The West Virginia School Climate Index

A Measure of School Engagement, Safety, and Environment

West Virginia Department of EDUCATION
Office of Research
Division of Curriculum and Instruction

West Virginia Board of Education
2011-2012

L. Wade Linger Jr., President
Gayle C. Manchin, Vice President
Robert W. Dunlevy, Secretary

Michael I. Green, Member
Priscilla M. Haden, Member
Lloyd G. Jackson II, Member
Lowell E. Johnson, Member
Jenny N. Phillips, Member
William M. White, Member

Brian E. Noland, Ex Officio
Chancellor
West Virginia Higher Education Policy Commission

James L. Skidmore, Ex Officio
Chancellor
West Virginia Council for Community and Technical College Education

Jorea M. Marple, Ex Officio
State Superintendent of Schools
West Virginia Department of Education

The West Virginia School Climate Index

A Measure of School Engagement, Safety, and Environment

Andy Whisman, Ph.D.

West Virginia Department of EDUCATION
Office of Research
Division of Curriculum and Instruction

West Virginia Department of Education
Division of Curriculum and Instructional Services
Office of Research
Building 6-Room 722 State Capitol Complex
1900 Kanawha Boulevard East
Charleston, WV 25305
http://wvde.state.wv.us/

September 2011

Jorea M. Marple
State Superintendent of Schools
West Virginia Department of Education

Robert Hull
Associate Superintendent
West Virginia Department of Education

Larry J. White
Executive Director
Office of Research

Suggested Citation

Whisman, S.A. (2011). *The West Virginia School Climate Index: A measure of school engagement, safety, and environment*. Charleston, WV: Author, Division of Curriculum and Instructional Services, Office of Research.

Content Contact

Andy Whisman
Coordinator, Office of Research
swhisman@access.k12.wv.us

Abstract

The WV School Climate Index is a multidimensional measure developed by the WVDE Office of Research and Office of Healthy Schools as part of the Safe and Supportive Schools grant program (S3). The index was developed in alignment with a model put forth by the U.S. Department of Education, Office of Safe and Healthy Students (OSHS). The OSHS based its model on a synthesis of available research and expert and stakeholder opinion, which point to school climate consisting of three primary domains, each consisting of corresponding subdomains (in italics) as follows:

- **Engagement**—the quality of *relationships*, including *respect for diversity*, among students, staff and families; the level of *school participation* and involvement by families, staff, and students in school activities; and efforts by schools to *connect* with the larger community.
- **Safety**—the *physical* and *emotional* security of the school setting and school-related activities as perceived, experienced, and created by students, staff, families, and the community. The *use and trade* of illicit *substances* in the school setting and during school-related activities also is included in this domain.
- **Environment**—the physical and mental health supports available that promote student *wellness*, the *physical* condition of school facilities, the *academic environment*, and the *disciplinary* tone of the school—i.e., the fairness and adequacy of disciplinary procedures.

The WV School Climate Index—derived from 20 indicators drawing from student and staff survey data and selected discipline incident data reported in the West Virginia Education Information System (WVEIS)—provides (a) an overall measure of school climate that measures all domains and subdomains in the OSHS model; (b) a straightforward, easily understood scale that can be readily interpreted by those working to improve school climate; and (c) information about component parts of the index to help schools rapidly identify areas for programmatic interventions. The measure is a requirement of the S3 program, which awarded WVDE a grant in 2010.

To date, the WV School Climate Index has been deployed in 42 high schools in 18 counties that are part of West Virginia's S3 grant program. This Office of Research publication fulfills West Virginia's obligation to publicly document the composition of the index.

Table of Contents

Abstract iii

Introduction 1

Setting the Stage: The Safe and Supportive School Climate Model 2

The West Virginia School Climate Index 3

Developing an Overall Measure of School Climate 3

School Climate Measured on a Straightforward, Easily Understood Scale 4

Making Use of Component Parts of the Index 6

Summary 9

References 10

Appendix A: WV School Climate Index Indicators 11

Appendix B: WV School Climate Indicator Scores 17

Appendix C: School Climate Indicator Scores for an Example West Virginia High School 27

Appendix D: WV School Climate Indicator Measure Data for an Example West Virginia High School 29

List of Figures

Figure 1. Proposed Federal Model for Measuring School Climate 2

Figure 2. School Climate Indicator Scores for One West Virginia High School 7

List of Tables

Table 1. Stanine Scoring 5

Table 2 . Domains, Subdomains, and Indicators Comprising the WV School Climate Index (WVSCI) 11

Table 3. Indicators Comprising the WV School Climate Index (WVSCI) with Corresponding Measures 12

Table 4. Overall WV School Climate Index Scores by School 17

Table 5. WV School Climate Index Indicator Scores by School: Engagement Domain and Subdomains; and Safety Domain and Emotional Safety Subdomains 18

Table 6. WV School Climate Index Indicator Scores by School: Safety Domain Continued—Physical Safety and Substance Use Subdomains 21

Table 7. WV School Climate Index Indicator Scores by School: Environment Domain and Subdomains 24

Table 8. WV School Climate Indicator Measure Data for an Example High School. 29

Introduction

The West Virginia Department of Education, Office of Healthy Schools, was among 11 state educational agencies (SEAs) that competed successfully in 2010 for the federal Safe and Supportive Schools discretionary grant program. Safe and Supportive Schools, or S3, is sponsored to "support statewide measurement of, and targeted programmatic interventions to improve, conditions for learning in order to help schools improve safety and reduce substance use" (U.S. Department of Education, n.d.). The S3 program is targeted at school climate conditions at the high school programmatic level.

Each year, state S3 grantees are required to publish a *school safety score* for each school selected to implement programmatic interventions (i.e., S3 *intervention schools)*[1]. For all other schools (i.e., *control schools*) located in participating local education agencies (LEAs; i.e., county school districts), grantees are required to publish school safety scores during the first and final years of the project period. Additionally, within the first 12 months of the project period, each state S3 grantee is required to "post the formula used to generate the school safety scores on the internet in a manner easily accessible to the public" (Overview Information; Safe and Supportive Schools, 2010). This report is intended to satisfy this specific requirement.

The school safety score was federally defined to mean "a figure calculated with a formula, developed by the State in consultation with LEAs and applied uniformly to all eligible schools in participating LEAs within the State, that uses both the survey data and incident data collected by a measurement system, and that facilitates school comparisons" (Overview Information; Safe and Supportive Schools, 2010). In West Virginia, *incident data* refers to violations of the student code of conduct and corresponding disciplinary actions as reported into the West Virginia Education Information System (WVEIS). At a minimum, a single safety score must be published for each school to satisfy the federal program requirements. Furthermore, this score should facilitate school-to-school comparisons so that State grantees can easily identify schools most in need of programmatic interventions. However, a system of *subscores* may be derived to increase transparency or monitor progress in a variety of areas related to conditions for learning. Finally, it was communicated that any data source used in the safety score in the initial S3 grant year must be used throughout the life of the grant.

The phrase *school safety score* connotes physical and emotional safety of students and staff, which is a narrower focus than this score is intended to represent. As cited above, the S3 program is to support measurement of, and interventions to improve, *conditions for learning*, which involves much more than safety. For this reason, West Virginia has joined other grantee states in referring to the safety score as a *school climate score* or *index* and, as such, this report describes the development and substance of the West Virginia School Climate Index (WVSCI).

---

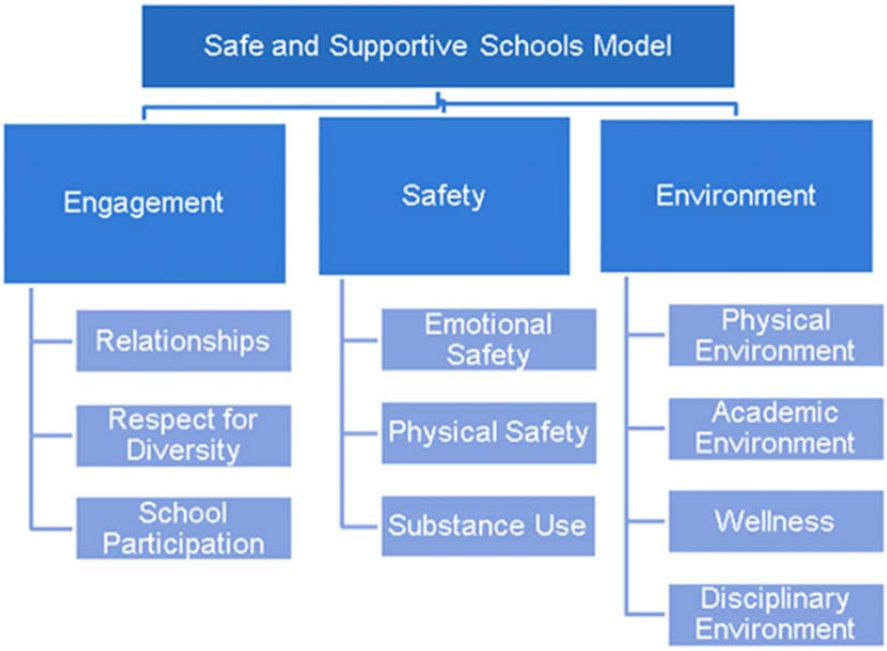
[1] Initially, in West Virginia there were 23 intervention schools and 25 control schools; however, due to lack of responsiveness to survey participation among a small group of schools, only 22 intervention schools and 20 control schools had sufficient data with which to calculate the school climate index. This is the group of 42 schools mentioned later in this report with regard to setting stanine scores for the WV School Climate Index.

