

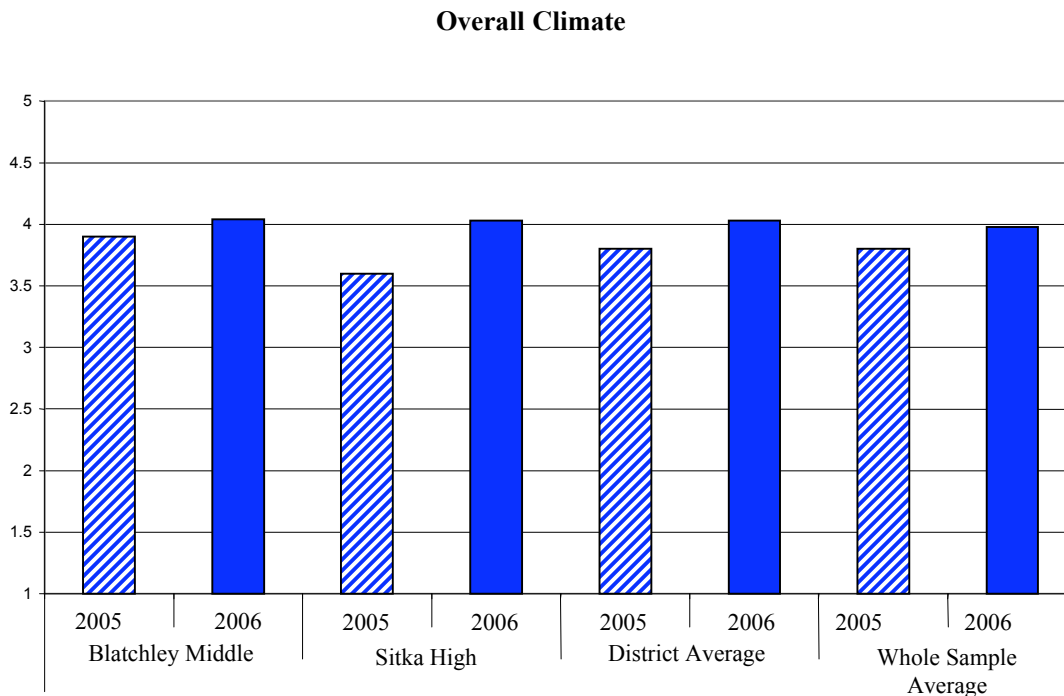
STAFF RESULTS BY SCALE

Items for the staff version of this survey were written or selected to represent different facets of “school climate.” Some items reflect staff perspectives on student experiences, and some directly assess the conditions for teaching and working within the school. Each item was a statement and the staff members had 5 options from which to indicate how strongly they agreed or disagreed with that statement. The answer options ranged from strongly disagree (1) to strongly agree (5). The identified scales were School Leadership and Involvement, Staff Attitudes, Student Involvement, Respectful Climate, School Safety, Parent and Community Involvement, Student Delinquency, and Drug and Alcohol Use. In addition, an Overall Climate scale score was produced to provide a broader picture of how a district or school is doing in the domains assessed by the survey.

Each of these scales will be discussed in turn below. Note that results are reported at the district and full sample level only due to the small number of participants from each individual school.

Overall Climate

Staff Overall Climate was computed as the mean of 6 scales: School Leadership, Respectful Climate, Staff Attitudes, Parent and Community Involvement, Student Involvement, and School safety, plus reverse-coded Student Delinquency and Drug and Alcohol Use scores.



