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Struggling to Successful: One public high school's journey

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Need for Improving Campus Climate at this Midwestern High School

Significance of the problem

The cycle of poverty due to lack of education is abundant in one Midwestern city in Kentucky, which is where the urban public high school at the focus of this research study resides. School-aged youth and their families live primarily in three census tracts in the West End part of the city (Kentucky Census Tract, 2013). In these census tracts, 36.5 % of the 7055 people who reside there fall below the federal poverty level, as compared with the Kentucky average of 17.7 % (Kentucky Census Tract, 2013). The median household income is $28,711, as compared with the state median household income of $41,576 (Kentucky Census Tract, 2013).

Per the Kentucky Department of Education (KDE), this Midwestern high school has been classified as "Needs Improvement" in 2013/2014 and in the 20th percentile of high schools in Kentucky. Students in this Midwestern school are achieving below the Commonwealth norm in English, Math, and Science. In other words, around half of the students are not learning skills and gaining knowledge that will prepare them for graduation and a career, much less college.

Speaking of college and career readiness, according to the Kentucky Department of Education's standards, only 7% of the class of 2014 at this Midwestern School High School was college and career ready per this Midwestern high school. In September 2014, it showed that 28% of the senior class was ready to enter college or a career. The existing data gathered from this Midwestern high school shows that more than half of all freshmen in the 2013-2014 were failing at least one core course (English, Math, Science, or Social Studies).

Also, as of September 2014, a score of 17.3 was the average composite ACT score for the senior class (KDE, 2014). Kentucky Preparation Tests from the 2013/2014 school year reveal a clear deficit in students' core competencies at this Midwestern high school. (See table 1 below.)

Table 1

English II - Performance Level

	Enrollment		Number Tested		Participation Rate		Percent Novice		Percent Apprentice		Percent Proficient		Percent Distinguished		Percent Proficient/Distinguished	
Level	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State
All students	120	48,972	118	48,694	98.3	99.4	49.2	33.5	15.3	11.1	32.2	41.5	3.4	13.9	35.6	55.4

Algebra II - Performance Level

	Enrollment		Number Tested		Participation Rate		Percent Novice		Percent Apprentice		Percent Proficient		Percent Distinguished		Percent Proficient/Distinguished	
Level	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State
All students	83	45,273	83	44,920	100.0	99.2	41.0	24.4	42.2	37.8	13.3	27.9	3.6	10.0	16.9	37.9

Biology - Performance Level

	Enrollment		Number Tested		Participation Rate		Percent Novice		Percent Apprentice		Percent Proficient		Percent Distinguished		Percent Proficient/Distinguished	
Level	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State
All students	111	47,475	108	47,096	97.3	99.2	50.0	21.0	27.8	39.2	20.4	32.3	1.9	7.5	22.2	39.8

U.S. History - Performance Level

	Enrollment	Number Tested	Participation Rate	Percent Novice	Percent Apprentice	Percent Proficient	Percent Distinguished	Percent Proficient/Distinguished

Level	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State
All students	81	43,819	81	43,819	100.0	100.0	40.7	24.7	16.0	17.3	37.0	46.2	6.2	11.8	43.2	58.0

Note: Percentages may not sum to 100% due to rounding. District and state results are based on the standard grade configuration of K-5, 6-8 and 9-12. *Using guidance from the U.S. Department of Education, counts must be displayed for all groups. In order to protect student identification required by the Family Educational Rights and Privacy Act (FERPA), performance results are suppressed.

With scores such as these (see table 1 above), this many of this high school's graduates will not be able to enter a college or university of their choice or compete for careers. Also, behavior and educational data received from this Midwestern School Schools in August 2014 showed that current interventions were still not working. Some of the current interventions, including suspensions from school and in-school suspensions, had unintentionally even been keeping students isolated from educational improvements.

Explanation of research study

This research study is based on this Midwestern public high school's journey from struggling to successful. As of September 2014, with an improving dropout rate of around 3% annually for this Midwestern high school, it is clear that although more students are staying in school than ever before, state test scores show these students are (1) not learning the information they need to benchmark while in school and (2) not learning skills to be successful in a college or career once they are out of school. The school administrators have explained that the climate of the school is one that lacks school pride. The administrators at this Midwestern high school have also described the school's climate as one where students lack motivation and "hold each other down." Therefore, the research question for this study is: *Which interventions will improve campus climate at this Midwestern high school*? Funding was given to the primary researcher

from Northern Kentucky University via a Graduate Studies Research Grant as part of a Master of Social Work Program capstone research study.