Setting the Stage: The Safe and Supportive School Climate Model

Based on a synthesis of available research and expert and stakeholder opinion, the U.S. Department of Education, Office of Safe and Healthy Students (OSHS) put forth a model for school climate measurement to support the Safe and Supportive Schools program (Figure 1). In the proposed model, school climate consists of three primary domains, each consisting of corresponding subdomains (in italics) as follows:

- **Engagement**—the quality of *relationships*, including *respect for diversity*, among students, staff and families; the level of *school participation* and involvement by families, staff, and students in school activities; and efforts by schools to *connect* with the larger community.
- **Safety**—the *physical* and *emotional* security of the school setting and school-related activities as perceived, experienced, and created by students, staff, families, and the community. The *use and trade* of illicit *substances* in the school setting and during school-related activities also is included in this domain.
- **Environment**—the physical and mental health supports available that promote student *wellness*, the *physical* condition of school facilities, the *academic environment*, and the *disciplinary* tone of the school—i.e., the fairness and adequacy of disciplinary procedures.

Figure 1. Proposed Federal Model for Measuring School Climate



U.S. Department of Education (n.d.). Safe and Supportive Schools [Program Page]. Washington, DC: Author, Office of Safe and Healthy Students. Retrieved from www2.ed.gov/programs/safesupportiveschools.

The West Virginia School Climate Index

In complying with the federal requirement of a single school safety score, West Virginia put forth several conditions for the development of the school climate index. These conditions included (a) creating an index that provides an overall measure of school climate tapping all domains and subdomains in the OSHS model (Figure 1) by synthesizing data from multiple sources; (b) developing a straightforward, easily understood scale that can be readily interpreted by those engaged in school climate improvement; and (c) providing information about component parts of the index to enable identification of specific school climate issues in need of intervention.

Developing an Overall Measure of School Climate

The federal specifications for constructing a school climate measure required the use of both survey data and incident data. The West Virginia School Climate Index (WVSCI) draws from three primary data sources. The first two were versions of the *WV School Climate Survey*—one for students and the other for staff—adapted from the California Healthy Kids Survey (WestEd, n.d.[a]) and the California School Climate Survey (WestEd, n.d.[b]). The third was the WVEIS discipline module into which violations of the WV Student Code of Conduct and corresponding disciplinary actions are entered.

Selection of specific data items for inclusion in the index began by cross-walking West Virginia's three primary data sources against the data sources reported in *Indicators of School Crime and Safety: 2010*, an annual publication used to assess the status of school crime and safety nationally (Robers, Zhang, & Truman 2010). The cross-walk ensured that the WVSCI incorporated indicators similar to those monitored on a national level, including physical and emotional safety, substance use, and the disciplinary environment subdomains of the S3 school climate model. Next, survey and incident data items were mapped to the remaining domains in the school climate model—in the end selecting twenty indicators for the index (Table 2, page 11).

With few exceptions, multiple measures were used to ensure comprehensive treatment of each indicator; further, many measures were constructed using multiple data items. As an example, the indicator *Bullying at School and Cyber-Bullying Anywhere* consists of four measures:

- Aggregate percentage of students who report never having been harassed or bullied on school property for any reason in the past 12 months;
- Aggregate percentage of students who report not having had other students spread rumors or lies about them on the internet at least once in the past 12 months;
- Percentage of staff who report insignificant or mild problems with harassment or bullying among students; and
- Percentage of students who report insignificant or mild problems with harassment or bullying among students.

The first of these measures was derived from six distinct item responses to a question about bullying and harassment on the student survey, as follows:

During the past 12 MONTHS, how many times ON SCHOOL PROPERTY were you harassed or bullied because of

- *Your race, ethnicity, or national origin*
- *Your religion*
- *Your gender (being male or female)*
- *Because you are gay or lesbian or someone thought you were*
- *A physical or mental disability*
- *Any other reason*

Of interest in this measure was bullying or harassment *for any reason*, and the measure is stated from an asset-based perspective, that is the "...percentage of students who report *never having been* harassed or bullied..." As such, the measure represents the aggregate percentage of students' responses indicating that they had been harassed or bullied "0 times" for each of the reasons listed. This process of aggregating distinct data items into measures, then aggregating measures into more comprehensive indicators led to the overall school climate index composed of 20 indicators, consisting of 56 measures, drawing from 87 distinct survey or incident data items (Table 3, page 12).

School Climate Measured on a Straightforward, Easily Understood Scale

To meet the condition that the WVSCI be constructed on a straightforward, easily understood scale, a process described by Bobbitt, Green, Candura, and Morgan (2005) was used. This process involved calculating standardized scores for each measure of the 20 school-level indicators, then assigning them stanine (standard nine) scale scores. Stanines are a well-established type of scale score and have been used in standardized tests and other assessment protocols. By using stanine scale scoring, the resulting index scores could range from 1 to 9, with 9 representing the most positive or desirable school climate conditions. Also, scores can be interpreted as *above average* (scores from 7 to 9), *average* (scores from 4 to 6), or *below average* (scores from 1 to 3) relative to how each school compared to all schools combined (Table 1, page 5). Within each of these ranges, point-specific definitions provide more precise assessments of conditions. When planning for school climate improvement, addressing indicators with lower scores is usually a good starting point.

Stanine scoring was based first on standardizing school-level rates on each of the indicator measures relative to the aggregated rates for all 42 schools for which complete data were available (see footnote 1, page 1, for more information about these schools). Standardizing was accomplished with the following formula:

$$\frac{\text{(Individual School Rate)} - \text{(Combined Schools Rate)}}{\text{(Standard Deviation among all Schools)}}$$

Once standardized scores were obtained, stanines were assigned to each measure based on the value of its standardized score in accordance with Table 1. For example, in one WV high school, 33.79% of students agreed or strongly agreed that students are treated fairly when they break school rules, while the rate for all 42 schools combined was 24.78%. The standard

deviation among all schools was 8.71%. Plugging these values into the formula above yields a standardized indicator measure score of 1.03 as follows:

$$\frac{33.79\% - 24.78\%}{8.71\%} = 1.03$$

Table 1 contains the stanine corresponding to this standardized score, which is 7. The school in this example can be viewed as performing at an *above average* level on this indicator measure or, more specifically, as *considerably above average*.

It is important to note that indicator measures derived from survey data were constructed to reflect positive statements about school climate conditions. That is, measures were stated in terms of students who report *never having* experienced violence, threats, and the like; who report problems to be *insignificant or mild*; having been treated *fairly*; and so on. The rationale was to place emphasis on favorable or desirable school climate conditions. For measures derived from incident data it was difficult to apply this logic. As a result measures based on WVEIS incident data were stated in more negative terms (e.g., rate of physical fights at school in the past 12 months), but the application of stanine scores was inversed to assure consistency in direction of the resulting index scores.

Table 1. Stanine Scoring

Standardized Score	Stanine	Point-Specific Interpretation	General Interpretation
>= 1.75	9	Very Superior	Above Average
1.25 to 1.749	8	Superior	
0.75 to 1.249	7	Considerably Above Average	
0.25 to 0.749	6	Slightly Above Average	Average
–0.25 to 0.249	5	Average	
–0.75 to –0.249	4	Slightly Below Average	
–1.25 to –0.749	3	Considerably Below Average	Below Average
–1.75 to –1.249	2	Poor	
<= –1.75	1	Very Poor	

Each WVSCI indicator consisted of one to eight measures (Table 2, page 11). Bobbitt and colleagues (2005) point out that indicators comprising comparatively more measures would be disproportionately represented if each measure was uniquely and equally treated in the calculation of an overall index. To compensate for any potential over- or underrepresentation on the basis of the number of measures used to construct each indicator, scores for each indicator were calculated simply by averaging stanine scale scores for each of its corresponding measures. Likewise, the overall school climate index score was derived for each school by averaging the twenty indicator scores (Table 4, page 17). On the 9-point stanine scale, overall school climate index scores ranged from 3.11 to 5.86 among S3 intervention schools, and from 3.60 to 6.51

among control schools. These scores correspond to considerably below to slightly above average conditions across the 42 schools. Index scores for the twenty indicators for each school are provided (See Table 5 through Table 7, beginning on page 18). Note that since the primary intent herein is to describe the derivation of the school climate index, school identities have been suppressed.

