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Analysis of the 2023 Quality of School Climate and Safety (QSCS) Survey

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Analysis of the 2023 Quality of School Climate and Safety (QSCS) Survey

Introduction

In Spring 2023, the Kentucky Department of Education (KDE) administered Kentucky's Quality of School Climate and Safety (QSCS) Survey operationally, in conjunction with the spring summative assessment. The QSCS has been administered operationally since Spring 2021.

KDE, in collaboration with the Human Resources Research Organization (HumRRO), developed the QSCS Survey to meet the legislative mandate to incorporate into the state accountability system an indicator of school climate and safety that integrates “perception data from surveys that measure insight into the school environment” (703 KAR 5:270). Specifically, the QSCS Survey collects student perceptions of school climate and safety.

The purpose of this report is to provide item-level analyses to contribute to the body of validity evidence for the survey. The reports also present survey results by student subgroups, along with effect size statistics quantifying the magnitude of subgroup differences.

Methods and Results

Demographics of Participating Students

Tables 1 through 3 contain descriptive statistics for participating students. Table 1 presents the percentages of students classified as female and male. Across the grade spans, slightly more than half of surveyed students were male. These percentages are very similar to the Spring 2021 and 2022 surveyed populations.

Table 1. Student Demographics: Gender

| Grade Span | % Female | % Male |
|------------------|----------|--------|
| 3-5 (n=138,805) | 48.37 | 51.63 |
| 6-8 (n=143,878) | 48.30 | 51.70 |
| 10-11 (n=94,411) | 48.77 | 51.23 |

Table 2 presents the percentages of students classified in each of the race/ethnicity categories. Across the grade spans, there are similar percentages of students in each category. These percentages are also very similar to the Spring 2021 and 2022 surveyed populations.

Table 2. Student Demographics: Race/Ethnicity

| Grade Span | % Asian | % Black | % Hispanic | % American Indian/Alaska Native | % Multi-racial | % Native Hawaiian/Pacific Islander | % White |
|------------------|---------|---------|------------|---------------------------------|----------------|------------------------------------|---------|
| 3-5 (n=138,805) | 2.16 | 10.46 | 8.62 | 0.14 | 5.48 | 0.19 | 72.94 |
| 6-8 (n=143,878) | 1.90 | 10.89 | 8.73 | 0.14 | 5.04 | 0.17 | 73.12 |
| 10-11 (n=94,411) | 2.03 | 10.34 | 8.60 | 0.14 | 4.27 | 0.15 | 74.46 |

Table 3 presents the percentages of students qualifying for the national school lunch program designation, students with an Individualized Education Plan (IEP), and students classified as having limited English proficiency (LEP). Larger percentages of students are classified as qualifying for free or reduced lunch, having an IEP, or having limited English proficiency in the lower grades than in higher grades. These percentages are very similar to the Spring 2021 and 2022 surveyed populations.

Table 3. Student Demographics: Lunch, IEP, and LEP Status

| Grade Span | % Free/Reduced Lunch | % Full-Price Lunch | % IEP | % No IEP | % LEP | % Not LEP |
|------------------|----------------------|--------------------|-------|----------|-------|-----------|
| 3-5 (n=138,805) | 62.17 | 37.83 | 17.52 | 82.48 | 7.52 | 92.47 |
| 6-8 (n=143,878) | 60.27 | 39.73 | 13.80 | 86.19 | 4.38 | 95.62 |
| 10-11 (n=94,411) | 54.71 | 45.29 | 10.66 | 89.33 | 3.70 | 96.30 |

Item Responses

Table 5 on the following page presents item-level responses from the elementary grade band. Similar tables for the middle and high school grade bands are presented in Appendix A. Across all items, some percentage of students selected each of the possible response options, and fewer than 1% of students did not provide a response.

Table 4 presents the average percentage of item responses reflecting positive climate and safety perceptions across the grade spans. The higher the grade band, the lower the percentage of students expressing positive perceptions of school climate and safety.

Table 4. Comparison of Average Percentage of Positive Responses

| Grade Span | Overall | Climate | Safety |
|--------------|---------|---------|--------|
| Grades 3-5 | 86.0 | 89.8 | 81.9 |
| Grades 6-8 | 76.2 | 79.7 | 72.4 |
| Grades 10-11 | 75.0 | 78.7 | 71.0 |

Note. Cell values represent the average percentage of item responses reflecting a positive perception of school climate or safety.

There were four items for which 90% or more of students across the grade bands indicated a positive perception of school climate or safety. This was consistent with the 2022 results. These items were:

- Item 3. *All my teachers make me feel welcome in their class.*
- Item 8. *There is at least one adult from my school who listens to me when I have something to say.*
- Item 9. *When I need help with schoolwork, I can ask a teacher.*
- Item 11. *My teachers expect me to do my best all the time.*

Across the three grade bands, there were six items for which 20% or more students indicated a negative perception of school climate or safety. This was also consistent with the 2022 results. These items were:

- Item 7. *All students are treated the same if they break school rules/The consequences for breaking school rules are the same for all students.*
- Item 17. *Adults from my school stay calm when dealing with bad behavior.*
- Item 20. *I feel comfortable stating my opinion in class even if others disagree.*
- Item 21. *Students from this school respect each other's differences (such as gender, culture, race, religion, ability).*
- Item 23. *Students being mean or hurtful to other students is NOT a problem for this school/Bullying is NOT a problem for this school.*
- Item 25. *Students being mean or hurtful to other students online (such as websites and apps) is NOT a problem for my school/Internet bullying is NOT a problem for students from my school.*

It is important to note that items 23 and 25 are written to capture perceptions that something is not occurring, whereas all other survey items are written to capture perceptions that something is occurring. One concern about this difference in wording is that students would respond in the same pattern for all items (i.e., agreeing or disagreeing with all statements) without noting the unique language of these two items, thus yielding inaccurate data. If this were an issue, the percentage of students agreeing or strongly agreeing with items 23 and 25 would have percentages of agreement that are similar to other survey items. However, Table 5 shows that these two items have lower levels of agreement and higher levels of disagreement compared to other items. This indicates that students are, in fact, taking time to consider the specific content of survey items and are providing accurate information about their perceptions.

Table 5. QSCS Survey Item Responses: Grades3-5 (n= 138,805)

| Survey Question | % Strongly Disagree | % Disagree | % Agree | % Strongly Agree | % Did Not Answer |
|--|---------------------|------------|---------|------------------|------------------|
| 1. My school is a caring place. | 1.2 | 3.0 | 36.0 | 59.8 | 0.0 |
| 2. I feel like I am part of my school.* | 1.8 | 6.3 | 45.2 | 46.6 | 0.1 |
| 3. All my teachers make me feel welcome in their class. | 1.1 | 5.4 | 34.3 | 59.1 | 0.1 |
| 4. A teacher or some other adult from my school will care if I miss a day of school.* | 4.5 | 14.7 | 46.2 | 34.4 | 0.2 |
| 5. Adults from my school care about me.* | 1.0 | 2.8 | 35.5 | 60.7 | 0.1 |
| 6. The school rules are fair. | 5.0 | 12.9 | 45.2 | 36.9 | 0.1 |
| 7. All students are treated the same if they break school rules. * | 10.9 | 25.4 | 36.3 | 27.2 | 0.2 |
| 8. There is at least one adult from my school who listens to me when I have something to say.* | 2.9 | 4.6 | 31.6 | 60.8 | 0.1 |
| 9. When I need help with schoolwork, I can ask a teacher. | 1.2 | 3.7 | 43.7 | 51.3 | 0.1 |
| 10. If I have a problem, there is an adult from school that I can talk to.* | 1.4 | 3.6 | 36.0 | 58.8 | 0.1 |
| 11. My teachers expect me to do my best all the time. | 1.0 | 3.7 | 26.1 | 69.1 | 0.1 |
| 12. When I want to give up, my teacher says I should keep trying. * | 1.3 | 4.2 | 39.2 | 55.1 | 0.1 |
| 13. Adults from my school make sure all students get what they need to be successful.* | 1.2 | 4.5 | 37.9 | 56.3 | 0.1 |
| 14. My school is a place where students feel encouraged.* | 3.1 | 9.2 | 46.3 | 41.2 | 0.3 |
| 15. Adults from my school work hard to make sure students are safe.* | 0.7 | 1.8 | 23.6 | 73.8 | 0.1 |
| 16. Adults from my school handle safety concerns quickly. | 1.5 | 6.2 | 42.6 | 49.5 | 0.2 |
| 17. Adults from my school stay calm when dealing with bad behavior.* | 7.3 | 19.9 | 47.0 | 25.6 | 0.2 |

