dignityact/">http://www.p12.nysed.gov/dignityact/</a>  <a href="http://www.p12.nysed.gov/dignityact/resourceguide.html">http://www.p12.nysed.gov/dignityact/resourceguide.html</a>  <a href="http://www.p12.nysed.gov/dignityact/rgsection1.html">http://www.p12.nysed.gov/dignityact/rgsection1.html</a></p>
<p><b>North Carolina</b></p>	<p>The North Carolina Department of Public Instruction and State Board of Education make resources and tools available for use in planning and establishing safe schools.</p> <p>Sources:  <a href="http://www.dpi.state.nc.us/schoolsafety/assessment/">http://www.dpi.state.nc.us/schoolsafety/assessment/</a>  <a href="http://www.dpi.state.nc.us/schoolsafety/resources/">http://www.dpi.state.nc.us/schoolsafety/resources/</a></p>
<p><b>North Dakota</b></p>	<p>The North Dakota Department of Public Instruction provides a <b>webpage</b> dedicated to school climate assessments. The webpage includes external links to five school climate assessments for schools that address three conceptual dimensions: relationships, personal growth, and system maintenance and change.</p> <p>Sources:  <a href="https://www.nd.gov/dpi/SchoolStaff/SafeHealthy/">https://www.nd.gov/dpi/SchoolStaff/SafeHealthy/</a>  <a href="https://www.nd.gov/dpi/SchoolStaff/SafeHealthy/SchoolClimateAssessments/">https://www.nd.gov/dpi/SchoolStaff/SafeHealthy/SchoolClimateAssessments/</a></p>
<p><b>Ohio</b></p>	<p>The Ohio Department of Education and State Board of Education have made available the <b>Ohio School Climate Guidelines</b>, which describe how schools can create environments where students feel welcomed, respected, and motivated to learn. Local school boards are responsible for developing and implementing school climate policies, which should be based on the evaluation of school data, included in comprehensive continuous improvement planning, and monitored regularly for improved performance.</p> <p>Ohio is a recipient of <b>School Climate Transformation</b> and <b>Project AWARE grants</b>.</p> <p>Sources:  <a href="https://education.ohio.gov/Topics/Operating-Standards/Table-of-Contents/School-Climate">https://education.ohio.gov/Topics/Operating-Standards/Table-of-Contents/School-Climate</a>  <a href="https://saferschools.ohio.gov/content/ohio_school_climate_guidelines">https://saferschools.ohio.gov/content/ohio_school_climate_guidelines</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>Oklahoma</b></p>	<p>The Oklahoma Department of Education (ODE) administers programs and initiatives that assist districts in addressing students’ risk behaviors. ODE makes two volumes of the <b>Safe School Guide</b> available, the first of which contains helpful checklists, <b>student surveys</b>, school laws, and many additional resources.</p> <p>Oklahoma also provides a <a href="#">webpage</a> dedicated to resources for parents on how to become involved in their children’s education.</p> <p>Sources:  <a href="http://sde.ok.gov/sde/prevention-education">http://sde.ok.gov/sde/prevention-education</a>  <a href="http://sde.ok.gov/sde/parent-community-engagement">http://sde.ok.gov/sde/parent-community-engagement</a>  <a href="http://sde.ok.gov/sde/sites/ok.gov.sde/files/Prev-SafeSchlGuide.pdf">http://sde.ok.gov/sde/sites/ok.gov.sde/files/Prev-SafeSchlGuide.pdf</a></p>
<p><b>Oregon</b></p>	<p>The Oregon Department of Education provides a <a href="#">webpage</a> dedicated to safe and healthy school climate resources, including a manual for collecting discipline-incident data.</p> <p>Oregon reports “persistently dangerous schools” — schools that exceed a certain threshold of expulsions for three consecutive years — in its state report card.</p> <p>Sources:  <a href="http://www.ode.state.or.us/search/results/?id=107">http://www.ode.state.or.us/search/results/?id=107</a>  <a href="http://www.ode.state.or.us/data/annreportcard/rptcard2015.pdf">http://www.ode.state.or.us/data/annreportcard/rptcard2015.pdf</a>  <a href="http://www.ode.state.or.us/opportunities/grants/nclb/title_iv/a_drugfree/disciplinecollectionmanual.pdf">http://www.ode.state.or.us/opportunities/grants/nclb/title_iv/a_drugfree/disciplinecollectionmanual.pdf</a></p>
