



Hanover K12 Climate Survey

Prepared for K-12 Partners



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CLIMATE SURVEY OVERVIEW

In this section, we summarize the climate survey constructs and frequently asked questions. Hanover understands best practices in school/district climate and developed this survey to help districts measure school climate in a single year or longitudinally. To develop the survey instrument, content experts and survey methodologists worked collaboratively to identify key climate constructs and sub-constructs. We relied heavily on school climate literature and referenced existing survey instruments such as the Department of Education climate survey. Moreover, Hanover has designed and analyzed hundreds of climate survey instruments for our K12 partners over the years. As a result, we could analyze the core themes and foci from these survey instruments in order to confidently develop an instrument that meets our K12 client's needs.

CLIMATE SURVEY CONSTRUCTS

The Hanover K12 Climate Survey main- and sub-constructs are listed below. The sub-constructs are presented as bullet points under the main constructs. In addition to these constructs, the survey includes background questions such as respondents' role within the district or school, their school/building affiliation, grade-level affiliation, and special population affiliation (e.g., EL/ELL, special education).

MAIN CONSTRUCT: SCHOOL/BUILDING ENVIRONMENT

- Positive Emotional Climate
- Building & Personal Safety
- Physical Environment

MAIN CONSTRUCT: ACADEMIC ENVIRONMENT

- Instructional Climate
- Student Attitudes Towards Learning
- Student Engagement
- Student Support Services
- Student Outcomes

MAIN CONSTRUCT: SOCIAL ENVIRONMENT

- Students' Positive Relationships & Discipline
- Staff Members' Positive Relationships
- General Bullying & Harassment
- Staff Experiences with Bullying & Harassment
- Student Experiences with Bullying & Harassment

MAIN CONSTRUCT: STAKEHOLDER INCLUSIVENESS

- Community Engagement
- Parent Engagement
- School Leadership & Personnel
- District Leadership & Personnel

COVID RELATED CHANGES

- School/Building Environment
- Academic Environment
- Social Environment
- Stakeholder Inclusiveness

FREQUENTLY ASKED QUESTIONS

HOW DID HANOVER CREATE THE CLIMATE SURVEY INSTRUMENT?

To develop the survey instrument, content experts and survey methodologists at Hanover examined school climate literature and trends in the hundreds of climate survey instruments Hanover has designed for our K-12 clients to identify key, evidence-based indicators that are associated with climate outcomes. In Hanover's climate survey instrument, these indicators are measured through 4 main constructs including: School/Building Environment, Academic Environment, Social Environment, and Stakeholder Inclusiveness. Within these 4 main constructs are evidenced-based sub-constructs designed to gather additional, nuanced data to help K-12 partners understand their climate.

IS THIS INSTRUMENT VALID?

Hanover's team of survey methodologists and content experts have tested the survey for face validity and construct validity in order to reduce measurement error. Reducing measurement error refers to our ability to accurately measure core constructs within the survey and to ensure that the constructs and individual survey items measure what they intend to measure.

COULD MY DISTRICT/SCHOOL ADD ANY QUESTIONS TO THE SURVEY INSTRUMENT?

Yes, Hanover clients may add up to 10 unique survey items across *all* populations. These questions will appear at the end of the survey and are not tied to other constructs.

IS IT POSSIBLE TO TRANSLATE THE SURVEY INTO ANOTHER LANGUAGE?

Yes, the current instrument is available in English, Spanish, Vietnamese, and Russian. For any additional language translations, Hanover may hire a professional translation company at an additional cost to the client. Alternatively, the client may use the school or district internal translation services.

COULD I ADMINISTER THE SURVEY TO ELEMENTARY STUDENTS? WHAT ABOUT COMMUNITY MEMBERS?

The survey may be administered to students in Grade 4 through Grade 12, parents, staff members, and community members. Each question is programmed for specific groups. The questions are not developmentally appropriate for students below Grade 4.

HOW WILL MY SCHOOL/DISTRICT SEND THE SURVEY TO RELEVANT STAKEHOLDERS?

By default, Hanover will provide a universal survey link. The first survey question asks respondents to specify their primary affiliation/relationship with the district/school. Thereafter, population-specific question logic is triggered by this first question. Your district/school may place this universal link on the district/school home page or share the link with respondents through other communication forums.