Table 5. (Continued)

| Survey Question | % Strongly Disagree | % Disagree | % Agree | % Strongly Agree | % Did Not Answer |
|---|---------------------|------------|---------|------------------|------------------|
| 18. I feel safe in my classes. | 2.5 | 5.9 | 34.5 | 56.9 | 0.2 |
| 19. Adults from my school care about my physical safety. | 1.0 | 2.7 | 35.9 | 60.2 | 0.2 |
| 20. I feel comfortable stating my opinion in class even if others disagree. | 8.4 | 17.8 | 42.9 | 30.7 | 0.3 |
| 21. Students from this school respect each other's differences (gender, culture, race, religion, ability).* | 7.1 | 14.8 | 38.7 | 39.1 | 0.3 |
| 22. Adults from this school respect students' differences (gender, culture, race, religion, ability).* | 2.0 | 4.3 | 28.7 | 64.8 | 0.3 |
| 23. Students being mean or hurtful to other students is NOT a problem for this school | 37.5 | 25.9 | 22.1 | 14.3 | 0.3 |
| 24. We are taught ways to stop mean or hurtful behavior when we see it happen.* | 2.3 | 6.1 | 39.6 | 51.8 | 0.2 |
| 25. Students being mean or hurtful to other students online (such as websites and apps) is NOT a problem for my school. | 26.0 | 21.5 | 25.4 | 26.7 | 0.4 |
| 26. If students are mean or hurtful to other students during school, there is a safe way to report it to an adult.* | 1.6 | 3.3 | 32.8 | 62.2 | 0.2 |
| 27. If a student reports being treated in a mean or hurtful way during school, the adults will do something to help.* | 1.6 | 3.5 | 30.7 | 64.0 | 0.2 |

Note. Asterisked survey questions were not included in the Alternate QSCS Survey. Items 1 through 14 measure student perceptions of school climate. Items 15 through 27 measure student perceptions of school safety.

Scale Reliability

Next, we calculated the internal consistency reliability (Cronbach’s alpha) for the overall set of items and the climate and safety items separately. As Table 6 shows, all reliability coefficients are good to excellent (Kline, 2005) thereby supporting that the set of survey items relate closely to one another and are measuring a common construct.

Table 6. Internal Consistency Reliability

| Grade Band | Overall | School Climate | Safety |
|--------------|---------|----------------|--------|
| Grades 3-5 | .91 | .85 | .83 |
| Grades 6-8 | .94 | .90 | .89 |
| Grades 10-11 | .95 | .91 | .90 |

Confirmatory Factor Analysis

We conducted a confirmatory factor analysis to document the appropriateness of reporting an overall score as well as climate and safety subscores. We evaluate the model fit using the Comparative Fit Index (CFI), the Root Mean Square Error of Approximation (RMSEA), and the Standardized Root Mean Square Residual (SRMR). The Comparative Fit Index (CFI) is an incremental fit index that reflects the relative improvement in model fit of the tested model over a model that hypothesizes no relationships among the variables and is not contingent upon sample size. Commonly applied rules of thumb suggest that good model fit is indicated by CFI values above .90 (Hooper et al., 2008). The Root Mean Square Error of Approximation (RMSEA) is an absolute fit index that indicates the amount of discrepancy between the model and observed data, but it also accounts for model complexity. The SRMR is another absolute measure of fit that reflects the standardized difference between the observed correlation and the predicted correlation. RMSEA values less than .05 and SRMR values of less than .08 indicate good model fit (Hu & Bentler, 1999).

As in prior analyses of field tests and operational administrations (Lee et al., 2020; Dickinson et al., 2021; Dickinson & Thacker, 2022), statistics generally indicate appropriate model fit (see Table 7), thereby continuing to support the intended reporting design.

Table 7. Robust Model Goodness of Fit Statistics for the Bifactor CFA Model by Grade Band

| Grade Band | N | CFI | RMSEA | SRMR |
|--------------|---------|-----|-------|------|
| Grades 3-5 | 138,805 | .94 | .05 | .03 |
| Grades 6-8 | 143,878 | .93 | .06 | .03 |
| Grades 10-11 | 94,411 | .91 | .08 | .04 |

Overall and Subgroup Mean Scores

In this section, we present means and standard deviations for the overall, climate, and safety scores for each grade band. First, we present the values for all students. Then we present a series of subgroup comparisons of the overall score.¹ Subgroup comparisons for climate and safety subscores are presented in Appendix B.

Item level scores were assigned by KDE. Responses of *strongly disagree* were scored 0, *disagree* responses were scored 33.33, *agree* responses were scored 66.67, and *strongly agree* responses were scored 100. We calculated overall scores for students by averaging across all the item scores. We calculated climate and safety scores by averaging across the relevant items.

Table 8 presents the mean overall, climate, and safety scores for all students within each grade band. For all three score types, mean values decrease at the higher grade bands.

Table 8. Mean Overall, Climate, and Safety Scores: All Students

| Grade Span | Overall Score Mean | Overall Score S.D | Climate Score Mean | Climate Score S.D | Safety Score Mean | Safety Score S.D |
|------------------|--------------------|-------------------|--------------------|-------------------|-------------------|------------------|
| 3-5 (n=138,805) | 76.16 | 14.18 | 78.81 | 14.55 | 73.32 | 15.31 |
| 6-8 (n=143,878) | 65.15 | 16.36 | 68.25 | 16.45 | 61.81 | 17.80 |
| 10-11 (n=94,411) | 61.27 | 16.13 | 63.80 | 16.28 | 58.58 | 17.60 |

Note. S.D.= standard deviation.

In the next several tables we compare the mean scores of several student subgroups. For each mean score comparison, we also present the Cohen's *d* statistic. Cohen's *d* is interpreted as the difference in means presented in standardized units, and can be evaluated using the following benchmarks (Cohen, 1988):

- Less than 0.2= slight effect
- 0.2 - 0.49 = small effect
- 0.5 - 0.79 = moderate effect
- Greater than 0.8 = large effect

Table 9 presents a comparison of mean overall QSCS scores between females and males within each grade band. At the elementary level, the Cohen's *d* value indicates a slight effect in which females on average indicated slightly more positive perceptions of school climate and safety than males. This pattern was reversed at the middle and high school levels. These patterns were also seen in the 2022 results.

¹ See Lee, Dickinson, & Thacker (2020) for evaluation of measurement invariance across student subgroups.

