COLORADO LEGACY Foundation

cde Colorado Department of Education

OCTOBER 2012

MEASURING SCHOOL CLIMATE
A TOOLKIT FOR DISTRICTS AND SCHOOLS

Research shows a correlation between positive school climate and reduced bullying and other risk behaviors as well as increases in attendance, student engagement, student academic performance and graduation.

ACKNOWLEDGMENTS

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School Safety Resource Center

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Best Practice Guidelines for Measuring School Climate

Focus on school-wide climate not just bullying. Effective approaches to addressing bullying focus on improving school climate as a key approach to prevent bullying in addition to teaching adults and students skills to appropriately respond to bullying when it occurs. Given the importance of school climate in bullying prevention, we recommend that districts and schools focus on measuring school climate rather than narrowly focusing on measuring bullying. There are many benefits to measuring school climate rather than solely focusing on bullying including:

- Research shows a correlation between positive school climate and reduced bullying and other risk behaviors as well as increases in attendance, student engagement, student academic performance and graduation.
- Climate surveys are more comprehensive and can be used to monitor a variety of risk behaviors including bullying as well as resiliency factors that contribute to reducing risk in a variety of areas. Given limited resources, it may be more effective to utilize one more comprehensive survey rather than attempting multiple, issue-specific surveys.

- **Use multiple measures when possible.** To get a more complete view of school climate and bullying consider using multiple measures. Common measures include: incidence data (e.g. SWIS or IC data), student perception data (e.g. climate surveys), staff perception data; parent perception data; focus groups/qualitative measures, and hot spot mapping to identify where bullying is occurring most frequently. To learn more about how to effectively use multiple sources of data to monitor school climate please see ***Using Multiple Data Sources.***

- **Educate, inform, and engage key stakeholders prior to administering surveys.** Hold a meeting with key staff who will be administering surveys to go over survey purpose and instructions for administration. Inform parents of the survey and its purpose and how the information will be shared and used. This should be done prior to/concurrent with seeking parental consent (see below). Inform students of the purpose of the survey and how the information will be shared and used.

- **Obtain proper levels of consent and buy-in prior to administering any surveys.** Consult and follow any applicable district policies related to active or passive parent consent and obtain appropriate levels of consent prior to administering the survey. Inform parents and students about the purpose and content of the survey prior to administration and answer questions to foster buy-in. For more information on parental consent please see ***Obtaining Parental Consent.***

- **Measure both attitudes and behaviors.** Attitudes such as trust, engagement, feelings about school and approval/disapproval of bullying have all been associated with school climate and bullying. In addition, when evaluating the effectiveness of interventions, schools are likely to see changes in attitudes as precursors to changes in behavior.

- **Select or structure surveys to ensure an ability to monitor disparate impacts on vulnerable groups of students.** Studies show that students are more likely to be bullied based on perceived race/ethnicity, sexual orientation, gender expression, and disability. Therefore it is important to select or structure surveys in a manner that allows the school to identify and address disparate impacts. This can be done through the collection and disaggregation of demographic data or through including questions that assess how frequently students or adults have witnessed bullying based on perceived race/ethnicity, sexual orientation, gender expression, or disability.

- **Select or structure surveys in a way that measures different types of bullying.** There are many emerging issues in bullying including cyber-bullying, relational aggression, or bullying based on perceived race/ethnicity, sexual orientation, gender expression, or disability. It is important to select or structure surveys that measure a variety of bullying behaviors.

Studies show that students are more likely to be bullied based on perceived race/ethnicity, sexual orientation, gender expression, and disability.

- **Utilize existing state and national standards as a resource in school climate efforts.** Consider opportunities to integrate school climate measures as part of implementing teacher quality standards and consider how to integrate bullying prevention measures into new standards for PE, health, and civics. Utilize National School Climate Standards as a resource for guiding school climate efforts.

- **Administer surveys on an ongoing basis to monitor trends over time.** Consider administering the climate survey annually or every other year. Identify year-to-year trends and also compare to state or national data to identify areas that warrant additional interventions and to monitor the effectiveness of existing interventions.

