

The Comprehensive School Climate Inventory

Measuring the Climate for Learning

Prepared for J.J. Flynn Elementary School, June 2018



The CSCI has been developed by the National School Climate Center (NSCC)
schoolclimate.org



Adapt this school climate report to meet your needs:

If you need to see a simple overview of your survey results:

- Review the **response rates** for your school on **pages 11-12**. Also look at the **demographic graphs on pages 107-116**.
- Identify any under-represented populations or demographic groups, and keep this in mind as you read.
- Be sure you understand the **dimensions of school climate**, as measured by the CSCI. See **page 5** for an explanation.
- Look at the **summary graphs on pages 13-20** to see how each group perceives the dimensions of climate in your school.
- Look at the **relative rankings** for each school group on **pages 21-23**, and see how they compare across groups.
- Look for **areas rated negatively** by one or more groups, as well as **dimensions that are ranked very differently** by different groups. These could signal areas that need attention. Review the **guidelines for improvement on pages 117-119** to begin working toward school climate change.
- Review the overview information in the left-hand column.

If you need an in-depth look at your survey results:

- To get a fuller picture of the **range of perceptions** within each school group about each dimension, look at the score distributions in **Group Rating and Rankings on pages 15-18**.
- Examine how different **sub-groups** within each school group viewed the various dimensions beginning on **page 52**. This shows **different perceptions** based on gender, grade, race/ethnicity, and (for school personnel) years of experience.

Note: this data will only be shown when there are sufficient numbers to guarantee anonymity for respondents.

If you need a detailed examination of your survey results:

- Review the overview information in the left-hand column, and the in-depth information in the center column.
- Read carefully through the entire report—there are additional graphs that are not identified in the other two columns. Detailed explanations and guiding questions are included next to each graph.
- On **pages 72 -106**, you'll find a **detailed breakdown** of how each group responded to **each individual survey item**. These are grouped by school climate dimension, so you can see exactly which survey items made up each dimension. The **full text of the item** is included, as well as a chart showing the **percentage** of respondents from that group who gave each of the five potential responses, or did not respond at all.

Note: The survey was developed to be **most reliable** at the level of climate dimensions, rather than item-by-item. Therefore, NSCC does not recommend making decisions based on this data alone.



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I. Introduction

What is school climate?

- School climate refers to the quality of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.
- The school climate sets the tone for all the learning and teaching done in the school environment, and is predictive of students' ability to learn and develop in healthy ways.
- All schools, like all people, have a range of strengths and weaknesses, as well as a distinctive vision for the kind of school they aspire to be.

Measuring school climate: the CSCI

- The CSCI (Comprehensive School Climate Inventory) is a scientifically developed survey based on research and theory defining what contributes to positive climates for learning.
- The CSCI measures the shared perceptions of the school community and reveals how the populations whose perceptions were measured (e.g. students, school personnel, and parents) feel about the school environment.

Who developed the CSCI?

- The CSCI was developed by the National School Climate Center (NSCC), a non-profit organization dedicated to measuring and improving the climate for learning in schools. NSCC's mission is to help schools integrate crucial social, emotional, and ethical learning with academic instruction to enhance student performance, prevent dropouts, reduce violence, and develop healthy and positively engaged adults.



I. Introduction

The 13 Dimensions of School Climate Measured by the CSCI

Dimensions	Major Indicators
Safety	
1 Rules and Norms	Clearly communicated rules about physical violence; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention.
2 Sense of Physical Security	Sense that students and adults feel safe from physical harm in the school.
3 Sense of Social-Emotional Security	Sense that students feel safe from verbal abuse, teasing, and exclusion.
Teaching and Learning	
4 Support for Learning	Use of supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention.
5 Social and Civic Learning	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making.
Interpersonal Relationships	
6 Respect for Diversity	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
7 Social Support—Adults	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems.
8 Social Support—Students	Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students.
Institutional Environment	
9 School Connectedness/Engagement	Positive identification with the school and norms for broad participation in school life for students, staff, and families.
10 Physical Surroundings	Cleanliness, order, and appeal of facilities and adequate resources and materials.
Social Media	
11 Social Media	Sense that students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices (for example, facebook, twitter, and other social media platforms, by an email, text messaging, posting photo/video, etc.).
Staff Only	
12 Leadership	Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.
13 Professional Relationships	Positive attitudes and relationships among school staff that support effectively working and learning together.



I. Introduction

The 13 Dimensions of School Climate Measured by the CSCI

SAFETY

Safety is a basic need. Feeling unsafe naturally undermines learning and healthy development. Safe schools promote student achievement and school success. Historically, schools have concentrated on physical safety, showing less sensitivity to emotional safety. In recent years, schools have become more attuned to how social safety and the problem of social bullying shapes learning and development. This survey looks at three aspects of safety: rules and norms (institutional safety) and actual sense of security—both physical and social-emotional.

