

## SUMMARY TABLE OFFICE OF SAFE AND SUPPORTIVE SCHOOLS APPROVED SCHOCLIMATE SURVEYS (as ofOctober 27, 2021)

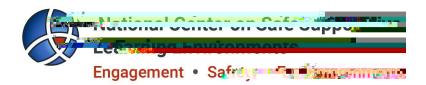
To assist educators and education agencies in locating a valid and reliable needs assessment that suits their needs, the National Center on Safe Supportive Learning Environments maintains a compendium of student, staff, and family surveys that can be used as part of a school climate needs assessment. This document provides a summary table of each survey by respondent type included in the School ClimatenSemdaynCas of October27, 2021.

Please note that the U.S. Department of Education's Offic**afe** and Supportive Schoods not endorse any particular scale or survey presented in this compendium. Additionally, the table presented is not an exhaustive listing of available measures or survey instruments. If you would like to nominate a survey that not currently included in the compendium, go to





		Links to Surveys or More	
Survey Name	Constructs Measured	Information	Reports
	for meaningful participation); Community supports(caring relationships high expectations opportunities for meaningful participation); Tobacco, alcohol, or drug use at school Physical/verbal/emotional violence victimization	Information copyright protected. Information on obtaining the survey instrument can be found at: <u>http://chks.wested.org/</u> Survey instruments are available in English and Spanish.	Hanson, T.L. (n.d.\$chool climate domains and CaCHLS measures to assess them. Unpublished. Hanson, T.L., & Austin, G. (2011)npublisi.
	Physical/verbal/emotional violence perpetration Harassment victimization Peer supports(caring relationships, high expectations); Home supports(caring relationships high		
	expectations opportunities for meaningful participation); Problem solving Selfefficacy Cooperation and communication, Empathy Selfawareness		

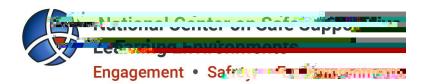


Survey Name	Constructs Measured	Links to Surveys or More Information	Reports
Classroom Climate Assessment Instrument – Secondary Student (CCAS-S)	Students in grades 612– x Discipline environment; Student interactions; Learning assessment; Attitude and culture	This survey instrument is not publicly available. Please contact John Schindler, Director of the Alliance for the Study of School Climate, at <u>jshindl@calstatela.ed</u> for additional information on the CCAISurvey instruments are available in English.	<ul> <li>Alliance for the Study of School Climate. (2011).</li> <li>Examining the reliability and validity of the ASSC/WASSC School Climate Assessment Instrument (SCAI).</li> <li>Unpublished.</li> <li>Shindler, J. (2011). Untitled memo with psychorizet information. Unpublished.</li> <li>Shindler, J., Jones, A., Williams, A.D., Taylor, C., &amp; Cadenas, H. (2009). Exploring the school clirstate</li> </ul>



Survey Name	Constructs Measured	Links to Surveys or More Information	Reports	
	prosocial involvement,			

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Survey Name	Constructs Measured	Links to Surveys or More Information	Reports
The Consortium on	between administration, faculty, and students	Survey instruments are available in English and Spanish. Email the Natial School Climate Center if you have a need for additional translations.	Development and validation of the Comprehensive Sc Climate Inventory (CSON)ational School Climate Center. (Unpublished paper).
Chicago School Researd Survey of Chicagðublic Schools	Academic press; Peer support for academic achievement; Teacher personal attention; School wide future orientation;	<u>h-</u> <u>11th_student_codebookp</u> df and <u>http://ccsr.uchicago.edu/down</u> ; <u>loads/23532009_my_voice_se</u> <u>nior_student_codebook.p</u> df	Consortium on Chicago School Research. (n200)7 Consortium survey measur@hicago. Consortium on Chicago School Research. (n.d.). Alignment of the five fundamentals for school success with other researchChicago. Consortium on Chicago School Research. (n.d.). Dimensions of the five fundamentals for school success Chicago. Consortium on Chicago School Research. (nAφ)imer on Rasch analysi©hicago. Retrieved from http://ccsr.uchicago.edu/downloads/9585ccsr_rasch_an lysis_primer.pdf Montgomery, N. (2010). CCSR 5 essentials sur20097 scoring sampleUnpublished.
Culture of Excellence & Ethics Assessment (CEEA) High/Middle	·		

(CEEA<del>)</del> High/Middle Schoo5.28 67.82003

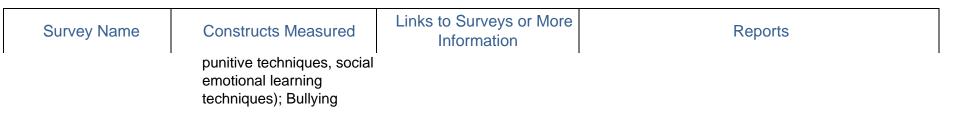


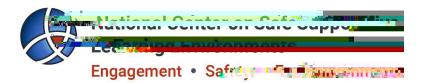
Survey Name	Constructs Measured	Links to Surveys or More Information	Reports
	School culture (excellence, ethics); Faculty practices (excellence, ethics); Student safety; Faculty support for and engagement of students	at vkhmelkov@excellenceand	Khmelkov, V.T., Davidson, M.L. (20 <b>Ct)</b> Iture of Ethics and Excellence Assessment student and faculty/staff esurvey psychometric data: High school sample. Institute for Excellence and Ethics, Inc. Khmelkov, V.T., Davidson, M.L, et al. (20 <b>Ct)</b> Iture of Excellence & Ethics Assessment Survey conceptual description