- **Ensure that data collected can be analyzed, communicated, and utilized to inform decision making at the school building level.** Work with school leadership and existing school data/PBIS/school climate team to ensure that the data collected can be used in meaningful ways to inform interventions and decision-making.

- **Determine how you will use data prior to selecting or administering surveys and ensure structures are in place to communicate potential uses of data in the administration of the survey and to analyze and utilize the data after it is collected.**

Key questions to ask in the process include:

- What components of school climate will be measured and why?
- What elements of bullying behavior will be included?
- How can this be integrated into existing survey/ data collection efforts?
- Is the goal to measure change over time? What changes are expected as a result of the interventions?
- How will the survey be administered?
  - What grades will be surveyed?
  - Will you use sampling or survey the entire grade(s)?
  - When is the best time to schedule the survey (considerations: minimizing academic impact, time needed, high attendance days, time of year)
  - How much time can we allocate to students/ staff taking the survey?
  - Will it be administered online or paper and pencil?
- How will this data be used to inform action and interventions?
- How will results be communicated to students, staff, and parents (Communicating Your Results)

ASSESSING READINESS

Items to Consider

- A clear plan for implementing a climate survey based on the needs of the district/school with well-defined goals and objectives should drive the survey implementation.

- School should have:
  - A school survey coordinator to lead facilitation of data collection and use.
  - Identified the components they would like to measure and the associated indicators and selected/developed an appropriate survey instrument. The measures should be reliable and/or valid.
  - An appropriate instrument for the grade levels being assessed (usually you would have a different reading level and shorter version for the elementary school grades).
  - Appropriate levels of consent and buy-in to successfully administer the survey and utilize the data.
  - A plan in place for administering the survey (schedule, sampling, administration methods, proctoring).
  - An understanding that all students need to be surveyed or have an appropriate sampling plan in order to achieve an adequate response rate. For more information regarding sampling and response rates please see http://safesupportiveschools.ed.gov for further guidance.
  - A plan in place for analyzing the data at the district and school level (trained analyst, consultant, or using a school climate survey that includes this as part of the package).
  - A plan in place for communicating the data to all relevant stakeholders.
  - A team in place to utilize the data to inform interventions and monitor progress.

OBTAINING PARENTAL CONSENT

Evaluate the risks, benefits, and ethical acceptability of the survey project before deciding to go forward.

- **Participant risk** - generally surveys are considered to put participants at minimal or no risk. There is a possibility that some students may feel anxious, stressed, or embarrassed by being asked questions about bullying and harassment, substance use or other risk behavior. In the vast majority of cases surveys do not create any serious risk of harm. Allowing students to leave the questionnaire or individual questions blank (with no penalty) can further neutralize any potential risk.

- **Participant benefit** – Schools and districts are sometimes hesitant to ask survey questions about controversial subjects such as drug use, violence, or harassment based on sexual orientation or race/ethnicity. There are greater and more certain risks associated with failing to proactively identify and address potential problems such as substance abuse or bullying and harassment. A school or district increases the risk that students will suffer from these problems in silence and that the problems will only surface for the district and the community at large in the event of a crisis.

General guidelines for conducting an ethical survey process:

- **Provide complete information to parents and youth** – in the case of surveys to minors both parents/guardians and youth should be fully informed of all the features of the survey efforts including the topics covered and the survey process. A letter to parents should be sent home a few weeks before the survey describing the nature of the survey, any potential risks to students, and the way in which the survey will be conducted including explaining the level of consent needed (see passive vs. active consent below). A local contact person's name and number should be included in the letter in case parents have questions.

  Advance information should also be shared with teachers and staff who will be administering the survey so they are prepared to answer questions. Finally, the teacher or staff who is administering the survey should read the instructions aloud to students prior to administering the survey so students are informed and have an opportunity to ask questions.