<p><b>Pennsylvania</b></p>	<p>The Pennsylvania Department of Education’s Office for Safe Schools makes climate surveys available to all schools in the state. <b>Surveys are available for students in grades 3–5, 6–8, and 9–12; staff and faculty; and parents and community members.</b> The surveys measure social-emotional learning, student support, high expectations and academic rigor/challenge, and safe and respectful school climate. The results are intended to help schools with needs assessments, program development, and short- and long-term planning.</p> <p>Sources:  <a href="http://www.education.pa.gov/K-12/SafeSchools/Pages/default.aspx#.VunxB3o1tvA">http://www.education.pa.gov/K-12/SafeSchools/Pages/default.aspx#.VunxB3o1tvA</a>  <a href="http://www.paschoolclimatesurvey.org/Default.aspx?TestingCookie=1">http://www.paschoolclimatesurvey.org/Default.aspx?TestingCookie=1</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>Rhode Island</b></p>	<p>The Rhode Island Department of Education has a <a href="#">Health and Safety webpage</a> with information and resources on <b>thrive</b>, the state’s school health program. As part of the program, Rhode Island administers the <b>Youth Risk Behavior Survey</b>, developed by the Centers for Disease Control and Prevention, which is administered to students to monitor risk behaviors related to the major causes of mortality, disease, injury, and social problems among youth and adults in the United States.</p> <p>Rhode Island also administers <b>SurveyWorks!</b>, an annual student, teacher, administrator, and parent survey about school climate and barriers to implementing reforms; student academic, social, and risk behaviors; parent involvement and needs; and teacher efficacy and expectations.</p> <p>Sources:  <a href="http://www.ride.ri.gov/StudentsFamilies/HealthSafety.aspx">http://www.ride.ri.gov/StudentsFamilies/HealthSafety.aspx</a>  <a href="http://www.thriveri.org/">http://www.thriveri.org/</a>  <a href="http://www.thriveri.org/schoolHealthData.html">http://www.thriveri.org/schoolHealthData.html</a></p>
<p><b>South Carolina</b></p>	<p>South Carolina administers the <b>Youth Risk Behavior Survey</b> as part of the <b>Youth Risk Behavior Surveillance System</b> of the Centers for Disease Control and Prevention. In addition, for more than eight years, South Carolina has administered its <b>School Climate Survey</b> annually to students, parents, and teachers. It assesses school safety and conditions for learning in the state.</p> <p>South Carolina was a recipient of a <b>Safe and Supportive Schools (S3) grant</b> from 2010 to 2014. As part of the S3 initiative, South Carolina administered surveys to students, families, and school staff in participating schools to gather information on student engagement, school safety, and learning environment. Surveys included the <b>Youth Risk Behavior Survey and annual School Climate Survey for students; the Report Card: Teacher Survey for teachers; and the South Carolina Parent Survey for parents</b>. South Carolina also administered the state’s standard <b>Education Oversight Committee survey</b> in 2010–11. Survey data, as well as incident data (i.e., expulsions, suspensions, crime, fighting, bullying, and truancy) collected by the state, were used to annually compile a school safety score (South Carolina School Climate Score, or SC-SCS) for each school. The SC-SCS was calculated by computing the average of scores on three domains: engagement (33.3%), safety (33.3%), and environment (33.4%). Schools used the SC-SCS to select evidence-based programmatic interventions and improve school climate.</p> <p>Sources:  <a href="http://ed.sc.gov/districts-schools/school-safety/sc-school-climate-initiative/">http://ed.sc.gov/districts-schools/school-safety/sc-school-climate-initiative/</a>  <a href="https://safesupportivelearning.ed.gov/state-profiles/south-carolina">https://safesupportivelearning.ed.gov/state-profiles/south-carolina</a>  <a href="http://ed.sc.gov/scdoe/assets/file/programs-services/191/documents/SC_ClimateScoreExplanation.pdf">http://ed.sc.gov/scdoe/assets/file/programs-services/191/documents/SC_ClimateScoreExplanation.pdf</a>  <a href="http://www.schoolclimate.org/climate/database_state.php?state=SC&amp;scan_type=sc">http://www.schoolclimate.org/climate/database_state.php?state=SC&amp;scan_type=sc</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>South Dakota</b></p>	<p>South Dakota administers the <b>Youth Risk Behavior Survey</b>, developed by the Centers for Disease Control and Prevention, to high school students every two years. The survey focuses on behaviors that contribute to unintentional injuries and violence, sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, alcohol and other drug use, tobacco use, unhealthy dietary behaviors, and inadequate physical activity.</p> <p>No information about engagement is available on the South Dakota Department of Education website.</p> <p>Source:  <a href="http://doe.sd.gov/schoolhealth/yrbs.aspx">http://doe.sd.gov/schoolhealth/yrbs.aspx</a></p>