As a backdrop, a few theories and perspectives were utilized to provide a framework for this research study and interventions that will be suggested as a result of this study. Those theories included Systems Theory, William Glasser's Choice Theory, and the Strengths Perspective. This research study involved a mixed methods approach. The qualitative piece includes interviews with six school administrators including principals, teachers, and staff.

Interviews included questions regarding what administrators believe campus climate to be and improvements these demographically similar urban public schools had made in their own journey from struggling to successful. Please see Appendix A for the list of survey questions asked during the interviews with these school administrators.

After collecting this information at these Midwestern urban public schools, researchers involved in the study completed qualitative data analysis using grounded theory in order to determine single item indicators, or themes, that offered evidence of construct validity. The researchers worked with this high school to develop a survey that focused on school climate. This survey included 40 questions using Likert scale answer choices.

This Midwestern high school then delivered the survey to its 404 students electronically via IPads during a two-week period. Once the survey was given electronically via a Survey Monkey link, it was exported into Excel. Once in Excel, the data was analyzed with SPSS to find practically and statistically significant correlations within the data.

In future years, this survey will become a tool to measure campus climate for this urban high school. Using this tool, and now that a baseline has been determined with the initial survey

of students, this high school may determine which interventions are improving campus climate. This survey tool can then be utilized not only at this Midwestern high school, but in any urban high school setting.

Theoretical and Historical Perspectives

Factors Affecting Campus Climate

The meaning of *campus* (or school) climate varies for different school environments. Some school leaders understand the term to mean everything that encompasses every part of a school's environment that may impact learning (Bye & Alvarez, 2007). This could include policies, programs, and approaches by administration to address issues as they arise, a more proactive approach, or a combination of the two. The United States Department of Education (USDE) urges American schools to "take deliberate steps to create the positive school climates that can help prevent and change inappropriate behaviors," (USDE, 2014, p. ii).

The USDE started highlighting these ways in a yearly public domain document known as *Guiding Principles* in 2011, when it started the *Support School Discipline Initiative* (USDE, 2014). This initiative came about when research studies conducted by the USDE revealed that there were more students receiving academic and behavioral disciplinary action than were not and that nearly three-quarters of developmentally disabled students were receiving disciplinary action (USDE, 2014). The interventions that schools were implementing to improve student behavior and academics, such as discipline and punishments, simply were not working.

What's working at other urban schools?

A study conducted by Duggan in urban schools in Detroit, Michigan in 1990 revealed that the transitional period between the eighth and tenth grade was key in overall high school

grade point average (GPA) as well as high school student retention rates. The outcome of this study and several similar research studies have shown that factors such as peer mentors improved not only attendance rates and outlook on college and career future for the problematic students, but also positively affected the peer mentors themselves with these same increases (Cave, G., and J. Quint, 1990; Duggan, 1994; Grossman, J.B.; LoSciuto et al, 1996; & Tierney, J.P., 1998).

Efforts to improve school climate in Midwestern states such as Michigan and Ohio by implementing mentor-mentee relationships have had positive findings including an increase in grade point averages in core courses (writing, math, and reading) by almost one full point, comparable to one full letter grade (Cave, G., and J. Quint, 1990; Duggan, 1994; Grossman, J.B.; Tierney, J.P., 1998; LoSciuto et al, 1996; Mallett, 2012). Ohio grade point calculations in 2007 placed the state at an average grade point average (GPA) of 2.56, almost on par with the national average of 2.73 for public school students in the same core academic subjects (Mallett, 2012; U.S. Department of Education, 2007).

Another effort to improve school climate include using a flipped classroom approach. A flipped classroom is when instructional video lessons are watched at home prior to coming to class and then class time is spent on the application of the skills learned in the video lessons (Bergmann & Sams, 2014). Clintondale High School, a low-income high school near Detroit, has gained national recognition for implementing the flipped classroom school wide. Clintondale High School has since seen a dramatic decrease in dropout rates and a dramatic increase in standardized test scores (Williams, 2012). Clintondale High School's principal, Greg Green, has gained notoriety as the first principal to "flip" his entire school.