- **Voluntary Participation** – voluntary participation is a hallmark of an ethical survey. Especially when administering surveys to youth it is critical to make it clear that students are not required to take the survey or answer individual questions and that there will not be a penalty for declining to answer some or all of the questions.

- **Confidentiality and anonymity** – information received from the survey should be reported carefully. Procedures for protecting the identity of students should be clearly explained to the students and parents prior to administering the survey and carefully followed after administering the survey. In most cases schools can ensure the anonymity of the student by reporting aggregated data. In situations where that is not possible (e.g. limited number of students from a particular race/ethnicity) it is vitally important that the information be kept confidential, therefore schools should not report on disaggregated data in instances where there are fewer than 10 students belonging to a particular group.

Determine and obtain the appropriate level of consent from parents or guardians for youth under 18.

- **Types of Consent** – Please refer to your local school or district policy regarding surveys and parental consent. These policies should be based on federal guidelines (APA, 1973).
    - **Active consent** – active consent refers to collecting a signature from a parent or guardian authorizing the school to administer a survey. In some cases active consent may be required. Please consult your local district policy.
    - **Implied or passive consent** – this means that the school provides parents or guardians with the information about the survey before it administered, including informing them that they can have their child excluded from the survey by signing a permission-denial form and returning it to the school prior to the survey administration date. The survey is then administered to all students for whom parents/guardians did not submit a permission-denial form.
- **Response levels with the two types of consent** – When possible, using a passive or implied consent process can result in higher participation rates for the survey. Response rates for active consent are generally low and can vary from as low as 20% to as high as 70% of students who bring back a signed permission form. However, this does not mean that those parents who did not submit a form objected to the survey. The most common reason given for not returning an active consent form is "I did not get around to it".

Adapted from the Parental Consent Toolkit – Rocky Mountain Behavioral Science Institute and the American Drug and Alcohol Survey – 2010 – www.rmbsi.org.

USING MULTIPLE SOURCES OF DATA

Using data for decision-making is a best practice (Todd, Lewis-Palmer, Horner, Sugai, Sampson, & Phillips, 2003). Using data sources in isolation is not. While the climate surveys measure student, staff, and community perception, it does not provide staff or student data regarding climate outcome indicators (e.g. attendance, Office Discipline Referrals, etc.). In order to utilize multiple sources efficiently, start with questions and outcomes (Sugai, 2003). Keep the focus on these questions and outcomes by prioritizing, describing in measureable terms, and specifying realistic and achievable measures for success (Sugai, 2006). Below is a research-based problem solving model. The following pages include seven strategies to increase the effectiveness of your problem-solving process and a sample data audit form to help you organize the use of multiple sources of data.