Despite ensuring that each indicator carried equal weighting in calculating overall school climate index scores, when grouped by school climate domains/subdomains it is clear there were considerably more indicators covering the safety and environment domains of the school climate model (Table 2, page 11). This was to some extent a result of these domains being disproportionately represented in the data sources from which school climate indicators were derived.

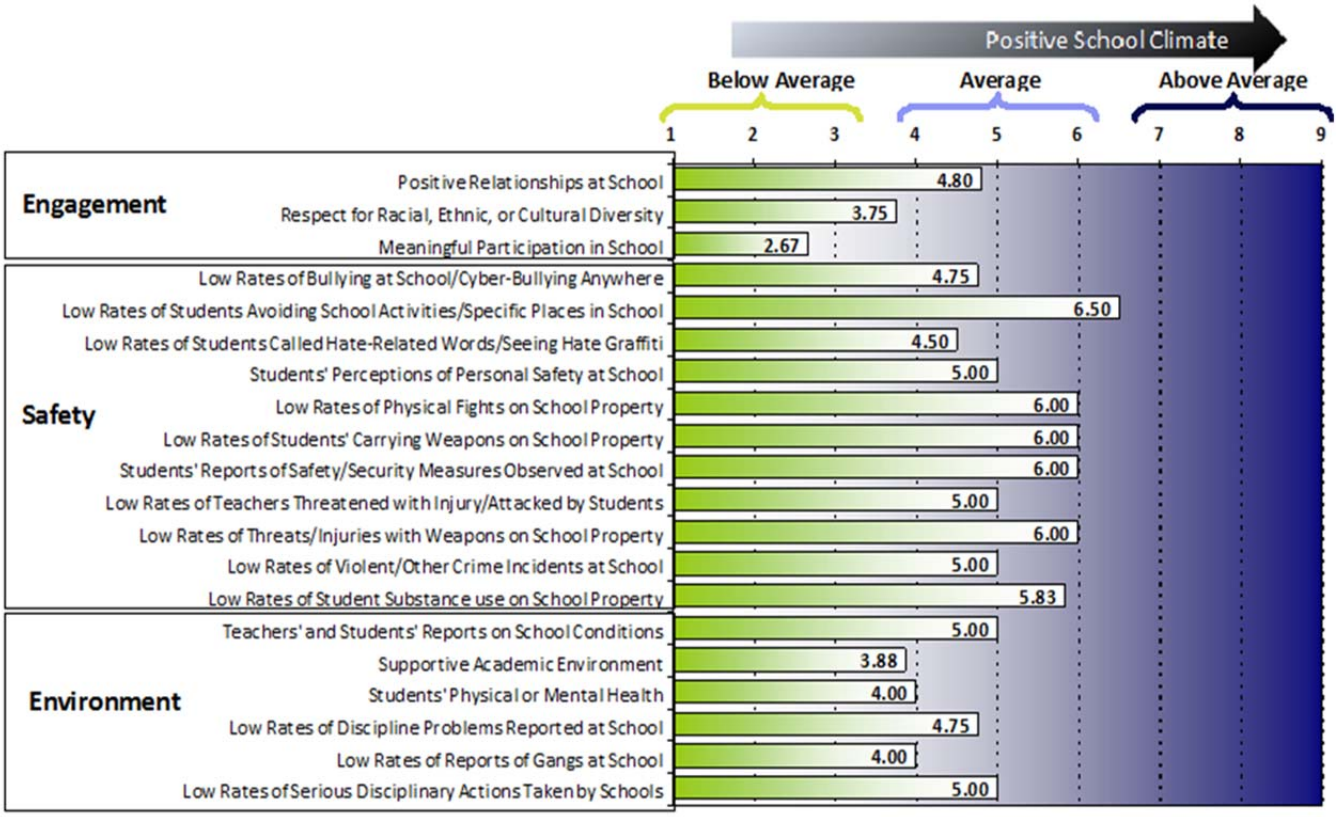
Making Use of Component Parts of the Index

To comply with the federal requirement to publish school climate scores on the Internet in a manner easily accessible to the public (Overview Information; Safe and Supportive Schools, 2010), each school was provided a one-page general summary of their school climate indicator scores to be posted on their respective district or school websites (see the example in Appendix C). These one page summaries make it possible for schools to look at individual indicator scores to detect general areas where positive or negative climate conditions exist. That the overall school climate index consists of 20 indicators made up of 56 measures, drawing from 87 survey or incident data items, also makes it possible for schools to further deconstruct indicators into their component measures and corresponding data items to discover specific issues to which interventions may be targeted.

An example West Virginia high school (Figure 2) can be used to illustrate the process. This particular school had an overall school climate index score of 4.92, which at slightly below the midpoint on the 9 point scale indicates about average school climate conditions compared to all 42 schools combined. Individual indicator scores revealed this school tended to have more positive conditions within the *Safety* domain, that is, scores of 6.0 or higher indicating lower rates of students avoiding school activities or places; lower rates of fights; lower rates of students carrying weapons and threats and injuries with weapons; and higher rates of student reports of safety and security measures observed at school (Figure 2). Within this domain only the indicators on bullying (4.75) and student reports of being called hate-related words or seeing hate-related graffiti (4.50) were slightly below the midpoint of the scale.

Conversely the school appears to struggle more in the *Engagement* and *Environment* school climate domains. Within the *Engagement* domain, this school's lowest indicator score had to do with meaningful participation at school (2.67). Measures making up this indicator (Table 8, page 29) revealed far fewer staff agreed that the school encourages opportunities for students to decide things like class activities or rules compared with all 42 schools combined (31% vs. 67%). Also, far fewer staff agreed that the school promotes personnel participation in decision-making affecting school practices and policies (23% vs. 74%). These findings suggest that this school may benefit from seeking the opinions of students and staff, and encouraging their participation in decision-making processes. Perhaps conducting additional student and staff surveys or focus groups to get their input on school rules or policies, or providing

Figure 2. School Climate Indicator Scores for One West Virginia High School



opportunities for them to vote on policy changes may enhance a sense of participating meaningfully in the school.

Another indicator within the *Engagement* domain that the school appeared to struggle with was respect for diversity. While slightly fewer students and staff reported racial/ethnic conflict to be an insignificant or mild problem at the school (75% vs. 78% for students and 88% vs. 91% for staff), a slightly larger gap was observed in the percentage of students who agreed that their class lessons include examples of their racial, ethnic, or cultural background (27% vs. 33% among all schools combined). Similarly, only 72% of staff agreed that the school fosters an appreciation of student diversity and respect for each other, nearly 10 percentage points lower than all schools combined. Even though these findings do not indicate severe problems related to racial, ethnic, or cultural diversity, they do suggest that school climate improvements may be gained by cultivating an understanding and appreciation of the diversity that does exist. The school might, for example, provide opportunities for teachers, students, and administrators to discuss the issue and explore how to tailor the curriculum to better reflect the diversity that exists, or how they can draw parallels between the current curriculum and the cultural background of students. Also, embracing and celebrating the present diversity may create a sense of inclusion and empowerment from which the school and surrounding community may benefit.

Within the *Environment* domain this school has indicator scores below the midpoint for four out of the six indicators. The lowest score related to a supportive academic environment (3.88). Specifically, compared with all 42 schools combined, lower percentages of students (38% vs. 43%) and staff (69% vs. 89%) reported the school to be a supportive and inviting place to learn. Likewise, lower percentages of staff agreed the school promotes academic success for students (69% vs. 84%). Fewer staff agreed that most or nearly all adults at the school believe every student can be a success (46% vs. 61%). These data indicate that not only do students and staff think the school is an uninviting place to learn, staff report they have somewhat modest expectations for their students' academic success. Shouse (1996) described the concept of *academic press* as the extent to which schools are driven by academically oriented goals, values, and activities, and research demonstrates a positive correlation between high academic expectations and student achievement (Lee, Smith, Perry, & Smylie, 1999). As such this particular school may benefit in terms of students' academic proficiency by increasing, and genuinely and positively expressing, their expectations for success.

Other areas within the *Environment* domain that deserve attention relate to student physical and mental health and staff and student perceptions about selected discipline problems at the school (indicator scores of 4.00 and 4.75, respectively, Figure 2). In terms of the former, more students report student depression and mental health problems to be an insignificant or mild problem, yet staff had the opposite opinion (64% vs. 75% among staff at all schools). Also, far fewer staff agreed that the school provides adequate counseling and support services for students (35% vs. 77%). This suggests the school should re-assess student behavioral health needs and its delivery of student support services, and implement improvements where needed. In terms of discipline problems, fewer students and staff report disruptive student behavior and cutting classes/truancy problems to be mild or insignificant. The school may explore alternative ways of managing these issues, as well as implementing incentives for appropriate behavior and attendance.

Finally, staff and student reports of gangs being an insignificant or mild problem at the school had an indicator score of 4.00. The rates for the specific measures making up this indicator, however, point to this school differing only marginally from all schools combined.