Table 9. Comparison of Mean Overall Scores: Females and Males

| | Female Mean | Female SD | Male Mean | Male SD | Cohen's d |
|--------------|-------------|-----------|-----------|---------|-----------|
| Grades 3-5 | 76.52 | 13.72 | 75.82 | 14.60 | 0.05 |
| Grades 6-8 | 63.93 | 15.98 | 66.29 | 16.63 | -0.14 |
| Grades 10-11 | 60.01 | 15.40 | 62.47 | 16.71 | -0.15 |

Note. S.D.= standard deviation.

Table 10 presents a comparison of mean overall QSCS scores between Asian students and non-Asian students within each grade band. At the elementary level, the Cohen's d value indicates essentially no difference between Asians and non-Asians in terms of perceptions of school climate and safety. At the middle and high school levels, there is a slight effect in which Asian students indicated slightly more positive perceptions of school climate and safety compared to non-Asians.

Table 10. Comparison of Mean Overall Scores: Asians and Non-Asian Students

| | Asian Mean | Asian SD | Non-Asian Mean | Non-Asian SD | Cohen's d |
|--------------|------------|----------|----------------|--------------|-----------|
| Grades 3-5 | 75.96 | 12.93 | 76.16 | 14.22 | -0.01 |
| Grades 6-8 | 66.19 | 14.85 | 65.12 | 16.40 | 0.07 |
| Grades 10-11 | 63.09 | 14.78 | 61.22 | 16.17 | 0.12 |

Note. S.D.= standard deviation.

Table 11 presents a comparison of mean overall QSCS scores between black students and nonblack students within each grade band. Across the grade bands, there is a slight to small effect indicating that black students on average report fewer positive perceptions of school climate and safety. The effect sizes are similar for elementary and middle grades, but smaller for high school.

Table 11. Comparison of Mean Overall Scores: Black and Non-Black Students

| | Black Mean | Black SD | Non-Black Mean | Non-Black SD | Cohen's d |
|--------------|------------|----------|----------------|--------------|-----------|
| Grades 3-5 | 72.84 | 14.79 | 76.78 | 13.98 | -0.27 |
| Grades 6-8 | 61.42 | 16.08 | 65.84 | 16.32 | -0.27 |
| Grades 10-11 | 59.41 | 15.52 | 61.58 | 16.21 | -0.14 |

Note. S.D.= standard deviation.

Table 12 presents a comparison of mean overall QSCS scores between Hispanic and non-Hispanic students within each grade band. At the elementary and middle school levels, the Cohen's d value indicates a slight effect in which Hispanic students on average indicated slightly fewer positive perceptions of school climate and safety than non-Hispanic students. This pattern was reversed at the high school level, though there was essentially no difference between the groups in high school.

Table 12. Comparison of Mean Overall Scores: Hispanic and Non-Hispanic Students

| | Hispanic Mean | Hispanic SD | Non-Hispanic Mean | Non-Hispanic SD | Cohen's d |
|--------------|---------------|-------------|-------------------|-----------------|-----------|
| Grades 3-5 | 75.29 | 13.21 | 76.24 | 14.27 | -0.07 |
| Grades 6-8 | 64.26 | 15.15 | 65.23 | 16.47 | -0.06 |
| Grades 10-11 | 61.38 | 14.74 | 61.26 | 16.26 | 0.01 |

Note. S.D.= standard deviation.

Table 13 presents a comparison of mean overall QSCS scores between nonwhite students and white students within each grade band. At the elementary and middle levels, the Cohen's d value indicates a small effect in which whites on average indicated more positive perceptions of school climate and safety than nonwhites. This effect was only slight at the high school level.

Table 13. Comparison of Mean Overall Scores: White and Non-White Students

| | White Mean | White SD | Non-White Mean | Non-White SD | Cohen's d |
|--------------|------------|----------|----------------|--------------|-----------|
| Grades 3-5 | 76.67 | 14.06 | 72.99 | 14.52 | 0.26 |
| Grades 6-8 | 65.64 | 16.38 | 62.15 | 15.97 | 0.22 |
| Grades 10-11 | 61.42 | 16.25 | 60.36 | 15.32 | 0.07 |

Note. S.D.= standard deviation.

Table 14 presents a comparison of mean overall QSCS scores between students qualifying for free or reduced lunch and students qualifying for full-price lunch within each grade band. At the elementary level, the Cohen's d value indicates a slight effect in which students not qualifying for free or reduced lunch on average indicated more positive perceptions of school climate and safety than those who did qualify. This pattern was common across the grade bands.

Table 14. Comparison of Mean Overall Scores: Free/Reduced Lunch and Full-Price Lunch

| | F/R Lunch Mean | F/R Lunch SD | Full-Price Lunch Mean | Full-Price Lunch SD | Cohen's d |
|--------------|----------------|--------------|-----------------------|---------------------|-----------|
| Grades 3-5 | 75.52 | 14.53 | 77.20 | 13.53 | -0.12 |
| Grades 6-8 | 64.31 | 16.67 | 66.42 | 15.80 | -0.13 |
| Grades 10-11 | 60.10 | 16.54 | 62.68 | 15.50 | -0.16 |

Note. S.D.= standard deviation.

Table 15 presents a comparison of mean overall QSCS scores between students with an IEP and students without an IEP within each grade band. At the elementary and high school levels, the Cohen's d values indicate a slight effect in which students without an IEP on average indicated more positive perceptions of school climate and safety than students with an IEP. This pattern was reversed at the middle school level, with students with IEPs indicating slightly more positive perceptions.

Table 15. Comparison of Mean Overall Scores: IEP and No IEP

| | IEP Mean | IEP SD | No IEP Mean | No IEP SD | Cohen's d |
|--------------|----------|--------|-------------|-----------|-----------|
| Grades 3-5 | 74.49 | 18.21 | 76.51 | 13.14 | -0.13 |
| Grades 6-8 | 66.17 | 19.73 | 64.98 | 15.75 | 0.07 |
| Grades 10-11 | 60.06 | 19.83 | 61.41 | 15.63 | -0.08 |

Note. S.D.= standard deviation.

Table 16 presents a comparison of mean overall QSCS scores between students identified as having limited English proficiency and students not identified as having limited English proficiency within each grade band. At the elementary level, the Cohen's d value indicates a slight effect in which students not identified as having limited English proficiency on average indicated slightly more positive perceptions of school climate and safety than students identified as having limited English proficiency. This pattern was reversed at the high school level, and there was essentially no effect at the middle school level.

Table 16. Comparison of Mean Overall Scores: LEP and Non-LEP

| | LEP Mean | LEP SD | Non-LEP Mean | Non-LEP SD | Cohen's d |
|--------------|----------|--------|--------------|------------|-----------|
| Grades 3-5 | 74.98 | 12.86 | 76.25 | 14.28 | -0.09 |
| Grades 6-8 | 64.81 | 15.28 | 65.16 | 16.41 | -0.02 |
| Grades 10-11 | 63.86 | 14.43 | 61.17 | 16.19 | 0.18 |

Note. S.D.= standard deviation.

Correlations with Academic and Other Data

To document the association between QSCS scores and KSA scores, we examined the correlations between these two variables at the student level. Table 17 provides the means and standard deviations for the variables included in the correlational analysis. These include reading, mathematics, and science scale scores, as well as overall QSCS score.