Clintondale High School is not alone. Many schools are seeing improvements when using this method of teaching in their schools (Goodwin, B. & Miller, K., 2013). However, there are proponents who argue that technology could be a barrier to the flipped classroom (Bergmann & Sams, 2014; Goodwin, B. & Miller, K., 2013; Williams, 2012). Others critics of this teaching method state that students will not want to watch videos at home since it is still a form of homework in the students' eyes (Bergmann & Sams, 2014; Goodwin, B. & Miller, K., 2013; Williams, 2012). In the end, the numbers tell the truth and thus far, students' grades and state test scores are improving (Bergmann & Sams, 2014; Goodwin, B. & Miller, K., 2013; Williams, 2012).

Applying Choice Theory. According to Glasser (1998), students are motivated by the "five genetic needs of survival, love and belonging, power, freedom, and fun." Classroom behavior stems from these needs of the students but there is no causal relationship because behaviors are not the same for each student. In fact, they may look *very* different. Glasser (1998) contended that these behaviors were the students' ways of working to have the above needs satisfied or at least calling attention to the fact that these needs were not being met.

A research study where choice theory was applied to classroom management and student-teacher relationship building showed promising results (Walter et al, 2008). The study was completed in an urban school similar to the focus high school and had similar demographics (Walter et al, 2008). It is important to note that the students were in middle school, so within a couple of years in age from high school students. The study concluded that providing a safe setting where students felt belonging, fun, and power within their school environment and were allowed to make choices about their assignments, "students made behavioral choices that

effectively and appropriately satisfied their developmental needs and led to positive educational outcomes," (Walter et al, 2008).

Understanding cultural biases. Around 25% of this Midwestern School High School students are non-white. Walter et al (2008) went on to discuss that when working with urban, African-American and other non-white students, it was vital to include cultural awareness for all of the ethnicities involved since students with ethnic minorities may feel that racism and discrimination and lack of inclusion are against them. Walter et al (2008) also warn that it should be best practice for an educator to be aware of their own cultural biases before implementing choice theory interventions into their classroom. Analysis of existing data for the focus school revealed that although more white students were receiving referrals for behavior discipline during the academic school year, more non-white students received multiple referrals for repeated behaviors.

Improving school reputation. Studies have shown that major change to school image occurs when several key items happen. Those items include (1) improving actual school physical appearance, (2) retaining of staff who were highly visible in the community, (3) gaining positive light in the media by highlighting anything and everything "good" about the school and its students and then sending to the media as press releases, (4) by significantly improving reading scores in the feeder elementary and middle schools and having an aggressive reading program for students in need of those skills and who were new to the district, and (5) having students "brand" the image of their school from the inside out (Gordon, 1997; Schoer, 2014; and Zunino, 2003).

Gaps in the Literature

As discussed above and as many schools do, this Midwestern high school has been using best practices from other schools within its own commonwealth (Kentucky) and as designated by the Commonwealth of Kentucky. However, the few urban schools in Kentucky similar to this Midwestern high school consistently get compared and contrasted with all of Kentucky's high schools, which are mostly rural or suburban, leaving the comparison at a major disadvantage. This is the case for both data-driven studies and research-based studies. There are many peer-reviewed journal articles on research studies in rural Kentucky and Appalachia, but a very scant amount in urban Kentucky settings.

Other Midwestern states, such as Ohio and Michigan, have examples of public schools similar to the focus school and these schools have improved overall campus climate, thus improving student behavior and grades. A review of the literature for researchers returned no data or studies comparing the few Kentucky urban schools to other urban schools in the Midwest. Also, a correlation study between improving college and career readiness and campus climate has not been found by researchers.

Reiteration of Purpose of study/research question

This study used a mixed-methods approach of addressing two objectives. The first objective was qualitative in nature. The primary research conducted several semi-structured interviews to gain a better understanding of what campus climate is, the impact of campus climate, and strategies to improve campus climate.

The second objective was to develop and validate a measure of campus climate for the focus school based upon the findings of the qualitative inquiry used in this study.

During this study, two hypotheses were examined regarding the second objective. The first hypothesis was that a measure of campus climate could be validated for face, content, construct, and factorial validity. The second hypothesis was that a measure of campus climate would be found to have high levels of internal consistency.