School Leadership and Involvement

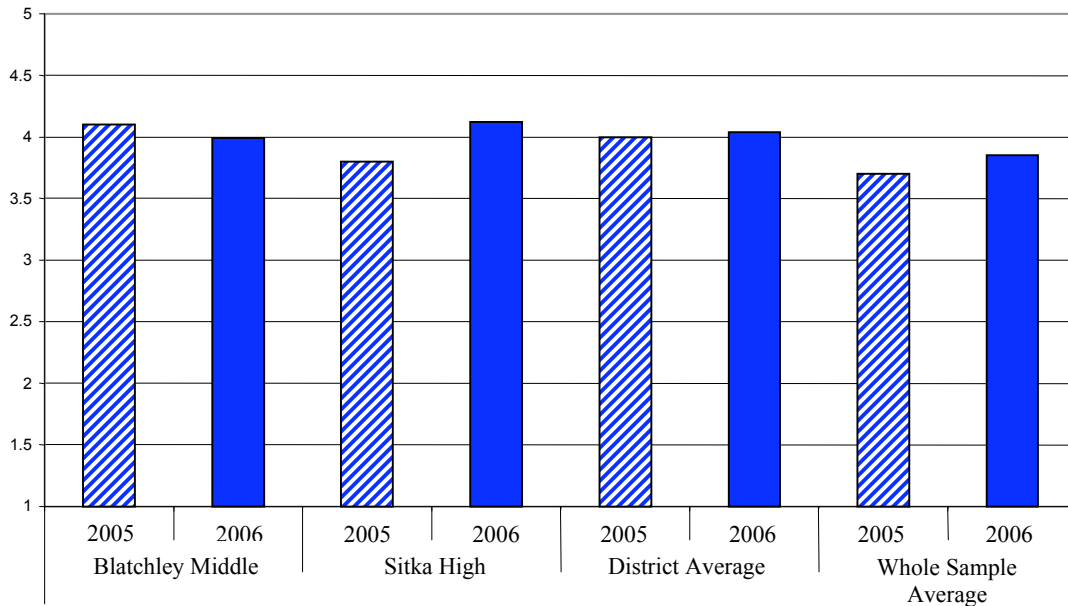
This scale reflects staff members' feelings about the decision making of school leaders as well as the fairness of school rules. The items comprising this scale (and the scale's reliability) are as follows.

Factor 1: School leadership and Involvement ($\alpha = .90$)

- 31. I am satisfied with my involvement with decision-making at this school
- 35. School staff members have a lot of informal opportunities to influence what happens here
- 38. The principal asks students about their ideas
- 37. The work rules at this school are fair
- 32. When students break rules, they are treated fairly
- 9. At school, decisions are made based on what is best for students
- 15. The principal and other leaders in this school make good decisions
- 18. The principal looks out for the personal welfare of school staff members
- 12. I trust the principal will keep his or her word

Staff members selected responses between 1 and 5 where 1 indicates a low level of school leadership and 5 indicates a high level of school leadership.