In addition to providing a universal link, if the district/school is able to provide Hanover with individual email addresses (e.g., for staff, parents, or students), Hanover can share the survey with stakeholders through individualized and customized emails. Please work with your Content Director to discuss the best administration approaches for your context.

COULD MY DISTRICT/SCHOOL MAKE ANY CHANGES TO THE SURVEY QUESTIONS?

In order to benefit from the expedited timelines associated with the use of the standard survey instrument (i.e., reduced survey design editing time, reduced analysis time), edits must adhere to the following guidelines:

- An entire main- or sub-construct (e.g., Academic Environment or instructional climate) may be deleted; however, we cannot edit or remove individual survey items except to modify minor context-specific aspects such as the district/school name.¹ As a result, Hanover will not calculate the associated sub-construct and main-construct scores during the analysis. See “Climate Survey Constructs” for additional context.
- The client may add a maximum of 10 unique survey items across all populations; for example, a matrix Likert table with 10 rows that is asked to a single population would meet this threshold.

WHAT IF SOMEONE TRIES TO TAKE THE SURVEY MORE THAN ONCE?

We have a variety of quality control mechanisms in place to ensure that our final results include only valid responses. For example, we assess the quality of respondents’ open-ended comments, flagging gibberish. We assess whether respondents answer uniformly (e.g., all “Agree” selection) for an entire question set. If respondents exhibit odd behaviors with multiple response questions (selecting all items), we flag those individuals as well. We then sum all flags and remove the worst offenders up to a certain threshold.

¹ For example, “English Learners” rather than “English Language Learners.”

WHAT DOES THE FINAL DELIVERABLE INCLUDE?

The standard climate survey analysis includes a data supplement and a PowerPoint presentation with the following components:

- The data supplement includes results by stakeholder group for each survey question.
- The PowerPoint includes an Executive Summary that illuminates key trends organized by the constructs. Hanover will explain the research findings and emphasize meaningful and significant findings.
- The report will include mean values for each construct.
- The report figures will include top 2 results (e.g., “Agree” + “Strongly Agree”) for each question and population.
- At the client’s request, Hanover will include one to two additional group comparisons, such as school-level or by-school results.

After the initial analysis is delivered, we recommend working with your Content Director to identify additional sub-group comparisons or follow-up research.

SURVEY QUESTIONS

SCHOOL/BUILDING ENVIRONMENT (MAIN) CONSTRUCT

Associated Sub-Constructs, Questions, Scale, and Target Population

SUB-CONSTRUCT	QUESTION	SCALE	TARGET POPULATION
Positive Emotional Climate	[Students] are proud to attend the school.	Agreement ²	Students, Parents, School Staff
	[Students] feel welcome at school.		
	[Students] feel like they belong at school.		
	[Students] like school.		
Building & Personal Safety	[The school] provides a safe learning space for students.	Agreement ²	Students, Parents, School Staff
	[The school] does NOT have issues with violence or theft		
	[I/my child feels] safe at school.		
	[I/my child feels] safe going to and from school.		
	[I/my child feels] safe at school-sponsored events and activities held after school		
Physical Environment	[The school] has clean bathrooms.	Agreement ²	Students, Parents, School Staff
	[The school] is well-maintained.		
	[The school] has clean common spaces (e.g., hallways, cafeteria).		
	[The school] has classroom environments that support student learning (e.g., size, temperature, lighting).		

² The agreement scale commonly includes the following response options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree, Don't Know or Not Applicable