Methodology

Research Design and Data Collection Procedures

In this mixed methods study, two separate samples were utilized. One sample was for the qualitative portion, and one sample was for the quantitative portion. Qualitatively, the primary researcher interviewed six high school principals from successful urban high schools in Ohio and Michigan for their perspective and perception of campus climate. This research article will discuss the quantitative piece that occurred once the survey was formed by using the themes from the qualitative data.

The primary researcher surveyed students from the focus school to validate the researcher's proposed measure of campus climate. This included approximately 404 students. The primary researcher had already been working with the focus school on related research projects and have permission to access the students during their College & Career Readiness time, which is about 30 minutes each day. Also, the focus approved the survey prior to asking all students to take the survey.

Characteristics of Subjects

Characteristics of the principals, teachers and administrators who participated in qualitative interviews of urban high schools included both new and long-term with their schools, Master's Degree in Education or higher, and knowledgeable about evidence-based practice

research studies with issues and interventions in urban schools. Characteristics of the students in the quantitative portion of the study include vulnerable, impoverished, transient, undereducated, and altogether at risk.

Sampling Design

Once the primary researcher's measure was developed, the focus school surveyed the students during its college and career readiness time block. This school routinely used Ipads and this allowed students to respond to surveys simultaneously while automatically uploading their responses digitally. This also made it possible for student responses to be given anonymously.

Description of instrumentation

A survey was created for students at this Midwestern high school to take (see Appendix B). The survey included routine basic demographics (e.g. gender, race, grade), the measure of campus climate that was developed, and several single-item indicators, used for validation. Single-item indicators are survey questions that expressly stated a dominant theme that we found in the content analysis. Because the primary researcher developed items which together measure a given theme, single-item indicators that directly measure a theme were related, offering initial evidence of construct validity (Abell, Springer, & Kamata, 2008).

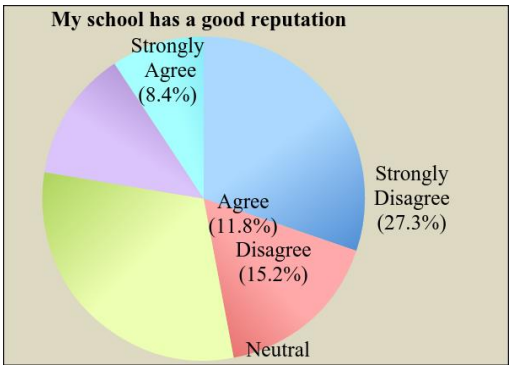
Data Analysis Procedures

For the quantitative data, the primary researcher used the survey created from the qualitative data to measure current campus at of all students at the focus school. This data was compiled via a Survey Monkey method and was then exported into excel and analyzed with SPSS to find practically and statistically significant data.

Findings

The findings at the focus school were accumulated from 297 students who chose to take the campus climate survey. This particular school has an iPad for each student and all 404 students were sent the survey via their iPads using Survey Monkey. There were 40 questions on the survey related to this specific study, not including demographic questions that were directly related to one of five common themes researchers found while mining anecdotal data from interview answers. The framework of this research study is based on campus climate, of which a feeling of school pride by students and faculty is an integral part. This study revealed that most students do not believe that their school has a good reputation. See chart 1 below.

Chart 1



Those five themes included (1) access to supportive adults, (2) control over education, (3) educational support, (4) future goals, and, (5) sense of belonging. Students were given a survey with Likert Scale answer choices in order to allow for as specific of answers as possible. In addition to the 40 questions related to this specific study, there were also two other sets of questions related to a hope scale and a needs assessment. Thus, there were a total of 246 questions on the entire survey. See appendix b for a copy of the survey. Also, see Table 2 below for the demographics of the students surveyed.

Female	157
Male	140
Race/Ethnicity	
African American	79
Asian Pacific	3
Hispanic/Latino	15
White/Caucasian	161
Other: Student typed “Biracial”	8
No Answer	29
Other: Student typed “Confused”	1
Alaska Native & White	1

Practically Significant Findings

After performing a means test analysis in SPSS, the results of the Midwestern high school survey revealed that practically significant areas of improvement included the following survey questions: (1) When I break a rule, I get to decide my consequence, (2) I have an older student in the school whom I look up to and can ask questions of, (3) My parents like my school, (4) My school has a good reputation, (5) My teachers understand what it's like to be a kid in school these days. The proportions are shown below in Table 3.