Table 17. Average Reading, Math, and Science KSA and Overall QSCS Scores, by Grade

| Grade | Reading Mean | Reading Std. Dev. | Math Mean | Math Std. Dev. | Science Mean | Science Std. Dev. | QSCS Mean | QSCS Std. Dev. |
|-------|--------------|-------------------|-----------|----------------|--------------|-------------------|-----------|----------------|
| 3 | 508.76 | 38.59 | 514.07 | 40.21 | NA | NA | 77.42 | 13.59 |
| 4 | 511.55 | 38.29 | 513.88 | 39.70 | 505.05 | 36.44 | 76.44 | 14.10 |
| 5 | 517.00 | 40.31 | 508.12 | 39.50 | NA | NA | 74.50 | 14.73 |
| 6 | 512.99 | 37.06 | 499.93 | 36.35 | NA | NA | 68.52 | 16.10 |
| 7 | 506.39 | 35.22 | 500.06 | 34.17 | 495.95 | 33.58 | 64.34 | 16.27 |
| 8 | 507.92 | 36.49 | 498.55 | 36.26 | NA | NA | 62.74 | 16.18 |
| 10 | 508.14 | 36.12 | 497.19 | 34.97 | NA | NA | 61.14 | 15.80 |
| 11 | NA | NA | NA | NA | 490.48 | 35.27 | 61.41 | 16.50 |

Note. NA indicates that content area was not tested at that grade level.

Table 18 presents the correlational results between student level overall QSCS score and KSA scores in reading, math, and science. Across content areas, correlations were positive and tended to be higher at lower grade levels.

Table 18. Correlation Between Student-Level Overall QSCS Scores and KSA Scores in Reading, Math, and Science, by Grade

| Grade | Reading | Math | Science |
|-------|---------|------|---------|
| 3 | 0.44 | 0.42 | NA |
| 4 | 0.39 | 0.39 | 0.40 |
| 5 | 0.35 | 0.36 | NA |
| 6 | 0.29 | 0.31 | NA |
| 7 | 0.25 | 0.25 | 0.26 |
| 8 | 0.26 | 0.27 | NA |
| 10 | 0.25 | 0.26 | NA |
| 11 | NA | NA | 0.26 |

Note. NA indicates that content area was not tested at that grade level.

Next, we aggregated students' scores to produce a mean school-level score for both overall QSCS scores and mean KSA reading, mathematics, and science scores. Table 19 presents correlational results among those school-level scores, by grade band. Similar to the student-level correlations, the magnitude of the association between QSCS and KSA scores tends to decrease as the grade band increases.

Table 19. Correlation Between School-Level Overall QSCS Scores and KSA Reading, Math, and Science Scores, by Grade Band

| Grade Band | Reading | Math | Science |
|------------|---------|------|---------|
| 3–5 | .41 | .42 | .43 |
| 6–8 | .44 | .38 | .33 |
| 10–11 | .23 | ** | .20 |

Note. ** indicates the correlation was not statistically significantly different from 0.

Finally, we computed the correlation between other school-level characteristics and school-level overall QSCS score. For the 3–5 grade band, there was a very small negative correlation between school-level overall QSCS score and the percentage of students qualifying for free/reduced lunch. There were small negative correlations between school-level overall QSCS score and percentage of Hispanic students, and percentage of LEP students. There was a moderate negative correlation between school-level overall QSCS score and percentage of black students. There was a moderate positive correlation between school-level overall QSCS scores and the percentage of white students. For the 6–8 grade band, there were small negative correlations between school-level overall QSCS score and both school size and percentage of LEP students. There were moderate negative correlations between school-level

overall QSCS score and both percentage of black students and percentage of Hispanic students. For the 10–11 grade band, there were no correlations between school-level overall QSCS score and any of the school-level characteristics that were statistically significantly different from 0. Across the grade bands, there were no correlations between school-level overall QSCS score and total number of behavior events that were statistically significantly different from 0.

Table 20. Correlation Between School-Level Overall QSCS Scores and School-Level Characteristics, by Grade Band

| Grade Band | Size | %FRL | %Black | % Hispanic | %White | % LEP | Behavior events |
|------------|-------|-------|--------|------------|--------|-------|-----------------|
| 3–5 | ** | -0.07 | -0.44 | -0.27 | 0.37 | -0.22 | ** |
| 6–8 | -0.18 | ** | -0.39 | -0.30 | 0.29 | -0.16 | ** |
| 10–11 | ** | ** | ** | ** | ** | ** | ** |

Note. ** indicates the correlation was not statistically significantly different from 0. Free and reduced lunch students combined due to small size of reduced lunch group.

Variance Between Schools

To further explore differences among schools, we began by calculating intraclass correlation coefficients (ICC). The ICC can be interpreted as the proportion of the variance explained by the grouping structure in the population (Hox, 2010). In other words, the ICC indicates the proportion of variance in overall QSCS scores that is due to school-level differences.

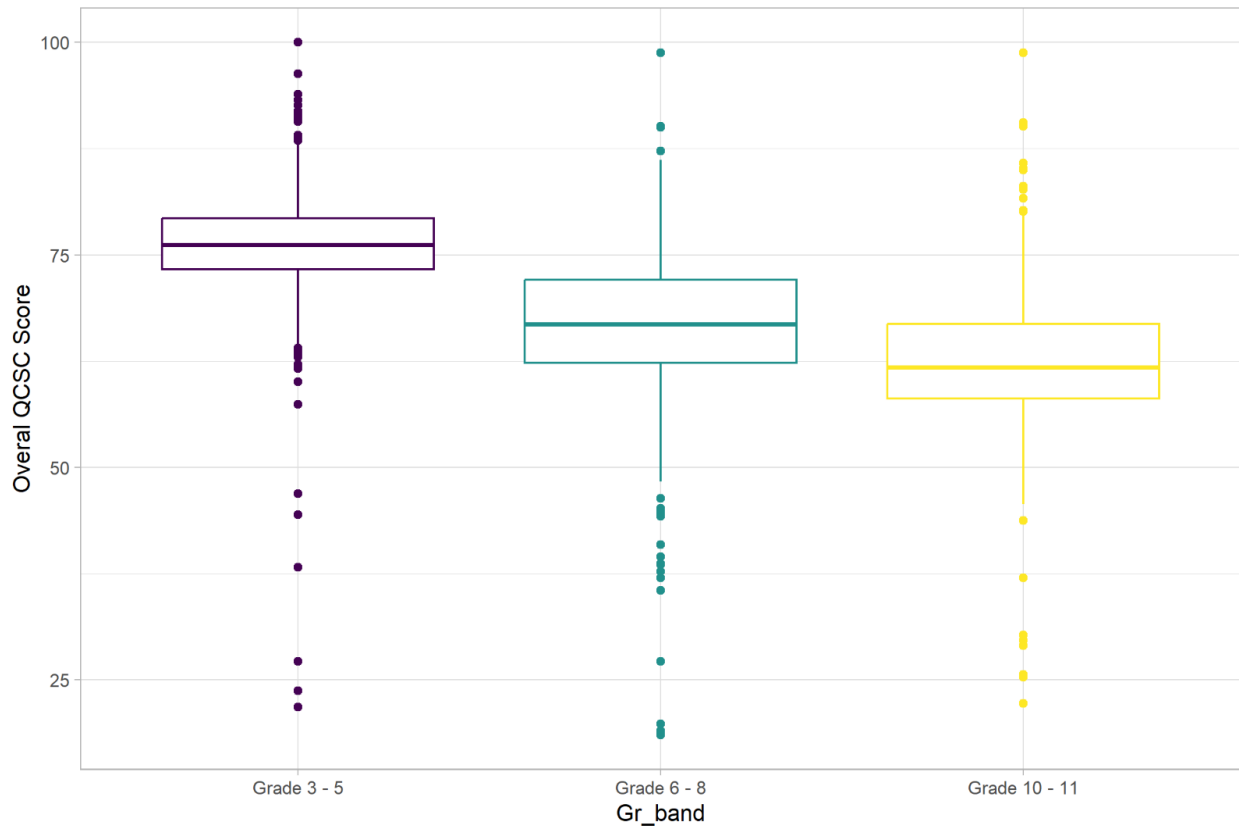
We calculated the ICC by running an unconditional model, in which overall QSCS score is the dependent variable with no predictor variables. Table 21 displays the ICC for each grade band. 11%, 12%, and 18% of variance in overall QSCS scores can be explained by the school for each grade band, respectively. There is more variability explained by school-level differences at the high school level. These results suggest that it is worth investigating what school factors contribute to differences in students’ perceptions of climate and safety.