ACADEMIC ENVIRONMENT (MAIN) CONSTRUCT

Associated Sub-Constructs, Questions, Scale, and Target Population

SUB-CONSTRUCT	QUESTION	SCALE	TARGET POPULATION
Instructional Climate (School-Level)	[The school] sets high expectations for student achievement.	Agreement2	Students, Parents, School Staff
	[The school] wants students to succeed.		
	[The school] provides a well-rounded curriculum.		
	[The school] adequately challenges advanced students.		
	[The school] provides enough material resources (e.g., books, supplies) to support student learning.		
	[The school] provides enough technology resources (e.g., computers, laptops) to support student learning.		
Instructional Climate (Teacher-Level)	[Teachers] want students to succeed.	Agreement2	Students, Parents, Teachers
	[Teachers] keep students updated on their academic progress.		
	[Teachers] provide helpful comments on students' schoolwork.		
	[Teachers] expect students to do their best in school.		
	[Teachers] connect class lessons to life outside the classroom.		
	[Teachers] provide extra help to students when they need it.		
	[Teachers] praise students' effort on schoolwork.		
Student Attitudes Towards Learning	[Most students at my school] are motivated to learn.	Agreement2	Students, School Staff
	[Most students at my school] come to class prepared.		
	[Most students at my school] work hard.		
	[Most students at my school] get excited to learn new things.		
	[Most students at my school] enjoy learning.		
Student Engagement	[The school offers] quality extracurricular (e.g., sports, clubs) activities for students.	Agreement2	Students, Parents, School Staff
	[The school offers] quality co-curricular (e.g., drama, band) activities for students.		
	[The school offers] enough co-curricular (e.g., drama, band) activities for students.		
	[The school offers] enough extracurricular (e.g., sports, clubs) activities for students.		

Student Support Services	[The school (or district) provides enough resources for] English language learners.	Agreement2	Students, Parents, School Staff, District Staff, Community Members
	[The school (or district) provides enough resources for] special education students.		
	[The school (or district) provides enough resources for] under-performing students.		
	[The school (or district) provides enough resources for] students' mental health and well-being.		
	[The school (or district) provides enough resources for] high-achieving students.		
Student Outcomes	[Schools develop students'] ability to resolve conflict.	Agreement2	Students (Grade 7 through 12), Parents, School Staff, District Staff, Community Members
	[Schools develop students'] listening skills.		
	[Schools develop students'] ability to engage in self-reflection.		
	[Schools develop students'] ability to manage emotions.		
	[Schools develop students'] critical thinking skills.		
	[Schools develop students'] ability to empathize with others.		
	[Schools develop students'] sense of moral and ethical conduct.		
	[Schools develop students'] ability to collaborate with others.		
	[Schools prepare students] for a career.		
	[Schools prepare students] for college.		
	[Schools prepare students] with computer and technology skills.		
	[Schools prepare students] to engage with the local community.		
	[Schools prepare students] to engage with the global community.		
	[Schools prepare students] to take responsibility for their actions.		
	[Schools prepare students] to work hard and persist through challenges.		

SOCIAL ENVIRONMENT (MAIN) CONSTRUCT

Associated Sub-Constructs, Questions, Scale, and Target Population

SUB-CONSTRUCT	QUESTION	SCALE	TARGET POPULATION
Students' Positive Relationships & Discipline	[Adults at the school] respect students.	Agreement2	Students, Parents, School Staff
	[Adults at the school] care about students.		
	[Adults at the school] fairly enforce school rules.		
	[Adults at the school] consistently enforce school rules.		
	[Students at the school] respect other students.		
	[Students at the school] help each other learn.		
	[Students at the school] care about other students.		
	[Students at the school] understand school rules.		
	[Students at the school] follow school rules.		
Staff Members' Positive Relationships	I have positive relationships with other staff members at my school/building.	Agreement2	Staff
	I have positive relationships with students at my school.		
	My colleagues care about me.		
	My supervisor/manager cares about me.		
	My colleagues support my professional development.		
	My supervisor/manager supports my professional development.		
	My school/building provides enough professional development opportunities.		
	My school/building provides quality professional development opportunities.		
	My school/building provides enough technology resources.		
	My school/building provides enough material resources (e.g., books, supplies).		
My school/building provides opportunities for peer collaboration and support.			

General Bullying & Harassment	[Students/I have been] physically threatened by students at school.	Frequency (Count) ³	Students (Grade 7 through 12), Parents, School Staff
	[Students/I have been] verbally harassed by students at school.		
	[Students/I have been] physically threatened by staff members at school/building.		
	[Students/I have been] verbally harassed by staff members at school/building.		
Student Experiences with Bullying & Harassment	[Students experience harassment or bullying based on their] Race, ethnicity, or skin color	Frequency (Daily to Yearly) ³	Students (Grade 7 through 12), School Staff
	[Students experience harassment or bullying based on their] Sex		
	[Students experience harassment or bullying based on their] Disabilities		
	[Students experience harassment or bullying based on their] Religion		
	[Students experience harassment or bullying based on their] Sexual orientation		
	[Students experience harassment or bullying based on their] Physical appearance		
	[Students experience harassment or bullying based on their] Political beliefs		
	[Students experience harassment or bullying based on their] Gender identity or expression		
Staff Experiences with Bullying & Harassment	[Staff experience harassment or bullying based on their] Race, ethnicity, or skin color	Frequency (Daily to Yearly) ³	Staff
	[Staff experience harassment or bullying based on their] Sex		
	[Students experience harassment or bullying based on their] Disabilities		
	[Staff experience harassment or bullying based on their] Religion		
	[Staff experience harassment or bullying based on their] Sexual orientation		
	[Staff experience harassment or bullying based on their] Physical appearance		
	[Staff experience harassment or bullying based on their] Political beliefs		
	[Staff experience harassment or bullying based on their] Gender identity or expression		