Safety: Rules and Norms

This scale focuses on the clarity of the school's rules for maintaining safety, both physical safety and social-emotional safety, and the consistency and fairness with which rules are enforced. For example, is it clear that there are rules about physical and social bullying? Are they fairly enforced by adults in the school?

Safety: Sense of Physical Security

This scale focuses on the degree to which people feel physically safe in the school building and in the area surrounding the school. For example, have individuals themselves experienced physical abuse and to what extent have they seen others being subjected to physical harm such as pushing, slapping or punching?

Safety: Sense of Social-Emotional Security

This scale focuses on the degree to which people feel safe in social-emotional terms. Questions on this scale probe experience and witnessing of verbal abuse, harassment, and exclusion.

TEACHING AND LEARNING

The goal of schooling is to foster learning and development. Educational research has identified factors that influence school success, including the use of varied and customized instructional strategies and the promotion of students' reflective, self-monitoring, and decision-making skills. Students are also more able learners when they are made comfortable taking risks, when they feel safe "not knowing", and can genuinely ask for help in understanding. Adults' expectations for students—and the ability to communicate this—also powerfully shape learning and school engagement. Teaching and learning is always social, emotional and ethical as well as cognitive in nature. Active and purposeful social, emotional, and ethical teaching and modeling also supports students' academic achievement and school success, as well as their development into responsible and productive citizens.

Teaching and Learning: Support for Learning

This scale highlights adults' and students' interactions in the learning process. For example, do students feel that teachers let them know when they do a good job and offer them constructive feedback? Is schoolwork challenging? Is there support for learning from mistakes? Is there an opportunity to demonstrate knowledge and skills in a variety of ways?

Teaching and Learning: Social and Civic Learning

This scale describes the extent to which social and civic knowledge and skills are actively incorporated into school learning and how ethical dispositions are recognized and valued. For example, do students learn to listen and cooperate with others? Are they encouraged to think about "right" and "wrong"? Are they supported in the development of skills for reflection and self-control? Do they learn how to resolve conflicts effectively and amicably?



I. Introduction

The 13 Dimensions of School Climate Measured by the CSCI

INTERPERSONAL RELATIONSHIPS

School experiences are based on relationships. The extent to which adults and students listen to, respect and trust one another shapes the school community. How do students treat one another and do they have a network of friends they can count on for support? What is the quality of support they feel they can expect from adults in the school? Do they feel there are adults who care about them as individuals and to whom they can turn for help? Finally, how well do adults communicate and collaborate with one another and what tone does that set for students? How all of this is perceived by students profoundly affects their expectations for appropriate behavior and the quality of their school experience.

Interpersonal Relationships: Respect for Diversity

This scale focuses on the extent to which adults and students in the school respect each others' differences with regard to such factors as gender, race/ethnicity, or physical differences. It focuses on peer relationships among students and among adults and on the relationships between adults and students.

Interpersonal Relationships: Social Support—Adults

This scale deals with quality of social relationships among adults and students. Is there mutual trust and support? Do adults appear to work well with their peers? Do students feel that adults in the school show an interest in them and listen to what they have to say?

Interpersonal Relationships: Social Support—Students

This scale deals with quality of social support among students. Do students have a network of friends that sustain them academically and socially?

INSTITUTIONAL ENVIRONMENT

The institutional environment in the school is defined in both physical and social terms. Socially, this entails students' positive sense of connectedness to and engagement in the life of the school as an institution. Do they identify positively with the school and have a sense that both they and their families belong there and are welcome. This is an important aspect of a student's school experience and contributes substantially to school success. The physical environment—facilities and resources—is also important. Naturally, how clean, cared for, orderly and attractive the school is affects teaching, learning, school engagement and overall morale.

Institutional Environment: School Connectedness/Engagement

This scale focuses on how positively students feel about their school and the degree to which they and their families are encouraged to participate in school life. Do students feel good about their school and what they accomplish there? Do they feel that they are encouraged to become involved in school life beyond academics? Does the school reach out to families, by keeping them informed and making them feel comfortable speaking with teachers or attending school events?

Institutional Environment: Physical Surroundings

This scale focuses on the school's physical plant. This includes the range of school facilities, their attractiveness, cleanliness and condition, and the adequacy of the space and resources for positive school life.



I. Introduction

The 13 Dimensions of School Climate Measured by the CSCI

SOCIAL MEDIA

Safety is a basic need. Feeling unsafe naturally undermines learning and healthy development. Safe schools promote student achievement and school success. Historically, schools have concentrated on how the problem of social-emotional bullying in school shapes learning and development. In recent years, as technology has become more pervasive in students' lives, schools have become more attuned to social-emotional bullying that occurs online and through the phone due to its effect on students' experience with peers within the school.