Determining which programmatic interventions are appropriate for any school climate issue is dependent on the particular factors contributing to the issue, which may best be determined by the students, staff, and administrators at the school. Nevertheless, as demonstrated in the discussion of findings above, by examining indicator scores and drilling down to compare response differences on the corresponding measures, schools can rapidly identify areas for programmatic interventions. Also, the interventions suggested above for the most part could be implemented relatively inexpensively. As such, it is possible that schools may reap substantial improvements in school climate with only modest investments of financial resources.

Summary

The WV School Climate Index was developed in the context of a model for school climate measurement put forth by the U.S. Department of Education, Office of Safe and Healthy Students to support its Safe and Supportive Schools Program. State grantees participating in the program were required to develop and report publicly a single "school safety" score that facilitates school comparisons. In accordance with that requirement, the West Virginia School Climate Index was developed and calculated for each of the 42 high schools in participating WV districts, 22 of which were selected to implement programmatic interventions to improve conditions for learning as they relate to school climate. The index was derived from 20 indicators drawing from student and staff survey data, and selected discipline incident data reported into the WVEIS.

References

Bobbitt, L., Green, S., Candura, L., Morgan, G. (2005). The development of a county level index of well-being. *Social Indicators Research, 73*(1), pp. 19-42.

Lee, V. E., Smith, J. B., Perry, T. E., & Smylie, M. A. (1999). Social support, academic press, and student achievement: A view from the middle grades in Chicago. Chicago Annenberg Research Project Report. Consortium on Chicago School Research.

Overview Information; Safe and Supportive Schools (2010). Notice inviting applications for new awards for fiscal year (FY) 2010, 75, *Federal Register*, 131.

Robers, S., Zhang, J., and Truman, J. (2010). *Indicators of school crime and safety: 2010* (NCES 2011-002/NCJ 230812). Washington, DC: U.S. Department of Education National Center for Education Statistics; and U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics. Retrieved from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011002.

Shouse, R. C. (1996). Academic Press and Sense of Community: Conflict and Congruence in American High Schools. Research in Sociology of Education & Socialization, 11173-202.

U.S. Department of Education. (n.d.). Safe and Supportive Schools [Program Page]. Washington, DC: Author, Office of Safe and Healthy Students. Retrieved from www2.ed.gov/programs/safesupportiveschools.

WestEd (n.d.[a]) *California healthy kids survey*. San Francisco: Author. Retrieved from chks.wested.org.

WestEd (n.d.[b]) *California school climate survey*. San Francisco: Author. Retrieved from http://cscs.wested.org.

Appendix A: WV School Climate Index Indicators

Table 2 . Domains, Subdomains, and Indicators Comprising the WV School Climate Index (WVSCI)

Domain	Subdomain	Indicator	Measures
Engagement	Relationships	Relationships at School	5
	Participation	Meaningful Participation in School	3
	Respect for Diversity	Respect for Racial, Ethnic, or Cultural Diversity	4
Safety	Emotional Safety	Bullying at School and Cyber-Bullying Anywhere	4
		Students' Perceptions of Personal Safety at School	1
		Students' Reports of Avoiding School Activities or Specific Places in School	2
		Students' Reports of Being Called Hate-Related Words and Seeing Hate-Related Graffiti	2
	Physical Safety	Physical Fights on School Property	2
		Students' Carrying Weapons on School Property	1
		Students' Reports of Safety and Security Measures Observed at School	1
		Teachers Threatened With Injury or Physically Attacked by Students	1
		Threats and Injuries with Weapons on School Property	1
		Violent and Other Crime Incidents at School	1
	Substance Use	Students' Use of Tobacco/Alcohol/Drugs on School Property	6
Environment	Physical Environment	Teachers' and Students' Reports on School Conditions	2
	Academic Environment	Supportive Academic Environment	8
	Wellness	Students' Physical or Mental Health	5
	Disciplinary Environment	Discipline Problems Reported at School	5
		Reports of Gangs at School	2
		Serious Disciplinary Actions Taken by Schools	1

Table 3. Indicators Comprising the WV School Climate Index (WVSCI) with Corresponding Measures

Domain	Subdomain	Indicator	Measure	Source	Unit	No. of data items
Engagement	Relationships	Relationships at School	Percentage of staff who report lack of respect of staff by students to be an insignificant or mild problem	Staff Survey	% of staff	1
			Percentage of staff who report most or nearly all adults at their school acknowledge and pay attention to students	Staff Survey	% of staff	1
			Percentage of staff who report most or nearly all adults at their school support and treat each other with respect	Staff Survey	% of staff	1
			Percentage of students who agree or strongly agree that they are happy to be at their school	Student Survey	% of students	1
			Percentage of students who report it is pretty much or very true that a teacher or some other adult at their school really cares about them	Student Survey	% of students	1
	Participation	Meaningful Participation in School	Percentage of staff who agree or strongly agree their school encourages opportunities for students to decide things like class activities or rules	Staff Survey	% of staff	1
			Percentage of staff who agree or strongly agree their school promotes personnel participation in decision making that affects school practices and policies	Staff Survey	% of staff	1
			Percentage of students who report it is pretty much or very true that at school they do things that make a difference	Student Survey	% of students	1
	Respect for Diversity	Respect for Racial, Ethnic, or Cultural Diversity	Percentage of staff who agree or strongly agree their school fosters an appreciation of student diversity and respect for each other	Staff Survey	% of staff	1
			Percentage of staff who report insignificant or mild problems with racial/ethnic conflict among students	Staff Survey	% of staff	1
			Percentage of students who agree or strongly agree that their class lessons include examples of their racial, ethnic, or cultural background	Student Survey	% of students	1
			Percentage of students who report racial/ethnic conflict among students to be an insignificant or mild problem at their school	Student Survey	% of students	1

Table 3 continued next page

Table 3. Indicators Comprising the WV School Climate Index (WVSCI) with Corresponding Measures

Domain	Subdomain	Indicator	Measure	Source	Unit	No. of data items
Safety	Emotional Safety	Bullying at School and Cyber-Bullying Anywhere	Aggregate percentage of students who report never having been harassed or bullied on school property for any reason in the past 12 months	Student Survey	% of students	6
			Aggregate percentage of students who report not having had other students spread rumors or lies about them on the Internet at least once in the past 12 months	Student Survey	% of students	3
			Percentage of staff who report insignificant or mild problems with harassment or bullying among students	Staff Survey	% of staff	1
			Percentage of students who report insignificant or mild problems with harassment or bullying among students	Student Survey	% of staff	1
		Students' Perceptions of Personal Safety at School	Percentage of students who report feeling safe or very safe at school	Student Survey	% of students	1
		Students' Reports of Avoiding School Activities or Specific Places in School	Percentage of students who report never having avoided school activities because of fear of attack or harm in the past 12 months	Student Survey	% of students	1
			Percentage of students who report never having avoided specific places in school because of fear of attack or harm in the past 12 months	Student Survey	% of students	1
		Students' Reports of Being Called Hate-Related Words and Seeing Hate-Related Graffiti	Percentage of students who report never having been called offensive hate related words (having to do with their race, ethnicity, religion, disability, gender, or sexual orientation) in the past 12 months	Student Survey	% of students	1
			Percentage of students who report not having seen offensive hate related drawings, words, or symbols written in classrooms, bathrooms, hallways, or on the outside of the school in the past 12 months	Student Survey	% of students	1
	Physical Safety	Physical Fights on School Property	Percentage of students who report never having been in a physical fight at school in the past 12 months	Student Survey	% of students	1

Table 3 continued on next page

Table 3. Indicators Comprising the WV School Climate Index (WVSCI) with Corresponding Measures

Domain	Subdomain	Indicator	Measure	Source	Unit	No. of data items
Safety, continued	Physical Safety, continued	Physical Fights on School Property, continued	Rate of physical fights at school in the past 12 months	WVEIS Discipline Data	Rate per 1,000 students	1
		Students' Carrying Weapons on School Property	Aggregate percentage of students who report never having carried a gun or other weapon on school property in the past 12 months	Student Survey	% of students	2
		Students' Reports of Safety and Security Measures Observed at School	Aggregate percentage of students who report having observed safety and security measures at school	Student Survey	% of students	9
		Teachers Threatened With Injury or Physically Attacked by Students	Aggregate rate of assault or battery against a school employee in the past 12 months	WVEIS Discipline Data	Rate per 1,000 students	2
		Threats and Injuries with Weapons on School Property	Percentage of students who report never having been threatened or injured with a weapon on school property in the past 12 months	Student Survey	% of students	1
		Violent and Other Crime Incidents at School	Aggregate rate of assault or battery against students, or theft, in the past 12 months	WVEIS Discipline Data	Rate per 1,000 students	4
	Substance Use	Students' Use of Tobacco/Alcohol/Drugs on School Property	Percentage of students who report never having been offered, sold, or given illegal drugs in the past 12 months	Student Survey	% of students	1
			Percentage of students who report not having had one drink of alcohol on school property in the past 30 days	Student Survey	% of students	1
			Percentage of students who report not having smoked cigarettes on school property in the past 30 days	Student Survey	% of students	1
			Percentage of students who report not having used any other illegal drug or pill on school property in the past 30 days	Student Survey	% of students	1