Table 1
Practically Significant Areas of Improvement

Question on Survey	**N**	Minimum	Maximum	Mean
When I break a rule at school, I get to decide my consequence.	279	-2	2	-.86
I have an older student in the school whom I look up to and can ask questions.	269	-2	2	-.02
My parents like my school.	271	-2	2	-.01
My school has a good reputation.	268	-2	2	-.46
My teachers understand what it's like to be a kid in school these days.	269	-2	2	-.06

Notes. For the scale, a minimum of -2 and a maximum of 2 were used in order to draw out the most noticeable areas of improvement.

Statistically Significant Findings

After performing a t-test analysis in SPSS, the results of the Midwestern high school survey revealed that statistically significant areas for males in relation to females included the following survey questions: (1) Felt that they were someone whom younger students could look up to, (2) Planned on furthering their education, (3) Felt their teachers noticed when they had trouble with their school work, (4) Were looking forward to their future. (5) Felt their parents liked their school. The proportions between male and female students are shown below in Table 4.

Table 2
Statistically Significant Areas of Improvement

Question on Survey	N (female)	N (male)	Significance (2-tailed)	Mean Difference
I am someone whom younger students can look up to	153	129	0.001	0.465
I plan on furthering my education after I graduate school	153	129	0.000	0.515
When I have trouble with my school work, my teacher notices and talks to me about it	153	129	0.062	0.236
I am looking forward to my future	153	128	0.037	0.272
My parents like my school	148	123	0.012	-0.378

Note: If the mean difference is positive, then females scored higher.

Discussion and Implications

Summary and Interpretation of Findings

The findings of this study indicate that utilizing a campus climate survey for students is a way of discovering specific areas of concern, along with specific areas of success in a school. The areas of concern, as indicated above for this particular Midwestern urban public high school, included (1) When I break a rule, I get to decide my consequence, (2) I have an older student in the school whom I look up to and can ask questions of, (3) my parents like my school, (4) my school has a good reputation, (5) my teachers understand what it's like to be a kid in school these days (see table 1 above)..

These areas suggest that a framework built by social work perspectives would improve efforts by educators and administrators in the classroom and throughout the school day in our urban public high schools. Also, when the results of this survey are viewed from a systems perspective, there are systems within the school itself that need to be addressed. In addition, a larger community problem was revealed in these findings.

Females scored higher regarding the following survey items: (1) felt that they were someone whom younger students could look up to, (2) planned on furthering their education, (3) felt their teachers noticed when they had trouble with their school work, and (4) were looking forward to their future (see table 2 above). Males scored higher regarding the following survey item: (5) felt their parents liked their school.

Implications for Policy, Practice, and Research

The ideas of student inclusion in decision-making regarding disciplinary action, students lacking peer mentors, parent support of school, lack of building a base of school pride, and

access to relatable teachers were all pervasive in this study. Possible interventions to combat these areas of concern include: (1) Flipped classroom, (2) Career-focused pathways, (3) Peer Mentors, and (4) Branding a new school image.

Now that areas of concern are discovered, the same tool can then be used to measure the progress of interventions. The initial survey, therefore, can serve as a baseline by which future measurements can be compared.

Weaknesses and Limitations of Study

Weaknesses of this study included measurement from a survey that was created using perspectives from only four Midwestern urban public high schools. In addition, the survey in this study has been used to measure campus climate at this additional Midwestern school only once.

Conclusions

This is a time when school standards and policies are ever-changing due to technology and advancements in education. However, it is important to make sure our students are not only building new skills, but also that they are building interpersonal skills including self-worth, self-confidence, motivation, communication skills, and community pride.

This research study shows practically significant evidence that these areas are lacking with many students at the focus school. This study also shows that the schools interviewed in this study that had these characteristics, also had higher rates of improvement in standardized test scores, graduation rates, and levels of college and career readiness.

Future Work

After determining which interventions will be implemented, the survey created and used for this study will be given to students periodically at this focus high school to measure the impact of those interventions on school environment at the focus school. Also, current administrators are reviewing the implications of a peer mentor program at this school, in addition to a student-driven school "branding campaign" where students will lead the way in an initiative to re-brand their school's reputation from the inside out.