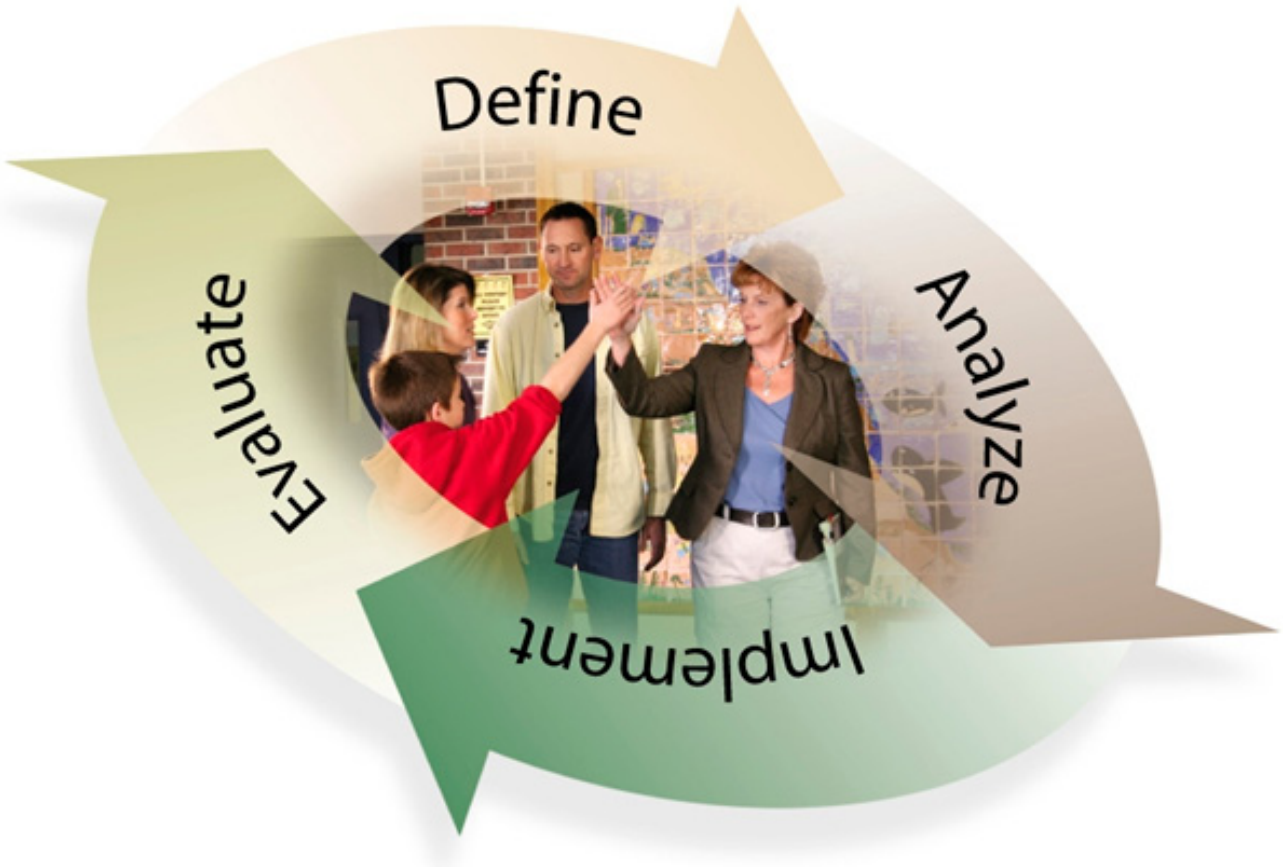
COLORADO 4-STEP PROBLEM SOLVING MODEL

STEP 1—DEFINE THE PROBLEM

- What is the problem

STEP 2—PROBLEM ANALYSIS

- Why is it occurring?



STEP 4—EVALUATE RESPONSE TO INTERVENTION

- Is it working?
- Are we doing what we said we would do?

STEP 3—PLAN IMPLEMENTATION

- What are we going to do about it?

Strategies to Increase the Effectiveness of Your Problem-Solving Process (Sugai, 2006):

1. Use team-based implementation
2. Identify various data sources (See data audit and sample)
3. Collect data and make sure team members are assigned to bring to each meeting
4. Summarize data in an easy to utilize form (e.g. graphs or charts)
5. Analyze data
6. Build action plan based on data
7. Monitor fidelity of your plan (e.g. Are the adults doing what they said they would do?)

Possible Data Sources:

- Student/Parent/Staff Climate Surveys
- SWIS/Infinite Campus
  - Physical aggression
  - Fighting
  - Harassment/bullying
  - Hot Spots
- Fidelity of implementation tools
  - BoQ/SET
  - Self-assessment survey
- Attendance (staff and student) and other relevant data in school
- TELL Colorado (www.tellcolorado.org)
- Focus Groups (staff, students and/or parents)
- Attendance (staff and student) and other relevant data in school

Other Resources:

- Safe and Supportive Schools http://safesupportiveschools.ed.gov/index.php?id=133
- National School Climate Center http://www.schoolclimate.org/
- Yale Child Study Center http://childstudycenter.yale.edu/comer/evaluation/surveys/scs/index.aspx
- Center for the Study and Prevention of Violence http://www.colorado.edu/cspv/safeschools/surveys.html
- Collaborative for Academic, Social, and Emotional Learning http://casel.org/in-schools/assessment/school-climate/
- Unified Improvement Planning Handbook http://www.cde.state.co.us/uip/UIP_TrainingAndSupport.asp
- Stop Bullying.gov http://www.stopbullying.gov/
- Colorado's Bully Prevention and Intervention website http://www.cde.state.co.us/pbis/Bullying/index.htm
- Colorado's PBIS Initiative www.cde.state.co.us/pbis
- Colorado Legacy Foundation http://colegacy.org/
- Colorado School Safety Resource Center http://www.colorado.gov/cs/Satellite/CDPS-SafeSchools/CBON/1251621089752

COLORADO PBIS INITIATIVE DATA AUDIT – SAMPLE (BLANK) – 2011-12

Data Source	Purpose	Frequency of collection	Frequency of review	Who has access	Which team reviews?	Relation to UIP Goal	Intended Outcomes

COLORADO PBIS INITIATIVE DATA AUDIT – SAMPLE – 2011-12

Data Source	Purpose	Frequency of collection	Frequency of review	Who has access	Which team reviews?	Relation to UIP Goal	Intended Outcomes
Student Attendance (school-wide)	To measure student engagement	Daily	Monthly	Administrative team, school secretary, Positive School Climate Team	Positive School Climate Team	UIP #2 – Safe and Supportive Learning Environment	80% of students have 0-1 absences within a month
Student attendance (Targeted group = students at-risk for non-attendance due to bullying behaviors)	Ensure students who have been targets of bullying behavior are regularly attending school	Daily	Monthly	Administrative team, school secretary, Positive School Climate Team	Positive School Climate Team	UIP #2 – Safe and Supportive Learning Environment	80% of students identified have 0-1 absences within a month
District's Chosen Climate Survey	To measure staff, student and parent perception of school climate	Yearly	Quarterly	Administrative team, Positive School Climate Team, Staff, Parents/ Families and Community	Positive School Climate Team, PTA	UIP#2 – Safe and Supporting Learning Environment	• 80% of staff, students, parents/ families feel our school is safe • 80% of students feel they can trust adults at school • 80% of parents/ families feel welcome • 80% of students do not report being a target of bullying behaviors

CONDUCTING FOCUS GROUPS

- **Determine the purpose of the focus group.** Key questions to consider - what kind of information do we want? What do we intend to do with this information?

- **Determine who should be involved in the focus group.** Now you need to determine the target audience for the focus group(s). It is important to gather focus group data from a diverse group of perspectives. Questions to consider - who has the greatest amount of insight on this topic? Who are the key stakeholders? What other characteristics should we consider in identifying participants?

- **Secure location and logistics.** Find a location that is convenient, comfortable, and neutral. Ensure plenty of room to arrange chairs in a circle.

- **Consider barriers and incentives to participation.** Be sure to consider the difficulties your target audience might have getting to the location, the balance between school day, work day and evening schedules and the availability of child care. Also try to provide incentives to participation such as gift cards to make sure participants know you believe their time is valuable. Always provide snacks and beverages; if possible provide pizza, sandwiches or other appealing meal options.

- **Invite participants.** Often sending a letter or e-mail followed up by a phone call is an effective method for securing participation. Let participants know what to expect (topic, length, location, what is expected of them). Obtain informed consent where appropriate.

- **Develop questions.** Good questions – sound conversational, use words that participants would use, are easy to say, are clear, are usually short, are usually open-ended, are usually one-dimensional, and include clear directions. The focus group should include a variety of types of questions including opening questions, introductory questions, transition questions, key questions, and ending questions.

- **Moderate/facilitate the group.** The moderator or facilitator has some key responsibilities for ensuring the success of the focus group. These include – explaining the purpose of the session, explaining the ground rules, explaining how information will be captured and used, ensuring everyone has an opportunity to speak, checking for understanding and asking follow-up questions as appropriate, maintaining neutrality and avoiding evaluative statements, monitoring time and letting participants know how the information will be used.