School Leadership and Involvement



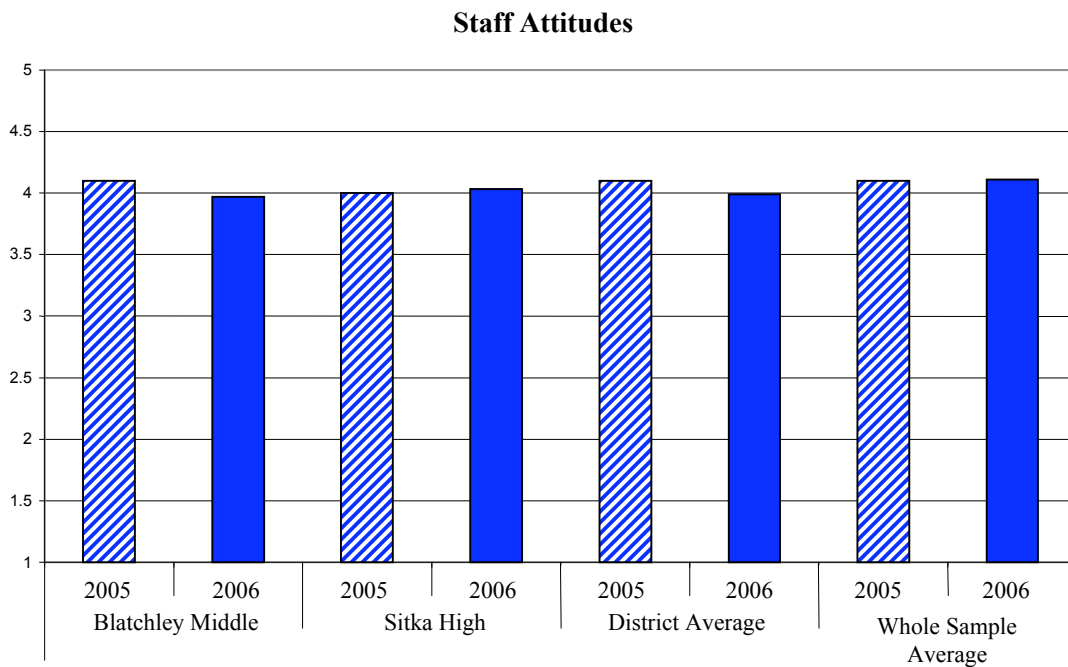
Staff Attitudes

This scale reflects staff members' feelings about the competence of teachers as well how positive their attitudes are towards their jobs. The items comprising this scale (and the scale's reliability) are as follows.

Factor 2: Staff attitudes ($\alpha = .83$)

- 21. Teachers here set high standards for themselves
- 22. In this school, staff members have a "can do" attitude
- 29. Teachers here are nice people
- 10. The teachers in this school are good at their jobs
- 25. Teachers and staff believe that *all* students can do good work

Staff members selected responses between 1 and 5 where 1 indicates more negative staff attitudes and 5 indicates highly positive staff attitudes.



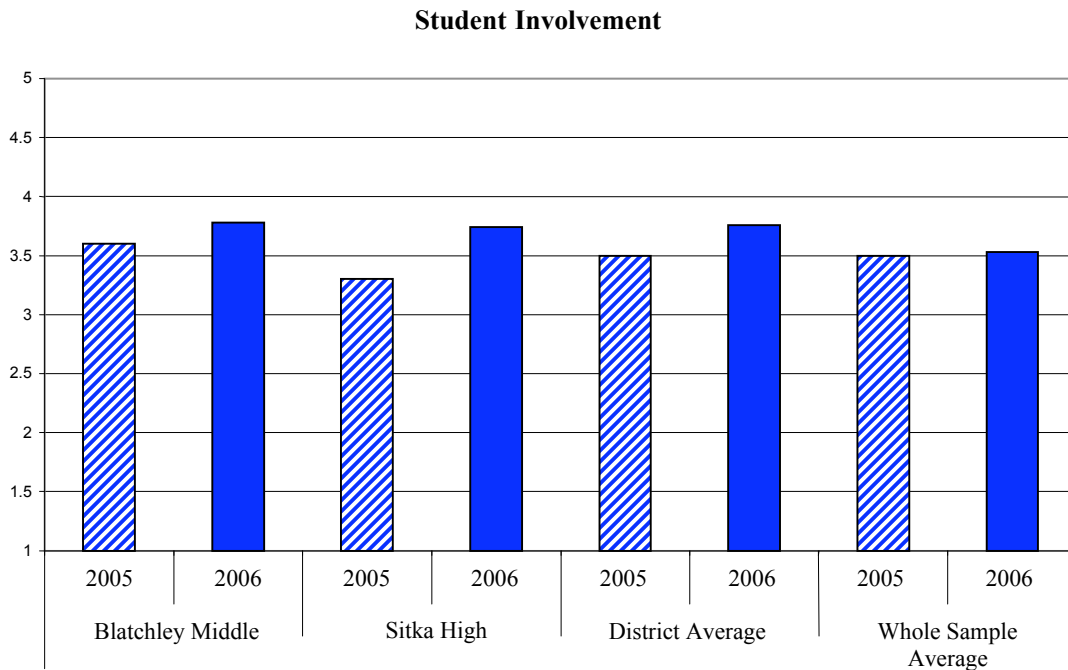
Student Involvement

Reported in this section are results about the staff experience of student involvement at the school. This scale reflects staff members' feelings about how involved students are in the decision making process. The items comprising this scale (and the scale's reliability) are as follows.

Factor 3: Student involvement ($\alpha = .75$)

- 23. Students are involved in helping to solve school problems
- 20. In this school, students are given a chance to help make decisions
- 38. The principal asks students about their ideas

Staff members selected responses between 1 and 5 where 1 indicates a low level of student involvement and 5 indicates a high level of student involvement.