Appendix A

What challenges was your school facing before you decided to introduce new interventions?
Tell me about the new programs or new interventions you have implemented since you made the decision those interventions were needed?
What led your school to feel these particular interventions were necessary?
What were your challenges in implementing these new interventions?
How have students responded to these interventions?
How have teachers and staff members responded to these interventions?
How have parents responded to these interventions?
What improvements or intended consequences have you seen since implementing these interventions?
What unintended consequences have you seen since implementing these interventions?
If you could go back in time to before implementing these interventions, what would you do differently?

Appendix B

Codes	Themes	Survey Questions	Likert Scale				
Belonging (sense of)/caring environment/empathy	Sense of Belonging	I feel that I belong at this school.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Career pathways/teacher teams/internships	Future Goals	I am taking courses that will help me in my future career.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Self-image	Sense of Belonging	I am someone who younger students can look up to.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Collective effervescence	Sense of Belonging	My school, family, and community work together to help me learn.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
College enrollment	Future Goals	I plan on furthering my education after I graduate high school.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Commitment	Future Goals	I am committed to graduating high school.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Consequences/students decide consequences/discipline not working	Control	When I break a rule at school, I am given a fair consequence.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Consistency (policies)	Control	I am familiar with the school and class policies.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Control	Control	I get to make choices about my education at my school.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Credit recovery	Educational Support	If I fail any classes, my school has a program to help me catch up in my classes.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Elephant in room (addressing underlying issues)	Educational Support	When I have trouble with my school work, my teacher notices and talks to me about it.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Expectations (clear and high)	Educational Support	I am challenged by my teachers to be the best I can be at school.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fun (in class)	Sense of Belonging	I enjoy activities in class at school.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fun (extracurricular)	Sense of Belonging	I enjoy school-related activities outside of class.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Generativity	Future Goals	My school is preparing me for my future.			Neutral		Strongly Disagree
Homework (help and during school support)	Educational Support	I have help with my homework if I need it.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Hope/optimistic outlook	Future Goals	I am looking forward to my future.			Neutral		Strongly Disagree
Individual needs met/differentiation	Educational Support	My school understands that each student learns differently.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Linear thinking/thinking about the future	Future Goals	I am preparing for my future.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Maturity/character/responsibility	Control	I know that I am responsible for my own actions.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Mentoring	Accessible Adults	I have an older student in the school whom I look up to and can ask questions.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Open-door policy for administration/non-adversarial/visible principal	Accessible Adults	The principal of my school is someone I can go to if I need help with something.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Organized & deliberate change/research-based/data driven	Educational Support	My teachers explain why I need to learn the information they are teaching.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Outcome-driven student and teacher expectations	Educational Support	If most students in my class are not doing well on their school work, my teacher will find a new way to help us learn.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Parent/school respect and support	Educational Support	My parents like my school.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Professional development for teachers	Educational Support	My teachers continuously learn new teaching skills.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Reading/literacy emphasis	Educational Support	I can read and understand my school work.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Resources/strengths	Educational Support	At school, there are things that I am good at and if I'm not, I can get help with it.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Rigor/college prep	Educational Support	I am challenged by my school course work.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Safety	Sense of Belonging	I feel safe at school.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
School perception and pride	Sense of Belonging	My school has a good reputation.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Structure	Control	We follow a routine at my school and usually, I know what to expect to do each day.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Student voice and support	Accessible Adults	If I see a better or different way of doing something at school, I can tell teachers or staff at my school and they	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

		will take my ideas into consideration.					
Student/teacher relationships	Accessible Adults	I have at least one teacher in my school who I can talk to about school or non-school issues.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Success/recognition/feedback	Accessible Adults	When I do well on my school work or participate at school, my teachers recognize it and let me know that I did well.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teacher involvement/engagement/buy-in	Educational Support	My teachers are willing to change the way they teach in order to help me.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Technology	Educational Support	My school uses technology in my classroom.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Test scores/grades/graduation rates	Educational Support	My grades and test scores show the effort I put into school work.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Transparency	Control	I understand why my school has its policies and procedures.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Updating methods/staying current	Accessible Adults	My teachers understand what it's like to be a kid today.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Wraparound services	Accessible Adults	My school helps me with not only school work but also with many things I may need outside of school.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

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