

Jefferson County Public Schools

Comprehensive School Surveys

2007-2008

Exploration and Assessment of the Structure of the Surveys

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The Jefferson County Public Schools (JCPS) Comprehensive School Surveys are distributed annually to students (4th through 12th grade), parents, teachers and other certified staff, and classified staff. The surveys serve as important measurement tools that the school district's leadership team may use to inform decisions and programs. There are six surveys under consideration: three for students (elementary, middle, and high school), one for parents, one for certified school-based staff, and one for classified school-based staff. The purpose of this examination of the surveys is to provide a third-party evaluation of the instrument so that JCPS personnel may use information from these surveys to track the success of various programs across time. Data for this project were collected during the 2007-2008 academic year. Conceptually, the emerging constructs across surveys may all be linked to the JCPS goals for Focused Processes and Focused Culture.

The surveys were restructured substantially for the 2007-2008 school year administration. Therefore, the task was to examine the surveys in order to understand the component structure of the items on the surveys, to determine ways to more effectively reorganize the survey items, and to delete or clarify items that emerge as problematic. This report includes a brief description of the analytical approach taken to complete this task, descriptions of the component structures of each of the surveys, and recommendations for reorganization and other changes.

Analytical approach

Responses to the surveys for the 2007-2008 school year administration were analyzed with exploratory component analysis, an analytical approach that allows for the exploration of trends in individuals' responses to items on the surveys. That is, the initial analyses were intended to see if different components emerged and if they seemed to fit together to measure a broader concept, such as satisfaction with school or safety. For each survey, the respondents were randomly divided into subgroups for analysis. Data were analyzed using exploratory component analysis with Promax rotation; the number of components to retain was determined based on multiple criteria including scree plot, eigenvalues greater than 1, and parallel analysis with random data. Based on the number of components suggested by these criteria, as well as examination of component loadings, general trends were identified and a component solution was proposed. Examinations of the responses to surveys revealed some common trends across all

groups (i.e., students, parents, staff). Conceptually, the emerging constructs across surveys are linked to the JCPS goals of Focused Processes and Focused Culture.

Student surveys

Elementary (grades 4 and 5 only), middle, and high school students were given Comprehensive School Surveys to complete. There were three different surveys – one for elementary, one for middle, and one for high school students. The surveys are very similar to each other; the questions are parallel with language changed slightly to accommodate developmental differences, and there are a few additional items on the middle and high school surveys than on the elementary survey. As an example of a language difference between elementary and middle/high school surveys, “I often talk about events in the news with my friends” on the elementary survey is changed to “I often talk about politics or national issues with my friends” on the middle and high school surveys. Specific information on each of the surveys for students is provided below.

Elementary student surveys. A total of 10,609 elementary school students completed the JCPS Comprehensive School Survey. The elementary survey contains 65 items. Analyses with subgroups of responses on the elementary student survey supported six components or constructs.

Elementary Student Surveys : Six-component Solution

Component	Items
View of School	B01, B02, B03, B04, B06, B08, B11-B13, B16, B19-21, E01, E02,E03, E04, E05, E06, E07, E08, E10-E12, E14, E16-E21, E23, E24
Prosocial behavior	C10-C11, D03-D08
School Climate	B07, B08, B09, B10, C05-C06, E07
Student Activities	C03-C04, C07-C08,
Safety	B14-B15, E22
Home technology	C01-C02

The first component represented the construct **“View of School,”** and included items tapping student engagement (“I think school is fun and challenging”), student belonging (“I feel strong ties with other students in my school”), school climate (“My teachers respect my opinion in class even if it disagrees with their opinions”), school support (“I feel my teachers really care about me”), school safety (My school provides a safe and secure environment”), student satisfaction (“I am very satisfied with my school”), teaching (“Teachers at my school provide effective instruction”), curriculum (“The learning activities I do at school make me a better writer”), school resources (“My books at school are helpful”), and school services (“I receive guidance and support from adults at my school”). The second component that emerged represented **“Prosocial Behavior,”** including items tapping environmental behavior (“I tend to reuse and recycle everything that I can”), conflict resolution skills (“I know how to disagree without starting a fight”) and character (“I care about the feelings of others”). The third component represented **“School Climate,”** including items tapping students’ perceptions of the acceptability of discussing important current topics with teachers and peers (“I feel free to disagree openly with my teachers about political and social issues”) and with parents and friends (“I often talk about events in the news with my parents or family”). The fourth component represented **“Student Activities,”** and included items tapping students’ engagement in extra-curricular activities in the community (“I am in sports supported by community groups”) and community service (“In the past, I did service to people or other work to make my community a better place”). The fifth component represented **“Safety”** and included items tapping safety *outside* of school (“I feel safe walking to and from school”) and one bullying item (“At my school, I feel bullying is a big problem”). The sixth and final component represented **“Home Technology”** and included two items tapping students’ access to a computer and internet at home (“I have a computer I can use at home”).