Survey Name	Constructs Measured	Links to Surveys or More Information	Reports
			George G. Bear, Lindsey S. Mantz, Joseph J. Glutting, Chunyan Yang, and Deborah E. Boyer (2015) Differences in Bullying Victimization Between Students With and Without Disabilities. School Psychology Review: March 2015, Vol. 44, No. 1, pp. 9816. <u>https://www.researchgate.net/profile/Chunyn_Yang5/publication/274252635_Differences_in_Bullying_Victimiza_tion_Between_Students_With_and_Without_Disabilities/ links/5519acfc0cf26cbb81a2afdb.pdf</u>
			Examination of the 2013 Delaware Bullying Victimization Scale(DBVS; Bear et al.,2014) in regard tolescent Peer Relations Instrument: Bullying/5 (Tole Relations Instrument: Bullying/5 (Tole Relations Instrument) Parada, Marsh, & Craven, 2010)







Links to Surveys or More

Survey Name

Constructs Measured





Survey Name	Constructs Measured	Links to Surveys or More Information	Reports
	spark shaping, presence of sparks); Other covariates (belonging, perceived discrimination; quality and character of instruction, cultural inclusion, school climate)		
School Climate Assessment Instrument			

– Elementary Student (SCAE-S)



Survey Name Constructs Measured

Links to Surveys or More Information

Reports



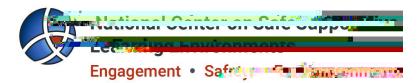
Survey Name	Constructs Measured	Links to Surveys or More Information	Reports
		for students [i.e., analysis of individual survey questions]. The survey is appropriate for any school with grades-f2.) Survey instrumentare available in English and Spanish.	Wang, Y., Muphy, K., & Kantaparn, C. (2016). Technica and administration user guide for the ED School Climate Surveys (EDSCLS). Washington, DC. Retrieved from <u>https://safesupportivelearning.ed.gov/sites/default/files/ EDSCLS%20UserGuide%2004211</u> 6.pdf
Staff Surveys			
Academic Optimism of Schools Surveys	K-12 Teachers- x Sudent-teacher relationships; Safety; School connectedness; Academic support; Order and discipline; Physical environment; Parent involvement; Trust	Survey instruments are available at: <u>http://www.waynekhoy.com/e</u> <u>lementaryteacherao/</u> (elementary teacher) and <u>http://www.waynekhoy.com/s</u> <u>econdaryteacherao/</u> (secondary teacher). Survey instruments are available in English.	Hoy, W. K., Tarter, C. J., & Woolfolk Hoy, A. (2006).



Survey Name	Constructs Measured	Links to Surveys or More Information	Reports
	Parent and community involvement; Student delinquent behaviors; Student drug and alcohol use	instruments are available in English.	Kendziora, K., & Spier, E. (20 <b>16</b> kmo regarding the Alaska School Climate and Connectedness survey Unpublished.

Authoritative School



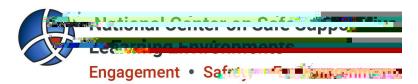


Survey Name	Constructs Measured	Links to Surveys or More Information	Reports
	supports; Perceptions of school climate; Student safety; School connectedness; School support for prosocial activities; Student psychological wellbeing; Student social skills; Teacher/staff commitment		
Comprehensive School Climate Inventory (CSCI	<ul> <li>3-12 staff–</li> <li>x Rules and norms; Physical and emotional bullying; Physical surroundings; Social and civic learning; Professional relationships; Respect and diversity; Openness; Outreacto family members; Support for learning; Administrator and teacher relationships</li> </ul>	about it at http://www.schoolclimate.org/ climate/csci.php Please contact Darlene Faster, COO	Guo, P., Choe, J., & HiggD'Alessandro, A. (2011). Report of construct violity and internal consistency findings for the Comprehensive School Climate Inventory Fordham University. &HigginsD'Alessandro, A., Faster, D. & Cohen, J. (2010). tSchool growth and change: A report comparing schools 2007 and 2010. Fordham Univeysitnd the National School Climate Center. (Unpublished report) Sandy, S.V., Cohen, J. & Fisher, M.B. (2007). Understanding and assessing school climate: Development and validation of the Comprehensive School Climate Inventory (CSON)ational School Climate Center. (Unpublished paper).