³ The frequency scales include the following two variations:

Daily to Yearly: Almost Daily, A Few Times a Week, A Few Times a Month, A Few Times a Year, Almost Never

Frequency of occurrence during the past month: Never, 1 Time, 2 to 3 Times, 4 to 5 Times, More Than 5 Times, Don't Know or Not Comfortable Sharing

STAKEHOLDER INCLUSIVENESS (MAIN) CONSTRUCT

Associated Sub-Constructs, Questions, Scale, and Target Population

SUB-CONSTRUCT	QUESTION	SCALE	TARGET POPULATION
Community Engagement	[The district] engages the community.	Agreement2	Staff, Community Members
	[The district] effectively communicates with community members.		
	[The district] is transparent with community members about district decision-making.		
	[The district] responds to community members' questions or concerns.		
Parent Engagement	[The district] engages parents.	Agreement2	Parents
	[The district] effectively communicates with parents.		
	[The district] is transparent with parents about district decision-making.		
	[The district] responds to parent questions or concerns.		
	[Staff members at my child's school] responds to parents' questions or concerns.		
	[Staff members at my child's school] engage parents.		
	[Staff members at my child's school] effectively communicate with parents.		
	[Staff members at my child's school] are transparent with parents about school decision-making.		
	[Staff members at my child's school] provide parents with resources to support their child's educational needs.		
	[Staff members at my child's school] make parents feel welcome.		
	[Staff members at my child's school] make it easy for parents to attend meetings.		
	[Staff members at my child's school] effectively communicate with parents regarding their child's behavior.		
	[Staff members at my child's school] effectively communicate with parents regarding their child's academic progress.		
School Leadership & Personnel	[Administrators at the school] make decisions that support student learning.	Agreement2	Parents, School Staff (excluding admin)
	[Administrators at the school] are in tune with teachers' concerns.		
	[Administrators at the school] are in tune with students' concerns.		
	[Administrators at the school] are in tune with parents' concerns.		

	[Administrators at the school] are in tune with staff members' concerns (non-teaching staff).		
District Leadership & Personnel	[District leaders] make decisions that support student learning.	Agreement2	Parents, Staff, Community Members
	[District leaders] manage the district budget responsibly.		
	[District leaders] are in tune with school-level issues or concerns.		
	[District leaders] communicate a strong vision for the district.		
	[The district] attracts high quality teachers.		
	[The district] retains high quality teachers.		
	[The district] attracts staff members from diverse backgrounds.		
	[The district] retains staff members from diverse backgrounds.		

COVID RELATED CHANGES-SCHOOL/BUILDING ENVIRONMENT

Associated Constructs, Questions, Scale, and Target Population

SUB-CONSTRUCT	QUESTION	SCALE	TARGET POPULATION
Positive Emotional Climate	[I/My child/My students] feel connected with their school.	Agreement2	Students, Parents, School Staff
	[My/My child's] school reflects my values.		
Building & Personal Safety	[I/My child/Students] follow safety guidelines at drop-off locations.	Agreement2	Students, Parents, School Staff
	[I/My child/Students] follow safety guidelines at pick-up locations.		
	[I/My child/Students] follow safety guidelines while at school.		
	[My/My child's] school protects students' online information.		
	[My/My child's] school protects students' virtual classrooms and discussion boards (e.g., from hacking, use by uninvited individuals, Zoombombing).		
Physical Environment	[My/My child's] school follows guidelines to protect students' physical health.	Agreement2	Students, Parents, School Staff
	My school/building follows guidelines to protect staff's physical health.		All Staff