Respectful Climate

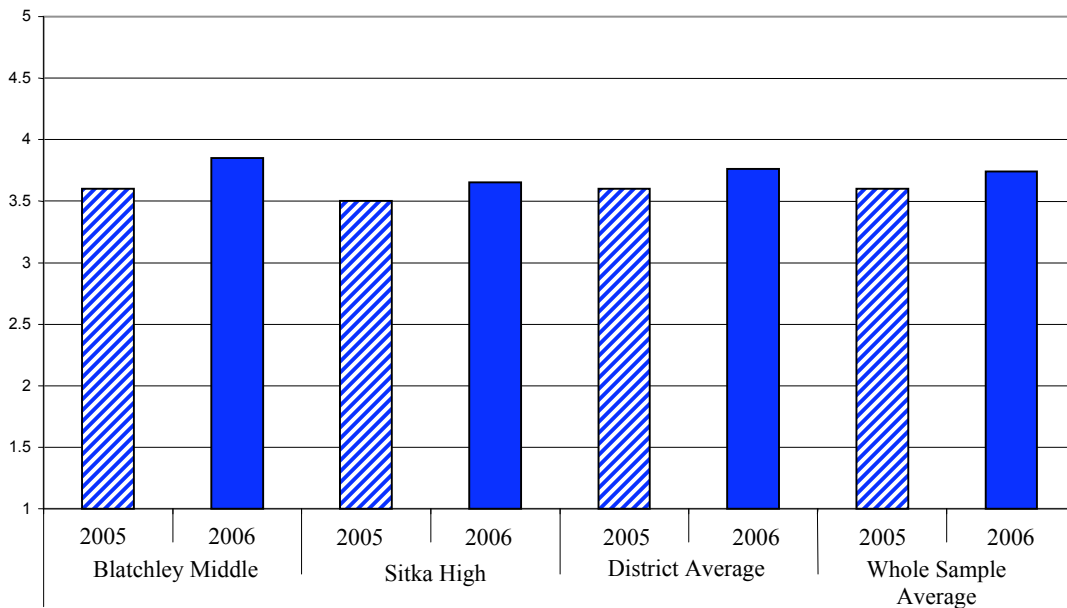
This scale reflects staff members' feelings about how students treat each other and how well students and staff members treat one another. The items comprising this scale (and the scale's reliability) are as follows.

Factor 4: Respectful climate ($\alpha = .77$)

- 7. Students in this school help each other, even if they are not friends
- 11. Teachers and students treat each other with respect in this school
- 6. At this school, students and teachers get along really well
- 14. Students in this school treat each other with respect
- 16. The students in this school don't really care about each other (reverse scored)

Staff members selected responses between 1 and 5 where 1 indicates a low level of respect and 5 indicates a high level.