Table 21. Intraclass Correlation Coefficients

| Grade Band | ICC |
|--------------|-----|
| Grades 3-5 | .11 |
| Grades 6-8 | .12 |
| Grades 10-11 | .18 |

Our next step was to inspect the distribution of school scores to determine if there are schools that fall outside the expected distribution. The interquartile range (IQR) is the central 50% or the area between the 75th and 25th percentile of a distribution. Figure 1 presents the IQR for each grade band and shows that a small number of schools would be considered outliers, based on their overall QSCS score being above the 75th or below 25th percentile by a factor of 1.5 times the IQR. Identifying the characteristics of these outlier schools could help inform understanding of how school characteristics impact student perceptions of climate and safety.

Figure 1. Boxplots for Each Grade Band



Discussion

In this section we discuss our analyses from two perspectives. First, we focus on evidence of survey quality. Next, we discuss noteworthy patterns in the survey results.

Survey Quality

All items included in the survey demonstrated variance; all response options were selected by some percentage of students. This is key for ensuring that items provide information about student perceptions of school climate and safety. Reliability analysis supports that the set of school climate and safety items are measuring a common construct. Across the grade spans, all school climate and safety items had reliability coefficients ranging from .91 to .95, indicating very strong reliability. School climate items had reliability coefficients ranging from .85 to .91, and safety items had reliability coefficients ranging from .83 to .90. These values indicate strong reliability among the subsets of items. Confirmatory factor analysis of the school climate and safety items continues to support both an overall survey score and climate and safety subscores. Taken together, these results support the continued use of the QSCS survey.

Survey Results

The most notable pattern seen across the set of school climate and safety items was the increase in negative responses at the higher grade bands. This fits with patterns of results from prior administrations of the QSCS survey as well as prior research suggesting that students' perceptions of school climate decline as students advance through the grade levels (e.g., Roeser et al., 2000; Way et al., 2007).

Subgroup differences in school climate and safety scores tended to be slight to small. School-level demographics tended to have small to moderate correlations with school-level overall QSCS, which is not surprising given that, on average, black, Hispanic, and LEP students tended to report fewer positive perceptions of school climate and safety. Interestingly, the total number of behavior events at a school was not correlated with school-level overall QSCS score, a pattern that differs from the prior analyses of the QSCS survey. We note that across schools and districts, there was a large increase in the number of behavior events reported in 2021 and those reported in 2022. Though it is not clear what caused this, any differences in the reporting of behavior events could impact the observed correlations.

Analysis of variance does indicate that students' overall QSCS scores can be explained in part by school-level characteristics. The distribution of school-level overall QSCS scores indicates that some schools have comparatively very low or very high student perceptions of school climate and safety.

Future Research

This report provides general reliability and validity evidence for the QSCS survey. However, additional evidence is needed to support the validity of school- and district-level QSCS scores as an accountability indicator. Qualitative research, through interviews and site visits for example, could help elucidate the school-level characteristics and factors that influence student perceptions of school climate and safety.

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Appendix A

Table A-1. QSCS Survey Item Responses: Grades3-5 (n= 138,805)

| Survey Question | % Strongly Disagree | % Disagree | % Agree | % Strongly Agree | % Did Not Answer |
|--|---------------------|------------|---------|------------------|------------------|
| 1. My school is a caring place. | 1.2 | 3.0 | 36.0 | 59.8 | 0.0 |
| 2. I feel like I am part of my school.* | 1.8 | 6.3 | 45.2 | 46.6 | 0.1 |
| 3. All my teachers make me feel welcome in their class. | 1.1 | 5.4 | 34.3 | 59.1 | 0.1 |
| 4. A teacher or some other adult from my school will care if I miss a day of school.* | 4.5 | 14.7 | 46.2 | 34.4 | 0.2 |
| 5. Adults from my school care about me.* | 1.0 | 2.8 | 35.5 | 60.7 | 0.1 |
| 6. The school rules are fair. | 5.0 | 12.9 | 45.2 | 36.9 | 0.1 |
| 7. All students are treated the same if they break school rules. * | 10.9 | 25.4 | 36.3 | 27.2 | 0.2 |
| 8. There is at least one adult from my school who listens to me when I have something to say.* | 2.9 | 4.6 | 31.6 | 60.8 | 0.1 |
| 9. When I need help with schoolwork, I can ask a teacher. | 1.2 | 3.7 | 43.7 | 51.3 | 0.1 |
| 10. If I have a problem, there is an adult from school that I can talk to.* | 1.4 | 3.6 | 36.0 | 58.8 | 0.1 |
| 11. My teachers expect me to do my best all the time. | 1.0 | 3.7 | 26.1 | 69.1 | 0.1 |
| 12. When I want to give up, my teacher says I should keep trying. * | 1.3 | 4.2 | 39.2 | 55.1 | 0.1 |
| 13. Adults from my school make sure all students get what they need to be successful.* | 1.2 | 4.5 | 37.9 | 56.3 | 0.1 |
| 14. My school is a place where students feel encouraged.* | 3.1 | 9.2 | 46.3 | 41.2 | 0.3 |
| 15. Adults from my school work hard to make sure students are safe.* | 0.7 | 1.8 | 23.6 | 73.8 | 0.1 |

Table A-1. (Continued)

| Survey Question | % Strongly Disagree | % Disagree | % Agree | % Strongly Agree | % Did Not Answer |
|---|---------------------|------------|---------|------------------|------------------|
| 16. Adults from my school handle safety concerns quickly. | 1.5 | 6.2 | 42.6 | 49.5 | 0.2 |
| 17. Adults from my school stay calm when dealing with bad behavior.* | 7.3 | 19.9 | 47.0 | 25.6 | 0.2 |
| 18. I feel safe in my classes. | 2.5 | 5.9 | 34.5 | 56.9 | 0.2 |
| 19. Adults from my school care about my physical safety. | 1.0 | 2.7 | 35.9 | 60.2 | 0.2 |
| 20. I feel comfortable stating my opinion in class even if others disagree. | 8.4 | 17.8 | 42.9 | 30.7 | 0.3 |
| 21. Students from this school respect each other's differences (gender, culture, race, religion, ability).* | 7.1 | 14.8 | 38.7 | 39.1 | 0.3 |
| 22. Adults from this school respect students' differences (gender, culture, race, religion, ability).* | 2.0 | 4.3 | 28.7 | 64.8 | 0.3 |
| 23. Students being mean or hurtful to other students is NOT a problem for this school | 37.5 | 25.9 | 22.1 | 14.3 | 0.3 |
| 24. We are taught ways to stop mean or hurtful behavior when we see it happen.* | 2.3 | 6.1 | 39.6 | 51.8 | 0.2 |
| 25. Students being mean or hurtful to other students online (such as websites and apps) is NOT a problem for my school. | 26.0 | 21.5 | 25.4 | 26.7 | 0.4 |
| 26. If students are mean or hurtful to other students during school, there is a safe way to report it to an adult.* | 1.6 | 3.3 | 32.8 | 62.2 | 0.2 |
| 27. If a student reports being treated in a mean or hurtful way during school, the adults will do something to help.* | 1.6 | 3.5 | 30.7 | 64.0 | 0.2 |

Note. Asterisked survey questions were not included on the Alternate QSCS Survey. Items 1 through 14 measure student perceptions of school climate. Items 15 through 27 measure student perceptions of school safety.