Table 3 continued on next page

Table 3. Indicators Comprising the WV School Climate Index (WVSCI) with Corresponding Measures

Domain	Subdomain	Indicator	Measure	Source	Unit	No. of data items
Safety, continued	Substance Use, continued	Students' Use of Tobacco/Alcohol/Drugs on School Property, continued	Percentage of students who report not having used marijuana on school property on 1 or more days in the past 30 days	Student Survey	% of students	1
			Percentage of students who report not having used prescription pill or medication without a doctor's order on school property in the past 30 days	Student Survey	% of students	1
Environment	Physical Environment	Teachers' and Students' Reports on School Conditions	Percentage of staff who agree or strongly agree their school has clean and well-maintained facilities and property	Staff Survey	% of staff	1
			Percentage of students who agree or strongly agree that the schoolyard and buildings are clean and in good condition	Student Survey	% of students	1
	Academic Environment	Supportive Academic Environment	Percentage of staff who agree or strongly agree their school is a supportive and inviting place for students to learn	Staff Survey	% of staff	1
			Percentage of staff who agree or strongly agree their school promotes academic success for all students	Staff Survey	% of staff	1
			Percentage of staff who agree or strongly agree their school sets high standards for academic performance for all students	Staff Survey	% of staff	1
			Percentage of staff who report most or nearly all adults at their school believe that every student can be a success	Staff Survey	% of staff	1
			Percentage of students who agree or strongly agree their school is a supportive and inviting place for students to learn	Student Survey	% of students	1
			Percentage of students who agree or strongly agree that adults at their school encourage them to work hard so they can be successful in college or at the job they choose	Student Survey	% of students	1
			Percentage of students who report it is pretty much or very true that a teacher or some other adult at their school believes that they will be a success	Student Survey	% of students	1
			Percentage of students who report it is pretty much or very true that an adult outside their school or home believes that they will be a success	Student Survey	% of students	1

Table 3 continued on next page.

Table 3. Indicators Comprising the WV School Climate Index (WVSCI) with Corresponding Measures

Domain	Subdomain	Indicator	Measure	Source	Unit	No. of data items
Environment, continued	Wellness	Students' Physical or Mental Health	Percentage of staff who agree or strongly agree their school provides adequate counseling and support services for students	Staff Survey	% of staff	1
			Percentage of staff who report most or nearly all students at their school are healthy and physically fit	Staff Survey	% of staff	1
			Percentage of staff who report student depression or other mental health problems to be an insignificant or mild problem at their school	Staff Survey	% of staff	1
			Percentage of students who report it is pretty much or very true that they are involved in music, art, literature, sports, or a hobby	Student Survey	% of students	1
			Percentage of students who report student depression or other mental health problems to be an insignificant or mild problem at their school	Student Survey	% of students	1
	Disciplinary Environment	Discipline Problems Reported at School	Aggregate percentage of students who report insignificant or mild problems with disruptive student behavior or cutting classes/truancy	Student Survey	% of staff	1
			Aggregate percentage of students who report insignificant or mild problems with disruptive student behavior or cutting classes/truancy	Student Survey	% of students	1
			Aggregate percentage of teachers who report insignificant or mild problems with disruptive student behavior or cutting classes/truancy	Staff Survey	% of staff	2
			Percentage of staff who agree or strongly agree their school handles discipline problems fairly	Staff Survey	% of staff	1
			Percentage of students who agree or strongly agree that all students are treated fairly when they break school rules	Student Survey	% of students	1
		Reports of Gangs at School	Percentage of staff who report insignificant or mild gang related activity at school	Staff Survey	% of staff	1
			Percentage of students who report gang related activity to be an insignificant to mild problem at school	Student Survey	% of students	1
		Serious Disciplinary Actions Taken by Schools	Aggregate rate of serious disciplinary actions taken by schools in the past school year	WVEIS Discipline Data	Rate per 1,000 students	10

Appendix B: WV School Climate Indicator Scores

Table 4. Overall WV School Climate Index Scores by School

S3 Schools		Non-S3 Schools	
School	**School Climate Index Score**	**School**	**School Climate Index Score**
S3 School 1	5.86	Non-S3 School 1	6.51
S3 School 2	5.85	Non-S3 School 2	6.44
S3 School 3	5.72	Non-S3 School 3	6.30
S3 School 4	5.59	Non-S3 School 4	6.08
S3 School 5	5.48	Non-S3 School 5	6.00
S3 School 6	5.47	Non-S3 School 6	5.97
S3 School 7	5.42	Non-S3 School 7	5.89
S3 School 8	5.33	Non-S3 School 8	5.69
S3 School 9	5.10	Non-S3 School 9	5.46
S3 School 10	5.04	Non-S3 School 10	5.38
S3 School 11	4.75	Non-S3 School 11	5.20
S3 School 12	4.73	Non-S3 School 12	4.96
S3 School 13	4.71	Non-S3 School 13	4.95
S3 School 14	4.62	Non-S3 School 14	4.93
S3 School 15	4.57	Non-S3 School 15	4.92
S3 School 16	4.48	Non-S3 School 16	4.56
S3 School 17	4.46	Non-S3 School 17	4.42
S3 School 18	3.79	Non-S3 School 18	4.19
S3 School 19	3.33	Non-S3 School 19	3.97
S3 School 20	3.32	Non-S3 School 20	3.60
S3 School 21	3.20		
S3 School 22	3.11		

Table 5. WV School Climate Index Indicator Scores by School: Engagement Domain and Subdomains; and Safety Domain and Emotional Safety Subdomains

	Engagement			Safety			
	Relationships	Participation	Respect for Diversity	Emotional Safety			
School	Positive relationships at school	Respect for racial, ethnic, or cultural diversity	Meaningful participation in school	Low rates of bullying at school/cyber-bullying anywhere	Low rates of students avoiding school activities/ specific places in school	Low rates of students called hate-related words/seeing hate graffiti	Students' perceptions of personal safety at school
S3 School 15	3.80	4.50	5.00	4.25	3.50	4.00	2.00
Non-S3 School 13	4.80	5.75	4.67	3.00	5.50	3.00	4.00
S3 School 4	5.00	6.00	4.33	6.25	7.00	6.00	6.00
S3 School 22	2.40	3.75	4.67	3.00	1.00	1.50	2.00
Non-S3 School 16	5.20	5.00	4.67	5.25	4.50	5.00	6.00
Non-S3 School 7	7.40	6.50	7.33	6.00	5.50	6.00	8.00
S3 School 14	4.00	3.50	3.67	4.75	4.50	2.50	6.00
S3 School 21	4.60	5.50	3.33	3.75	1.00	3.50	2.00
S3 School 18	4.00	3.00	3.33	4.00	3.50	4.50	3.00
Non-S3 School 20	4.00	3.75	3.00	3.50	3.00	4.00	3.00
S3 School 8	6.20	4.50	5.67	3.00	3.50	4.00	7.00
Non-S3 School 19	3.20	3.25	2.67	4.00	5.00	5.50	3.00
Non-S3 School 2	5.40	6.25	4.33	5.25	6.00	5.00	8.00
Non-S3 School 15	4.80	3.75	2.67	4.75	6.50	4.50	5.00
S3 School 1	5.60	5.75	6.00	3.75	6.00	4.50	7.00

Table 5 continued on next page

Table 5. WV School Climate Index Indicator Scores by School: Engagement Domain and Subdomains; and Safety Domain and Emotional Safety Subdomains

	Engagement			Safety			
	Relationships	Participation	Respect for Diversity	Emotional Safety			
School	Positive relationships at school	Respect for racial, ethnic, or cultural diversity	Meaningful participation in school	Low rates of bullying at school/cyber-bullying anywhere	Low rates of students avoiding school activities/ specific places in school	Low rates of students called hate-related words/seeing hate graffiti	Students' perceptions of personal safety at school
Non-S3 School 9	5.80	6.50	7.00	5.00	3.50	5.00	7.00
Non-S3 School 10	4.40	4.50	4.33	4.50	5.00	4.50	4.00
S3 School 3	6.80	5.00	6.33	7.50	6.00	6.50	5.00
Non-S3 School 4	6.60	6.50	6.33	5.75	4.50	6.50	6.00
Non-S3 School 5	7.20	5.25	6.33	6.75	6.00	5.50	7.00
S3 School 2	7.60	6.25	5.67	6.75	6.50	6.00	7.00
Non-S3 School 3	6.80	6.50	6.33	7.25	6.00	7.50	8.00
Non-S3 School 11	5.80	5.25	6.67	5.50	5.00	4.50	6.00
S3 School 10	5.20	4.75	6.67	5.50	5.50	6.50	4.00
S3 School 6	4.40	5.50	4.33	5.00	6.00	6.50	6.00
S3 School 11	3.20	4.25	4.67	4.50	5.00	5.50	4.00
Non-S3 School 12	6.60	5.25	5.67	3.75	2.00	3.00	5.00
S3 School 7	5.80	5.75	5.67	4.50	7.50	3.00	5.00
Non-S3 School 6	6.60	6.75	7.67	4.00	6.50	4.00	7.00
Non-S3 School 17	5.60	5.25	6.00	5.50	6.00	2.00	4.00
S3 School 17	7.20	6.50	6.67	2.25	2.00	1.50	4.00