Respectful Climate



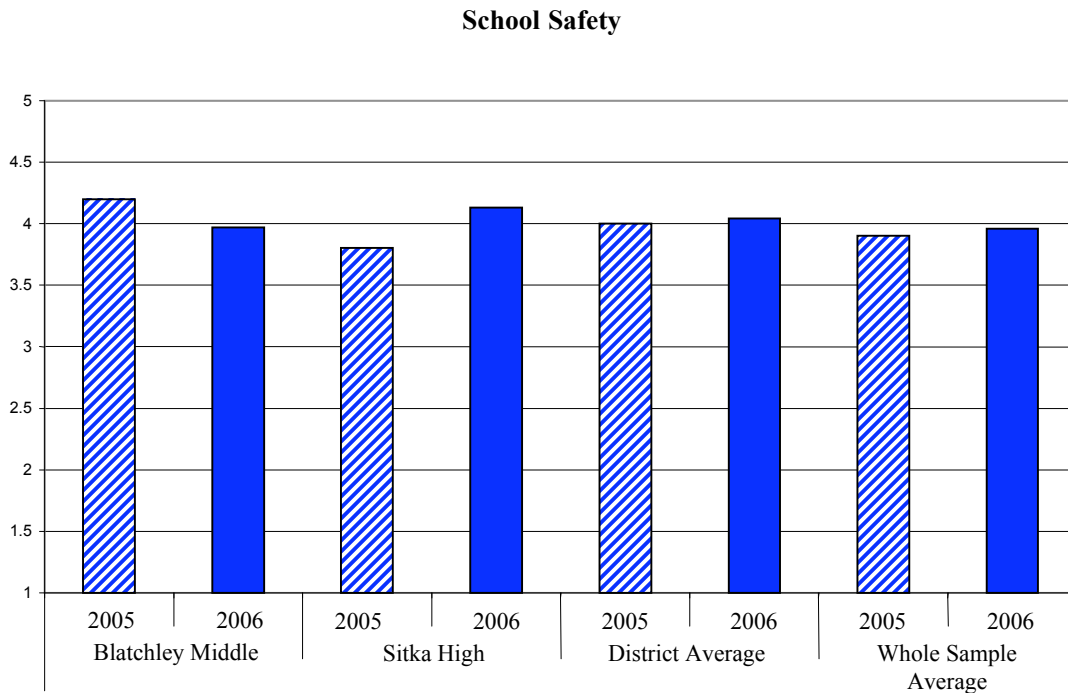
School Safety

This scale reflects staff members' feelings about impact of gangs and bullies as well as general violence in the community. The items comprising this scale (and the scale's reliability) are as follows.

Factor 5: School safety ($\alpha = .73$)

- 34. Bullies or gang members make this school dangerous (reverse scored)
- 30. This school is badly affected by crime and violence in the community (reverse scored)
- 36. Crime and violence are or should be major concerns at this school (reverse scored)
- 28. This school is being ruined by youth gangs or bullies (reverse scored)
- 26. I feel safe at my school

Staff members selected responses between 1 and 5 where 1 indicates a low level school safety and 5 indicates a high level of school safety.



Parent and Community Involvement

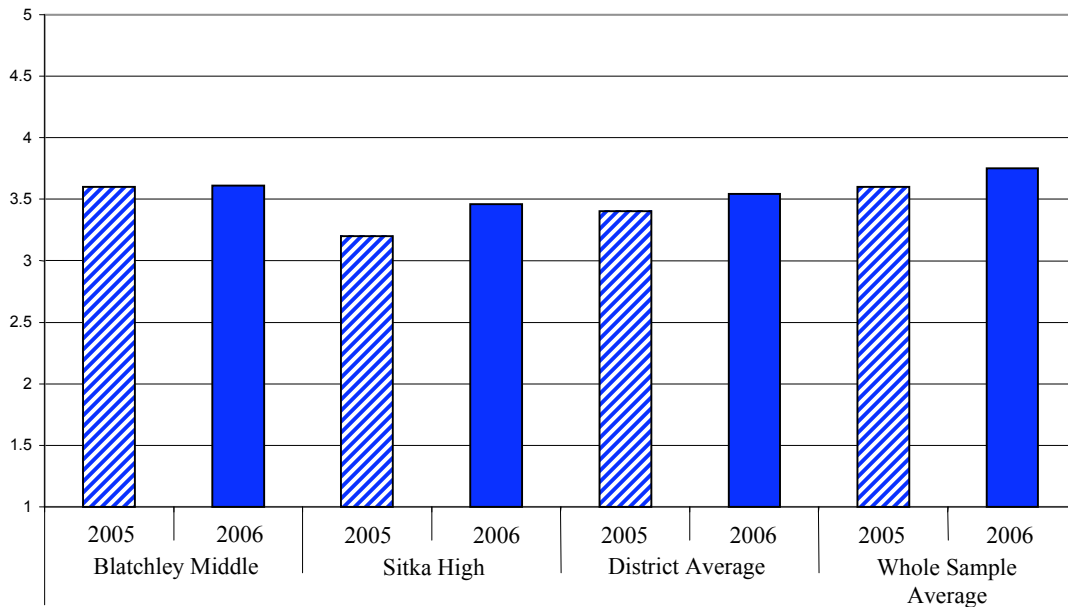
This scale reflects staff members' feelings about the how accessible the school is for parents as well as how connected adults in the community are to the school. The items comprising this scale (and the scale's reliability) are as follows.