A couple of irregularities emerged in analyzing these data. First, responses to the six items designed to measure students’ perception of safety in and around school did not consistently go together. These items consistently split in their loadings onto two different components. Two items dealing with safety *outside* of school loaded with the one item about bullying. The three other safety items dealing with safety *inside* school consistently loaded together. This suggests that the construct of safety has two components: inside of school and outside of school. In addition, if measuring students’ perceptions of bullying behavior is a

primary interest, there may need to be more items to assess this as a separate construct. Second, elementary aged students' responses indicated that they conceptualize most of the items having to do with school processes (e.g., curriculum, resources) and their connectedness with school (e.g., belonging, satisfaction) under one umbrella. Third, there are a few items that did not seem to contribute to any construct, and we recommend considering these items carefully to determine whether they should remain in the survey. A couple of examples are "I eat breakfast nearly every day" and "When I am 18 years old, I plan to vote in elections."

Middle school student surveys. A total of 15,299 middle school students completed the JCPS Comprehensive School Survey. The middle school survey contains 70 items. Analyses with subgroups of responses on the middle school student survey supported seven components or constructs.

Middle School Surveys: Seven-component solution

Component	Items
School operations	E01, E02, E03, E04, E05, E06, E07, E08, E09, E10, E11, E12, E13, E14, E15, E16, E17, E18, E19, E20, E21, E22, E23, E24
School Support	B01, B02, B03, B06, B08, B11, B12, B13, B17, B18, B19
Prosocial behavior	C11, C12, C13, D03, D04, D05, D06, D07, D08
Student Activities	B20, B21, C03, C04, C07, C08
Political Discussion	B09, B10, C05, C06,
Safety	B07, B09, B14, B15, B16,
Home technology	C01, C02

The first component represented the construct "**School Operations,**" and included items tapping teaching ("Teachers at my school provide effective teaching"), curriculum ("The learning activities I do at school make me a better writer"), school resources ("Textbooks and other materials are of high quality"), school services ("A broad range of guidance and support services are available to me at my school"), and site safety ("I believe the adults in my school will take care of any unsafe situation"). The second component represented "**School Support,**"

and included items tapping engagement (“I think school is fun and challenging”), student belonging (“I feel like I am part of my school community”), school climate (“My teachers respect my opinion in class even if it disagrees with their opinions”), caring (“I feel my teachers really care about me”), and student satisfaction (“I am very satisfied with my school”). The third component represented **“Prosocial Behavior,”** and included items tapping environmental behavior (“I routinely reuse and recycle everything that I can”), conflict resolution skills (“I know how to disagree without starting a fight”) and character (“I care about the feelings of others”). The fourth component represented **“Student Activities,”** and included items tapping students’ engagement in extra-curricular activities at school (“I participate in clubs or activities (besides sports) sponsored by my school”), engagement in extra-curricular activities in the community (“I participate in sports sponsored by community organizations”) and community service (“In the past, I performed service to people or other work to make my community a better place”). The fifth component represented **“Political Discussion,”** and included items tapping students’ tendency to discuss national issues with teachers, friends, and family (“I often talk about politics or national issues with my friends”). The sixth component represented **“Safety,”** and included items tapping students’ comfort with openly disagreeing with others (“I feel free to disagree openly with my teachers about political and social issues”) and safety inside and outside of school (“I feel safe walking to and from school”). The final component represented **“Home Technology”** and included two items tapping students’ access to a computer and internet at home (“I have a computer I can use at home”).