Adapted from National Center for School Engagement, "How to Conduct Effective Focus Groups," Denver: 2009

COMMUNICATING YOUR RESULTS

THINGS TO CONSIDER

- **Convene or utilize an existing team to analyze data and communicate results.**

- **Keep it short, visual, and readable.** Limit reports on survey data to a general audience (parents, staff, community members) to a few pages that highlight the reason for the survey, the key findings (using visual representations where possible), and the next steps. Avoid technical terms where possible in explaining the data. The goal is to make it understandable and actionable for a wide variety of audiences.

- **Provide a short background summary of the purpose of the survey.** Remind readers or audience what the survey included, why it was conducted and the overall purpose as related to the goals of the school.

- **Provide highlights of key findings using graphs and visuals where possible.** Show data using visuals and graphs to help the reader/audience understand and interpret. Examples might include a bar graph showing bullying trends over time, comparisons between the frequency of different types of bullying, or comparisons of the experiences of bullying between different types of students (by race/ethnicity, gender, grade, or sexual orientation).

- **Provide a balanced perspective of results overall rather than focusing on a select number of items.** Be sure to highlight successes and positives of the school and also use data to identify challenges that can be turned into priorities for action.

- **Frame communications of results around an action plan.** Communicate areas of need as priorities for action and communicate the district/school's plan of action for addressing these priorities.

- **Let the reader know how they can be part of the solution.** Celebrate and share credit widely for successes. Let staff, students, parents know what they can do to help address priorities. Communicate the message that everyone is responsible for school culture.

- **Provide the name and contact information for someone who staff, parents, and community members can contact for more information.**

SAMPLE SUMMARY OF SURVEY RESULTS FOR PARENTS

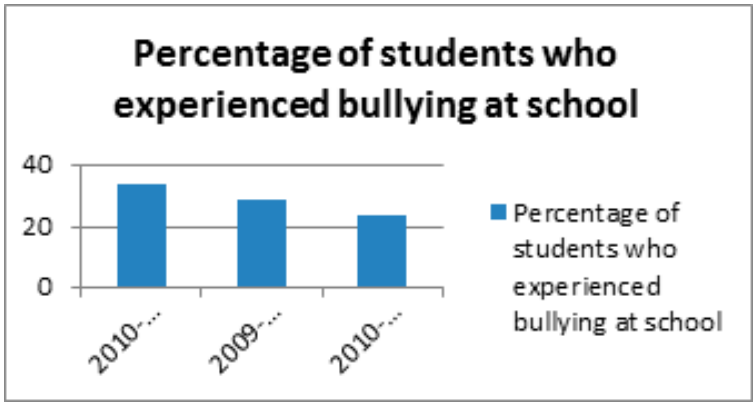
BACKGROUND:

Ensuring that all students have a safe, engaging place to learn is a priority for ABC Middle School. In October, students and staff participated in a school-wide survey to assess staff and student perceptions of our school, identify unmet needs, identify strengths of our school, and areas for improvement. Over 1,500 students and 200 staff participated in this survey. The results will be used to inform our school improvement efforts and to identify and enhance services for students.

KEY FINDINGS:

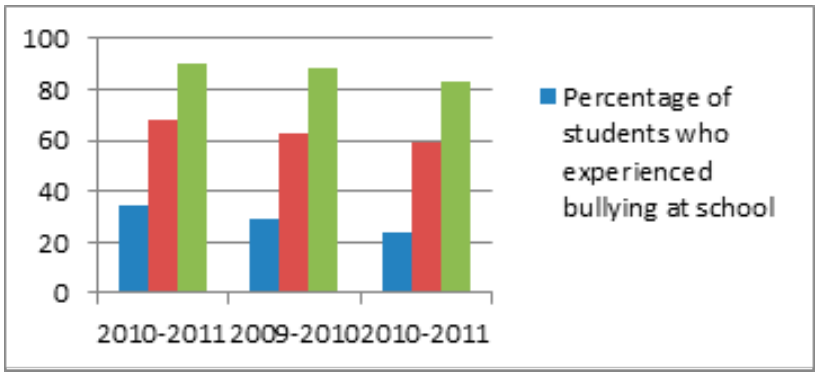
Strengths:

- Fewer students are experiencing bullying on school grounds
- Students report feeling safer
- Students say they are more likely to stand up when they see bullying



Areas for improvement:

- More students are experiencing cyberbullying
- While bullying has decreased overall, students with disabilities and students who are perceived to be gay or lesbian are still being bullied at a much higher rate



WHAT WILL ABC MIDDLE SCHOOL DO BASED ON THESE FINDINGS?

- **Cyberbullying training series** – parents are invited to a community training on preventing and responding to cyberbullying to be held on November 2, 2012. Students will also participate in a student assembly on cyberbullying and will receive follow-up training on internet safety and cyberbullying as part of their regular advisory homeroom classroom activities.

- **No Place for Hate Campaign** – ABC Middle School students have been selected as one of 150 student groups statewide to participate in a No Place for Hate campaign to help raise awareness of the diversity of students in the school and to train their peers on how to respond if they see or hear bullying or put-downs based on race, ethnicity, disability, gender, religion, or sexual orientation. The student led group will sponsor a parent and student night on December 3, 2012. Parents are invited to attend and learn more about these efforts.

QUESTIONS?

If you have questions about this survey or any of the results, please contact Jane Doe, Assistant Principal at 303-555-3333.

COMPARISON OF COMMON CLIMATE SURVEYS – PUBLICLY AVAILABLE SURVEYS

Instrument Name	Description	Audience(s)	Constructs Measured	Contact Information
California Healthy Kids Survey	**Cost:** Unknown – publicly available but copyrighted. **Administration:** paper. **Demographics:** age, gender, ethnicity, grades	Grades 5 and 7-12	**School Climate (10-20 questions):** school connectedness, attendance, sense of safety. **optional scales for teaching and learning, discipline, relationships, and facilities* **Bullying (10-20 questions):** victimization, cyberbullying, harassment based on race/ethnicity, sexual orientation, disability **Risk behaviors (70-80 questions):** violence, substance use, depression, suicide **Resiliency (5-10 questions):** family, individual, and community domains	**Contact:** http://chks.wested.org/ **Reliability and Validity:** Internal consistency reliability .7 or above for secondary students and .6 or above for elementary students. Reported to have demonstrated correlations with theoretically related constructs.
Center for the Study and Prevention of Violence – Charge, Volt and Spark surveys	**Cost:** Survey and reports are free. **Time** is 30 min for elementary, 45 for MS and HS, 10 for staff and parents. Spanish available. **Administration:** Online only (except Spanish which is available in paper) **Demographics:** age, gender, grade, ethnicity, grades in school	Elementary Middle and High School Staff survey Parent survey	**School Climate (40-50 questions):** school connectedness, attendance, rules/norms, discipline, relationships, facilities **Bullying (50-60 questions):** victimization, bystander behavior, cyberbullying, hotspots, **optional scale on harassment on race/ethnicity, gender, sexual orientation and disability* **Risk Behaviors (90-100 questions):** violence, delinquency, substance use, depression, suicide **Resiliency(40-50 questions)** resiliency factors in individual, family, and community domains **optional scales on self-injury, eating disorders, health, safety*	**Contact:** Center for the Study and Prevention of Violence at safeschools@colorado.edu or 303-492-1032 **Reliability/Validity:** Reliability and validity data available from the Center for the Study and Prevention of Violence.
Colorado Trust Bullying Prevention Student Survey	**Cost:** Survey is free. Reports not provided **Time** - unknown **Administration:** paper only **Demographics:** age, grade, ethnicity	Elementary and middle school survey	**School Climate (10-20 questions)** rules/norms, relationships **Bullying (30-40 questions)** bullying, victimization, bystander behavior, adult intervention **Resiliency (10-20 questions)** individual and peer domains	Survey available at **Reliability and Validity:** Reported alpha coefficients range from .75 to .92
Healthy Kids Colorado Survey	**Cost:** $1.75 per survey. Reports $350 **Administration:** paper **Demographics**: Age, gender, grade, ethnicity		**School Climate:** School connectedness, attendance, teaching and learning **Bullying** victimization, cyberbullying **Risk Behaviors:** violence, substance use, depression, suicide **Resiliency** individual, peer, and family domains	Contact: OMNI Institute at www.omni.org or 1-800-279-2070 **Reliability and Validity:** Reliability and validity data available from OMNI.