Table A-2. QSCS Survey Item Responses: Grades 6-8 (n= 143,878)

| Survey Question | % Strongly Disagree | % Disagree | % Agree | % Strongly Disagree | % Did Not Answer |
|--|---------------------|------------|---------|---------------------|------------------|
| 1. My school is a caring place. | 2.4 | 10.8 | 61.2 | 25.5 | 0.0 |
| 2. I feel like I am part of my school.* | 3.0 | 12.4 | 60.7 | 23.9 | 0.1 |
| 3. All my teachers make me feel welcome in their class. | 3.0 | 15.9 | 52.6 | 28.5 | 0.1 |
| 4. A teacher or some other adult from my school will care if I miss a day of school.* | 4.8 | 20.7 | 52.5 | 21.9 | 0.1 |
| 5. Adults from my school care about me.* | 1.8 | 8.1 | 60.8 | 29.2 | 0.1 |
| 6. The school rules are fair. | 11.4 | 29.8 | 45.8 | 12.8 | 0.1 |
| 7. The consequences for breaking school rules are the same for all students.* | 11.5 | 27.3 | 39.9 | 21.3 | 0.1 |
| 8. There is at least one adult from my school who listens to me when I have something to say.* | 1.7 | 4.7 | 50.5 | 43.1 | 0.1 |
| 9. When I need help with schoolwork, I can ask a teacher. | 1.5 | 5.7 | 58.5 | 34.2 | 0.1 |
| 10. If I have a problem, there is an adult from school that I can talk to.* | 2.4 | 7.7 | 55.2 | 34.6 | 0.1 |
| 11. My teachers expect me to do my best all the time. | 0.9 | 4.3 | 47.4 | 47.4 | 0.1 |
| 12. When I want to give up, my teacher says I should keep trying.* | 2.7 | 12.9 | 58.3 | 26.0 | 0.1 |
| 13. Adults from my school make sure all students get what they need to be successful.* | 2.8 | 12.9 | 56.1 | 28.1 | 0.1 |
| 14. My school is an encouraging place.* | 6.6 | 19.7 | 54.6 | 18.8 | 0.2 |
| 15. Adults from my school work hard to make sure students are safe.* | 1.9 | 6.7 | 52.4 | 39.0 | 0.1 |
| 16. Adults from my school handle safety concerns quickly. | 3.0 | 12.1 | 53.8 | 30.9 | 0.1 |

Table A-2. (Continued)

| Survey Question | % Strongly Disagree | % Disagree | % Agree | % Strongly Agree | % Did Not Answer |
|--|---------------------|------------|---------|------------------|------------------|
| 17. Adults from my school stay calm when dealing with bad behavior.* | 11.4 | 29.1 | 46.1 | 13.4 | 0.1 |
| 18. I feel safe in my classes. | 4.3 | 11.8 | 56.9 | 26.9 | 0.2 |
| 19. Adults from my school care about my physical safety. | 2.1 | 7.1 | 59.8 | 30.9 | 0.1 |
| 20. I feel comfortable stating my opinion in class even if others disagree. | 13.9 | 27.3 | 40.3 | 18.4 | 0.1 |
| 21. Students from this school respect each other's differences (gender, culture, race, sexual orientation, religion, ability)* | 23.4 | 28.8 | 35.3 | 12.3 | 0.2 |
| 22. Adults from this school respect students' differences (gender, culture, race, sexual orientation, religion, ability).* | 4.0 | 8.9 | 50.9 | 36.1 | 0.2 |
| 23. Bullying is NOT a problem for this school. | 27.5 | 33.5 | 30.4 | 8.5 | 0.2 |
| 24. During school, we are taught ways to stop bullying when we see it happen.* | 5.4 | 16.2 | 54.6 | 23.7 | 0.1 |
| 25. Internet bullying is NOT a problem for students from my school. | 21.4 | 28.8 | 35.7 | 13.8 | 0.3 |
| 26. If a student is bullied during school, there is a safe way to report it to an adult.* | 3.6 | 9.2 | 56.5 | 30.7 | 0.1 |
| 27. If a student reports bullying during school, the adults will do something to help.* | 4.1 | 11.8 | 54.3 | 29.5 | 0.2 |

Note. Asterisked survey questions were not included on the Alternate QSCS Survey. Items 1 through 14 measure student perceptions of school climate. Items 15 through 27 measure student perceptions of school safety.

Table A-3. QSCS Survey Item Responses: Grades 10-11 (n= 94,411)

| Survey Question | % Strongly Disagree | % Disagree | % Agree | % Strongly Agree | % Did Not Answer |
|--|---------------------|------------|---------|------------------|------------------|
| 1. My school is a caring place. | 3.3 | 15.0 | 66.6 | 15.1 | 0.0 |
| 2. I feel like I am part of my school.* | 4.3 | 18.0 | 62.0 | 15.6 | 0.1 |
| 3. All my teachers make me feel welcome in their class. | 2.9 | 16.5 | 59.8 | 20.7 | 0.1 |
| 4. A teacher or some other adult from my school will care if I miss a day of school.* | 5.5 | 22.0 | 54.0 | 18.4 | 0.1 |
| 5. Adults from my school care about me.* | 2.3 | 10.7 | 68.9 | 18.0 | 0.1 |
| 6. The school rules are fair. | 11.1 | 30.6 | 49.6 | 8.5 | 0.1 |
| 7. The consequences for breaking school rules are the same for all students.* | 15.5 | 30.8 | 41.8 | 11.7 | 0.2 |
| 8. There is at least one adult from my school who listens to me when I have something to say.* | 1.8 | 4.9 | 59.1 | 34.1 | 0.1 |
| 9. When I need help with schoolwork, I can ask a teacher. | 1.8 | 6.2 | 65.1 | 26.8 | 0.1 |
| 10. If I have a problem, there is an adult from school that I can talk to.* | 2.9 | 9.5 | 63.1 | 24.4 | 0.1 |
| 11. My teachers expect me to do my best all the time. | 1.4 | 7.1 | 62.5 | 28.9 | 0.1 |
| 12. When I want to give up, my teacher says I should keep trying.* | 3.1 | 14.7 | 64.5 | 17.6 | 0.2 |
| 13. Adults from my school make sure all students get what they need to be successful.* | 4.7 | 19.2 | 60.1 | 15.9 | 0.1 |
| 14. My school is an encouraging place.* | 7.2 | 23.0 | 58.1 | 11.5 | 0.2 |
| 15. Adults from my school work hard to make sure students are safe.* | 3.1 | 10.3 | 64.2 | 22.3 | 0.2 |
| 16. Adults from my school handle safety concerns quickly. | 4.0 | 13.8 | 60.9 | 21.1 | 0.2 |