<p><b>Tennessee</b></p>	<p>Tennessee administers the <b>Youth Risk Behavior Survey</b> as part of the <b>Youth Risk Behavior Surveillance System</b>, developed by the Centers for Disease Control and Prevention.</p> <p>Tennessee was a recipient of a <b>Safe and Supportive Schools (S3) grant</b> from 2010 to 2014. As part of the S3 initiative, Tennessee administered surveys to students, families, and school staff in 27 participating districts to measure factors related to student engagement, school safety, and learning environment. Surveys included the <b>Tennessee Department of Education (TDE) School Climate Student Survey</b> and the <b>TDE School Climate Parent/Guardian Survey</b>. Survey data, as well as incident data collected by the state, were used to annually compile a school safety score for each school in the districts, choose evidence-based programmatic interventions, and improve school climate.</p> <p>Tennessee is a recipient of a <b>Project AWARE grant</b>.</p> <p>Sources:  <a href="https://www.tn.gov/education/topic/school-climate">https://www.tn.gov/education/topic/school-climate</a>  <a href="https://safesupportivelearning.ed.gov/state-profiles/tennessee">https://safesupportivelearning.ed.gov/state-profiles/tennessee</a></p>
<p><b>Texas</b></p>	<p>For accountability and accreditation purposes, each Texas school district must evaluate community and stakeholder engagement efforts in individual schools as well as in the whole district. Each district must evaluate various school-level programs (e.g., fine arts, wellness and physical education, dropout prevention) and community and stakeholder involvement. Community and stakeholder involvement includes (1) opportunities for parents to assist students in preparing for assessments, (2) tutoring programs that support students taking assessments, and (3) opportunities for students to participate in community service projects. A performance rating of “exemplary,” “recognized,” “acceptable,” or “unacceptable” is assigned to each district and school. Evaluation is driven by individual districts; it is unclear what the evaluation process entails.</p> <p>The Texas Education Agency website includes a <a href="#">webpage</a> dedicated to resources that districts can use to provide safe and healthy schools for all students.</p> <p>Sources:  <a href="http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.39.htm#39.051">http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.39.htm#39.051</a>  <a href="http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/">http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/</a>  <a href="http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Chapter_37_-_Safe_Schools/">http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Chapter_37_-_Safe_Schools/</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>Utah</b></p>	<p>In Utah’s state accountability system for alternative or special-needs schools, school climate is worth 10 percent of a school’s composite score. These schools earn points if they are collecting data to evaluate school climate and using results to inform efforts to improve climate.</p> <p>No other information about school climate or engagement is available on the Utah State Office of Education website.</p> <p>Source:  <a href="http://www.schools.utah.gov/law/Administrative-Rules/Process/R277497.aspx">http://www.schools.utah.gov/law/Administrative-Rules/Process/R277497.aspx</a></p>