Table 5 continued on next page

Table 5. WV School Climate Index Indicator Scores by School: Engagement Domain and Subdomains; and Safety Domain and Emotional Safety Subdomains

	Engagement			Safety			
	Relationships	Participation	Respect for Diversity	Emotional Safety			
School	Positive relationships at school	Respect for racial, ethnic, or cultural diversity	Meaningful participation in school	Low rates of bullying at school/cyber-bullying anywhere	Low rates of students avoiding school activities/ specific places in school	Low rates of students called hate-related words/seeing hate graffiti	Students' perceptions of personal safety at school
Non-S3 School 14	4.80	4.00	4.67	4.50	5.00	4.00	5.00
Non-S3 School 1	7.60	7.00	6.33	7.50	7.50	5.50	8.00
S3 School 12	2.20	4.50	3.67	6.25	5.50	8.50	2.00
S3 School 20	2.60	1.25	3.00	4.25	4.00	5.50	1.00
S3 School 16	3.40	4.75	4.00	4.25	3.00	5.00	4.00
S3 School 19	2.60	4.50	3.67	4.75	1.00	2.00	1.00
S3 School 9	4.60	6.25	4.67	4.00	7.00	4.50	6.00
Non-S3 School 18	5.40	4.25	4.67	3.25	4.00	2.00	6.00
S3 School 13	4.80	5.50	4.33	4.75	4.50	5.00	5.00
Non-S3 School 8	7.20	6.75	7.67	5.25	6.50	5.00	6.00
S3 School 5	5.40	5.25	6.00	4.75	3.00	5.50	5.00

Table 6. WV School Climate Index Indicator Scores by School: Safety Domain Continued—Physical Safety and Substance Use Subdomains

	Safety						
	Physical Safety						Substance Use
School	Low rates of physical fights on school property	Low rates of students' carrying weapons on school property	Students' reports of safety/security measures observed at school	Low rates of teachers threatened with injury/attacked by students	Low rates of threats/injuries with weapons on school property	Low rates of violent/other crime incidents at school	Low rates of student substance use on school property
S3 School 15	5.50	5.00	6.00	6.00	7.00	6.00	6.00
Non-S3 School 13	7.50	8.00	3.00	5.00	7.00	3.00	6.50
S3 School 4	5.50	7.00	3.00	7.00	5.00	5.00	3.50
S3 School 22	3.50	2.00	2.00	6.00	2.00	6.00	3.50
Non-S3 School 16	4.00	6.00	4.00	2.00	4.00	2.00	4.67
Non-S3 School 7	3.50	2.00	4.00	5.00	4.00	5.00	6.17
S3 School 14	5.50	3.00	6.00	5.00	4.00	6.00	5.17
S3 School 21	1.00	4.00	2.00	1.00	2.00	1.00	6.17
S3 School 18	4.50	2.00	9.00	4.00	2.00	4.00	4.17
Non-S3 School 20	3.00	1.00	6.00	5.00	1.00	3.00	4.00
S3 School 8	3.50	7.00	2.00	7.00	5.00	6.00	7.00
Non-S3 School 19	4.50	1.00	2.00	7.00	5.00	5.00	5.33
Non-S3 School 2	8.00	7.00	7.00	7.00	7.00	6.00	5.83
Non-S3 School 15	6.00	6.00	6.00	5.00	6.00	5.00	5.83
S3 School 1	6.50	5.00	7.00	6.00	7.00	5.00	6.17

Table 6 continued on next page

Table 6. WV School Climate Index Indicator Scores by School: Safety Domain Continued—Physical Safety and Substance Use Subdomains

	Safety						
	Physical Safety						Substance Use
School	Low rates of physical fights on school property	Low rates of students' carrying weapons on school property	Students' reports of safety/security measures observed at school	Low rates of teachers threatened with injury/attacked by students	Low rates of threats/injuries with weapons on school property	Low rates of violent/other crime incidents at school	Low rates of student substance use on school property
Non-S3 School 9	6.00	5.00	8.00	6.00	3.00	6.00	4.17
Non-S3 School 10	5.00	6.00	7.00	6.00	7.00	5.00	6.67
S3 School 3	4.50	6.00	5.00	6.00	5.00	5.00	4.67
Non-S3 School 4	6.00	8.00	1.00	6.00	7.00	6.00	6.33
Non-S3 School 5	6.00	6.00	7.00	6.00	6.00	6.00	3.67
S3 School 2	6.00	7.00	4.00	2.00	7.00	6.00	4.00
Non-S3 School 3	6.50	6.00	7.00	2.00	6.00	6.00	5.00
Non-S3 School 11	7.00	5.00	4.00	5.00	4.00	5.00	5.00
S3 School 10	5.50	6.00	5.00	5.00	6.00	5.00	3.67
S3 School 6	6.50	6.00	7.00	6.00	6.00	5.00	5.50
S3 School 11	3.50	4.00	7.00	6.00	5.00	6.00	5.17
Non-S3 School 12	3.50	3.00	2.00	6.00	1.00	6.00	5.33
S3 School 7	6.00	7.00	5.00	6.00	6.00	5.00	4.67
Non-S3 School 6	3.50	9.00	4.00	6.00	7.00	6.00	4.83
Non-S3 School 17	5.50	5.00	5.00	4.00	5.00	1.00	5.50
S3 School 17	1.50	5.00	4.00	5.00	2.00	6.00	6.00

Table 6 continued on next page

Table 6. WV School Climate Index Indicator Scores by School: Safety Domain Continued—Physical Safety and Substance Use Subdomains

	Safety						
	Physical Safety						Substance Use
School	Low rates of physical fights on school property	Low rates of students' carrying weapons on school property	Students' reports of safety/security measures observed at school	Low rates of teachers threatened with injury/attacked by students	Low rates of threats/injuries with weapons on school property	Low rates of violent/other crime incidents at school	Low rates of student substance use on school property
Non-S3 School 14	6.00	7.00	5.00	6.00	5.00	5.00	6.00
Non-S3 School 1	5.50	6.00	6.00	7.00	4.00	6.00	5.00
S3 School 12	3.00	5.00	4.00	6.00	5.00	6.00	3.50
S3 School 20	1.00	3.00	5.00	4.00	5.00	5.00	2.83
S3 School 16	3.50	4.00	3.00	5.00	5.00	6.00	5.50
S3 School 19	4.00	2.00	2.00	6.00	2.00	5.00	4.50
S3 School 9	5.50	3.00	1.00	7.00	6.00	6.00	5.33
Non-S3 School 18	3.50	3.00	3.00	1.00	5.00	4.00	3.67
S3 School 13	4.50	4.00	3.00	4.00	5.00	5.00	4.67
Non-S3 School 8	5.00	5.00	2.00	3.00	4.00	6.00	6.50
S3 School 5	5.50	8.00	6.00	7.00	5.00	6.00	6.33

Table 7. WV School Climate Index Indicator Scores by School: Environment Domain and Subdomains

	Environment					
	Physical Environment	**Academic Environment**	**Wellness**	**Disciplinary Environment**		
School	Teachers' and students' reports on school conditions	Supportive academic environment	Students' physical or mental health	Low rates of discipline problems reported at school	Low rates of reports of gangs at school	Low rates of serious disciplinary actions taken by schools
S3 School 15	2.00	4.88	4.40	4.00	3.50	4.00
Non-S3 School 13	3.50	4.88	4.20	5.75	5.00	5.00
S3 School 4	5.50	5.50	5.20	7.50	6.50	5.00
S3 School 22	3.00	2.75	3.40	4.25	2.50	3.00
Non-S3 School 16	3.50	5.38	5.00	4.50	5.50	5.00
Non-S3 School 7	6.00	6.38	7.60	8.50	7.00	6.00
S3 School 14	2.00	3.88	4.40	5.50	7.00	6.00
S3 School 21	4.00	3.50	5.40	5.75	1.50	3.00
S3 School 18	3.00	3.13	3.40	3.25	3.00	5.00
Non-S3 School 20	2.00	3.63	3.80	3.75	5.50	6.00
S3 School 8	4.50	5.50	6.20	5.50	7.50	6.00
Non-S3 School 19	4.00	2.63	4.40	3.00	6.00	3.00
Non-S3 School 2	6.50	6.25	7.20	7.25	6.50	7.00
Non-S3 School 15	5.00	3.88	4.00	4.75	4.00	5.00
S3 School 1	7.50	5.63	5.00	5.75	6.00	6.00