Instrument Name	Description	Audience(s)	Constructs Measured	Contact Information
The Prevention Planning Survey	**Cost:** Survey is free. Reports not provided. **Time:** 25 minutes **Administration:** paper **Demographics:** grade, age, gender, ethnicity	Grades 6-12	**School Climate** (10-20 questions): school connectedness, attendance, sense of safety, discipline, relationships **Bullying** (1-5 questions): victimization, bullying **Risk behaviors** (20-30 questions) : violence, delinquency, substance use **Other** (50-60): addresses individual, family, and peer resiliency domains	Rocky Mountain Behavioral Science Institute. www.rmbsi.com or 1-800-447-6354 **Reliability and Validity:** Reported reliability coefficients range from .83-.94 Validity related evidence
Culture of Excellence and Ethics Assessment (CEEA)	**Cost:** Survey is free. The Culture of Excellence & Ethics offers assessment services for a cost. **Administration:** Available in both paper & online versions. **Demographics:** grade, gender, ethnicity	3 versions measure grades 3 through 12 Parent survey Staff survey	**School Climate (60-70 questions):** teaching and learning, rules/norms, relationships **Bullying (6-10 questions):** victimization, bystander, adult intervention, cyberbullying **Risk behaviors (1-5 questions):** delinquency, substance use, violence	Survey available at www.excellenceandethics.com/assess/ceea.php **Reliability and Validity:** Reported Chronbach's Alphas range from .84-.93. Information available on the percent variance accounted for by the items of the factor analysis-developed scales; a pattern of correlations that correspond to theoretical patterns of relationships between constructs provided as evidence of convergent/ divergent validity.
Cyberbullying Research Center Student Assessment	Online assessment tool to determine the nature and extent of cyberbullying and online harassment **Cost:** no cost to the district for tool and raw data sets Additional data cleaning, formatting and analysis services available for reasonable cost.	Random sampling of students	Cyberbullying and related constructs	Data has been collected for eight years. Dr. Sameer Hinduja and Dr. Justin Patchin are widely regarded as international experts on the topic. To obtain the assessment tool and make arrangements for its use go to www.cyberbullyingresearch.org.

OTHER SURVEYS – NOT PUBLICLY AVAILABLE

Instrument Name	Cost to School or District (including time required for administration)	Online or Paper	Grades Measured	Constructs Measured	Contact Information
Alaska School Climate and Connectedness Survey				High Expectations, School Safety, School Leadership and Student Involvement, Respectful Climate (including bullying), Peer Climate, Caring Adults, Parent and Community Involvement, Social and Emotional Learning, Student Delinquent Behaviors, Student Drug and Alcohol Use	The survey instrument is not publicly available. Please contact Kim Kendziora at kkendziora@air.org.
American Institutes for Research Conditions for Learning Survey				Safe and Respectful Climate (including bullying), High Expectations, Student Support, Social and Emotional Learning	Please contact David Osher at dosher@air.org for information about this instrument.
Search Institute Creating a Great Place to Learn Survey	Pricing varies by reports desired by school	Paper	2 versions measure grades 6 through 12 and staff	Caring and Fair Staff, Parental Support and Achievement Values, Student Voice, Safety, Classroom Order, Peer Academic Influence	The survey instrument is not publicly available. Please contact the Search Institute for additional information: http://www.search-institute.org/survey-services/surveys/creating-great-place-learn

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