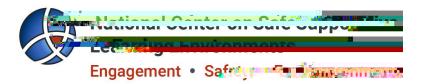
The Consortium on Chicago School Researc





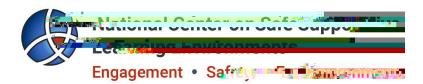


Survey Name	Constructs Measured	Links to Surveys or More Information	Reports
	behaviors; Homechool communication and support		Khmelkov, V.T., Davidson, M.L, Baker, K., Lickona, T., Parisi, R. (2011\$urvey components and scale matrix Institute for Excellence and Ethics, Inetrieved from <u>http://www.excellenceandethics.com/assess/CEEA_v4.5_</u> <u>matrix.pdf</u> Khmelkov, V. (2010©ulture of Excellence & Ethics Assessment student and faculty survey: Reliability, validity & other psychometric data, high school sample [Presentation slides].

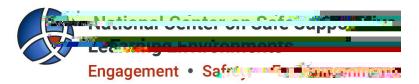


**Constructs Measured** 

Links to Surveys or More Information



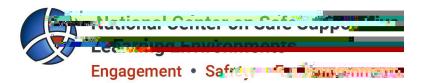
Survey Name	Constructs Measured	Links to Surveys or More Information	Reports
The Organizational Climate Description for Middle Schools (OCDQ RM)	Restrictive principal behavior; Collegial teacher behavior; Intimate teacher behavior; Disengaged teacher behavior 7-9 (middle)teachers and administrators- x Supportive principal behavior; Directive principal behavior; Restrictive principal behavior; Collegial teacher	instruments are available in English.	climate. Beverly Hills, CA: Sage. pp320138146 http://www.waynekhoy.com/pdfs/open_schools_healthy _schools_book.pdf Hoy, W.K. (2014). Designtion of Sampling and Data Treatment. Unpublished memo



**Constructs Measured** 

Links to Surveys or More Information

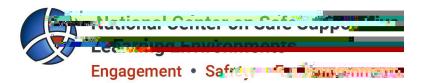
Reports



Survey Name	Constructs Measured	Links to Surveys or More Information	Reports
School Climate Assessmentnstrument – Elementary General (SCAE-G)	Interpersonal relationships; Student engagement; Teacher pay; Facilities and resources; Teacher workload K-6 teachers and staff x Physical environment; Teacher relations; Student interactions; Leadership and decisions; Management and discipline; Learning and assessment; Attitude and culture; Parents and community; Special education (optional); Projectbased learning (optional)	All Alliance for the Study of School Climate (ASSC) school and classroom surveys are available for use by a school, district or state. All instruments are copyrighted. Permission isequired for use. Surveys are available by pape or using the ASSC online system. Student research requests are welcome. Please	http://web.calstatela.edu/centers/schoolclimate/assessm ent/Comparison_and_Efficacy_of_the_ASSC_SCAI.pdf rAlliance for the Study of School Climate. (2016).
Secondary School Climate Assessment	6-12 faculty and staff-	Please note that while a copy of the survey instrument is	Unpublished memo. Alliance for the Study of School Climate. (2011). Examining the reliability and validity of the ASSC/WAS



Survey Name	Constructs Measured	Links to Surveys or More Information	Reports
	Environment (physical environment, instructional environment, physical health, mental health, discipline)		Wang, Y., Murphy, K., & Kantaparn, C. (2016). Technical and administration user guide for the ED School Climate Surveys (EDSCLS). Washington, DC. Retrieved from <u>https://safesupportivelearning.ed.gov/sites/default/files/</u> <u>EDSCLS%20UserGuide%2004211</u> 6.pdf







Survey Name	Constructs Measured	Links to Surveys or More Information	Reports
	,	instruments are available in English.	George G. Bear, Lindsey S. Mantz, Joseph J. Glutting, Chunyan Yang, and Deborah E. Boyer (2015) Differences in Bullying Victimization Between Students With and Without DisabilitiesSchool Psychology Review: March 2015, Vol. 44, No. 1, pp. 9816. <u>https://www.researchgate.net/profile/Chunyan_Ya5000</u> <u>ublication/274252635_Differences_in_Bullying_Victimiza_ tion_Between_Students_With_and_Without_Disabilities/ links/5519acfc0cf26cbb81a2afdb.pdf</u>
			Examination of the 2013 Delaware Bullying Victimization Scale(DBVS; Bear et al.,2014) in regard to Adolescent

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Survey Name	Constructs Measured	Links to Surveys or More Information	Reports
	environment; Parent involvement	Survey instruments are available in English and Spanish.	La Salle, T. (2018). Developer mem@A-Parent Survey. Unpublished memo.
School Climate Assessment Instrument – Elementary General (SCAE-G)	K-6 parents and guardians x Physical environment; Student interactions; Leadership and decisions; Management and discipline; Learning and assessmentAttitude and culture; Parents and community; Special education (optional); Projectbased learning (optional)	All Alliance for the Study of School Climate (ASSC) school and classroom surveys are available for use by a school, district or state. All instruments are cop.2 (p)-0.1 (	