Contrary to responses from elementary school students, middle school students’ responses to safety items tended to group together as they are listed on the survey. Specifically, items B14 to B16 tended to group with items about disagreeing with others, suggesting a broader “climate” construct. The other safety items (E22 to E24), having to do with bullying and the extent to which adults handle safety issues, tended to group with items about school operations in general. This may be partly an artifact of their separation on the survey, and we recommend reorganizing safety items so that all are together on the survey. It is also important to note that two constructs (**School Operations, School Support**) emerged with the middle school student responses, where there had been only one with the elementary school students. This suggests that, by middle school, students are able to discriminate between various elements of school process (e.g., curriculum vs. teacher support). As with the elementary responses, there are a few

items that did not seem to contribute to any construct, and we recommend considering these items carefully to determine whether they should remain in the survey. A couple of examples are “I eat breakfast nearly every day” and “when I am 18 years old, I plan to vote in elections.”

High school student surveys. A total of 16,390 high school students completed the JCPS Comprehensive School Survey. The high school survey contains 72 items. Analyses with subgroups of responses on the high school student survey supported eight components or constructs.

High School Surveys: Eight-component solution

Component	Items
School Operations	E01, E02, E03, E04, E05, E06, E07, E08, E09, E10, E11, E12, E13, E14, E15, E16, E17, E18, E19, E20, E21, E22, E23, E24, E25
School Support	B01, B02, B03, B06, B11, B19, B20, B21, B22, B23, B24, B25
Prosocial behavior	C13, C14, D02, D03, D04, D05, D06, D07, D08
Student Activities	B18, C04, C05, C06, C07, C08, C09, C11, C12, C13
Political Discussion	B07, B08, B09, B10, C06, C07
Safety	B14, B15, B16,
Home technology	C01, C02
Athletics	B17, C03, D02

The first component represented the construct “**School Operations,**” and included items tapping teaching (“Teachers at my school provide effective instruction”), curriculum (“The learning activities I do at school make me a better writer”), school resources (“Textbooks and other materials are of high quality”), school services (“A broad range of guidance and support services are available to me at my school”), and site safety (“I believe the adults in my school will take care of any unsafe situation”). The second component represented “**School Support,**” and included items tapping engagement (“I think school is fun and challenging”), student belonging (“I feel like I am part of my school community”), caring (“I feel my teachers really care about me”), preparation for the future (“I believe I am developing essential skills for life in JCPS”), and student satisfaction (“I am very satisfied with my school”). The third component

represented **“Prosocial Behavior,”** and included items tapping environmental behavior (“I routinely reuse and recycle everything that I can”), conflict resolution skills (“I know how to disagree without starting a fight”) and character (“I care about the feelings of others”). The fourth component represented **“Student Activities,”** and included items tapping students’ engagement in extra-curricular, non-sport activities at school (“I participate in clubs or activities [besides sports] sponsored by my school”), engagement in extra-curricular, non-sport activities in the community (“I participate in clubs or activities [besides sports] sponsored by community organizations”), tendency to discuss national issues with friends and family (“I often talk about politics or national issues with my friends”), and community service (“In the past, I performed service to people or other work to make my community a better place”). The fifth component represented **“Political Discussion,”** and included items tapping students’ tendency to discuss national issues with teachers, friends, and family (“I often talk about politics or national issues with my friends”). As referenced above, these items also grouped with other items about students’ non-athletic activities. The sixth component represented **“Safety,”** and included items tapping safety inside and outside of school (“I feel safe on my way to and from school”). The seventh component represented **“Home Technology”** and included two items tapping students’ access to a computer and internet at home (“I have a computer I can use at home”). The final component represented **“Athletics”** and included items tapping students’ sports activities or exercise (“I participate in sports teams sponsored by my school”).

High school students’ responses grouped together very similarly to middle school students’ responses with two exceptions. First, high school students discriminated between athletic and non-athletic activities, such that two different constructs involving activities emerged. Second, high school students’ responses about engaging in discussions about political or national issues outside of school (i.e., with family and/or friends) grouped with non-athletic activities in addition to grouping as a stand-alone construct. Again, a couple of items did not seem to contribute to any construct, and we recommend considering these items carefully to determine whether they should remain in the survey. Examples are: “I eat breakfast nearly every day” and “When I am 18 years old, I plan to vote in elections.”

Parent surveys

All students in JCPS received a survey for parents to complete. A total of 21,579 JCPS parents completed the JCPS Comprehensive School Survey. The parent survey contains 67 items.

Analyses with subgroups of responses on the survey supported nine components or constructs.