Factor 6: Parent and community involvement ($\alpha = .65$)

- 8. This school fails to involve parents in most school events or activities (reverse scored)
- 13. At this school it is difficult to overcome the cultural barriers between teachers and parents (reverse scored)
- 17. The school is a welcoming and inviting place for parents
- 19. Adults in the community encourage youth to take school seriously
- 24. Adults in the community know what goes on inside schools

Staff members selected responses between 1 and 5 where 1 indicates a low level of parent and community involvement and 5 indicates a high level of parent and community involvement.

Parent and Community Involvement



Risk Behaviors

School staff responded to the same set of eight items pertaining to Risk Behaviors that the students were presented:

At your school or at school events, how often have *you personally* seen students do these things over the past 12 months:

39. Under the influence of drugs (marijuana, coke, crack)
40. Under the influence of alcohol (beer/wine/liquor)
41. Destroy things (vandalism)
42. Get into fights
43. Steal things
44. Threaten or bully
45. Under the influence of inhalants (sniffing glue, paints, or aerosol sprays)
46. Carry weapons

Response categories are:

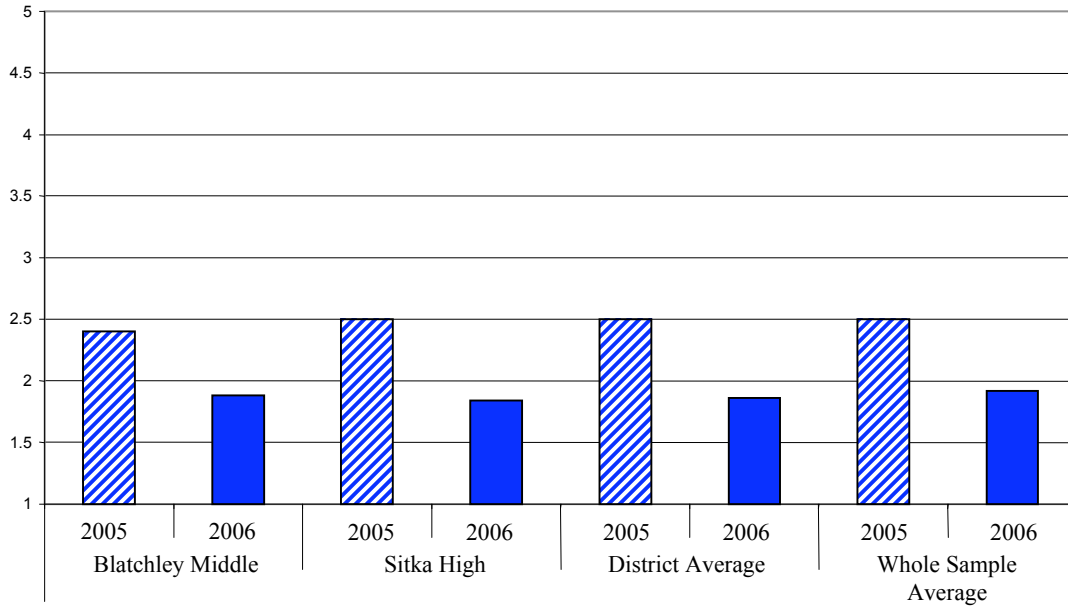
- 1 = 0 times
- 2 = 1–2 times
- 3 = 3–6 times
- 4 = 7–12 times
- 5 = 12 or more times

For staff members, neither the weapons nor the inhalant use items had sufficient variance to scale with the other items, and were dropped from analyses. The items in the Risk Behaviors section broke out into two separate scales: delinquency and drug/alcohol use.

Student Delinquent Behaviors ($\alpha = .82$)

- 42. Get into fights
- 44. Threaten or bully
- 41. Destroy things (vandalism)
- 43. Steal things
- 46. Carry weapons

Student Delinquent Behaviors



Student Drug and Alcohol Use ($\alpha = .74$)

40. Under the influence of alcohol (beer/wine/liquor)

39. Under the influence of drugs (marijuana, coke, crack)

45. Under the influence of inhalants (sniffing glue, paints, or aerosol sprays)

Student Drug and Alcohol Use