COVID RELATED CHANGES-ACADEMIC ENVIRONMENT

Associated Constructs, Questions, Scale, and Target Population

SUB-CONSTRUCT	QUESTION	SCALE	TARGET POPULATION
Instructional Climate (School-Level)	[My/My child's] school provides enough technology support.	Agreement2	Students, Parents, School Staff
	[My/My child's] school provides enough basic resources (e.g., food supplies, medical services, childcare arrangements).		
Instructional Climate (Teacher-Level)	[My teachers/My child's teachers/I] have clearly communicated academic expectations (e.g., grading policies).	Agreement2	Students, Parents, Teachers
	[My teachers/My child's teachers/I] provide enough guidance for students to continue learning and homework on their own.		
	[My teachers/My child's teachers/I] have fair expectations for students (e.g., grading policies, student deadlines, workload).		
	[My teachers/My child's teachers/I] provide support or flexibility for students in crisis.		
Student Attitudes Towards Learning	[I/My child/Students] complete homework assignments.	Agreement2	Students, Parents, School Staff
	[I/My child/Students] access(es) online resources to support learning (e.g., downloadable lessons, videos).		
Student Engagement	[My/My child's] school offers enough opportunities for students to interact with other students (e.g., discussion boards).	Agreement2	Students, Parents, School Staff
Student Support Services	Special education students and parents regularly meet with their IEP team.	Agreement2	Students, Parents, School Staff, District Staff, Community Members
	School staff regularly check-in with students receiving remediation or enrichment services.		
	School staff regularly meet with English language learners.		
Student Outcomes	[My/My child's] school provides additional support for students who have fallen behind due to school closures.	Agreement2	Students, Parents, School Staff
	[My/My child's] school provides access to college and career counseling services.		Students (Grade 9 - 12), Parents, School Staff

COVID RELATED CHANGES-SOCIAL ENVIRONMENT

Associated Constructs, Questions, Scale, and Target Population

SUB-CONSTRUCT	QUESTION	SCALE	TARGET POPULATION
Students' Positive Relationships & Discipline	[Students at the school] frequently interact with other students.	Agreement ²	Students, Parents, School Staff
	[Students at the school] help support other students.		
	[Students at the school] are friends with students from diverse backgrounds.		
General Bullying & Harassment	[Students/I have been] bullied or harassed online by students at school (e.g., harmful posts, excluded/ignored on discussion boards)	Frequency (Count) ⁴	Students (Grade 7 through 12), Parents, School Staff
	[Students/I have been] bullied or harassed online by staff members at school/building (e.g., harmful posts, excluded/ignored on discussion boards)		

⁴ The frequency scales include the following two variations:
 Daily to Yearly: Almost Daily, A Few Times a Week, A Few Times a Month, A Few Times a Year, Almost Never
 Frequency of occurrence during the past month: Never, 1 Time, 2 to 3 Times, 4 to 5 Times, More Than 5 Times, Don't Know or Not Comfortable Sharing

COVID RELATED CHANGES-STAKEHOLDER INCLUSIVENESS

Associated Constructs, Questions, Scale, and Target Population

SUB-CONSTRUCT	QUESTION	SCALE	TARGET POPULATION
Community Engagement	[The district] considers what is best for the community when making decisions.	Agreement2	Staff, Community Members
	[The district] uses community feedback to inform decisions.		
Parent Engagement	[The district] updates parents on district decisions.	Agreement2	Parents
	[Staff members at my child's school] regularly check in with parents.		
	[The district] provides parents with basic resources if they need it (e.g., food, childcare).		
	[Staff members at my child's school] can direct parents to community resources (e.g., housing assistance, medical professionals).		
	[The district] communicates with me in my preferred language.		
	[The district] communicates with me in my preferred format (e.g., email, phone call).		
School Leadership & Personnel	[Administrators at the school] make decisions that support students' physical health.	Agreement2	Parent, School Staff (excluding admin)
	[Administrators at the school] make decisions that support students' emotional health and well-being.		
District Leadership & Personnel	[District leaders] make decisions that support students' physical health.	Agreement2	Parent, Staff, Community Members
	[District leaders] make decisions that support students' emotional health and well-being.		

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness

OUR SOLUTIONS

ACADEMIC SOLUTIONS

- **College & Career Readiness:**
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

OUR BENEFITS



EXPERT

200+ analysts with multiple methodology research expertise



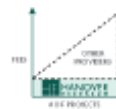
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DEDICATED

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