Parent Surveys: Eight-component solution

Component	Items
Supportive Environment	B4, B5, B6, B9, C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, C11, C12, C21, C22, C23, C24, C25, C26, C28, C29, D02, D03, D04, D09, D10, D11,
Preparation for Future	D05, D06, D07, D08
Community Service	B13, B14, B15, D14, D15
Child Performance	C13, C14, C15, C16, C17, C18, C19, C20
Belonging	B01, B02, B03, B07, B08, B09,
Environmental Behavior	D18, D19, D20
Safety	C17, C18, C27
Home Technology	C01, C02
Child Activities	D17, C03, D02

The first component represented the construct “**Supportive Environment,**” and included items tapping teacher support of students (“I feel the teachers at my child’s school really care about him/her”), teacher support of parents (“I feel my child’s teachers really care about me”), teaching (“Teachers at my child’s school provide effective instruction”), home-school communication (“I have opportunities to talk about my child’s progress with his/her teachers”), site safety (“I believe the adults in my child’s school will take care of any unsafe situation”), and satisfaction with JCPS (“I am very satisfied with my child’s school”). The second component represented the construct “**Preparation for Future,**” and included items tapping parents’ perceptions of the extent to which their children are ready for future challenges (“I believe my child is developing essential life skills [e.g., reading, writing, math] in JCPS”). The third component represented the construct “**Community Service,**” and included items tapping both parent and student activities intended to improve the community (“I currently perform service to

people or do other work to make my community a better place”). The fourth component represented the construct “**Child Performance,**” and included items tapping the parents’ perceptions of their children’s academic progress and the accuracy of CATS tests (“My child is writing more at home and at school than in previous years,” “I believe that the CATS results for my child are reliable indicators of his/her ability”). In addition, an item about class sizes (“My child’s school has reasonable class sizes”) loaded with this component, which was unexpected because it was not about child performance, but about school resources. It could be that this item was answered similarly by parents because it directly followed the questions about child performance. The fifth component represented the construct “**Belonging,**” and included items tapping parents’ perceptions of the extent to which their children felt part of the school community (“My child feels strong ties with other students in his/her school”). The sixth component represented the construct “**Environmental Behavior,**” and included items tapping environmentally friendly behavior (“I try to save energy every day”) and exercise (“I exercise regularly”). It is not clear why responses to these items went together, and, again, could be an artifact of the fact that they were placed together on the survey. The seventh component represented the construct “**Safety,**” and included items tapping parents’ perceptions of their children’s sense of safety outside and inside school (“I believe my child feels safe walking to and from school”). The eighth component represented the construct “**Home Technology,**” and included two items tapping access to a computer and internet at home (“I have a computer in my home”). The last component represented the construct “**Child’s Activities,**” and included items tapping students’ extra-curricular activities (“My child participates in clubs or activities [besides sports] sponsored by his/her school”).

Some issues emerged in these analyses; specifically, some items did not align with any component and some seemed to align with unrelated items. These irregularities suggest that either items may be poorly worded or placed, or that the constructs themselves are not well understood by respondents. The item about bullying (“At my child’s school, I feel bullying is a big problem”) did not seem to contribute to any construct. If bullying is a construct of interest, then adding several other items about bullying would be the best way to tap that issue. The item about discussing national issues (“I often talk about politics or national issues with my child”) also did not load on any component; this may be mitigated by placing this item with other items about community service or environmental awareness. Finally, the two items about adult

education programs (“I am aware that JCPS has an Adult and Continuing Education program”) were problematic. One item did not load onto any component, and the other was the only item that loaded onto a 10th component. Indeed, these two items are not statistically related to each other, and one of them loaded weakly with the bullying item. These items may need to be reevaluated in terms of purpose, and reworded to better reflect the construct of interest.

Classified Survey (School-Based)

All classified school-based JCPS received a survey to complete. A total of 2,530 JCPS classified completed the JCPS Comprehensive School Survey. The school-based classified staff survey contains 71 items. Analyses with subgroups of responses on the survey supported nine components or constructs.

Classified Staff Surveys: Nine-component solution

Component	Items
School Operations	E01, E02, E03, E04, E05, E06, E07, E08, E09, E10, E11, E12, E13, E14, E15, E16, E17, E18, E19, E20, E21, E22, E23, E24, E25
Job Quality	B01, B02, B03, B06, B11, B19, B20, B21, B22, B23, B24, B25
Safety	B05, C25 , D02, D03, D04, D05, D06
Prosocial Behavior	D29, D30, D31
School Climate	B01, B02, B03, B04
Environmental Behavior	D25, D26, D27, D28
Community Service	D21, D22, D23, D24
Student Activities	B07, B08, B09, B10
Home Technology	D19, D20