<p><b>Vermont</b></p>	<p>Vermont implements <b>Positive Behavioral Interventions and Supports (PBIS)</b>, a statewide effort designed to help school teams form schoolwide systems approaches to improving social and academic competence for all students. As part of this effort, schools report discipline data (e.g., referrals for disciplinary reasons, out-of-school suspensions).</p> <p>The Vermont Agency of Education provides a <a href="#">webpage</a> with resources and information that can help schools, families, and administrators improve school climate. No information on whether or how the state of Vermont is collecting school climate data is available on the agency’s website.</p> <p>Sources:  <a href="http://education.vermont.gov/safe-schools">http://education.vermont.gov/safe-schools</a>  <a href="http://education.vermont.gov/safe-schools/school-climate">http://education.vermont.gov/safe-schools/school-climate</a>  <a href="http://education.vermont.gov/safe-schools/school-climate/resources">http://education.vermont.gov/safe-schools/school-climate/resources</a>  <a href="http://education.vermont.gov/documents/edu-school-climate-13%20Dimensions.pdf">http://education.vermont.gov/documents/edu-school-climate-13%20Dimensions.pdf</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>Virginia</b></p>	<p>In the 2012–13 school year, Virginia began administering the <b>Virginia Secondary School Climate Survey</b> annually to students and educators and other specialists who work with students. The survey was conducted in grades 7 and 8 in 2013 and 2015 and in grades 9–12 in 2014, and will continue in grades 9–12 in 2016, being administered to all students in grades 9–12 or 25 randomly selected students in each grade. The survey measures student and teacher perceptions of school rules and discipline, teacher/student relationships, student engagement in school, and extents of bullying and teasing at school. This survey is a component of the state’s annual school safety audit, which school divisions are required to submit to the Virginia Center for School and Campus Safety. Schools may use results to improve school discipline and student support practices.</p> <p>In 2014, Virginia was awarded a five-year <b>School Climate Transformation grant</b>, which will expand the Positive Behavioral Interventions and Supports (PBIS) program. The PBIS approach to improving behavior and safety emphasizes consistent schoolwide rules, consequences and reinforcements for appropriate conduct, and intensive support and services for students engaging in disruptive behavior. Virginia is also a recipient of a five-year <b>Project AWARE grant</b> that will support statewide training for teachers and other public-school employees to respond to mental health issues in children and youth, and that will connect students with appropriate community- and school-based services.</p> <p>Sources:  <a href="http://www.doe.virginia.gov/statistics_reports/school_climate/index.shtml">http://www.doe.virginia.gov/statistics_reports/school_climate/index.shtml</a>  <a href="http://www.doe.virginia.gov/administrators/principals_memos/2016/1001-16.shtml">http://www.doe.virginia.gov/administrators/principals_memos/2016/1001-16.shtml</a>  <a href="http://www.dcjs.virginia.gov/vcss/audit/student/">http://www.dcjs.virginia.gov/vcss/audit/student/</a>  <a href="http://www.doe.virginia.gov/news/news_releases/2014/10_oct17_gov.shtml">http://www.doe.virginia.gov/news/news_releases/2014/10_oct17_gov.shtml</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>Washington</b></p>	<p>Washington administers the <b>Healthy Youth Survey (HYS)</b> statewide to approximately 200,000 students, in grades 6, 8, 10, and/or 12, every two years. The survey measures health-risk behaviors that contribute to morbidity, mortality, and social problems among youth. These behaviors include alcohol, tobacco, and other drug use; behaviors that result in unintentional or intentional injuries (e.g., violence); dietary behaviors; and related risk and protective factors. HYS results help schools to identify conditions that impact student learning and overall school climate, and to make evidence-based decisions that can lead to positive academic outcomes.</p> <p>In 2014, Washington was awarded a five-year <b>Project AWARE grant</b>, which will fund activities in three districts including building and expanding the capacity of the state and districts to make schools safer, improving school climate, increasing awareness of mental health issues among youth, and providing training for school personnel and other adults on detecting and responding to mental health issues in children and youth. From the State of Washington Office of Superintendent of Public Instruction website, it is unclear how school climate will be assessed.</p> <p>Sources:  <a href="http://www.k12.wa.us/safetycenter/HealthyYouthSurvey/default.aspx">http://www.k12.wa.us/safetycenter/HealthyYouthSurvey/default.aspx</a>  <a href="http://www.k12.wa.us/Communications/PressReleases2014/AWARE_Grant.aspx">http://www.k12.wa.us/Communications/PressReleases2014/AWARE_Grant.aspx</a>            (Project AWARE)  <a href="http://www.k12.wa.us/StudentDiscipline/BestPractice/default.aspx">http://www.k12.wa.us/StudentDiscipline/BestPractice/default.aspx</a> (includes a school climate resource)</p>