Table 7 continued on next page

Table 7. WV School Climate Index Indicator Scores by School: Environment Domain and Subdomains

	Environment					
	Physical Environment	**Academic Environment**	**Wellness**	**Disciplinary Environment**		
School	Teachers' and students' reports on school conditions	Supportive academic environment	Students' physical or mental health	Low rates of discipline problems reported at school	Low rates of reports of gangs at school	Low rates of serious disciplinary actions taken by schools
Non-S3 School 9	3.00	5.50	3.80	6.50	6.50	6.00
Non-S3 School 10	7.50	5.38	5.00	4.25	5.50	6.00
S3 School 3	5.00	5.88	6.20	6.50	5.50	6.00
Non-S3 School 4	4.50	6.50	7.00	7.50	7.50	6.00
Non-S3 School 5	6.50	5.88	6.00	5.50	6.50	5.00
S3 School 2	5.50	6.63	5.20	7.00	6.00	5.00
Non-S3 School 3	7.50	6.63	7.00	6.50	5.50	6.00
Non-S3 School 11	7.50	6.50	5.60	4.75	2.00	4.00
S3 School 10	5.50	5.88	4.60	4.50	5.00	1.00
S3 School 6	6.00	4.38	3.00	4.50	6.00	6.00
S3 School 11	6.00	3.38	4.00	3.25	4.50	6.00
Non-S3 School 12	8.00	7.13	5.80	7.25	6.00	7.00
S3 School 7	4.00	5.38	6.20	4.00	5.00	7.00
Non-S3 School 6	7.00	7.75	5.00	7.25	5.50	4.00
Non-S3 School 17	4.00	6.13	5.00	4.50	2.50	1.00
S3 School 17	4.50	6.00	5.80	6.75	5.50	1.00

Table 7 continued on next page

Table 7. WV School Climate Index Indicator Scores by School: Environment Domain and Subdomains

	Environment					
	Physical Environment	**Academic Environment**	**Wellness**	**Disciplinary Environment**		
School	Teachers' and students' reports on school conditions	Supportive academic environment	Students' physical or mental health	Low rates of discipline problems reported at school	Low rates of reports of gangs at school	Low rates of serious disciplinary actions taken by schools
Non-S3 School 14	4.50	5.50	3.40	4.25	3.00	6.00
Non-S3 School 1	7.50	7.50	7.00	7.25	7.00	5.00
S3 School 12	6.50	2.63	4.60	3.75	6.00	6.00
S3 School 20	4.00	2.25	3.20	2.50	2.00	5.00
S3 School 16	6.50	3.63	5.00	3.50	6.50	4.00
S3 School 19	3.00	1.88	4.20	2.50	4.00	6.00
S3 School 9	4.00	4.50	4.20	6.00	6.50	6.00
Non-S3 School 18	4.50	5.13	5.60	4.75	4.00	7.00
S3 School 13	3.50	5.88	4.80	4.50	5.50	6.00
Non-S3 School 8	7.00	7.00	6.40	5.50	6.00	6.00
S3 School 5	3.00	5.50	7.60	6.00	3.50	5.00

Appendix C: School Climate Indicator Scores for an Example West Virginia High School

The West Virginia Safe and Supportive Schools Grant Program

School Climate Index Report

According to the National School Climate Center, school climate refers to the quality and character of school life, and is based on students', parents', and school personnel's experience with the school. It reflects the norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures within the school setting.

Although no consensus has been reached about which school climate dimensions are essential, in the context of the Safe and Supportive Schools initiative, school climate has been described in three primary domains:

1. ENGAGEMENT: The quality of relationships and interactions among students and staff, respect for diversity in the school environment, and participation in and connectedness to the school community;

2. SAFETY: The physical and emotional safety of the school community, which is influenced by the positive and negative behaviors of students and staff. Also included here are the availability and use of illicit substances in the school setting;

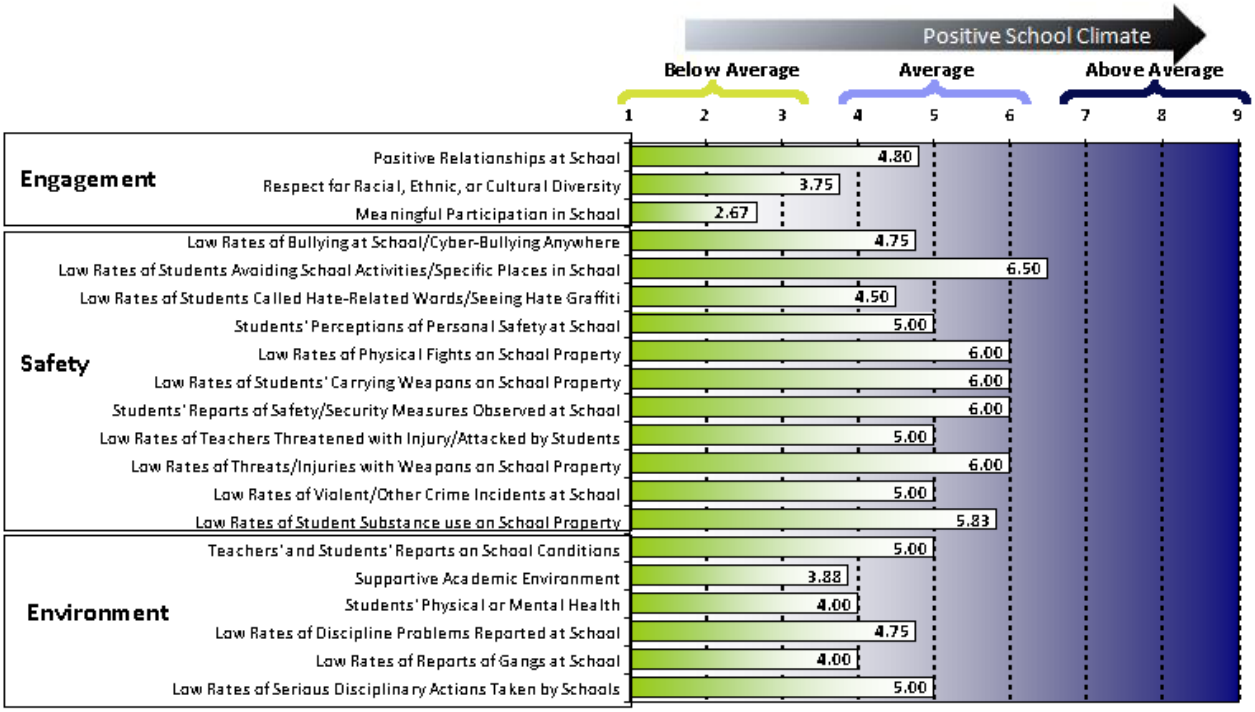
3. ENVIRONMENT: The physical aspects of the school (facilities upkeep, etc.), the academic environment, the availability of physical and mental health supports for students; and the disciplinary tone in the school setting.

In West Virginia, a School Climate Index has been developed using 20 indicators related to the three domains listed above. The indicators were developed from student and staff survey data, as well as discipline data reported into the WV Education Information System (WVEIS). A score was assigned to each indicator for each school on the basis of how the school compared to 42 West Virginia high schools involved in the Safe and Supportive Schools Grant Program. Index scores range from 1 to 9, with 9 representing more positive or desirable school climate conditions.

Index scores can be interpreted as above the average (scores from 7 to 9), about the same as average (scores from 4 to 6), or below the average (scores from 1 to 3) of all the WV schools involved in the S3 grant. Generally, in planning for school improvement priority should be given to indicators with lower scores.

The school climate index scores on each indicator for this school are shown in the chart below. The scores on the twenty indicators were averaged to obtain an overall school climate index score for each school.

Overall School Climate Index Score: 4.92 on a Scale from 1 to 9



Appendix D: WV School Climate Indicator Measure Data for an Example West Virginia High School

Table 8. WV School Climate Indicator Measure Data for an Example High School

(Indicator measure rates tagged by ** and in ***bold italicized*** font indicate conditions a school may consider prioritizing.)