Table A-3. (Continued)

| Survey Question | % Strongly Disagree | % Disagree | % Agree | % Strongly Agree | % Did Not Answer |
|--|---------------------|------------|---------|------------------|------------------|
| 17. Adults from my school stay calm when dealing with bad behavior.* | 7.5 | 23.9 | 56.3 | 12.2 | 0.2 |
| 18. I feel safe in my classes. | 4.5 | 12.5 | 64.9 | 18.0 | 0.2 |
| 19. Adults from my school care about my physical safety. | 2.6 | 8.5 | 68.7 | 20.1 | 0.2 |
| 20. I feel comfortable stating my opinion in class even if others disagree. | 10.8 | 24.1 | 47.0 | 17.9 | 0.2 |
| 21. Students from this school respect each other's differences (gender, culture, race, sexual orientation, religion, ability)* | 22.5 | 27.8 | 39.7 | 9.7 | 0.2 |
| 22. Adults from this school respect students' differences (gender, culture, race, sexual orientation, religion, ability).* | 5.7 | 12.6 | 61.0 | 20.5 | 0.2 |
| 23. Bullying is NOT a problem for this school. | 18.8 | 31.6 | 41.0 | 8.4 | 0.3 |
| 24. During school, we are taught ways to stop bullying when we see it happen.* | 8.2 | 25.2 | 55.2 | 11.1 | 0.2 |
| 25. Internet bullying is NOT a problem for students from my school. | 20.9 | 33.3 | 38.0 | 7.5 | 0.4 |
| 26. If a student is bullied during school, there is a safe way to report it to an adult.* | 4.6 | 12.8 | 66.3 | 16.1 | 0.3 |
| 27. If a student reports bullying during school, the adults will do something to help.* | 6.4 | 18.4 | 60.6 | 14.3 | 0.4 |

Note. Asterisked survey questions were not included on the Alternate QSCS Survey. Items 1 through 14 measure student perceptions of school climate. Items 15 through 27 measure student perceptions of school safety.

Appendix B

Table B-1. Comparison of Mean Overall Scores: Females and Males

| | Female Mean | Female SD | Male Mean | Male SD | Cohen's d |
|--------------|-------------|-----------|-----------|---------|-----------|
| Grades 3-5 | 76.52 | 13.72 | 75.82 | 14.60 | 0.05 |
| Grades 6-8 | 63.93 | 15.98 | 66.29 | 16.63 | -0.14 |
| Grades 10-11 | 60.01 | 15.40 | 62.47 | 16.71 | -0.15 |

Table B-2. Comparison of Mean Climate Scores: Females and Males

| | Female Mean | Female SD | Male Mean | Male SD | Cohen's d |
|--------------|-------------|-----------|-----------|---------|-----------|
| Grades 3-5 | 79.45 | 13.98 | 78.20 | 15.05 | 0.09 |
| Grades 6-8 | 67.74 | 15.88 | 68.73 | 16.95 | -0.06 |
| Grades 10-11 | 63.49 | 15.37 | 64.10 | 17.09 | -0.04 |

Table B-3. Comparison of Mean Safety Scores: Females and Males

| | Female Mean | Female SD | Male Mean | Male SD | Cohen's d |
|--------------|-------------|-----------|-----------|---------|-----------|
| Grades 3-5 | 73.38 | 14.94 | 73.27 | 15.64 | 0.01 |
| Grades 6-8 | 59.82 | 17.57 | 63.68 | 17.82 | -0.22 |
| Grades 10-11 | 56.29 | 17.06 | 60.76 | 17.83 | -0.26 |

Table B-4. Comparison of Mean Overall Scores: Asian and Non-Asian Students

| | Asian Mean | Asian SD | Non-Asian Mean | Non-Asian SD | Cohen's d |
|--------------|------------|----------|----------------|--------------|-----------|
| Grades 3-5 | 75.96 | 12.93 | 76.16 | 14.22 | -0.01 |
| Grades 6-8 | 66.19 | 14.85 | 65.12 | 16.40 | 0.07 |
| Grades 10-11 | 63.09 | 14.78 | 61.22 | 16.17 | 0.12 |

Table B-5. Comparison of Mean Climate Scores: Asian and Non-Asian Students

| | Asian Mean | Asian SD | Non-Asian Mean | Non-Asian SD | Cohen's d |
|--------------|------------|----------|----------------|--------------|-----------|
| Grades 3-5 | 79.13 | 13.42 | 78.80 | 14.59 | 0.02 |
| Grades 6-8 | 69.09 | 15.14 | 68.23 | 16.48 | 0.05 |
| Grades 10-11 | 65.19 | 15.13 | 63.76 | 16.31 | 0.09 |

Table B-6. Comparison of Mean Safety Scores: Asian and Non-Asian Students

| | Asian Mean | Asian SD | Non-Asian Mean | Non-Asian SD | Cohen's d |
|--------------|------------|----------|----------------|--------------|-----------|
| Grades 3-5 | 72.55 | 14.05 | 73.35 | 15.34 | -0.05 |
| Grades 6-8 | 63.07 | 16.04 | 61.78 | 17.84 | 0.08 |
| Grades 10-11 | 60.85 | 16.03 | 58.52 | 17.64 | 0.14 |

Table B-7. Comparison of Mean Overall Scores: Black and Nonblack Students

| | Black Mean | Black SD | Non-Black Mean | Non-Black SD | Cohen's d |
|--------------|------------|----------|----------------|--------------|-----------|
| Grades 3-5 | 72.84 | 14.79 | 76.78 | 13.98 | -0.27 |
| Grades 6-8 | 61.42 | 16.08 | 65.84 | 16.32 | -0.27 |
| Grades 10-11 | 59.41 | 15.52 | 61.58 | 16.21 | -0.14 |

Table B-8. Comparison of Mean Climate Scores: Black and Nonblack Students

| | Black Mean | Black SD | Nonblack Mean | Nonblack SD | Cohen's d |
|--------------|------------|----------|---------------|-------------|-----------|
| Grades 3-5 | 75.78 | 15.27 | 79.37 | 14.35 | -0.24 |
| Grades 6-8 | 64.51 | 16.42 | 68.95 | 16.36 | -0.27 |
| Grades 10-11 | 61.57 | 15.82 | 64.17 | 16.32 | -0.16 |

Table B-9. Comparison of Mean Safety Scores: Black and Nonblack Students

| | Black Mean | Black SD | Nonblack Mean | Nonblack SD | Cohen's d |
|--------------|------------|----------|---------------|-------------|-----------|
| Grades 3-5 | 69.72 | 15.96 | 73.99 | 15.09 | -0.27 |
| Grades 6-8 | 58.13 | 17.47 | 62.50 | 17.78 | -0.25 |
| Grades 10-11 | 57.14 | 17.00 | 58.82 | 17.69 | -0.10 |

Table B-10. Comparison of Mean Overall Scores: Hispanic and Non-Hispanic Students

| | Hispanic Mean | Hispanic SD | Non-Hispanic Mean | Non-Hispanic SD | Cohen's d |
|--------------|---------------|-------------|-------------------|-----------------|-----------|
| Grades 3-5 | 75.29 | 13.21 | 76.24 | 14.27 | -0.07 |
| Grades 6-8 | 64.26 | 15.15 | 65.23 | 16.47 | -0.06 |
| Grades 10-11 | 61.38 | 14.74 | 61.26 | 16.26 | 0.01 |

Table B-11. Comparison of Mean Climate Scores: Hispanic and Non-Hispanic Students

| | Hispanic Mean | Hispanic SD | Non-Hispanic Mean | Non-Hispanic SD | Cohen's d |
|--------------|---------------|-------------|-------------------|-----------------|-----------|
| Grades 3-5 | 78.14 | 13.83 | 78.87 | 14.62 | -0.05 |
| Grades 6-8 | 67.03 | 15.44 | 68.37 | 16.54 | -0.08 |
| Grades 10-11 | 63.31 | 15.03 | 63.85 | 16.39 | -0.03 |