The first component represented the construct “**School Operations,**” and included items tapping school leadership (“My principal provides effective leadership”), curriculum (“My school provides academically challenging curricula”), communication (“At my school the teachers talk to the students about their school progress”), school resources (“Textbooks and other school materials are of high quality”), and site safety (“Adults at my school will intervene in any unsafe situation that they observe”). The second component represented the construct “**Job Quality,**” and included items tapping district leadership (“JCPS manages funding in an

efficient and responsible manner”), school services (“I enjoy the meals served at my school”), possibility for advancement (“I have the opportunity to advance in my job”), pay and benefits (“JCPS policies on pay and benefits are applied fairly to all employees”), and satisfaction with JCPS (“I am very satisfied with JCPS”). The third component represented the construct “**Safety,**” and included items tapping climate (“I believe students at my school can talk with their counselor or dean”), bullying (“At my school, I feel bullying is a big problem”), and safety inside and outside of the school (“I feel safe outside the building before and after school”). The fourth component represented the construct “**Prosocial Behavior,**” and included items tapping helping and caring for others (“I try to help when I see people in need”). The fifth component represented the construct “**School Climate,**” and included items tapping staff perceptions of the acceptability of students discussing important current topics with teachers and peers (“Students at our school feel free to disagree openly with their teachers about political and social issues”). The sixth component represented the construct “**Environmental Behavior,**” and included items tapping environmental behavior (“I try to save energy every day”), efficacy (“I have the ability to make a difference in my local community”), and exercise (“I exercise frequently”). The seventh component represented the construct “**Community Service,**” and included items tapping service work in the community (“I currently perform service to people or do other work to make my community a better place”) and civic activity (“Have you voted in a national or state election in the United States in the past 5 years”). The eighth component represented the construct “**Student Activities,**” and included items tapping students’ extra-curricular activities (“The students at my school participate on sports teams sponsored by the school”). The ninth component represented the construct “**Home Technology,**” and included two items tapping access to a computer and internet at home (“I have a computer in my home”).

As with student and parent surveys, responses to the survey for classified staff had a few irregularities. The most problematic items were those involving Adult and Continuing Education Programs. The two items tapping the extent to which staff were aware of and enrolled in these programs did not load onto the same components, suggesting that they are either weak items (e.g., unclearly written) or that they are not actually measuring the same construct. They did not load strongly on any factors, although the item about being enrolled in Adult and Continuing Education Programs was weakly, negatively related to the Safety component. It is suggested that these items be reconsidered for inclusion in the survey. In addition, the item tapping exercise

behavior loaded with environmental behavior or efficacy, even though it does not seem conceptually aligned with these constructs; the fact that these items loaded together may be a result of the fact that they were placed together on the survey. Alternatively, it may be that people who are environmentally conscious and active in the community are also very likely to regularly exercise. Finally, Community Service and Environmental Behavior emerged as separate construct, even though items were conceptually related and some items on the Community Service component also loaded weakly on the Environmental Behavior. It could be that these items did not all load together as one construct because of the different nature of the responses (i.e., 4-point Likert scale vs. yes/no). At any rate, these items should be placed together on the surveys going forward and, to the extent possible, have the same response structures.

Certified Staff (School Based)

All certified school-based JCPS received a survey to complete. A total of 4,154 JCPS certified staff completed the JCPS Comprehensive School Survey. The school-based certified staff survey contains 73 items. Analyses with subgroups of responses on the survey supported nine components or constructs.

Certified Staff Surveys: Nine-component solution

Component	Items
School Operations	C06, C07, C08, C09, C10, C11, C12, C13, C14, C15, C16, C17, C18, C19, C20, C21, C22, C23
Job Quality	B05, C01, C02, C04, C05, C224, C25, C26, C27, C28, C29, C31, D09, D10, D11, D12, D13, D14, D15
Belonging	D01, D02, D03
Prosocial Behavior	D22, D23, D24, D25, D26, D27, D28
Safety	C30, D04, D05, D06
School Climate	B01, B02, B03
Student Activities	B07, B08, B09, B10
Community Service	D18, D19
Home Technology	D16, D17