State	School Climate and Stakeholder Engagement Findings
<p><b>West Virginia</b></p>	<p>The West Virginia Department of Education (WVDE) offers the <b>West Virginia School Climate Surveys for students, school staff, and parents</b>. The surveys are used to solicit information about learning and teaching environments, health and well-being of students, and supports for parents, school staff, and students. Such information can help schools build a commitment to school climate/culture improvement.</p> <p>Additionally, biennially, as part of the <b>Youth Risk Behavior Surveillance System</b> developed by the Centers for Disease Control and Prevention, WVDE surveys high school students on six types of health-risk behaviors that contribute to the leading causes of death and disability among youth and adults.</p> <p>West Virginia was a recipient of a <b>Safe and Supportive Schools (S3) grant</b> from 2010 to 2014. As part of the S3 initiative, WVDE administered surveys to students, families, and school staff in 18 participating districts. The surveys were intended to measure factors related to student engagement, school safety, and learning environment. They included the <b>West Virginia School Climate Survey</b> and the <b>Health Education Assessment Project (HEAP)</b>. A new survey was subsequently created, with HEAP used only for comparison purposes. Survey data, as well as incident data collected by the state, were used to annually compile a school safety score for each school in the participating district, choose evidence-based programmatic interventions, and improve school climate.</p> <p>West Virginia is a recipient of a <b>Project AWARE grant</b>.</p> <p>Sources:  <a href="http://wvde.state.wv.us/healthyschools/wvscs/">http://wvde.state.wv.us/healthyschools/wvscs/</a>  <a href="https://safesupportivelearning.ed.gov/state-profiles/west-virginia">https://safesupportivelearning.ed.gov/state-profiles/west-virginia</a></p>

State	School Climate and Stakeholder Engagement Findings
<p><b>Wisconsin</b></p>	<p>Wisconsin administers two school climate surveys:</p> <ul style="list-style-type: none"> <li>• the <b>Characteristics of Successful Schools Survey</b> for school staff, to collect perception data on current school strengths and needs, and</li> <li>• <b>School Climate Surveys</b> for students in grades 3–12.</li> </ul> <p>Additionally, Wisconsin administers the <b>Youth Risk Behavior Survey</b> as part of the Youth Behavior Surveillance System developed by the Centers for Disease Control and Prevention.</p> <p>Wisconsin was a recipient of a <b>Safe and Supportive Schools (S3) grant</b> from 2010 to 2014. As part of the S3 initiative, the state administered a <b>student survey</b> in 19 districts. The student survey, consisting of items from the Youth Risk Behavior Survey and an additional S3 survey component, measured factors related to student engagement, school safety, and learning environment. Survey data, as well as incident data collected by the state, were used to annually compile a school safety score for each school, choose evidence-based programmatic interventions, and improve school climate.</p> <p>Wisconsin is a recipient of <b>School Climate Transformation</b> and <b>Project AWARE grants</b>.</p> <p>Sources:  <a href="http://dpi.wi.gov/statewide-system-of-support/surveys">http://dpi.wi.gov/statewide-system-of-support/surveys</a>  <a href="https://safesupportivelearning.ed.gov/state-profiles/wisconsin">https://safesupportivelearning.ed.gov/state-profiles/wisconsin</a></p>
<p><b>Wyoming</b></p>	<p>The Wyoming Department of Education has a <a href="#">webpage</a> dedicated to health and safety, including information on health and safety programs and relevant links and resources. It does not include any resources, such as a survey, that are specific to school climate or to the improvement of school climate.</p> <p>Source:  <a href="http://edu.wyoming.gov/in-the-classroom/health-safety/">http://edu.wyoming.gov/in-the-classroom/health-safety/</a></p>