Model domain	Subdomain	Indicator	Measure (inverted)		Example school	All schools combined	Unit
Engagement	Relationships	Relationships at School	Percentage of students who agree or strongly agree that they are happy to be at their school	**	***42.11%***	43.00%	% of students
			Percentage of students who report it is pretty much or very true that a teacher or some other adult at their school really cares about them	**	***66.99%***	67.43%	% of students
			Percentage of staff who report most or nearly all adults at their school acknowledge and pay attention to students	**	***72.00%***	73.12%	% of staff
			Percentage of staff who report most or nearly all adults at their school support and treat each other with respect	**	***61.54%***	64.79%	% of staff
			Percentage of staff who report lack of respect of staff by students to be an insignificant or mild problem	**	***38.46%***	49.37%	% of staff
	Respect for Diversity	Respect for Racial, Ethnic, or Cultural Diversity	Percentage of students who agree or strongly agree that their class lessons include examples of their racial, ethnic, or cultural background	**	***27.32%***	33.43%	% of students
			Percentage of students who report racial/ethnic conflict among students to be an insignificant or mild problem at their school	**	***75.36%***	78.39%	% of students
			Percentage of staff who agree or strongly agree their school fosters an appreciation of student diversity and respect for each other	**	***72.00%***	81.70%	% of staff
			Percentage of staff who report insignificant or mild problems with racial/ethnic conflict among students	**	***88.00%***	90.68%	% of staff
	Participation	Meaningful Participation in School	Percentage of students who report it is pretty much or very true that at school they do things that make a difference		37.32%	35.35%	% of students
			Percentage of staff who agree or strongly agree their school encourages opportunities for students to decide things like class activities or rules	**	***30.77%***	67.38%	% of staff
			Percentage of staff who agree or strongly agree their school promotes personnel participation in decision making that affects school practices and policies	**	***23.08%***	74.01%	% of staff

Table 8 continued on next page

Table 8. WV School Climate Indicator Measure Data for an Example High School

(Indicator measure rates tagged by ** and in ***bold italicized*** font indicate conditions a school may consider prioritizing.)

Model domain	Subdomain	Indicator	Measure (inverted)		Example school	All schools combined	Unit
Safety	Emotional Safety	Bullying at School and Cyber-Bullying Anywhere	Aggregate percentage of students who report never having been harassed or bullied on school property for any reason in the past 12 months		91.53%	90.93%	% of students
			Aggregate percentage of students who report not having had other students spread rumors or lies about them on the Internet at least once in the past 12 months		80.35%	79.74%	% of students
			Percentage of students who report insignificant or mild problems with harassment or bullying among students	**	***49.76%***	55.47%	% of staff
			Percentage of staff who report insignificant or mild problems with harassment or bullying among students	**	***46.15%***	55.67%	% of staff
		Students' Perceptions of Personal Safety at School	Percentage of students who report feeling safe or very safe at school	**	***58.37%***	58.61%	% of students
		Students' Reports of Avoiding School Activities or Specific Places in School	Percentage of students who report never having avoided school activities because of fear of attack or harm in the past 12 months		98.07%	94.11%	% of students
			Percentage of students who report never having avoided specific places in school because of fear of attack or harm in the past 12 months		93.75%	91.77%	% of students
		Students' Reports of Being Called Hate-Related Words and Seeing Hate-Related Graffiti	Percentage of students who report never having been called offensive hate-related words (having to do with their race, ethnicity, religion, disability, gender, or sexual orientation) in the past 12 months	**	***74.64%***	77.27%	% of students
			Percentage of students who report not having seen offensive hate-related drawings, words, or symbols written in classrooms, bathrooms, hallways, or on the outside of the school in the past 12 months	**	***61.35%***	61.49%	% of students
	Physical Safety	Physical Fights on School Property	Percentage of students who report never having been in a physical fight at school in the past 12 months		88.52%	86.85%	% of students
			Rate of physical fights at school in the past 12 months		33.49	50.29	Rate per 1,000 students

Table 8 continued on next page

Table 8. WV School Climate Indicator Measure Data for an Example High School

(Indicator measure rates tagged by ** and in ***bold italicized*** font indicate conditions a school may consider prioritizing.)

Model domain	Subdomain	Indicator	Measure (inverted)	Example school	All schools combined	Unit
Safety, continued	Physical Safety, continued	Students' Carrying Weapons on School Property	Aggregate percentage of students who report never having carried a gun or other weapon on school property in the past 12 months	95.66%	94.70%	% of students
		Students' Reports of Safety and Security Measures Observed at School	Aggregate percentage of students who report having observed safety and security measures at school	64.59%	60.28%	% of students
		Teachers Threatened With Injury or Physically Attacked by Students	Aggregate rate of assault or battery against a school employee in the past 12 months	3.19	3.86	Rate per 1,000 students
		Threats and Injuries with Weapons on School Property	Percentage of students who report never having been threatened or injured with a weapon on school property in the past 12 months	96.15%	94.99%	% of students
		Violent and Other Crime Incidents at School	Aggregate rate of assault or battery against students, or theft, in the past 12 months	15.95	18.99	Rate per 1,000 students
	Substance Use	Students' Use of Tobacco/Alcohol/ Drugs on School Property	Percentage of students who report never having been offered, sold, or given illegal drugs in the past 12 months	76.92%	75.34%	% of students
			Percentage of students who report not having had one drink of alcohol on school property in the past 30 days	98.08%	96.69%	% of students
			Percentage of students who report not having smoked cigarettes on school property in the past 30 days	96.15%	95.72%	% of students
			Percentage of students who report not having used prescription pills or medication without a doctor's order on school property in the past 30 days	99.52%	99.41%	% of students
			Percentage of students who report not having used any other illegal drug or pill on school property in the past 30 days	100.00%	99.84%	% of students
			Percentage of students who report not having used marijuana on school property on 1 or more days in the past 30 days	98.56%	97.77%	% of students

Table 8 continued on next page

Table 8. WV School Climate Indicator Measure Data for an Example High School

(Indicator measure rates tagged by ** and in ***bold italicized*** font indicate conditions a school may consider prioritizing.)

Model domain	Subdomain	Indicator	Measure (inverted)		Example school	All schools combined	Unit
Environment	Physical Environment	Teachers' and Students' Reports on School Conditions	Percentage of students who agree or strongly agree that the schoolyard and buildings are clean and in good condition	**	***29.47%***	39.52%	% of students
			Percentage of staff who agree or strongly agree their school has clean and well-maintained facilities and property		*88.00%*	74.83%	% of staff
	Academic Environment	Supportive Academic Environment	Percentage of students who agree or strongly agree their school is a supportive and inviting place for students to learn	**	***37.86%***	43.32%	% of students
			Percentage of students who agree or strongly agree that adults at their school encourage them to work hard so they can be successful in college or at the job they choose		68.75%	67.13%	% of students
			Percentage of students who report it is pretty much or very true that a teacher or some other adult at their school believes that they will be a success		74.63%	72.19%	% of students
			Percentage of students who report it is pretty much or very true that an adult outside their school or home believes that they will be a success		87.38%	86.60%	% of students
			Percentage of staff who agree or strongly agree their school is a supportive and inviting place for students to learn	**	**69.23%**	88.51%	% of staff
			Percentage of staff who agree or strongly agree their school promotes academic success for all students	**	**69.23%**	84.35%	% of staff
			Percentage of staff who agree or strongly agree their school sets high standards for academic performance for all students		80.00%	79.76%	% of staff
			Percentage of staff who report most or nearly all adults at their school believe that every student can be a success	**	**46.15%**	61.38%	% of staff
	Wellness	Students' Physical or Mental Health	Percentage of students who report it is pretty much or very true that they are involved in music, art, literature, sports, or a hobby		77.67%	71.78%	% of students
			Percentage of students who report student depression or other mental health problems to be an insignificant or mild problem at their school		72.12%	70.97%	% of students
			Percentage of staff who agree or strongly agree their school provides adequate counseling and support services for students	**	***34.62%***	76.97%	% of staff
			Percentage of staff who report most or nearly all students at their school are healthy and physically fit	**	***34.62%***	39.85%	% of staff
			Percentage of staff who report student depression or other mental health problems to be an insignificant or mild problem at their school	**	***64.00%***	75.22%	% of staff

Table 8 continued on next page

Table 8. WV School Climate Indicator Measure Data for an Example High School

(Indicator measure rates tagged by ** and in ***bold italicized*** font indicate conditions a school may consider prioritizing.)

Model domain	Subdomain	Indicator	Measure (inverted)		Example school	All schools combined	Unit
Environment, continued	Disciplinary Environment	Discipline Problems Reported at School	Aggregate percentage of students who report insignificant or mild problems with disruptive student behavior or cutting classes/truancy	**	***40.77%***	44.28%	% of staff
			Percentage of students who agree or strongly agree that all students are treated fairly when they break school rules		25.84%	24.78%	% of students
			Aggregate percentage of teachers who report insignificant or mild problems with disruptive student behavior or cutting classes/truancy	**	***33.33%***	45.32%	% of staff
			Percentage of staff who agree or strongly agree their school handles discipline problems fairly		30.77%	28.71%	% of staff
		Reports of Gangs at School	Percentage of students who report gang related activity to be an insignificant to mild problem at school	**	***84.69%***	88.56%	% of students
			Percentage of staff who report insignificant or mild gang related activity at school	**	***96.00%***	97.09%	% of staff
		Serious Disciplinary Actions Taken by Schools	Aggregate rate of serious disciplinary actions taken by schools in the past school year		518.34	580.59	Rate per 1,000 students

GLOBAL21

Students deserve it • The world demands it

West Virginia Department of EDUCATION

Jorea M. Marple, Ed.D.
State Superintendent of Schools