The first component represented the construct **“School Operations,”** and included items tapping curriculum (“My school provides academically challenging curricula”), communication (“I have opportunities to talk to my students about their school progress”), school resources (“Textbooks and other school materials are of high quality”), and site safety (“Adults at my school will intervene in any unsafe situation that they observe”). The second component represented the construct **“Job Quality,”** and included items tapping school and district leadership (“JCPS manages funding in an efficient and responsible manner”), school resources (“Textbooks and other school materials are of high quality”), school services (“I enjoy the meals served at my school”), safety (“Safety concerns, when reported, are handled in a timely manner”), and satisfaction with JCPS (“I am very satisfied with JCPS”). The third component represented the construct **“Belonging,”** and included items tapping the extent to which teachers felt part of the school community (“I feel strong ties with other faculty and staff in my school”). The fourth component represented the construct **“Prosocial Behavior,”** and included items tapping environmental behavior (“I try to save energy every day”), efficacy (“I have the ability to make a difference in my local community”), exercise (“I exercise frequently”), and helping/caring about others (“I try to help when I see people in need”). The fifth component represented the construct **“Safety,”** and included items tapping bullying (“At my school, I feel bullying is a big problem”), and safety inside and outside of school (“I feel safe outside the building before and after school”). The sixth component represented the construct **“School Climate,”** and included items tapping staff perceptions of the acceptability of students discussing important current topics with teachers and peers (“Students at our school feel free to disagree openly with their teachers about political and social issues”). The seventh component represented the construct **“Student Activities,”** and included items tapping students’ extra-curricular activities (“My students participate on sports teams sponsored by the school”). The eighth component represented the construct **“Community Service,”** and included items tapping service work in the community (“I currently perform service to people or do other work to make my community a better place”). The final component represented the construct **“Home Technology,”** and included two items tapping access to a computer and internet at home (“I have a computer in my home”).

Just a couple of irregularities emerged with the responses from certified staff. First, the items involving Adult and Continuing Education Programs were again problematic. Both loaded very weakly with the Community Service construct, and the item tapping enrollment in Adult and Continuing Education Programs loaded weakly with the Belonging construct. Again, these items should be reconsidered for inclusion in the survey. In addition, the item tapping exercise behavior loaded on the Prosocial Behavior construct that also included items tapping environmental behavior, efficacy, and helping/caring for others. Exercise does not seem conceptually aligned with these constructs; the fact that these items loaded together may be a result of the fact that they were placed together on the survey. The purpose of the item tapping exercise behavior should be reevaluated in order to determine where it should be placed on the surveys and whether or not it should remain.

Conclusions

As mentioned previously, in every survey sample (and subsample), certain items were correlated with conceptually unrelated items or failed to load on any construct consistently or at all. For example, on the Classified Staff survey items about Adult and Continuing Education Programs (“I am aware that JCPS has an Adult and Continuing Education program” and “I attended a JCPS Adult Education program during 2006-2007”) did not load together on the same component and were not statistically related to each other, which suggests that *awareness* of adult education is not an indicator of usage of program. It is likely that the items about Adult and Continuing Education need to be reevaluated so that they may be rewritten for clarity or deleted from the surveys. Another trend across some surveys was the tendency for items about environmental behavior (e.g., “I routinely reuse and recycle everything that I can”) to load with exercise behavior (e.g., “I exercise frequently”); in addition, these items often loaded with different components. We suggest reconsidering the purpose of these items so that the wording may better reflect the purpose. If exercise behavior is of significant interest, it may be prudent to include more items tapping this behavior so that it can be measured as a separate construct. Also, it is important to note some issues with items tapping safety. First, the item about bullying on each survey (e.g., “At my school, I feel bullying is a big problem”) sometimes loaded on different constructs, and actually correlated with an item about Adult and Continuing Education programs on the Classified Staff survey. If bullying is a construct of particular interest, we

suggest adding several additional bullying items so that it may be more accurately assessed. In addition, across surveys the seven items tapping safety were moderately to highly related to each other, but often did not load together on one component. We suggest regrouping the safety items so that they are together on the surveys. A couple of items did not seem to contribute to any construct, and we recommend considering these items carefully to determine whether they should remain in the survey. For example, the items “I eat breakfast nearly every day” and “When I am 18 years old, I plan to vote in elections” were consistently weakly-loading items on student surveys. The purpose of these items should be addressed so that they may either be revised and supported with additional items or deleted.

In general, we propose that the surveys be reorganized so that conceptually-related items are placed together on the surveys with subheadings that define the purpose of that group of questions. In addition, single-item constructs should either be discarded or enhanced with at follow up questions. Similarly, components with many items could be reduced to a few purposeful items.