Table B-12. Comparison of Mean Safety Scores: Hispanic and Non-Hispanic Students

| | Hispanic Mean | Hispanic SD | Non-Hispanic Mean | Non-Hispanic SD | Cohen's d |
|--------------|---------------|-------------|-------------------|-----------------|-----------|
| Grades 3-5 | 72.24 | 14.11 | 73.43 | 15.41 | -0.08 |
| Grades 6-8 | 61.30 | 16.41 | 61.86 | 17.93 | -0.03 |
| Grades 10-11 | 59.39 | 16.05 | 58.50 | 17.74 | 0.05 |

Table B-13. Comparison of Mean Overall Scores: White and Nonwhite Students

| | White Mean | White SD | Non-White Mean | Non-White SD | Cohen's d |
|--------------|------------|----------|----------------|--------------|-----------|
| Grades 3-5 | 76.67 | 14.06 | 72.99 | 14.52 | 0.26 |
| Grades 6-8 | 65.64 | 16.38 | 62.15 | 15.97 | 0.22 |
| Grades 10-11 | 61.42 | 16.25 | 60.36 | 15.32 | 0.07 |

Table B-14. Comparison of Mean Climate Scores: White and Nonwhite Students

| | White Mean | White SD | Nonwhite Mean | Nonwhite SD | Cohen's d |
|--------------|------------|----------|---------------|-------------|-----------|
| Grades 3-5 | 79.26 | 14.42 | 76.03 | 15.07 | 0.22 |
| Grades 6-8 | 68.76 | 16.41 | 65.16 | 16.37 | 0.22 |
| Grades 10-11 | 64.02 | 16.36 | 62.42 | 15.70 | 0.10 |

Table B-15. Comparison of Mean Safety Scores: White and Nonwhite Students

| | White Mean | White SD | Nonwhite Mean | Nonwhite SD | Cohen's d |
|--------------|------------|----------|---------------|-------------|-----------|
| Grades 3-5 | 73.90 | 15.17 | 69.76 | 15.64 | 0.27 |
| Grades 6-8 | 62.29 | 17.84 | 58.94 | 17.29 | 0.19 |
| Grades 10-11 | 58.65 | 17.74 | 58.17 | 16.69 | 0.03 |

Table B-16. Comparison of Mean Overall Scores: Free/Reduced Lunch and Full-Price Lunch

| | F/R Lunch Mean | F/R Lunch SD | Full-Price Lunch Mean | Full-Price Lunch SD | Cohen's d |
|--------------|----------------|--------------|-----------------------|---------------------|-----------|
| Grades 3-5 | 75.52 | 14.53 | 77.20 | 13.53 | -0.12 |
| Grades 6-8 | 64.31 | 16.67 | 66.42 | 15.80 | -0.13 |
| Grades 10-11 | 60.10 | 16.54 | 62.68 | 15.50 | -0.16 |

Table B-17. Comparison of Mean Climate Scores: Free/Reduced Lunch and Full-Price Lunch

| | F/R Lunch Mean | F/R Lunch SD | Full-Price Lunch Mean | Full-Price Lunch SD | Cohen's d |
|--------------|----------------|--------------|-----------------------|---------------------|-----------|
| Grades 3-5 | 78.25 | 14.97 | 79.73 | 13.80 | -0.10 |
| Grades 6-8 | 67.49 | 16.79 | 69.40 | 15.84 | -0.12 |
| Grades 10-11 | 62.65 | 16.67 | 65.19 | 15.68 | -0.16 |

Table B-18. Comparison of Mean Safety Scores: Free/Reduced Lunch and Full-Price Lunch

| | F/R Lunch Mean | F/R Lunch SD | Full-Price Lunch Mean | Full-Price Lunch SD | Cohen's d |
|--------------|----------------|--------------|-----------------------|---------------------|-----------|
| Grades 3-5 | 72.61 | 15.60 | 74.50 | 14.74 | -0.12 |
| Grades 6-8 | 60.89 | 18.08 | 63.21 | 17.27 | -0.13 |
| Grades 10-11 | 57.39 | 18.06 | 60.02 | 16.92 | -0.15 |

Table B-19. Comparison of Mean Overall Scores: LEP and Non-LEP

| | LEP Mean | LEP SD | Non-LEP Mean | Non-LEP SD | Cohen's d |
|--------------|----------|--------|--------------|------------|-----------|
| Grades 3-5 | 74.98 | 12.86 | 76.25 | 14.28 | -0.09 |
| Grades 6-8 | 64.81 | 15.28 | 65.16 | 16.41 | -0.02 |
| Grades 10-11 | 63.86 | 14.43 | 61.17 | 16.19 | 0.18 |

Table B-20. Comparison of Mean Climate Scores: LEP and Non-LEP

| | LEP Mean | LEP SD | Non-LEP Mean | Non-LEP SD | Cohen's d |
|--------------|----------|--------|--------------|------------|-----------|
| Grades 3-5 | 78.07 | 13.63 | 78.87 | 14.63 | -0.06 |
| Grades 6-8 | 67.50 | 15.92 | 68.29 | 16.47 | -0.05 |
| Grades 10-11 | 65.53 | 15.02 | 63.73 | 16.32 | 0.11 |

Table B-21. Comparison of Mean Safety Scores: LEP and Non-LEP

| | LEP Mean | LEP SD | Non-LEP Mean | Non-LEP SD | Cohen's d |
|--------------|----------|--------|--------------|------------|-----------|
| Grades 3-5 | 71.68 | 13.68 | 73.46 | 15.42 | -0.12 |
| Grades 6-8 | 61.93 | 16.25 | 61.81 | 17.87 | 0.01 |
| Grades 10-11 | 62.25 | 15.24 | 58.44 | 17.67 | 0.23 |

Table B-22. Comparison of Mean Overall Scores: IEP and No IEP

| | IEP Mean | IEP SD | No IEP Mean | No IEP SD | Cohen's d |
|--------------|----------|--------|-------------|-----------|-----------|
| Grades 3-5 | 74.49 | 18.21 | 76.51 | 13.14 | -0.13 |
| Grades 6-8 | 66.17 | 19.73 | 64.98 | 15.75 | 0.07 |
| Grades 10-11 | 60.06 | 19.83 | 61.41 | 15.63 | -0.08 |

Table B-23. Comparison of Mean Climate Scores: IEP and No IEP

| | IEP Mean | IEP SD | No IEP Mean | No IEP SD | Cohen's d |
|--------------|----------|--------|-------------|-----------|-----------|
| Grades 3-5 | 76.63 | 18.96 | 79.27 | 13.39 | -0.16 |
| Grades 6-8 | 69.04 | 20.34 | 68.13 | 15.73 | 0.05 |
| Grades 10-11 | 62.44 | 20.42 | 63.96 | 15.70 | -0.08 |

Table B-24. Comparison of Mean Safety Scores: IEP and No IEP

| | IEP Mean | IEP SD | No IEP Mean | No IEP SD | Cohen's d |
|--------------|----------|--------|-------------|-----------|-----------|
| Grades 3-5 | 72.20 | 18.66 | 73.56 | 14.48 | -0.08 |
| Grades 6-8 | 63.10 | 20.41 | 61.61 | 17.34 | 0.08 |
| Grades 10-11 | 57.51 | 20.60 | 58.71 | 17.20 | -0.06 |