Social Media

This scale focuses on the degree to which people feel safe in social-emotional terms on social media. Questions on this scale probe experience and exposure to verbal abuse, harassment, and exclusion on social media.

STAFF ONLY DIMENSIONS

A school's leadership team, as well as professional relationships between staff members, are important when evaluating a school's overall work environment. Whether or not the leadership team has defined a clear vision and what decisions they make to fulfill that vision tremendously affects not only the work environment, but the school climate as well.

Staff Only: Leadership

This scale focuses on the leadership characteristics and decision making style of the school's administration. Do school leaders establish and communicate a clear vision? Are they accessible and open? Are they supportive and appreciative of school staff? Do they involve staff in key decisions?

Staff Only: Professional Relationships

This scale focuses on the quality of working relationships among school staff. Do staff work well together and learn from one another? Is there mutual trust and constructive collaboration? Are staff supportive of one another and generous with their help?



I. Introduction

Goals for this Report

The report will show you:

- How surveyed members of your school community—**students, school personnel and parents**—rate each dimension of school climate.
- Which dimensions of school climate are perceived by each group as generally **positive, negative, or neutral**.
- Which dimensions are rated **highest and lowest** for each group as a whole.
- The **distribution of rating patterns** for individuals within each group for every dimension so that you can see the **range of responses** from negative to positive.
- **Where perceptions are consistent** across the three school groups—students, school personnel and parents—and **where they diverge**.

In reading through this report:

1. You will see that **similar information is presented in a variety of ways**. If one graph or chart does not seem to capture the information you feel is most important, a different part of the report may provide what you need.
2. Looking at results is often a question of peeling back layers of information. It is important to **progress from overall summary to more detailed results** in order to get a full picture. Looking at results at only one level may be misleading.
3. It is important to understand that the real value in the data is the degree to which the information becomes a catalyst for discussion, deeper inquiry, and action. The report will present the findings for your school and try to help you understand how to examine and interpret them to **aid the process of inquiry and discussion**.



II. School Climate Overview

This overview section will give you a **snapshot of who responded to the survey**, as well as **feedback on the way each school group perceives your school climate in the broadest terms—based on median scale scores for each dimension of school climate**. It will also give you an **overview of the amount of variation within each group’s perceptions of these ten dimensions**.

To help you interpret this feedback, results are presented:

1. as scores that can be considered **positive, negative and neutral**
2. **in rank order** from the highest to lowest rated dimensions
3. as **comparative profiles** to help you understand how **each group** perceives the range of dimensions and how **each dimension** is perceived across the different groups





II. School Climate Overview

School Voice: Response Rates

Why is this important?

- One of the most important attributes of this survey is its ability to reflect the perceptions of the distinct populations who were surveyed—students, school personnel and parents. Therefore, it is important to know how many members of each group responded.

How to look at this data:

- It is **not unusual to see the lowest response rates for parents**, as they are further removed from school life than students or school personnel.
- The survey results are most valuable when they capture the perceptions of all school community members, and **low response rates should be addressed**.
- In the Detailed Results section, there is a **demographic profile** of respondents in all three groups. In addition to considering the overall response rate, it is recommended that you look at the profile of respondents **compared** to your school profile. To the extent that respondents for each group do not mirror the school's composition, **the voice you are hearing may be skewed**. You should keep this in mind and make an effort to reach out to groups that appear to have been under-represented.
- This is especially important if the survey results indicate that different sub-groups experience the school in very different ways, which you can see in Section III.



II. School Climate Overview

School Voice: Response Rates

Group	Population Size	# Respondents	% of Population Represented
Students	153*	139	90.85%
School Personnel	78*	48	61.54%
Parents	141*	25	17.73%

*Figures received from school to represent potential number of respondents.



II. School Climate Overview

School Climate Ratings—Positives, Negatives and Neutrals

Why is this important?

- This chart allows you to look at a comparative profile of the overall (median) ratings to help you understand two important relationships: 1. how ratings for different dimensions compare for the same school group; and 2. how ratings for similar dimensions compare across school groups.

How to look at this data:

- The bars are color-coded to help you see at a glance the dimensions that each group rates as positive (higher than 3.5), negative (lower than 2.5), or neutral (between 2.5 and 3.5).
- Look for each group's relative perceptions about the various aspects of school climate by looking across the chart.
- Look at the convergence of opinion across groups by looking at the columns that correspond to each dimension.

Important Note:

When you compare results across groups, remember that while the surveys are designed to measure similar dimensions, they do so in slightly different ways and with different populations. Therefore, some level of difference is to be expected, simply because of the differences inherent in the groups themselves. (For example, adults may be less likely to give extreme answers than students as a result of age.) We recommend that you concentrate most on major differences, and pay special attention to the relative rankings of the dimensions by each group. For example, if the school personnel rated the environment higher than any other dimension (regardless of the actual numerical score), while the students rated it near the bottom, that would be worth exploring.

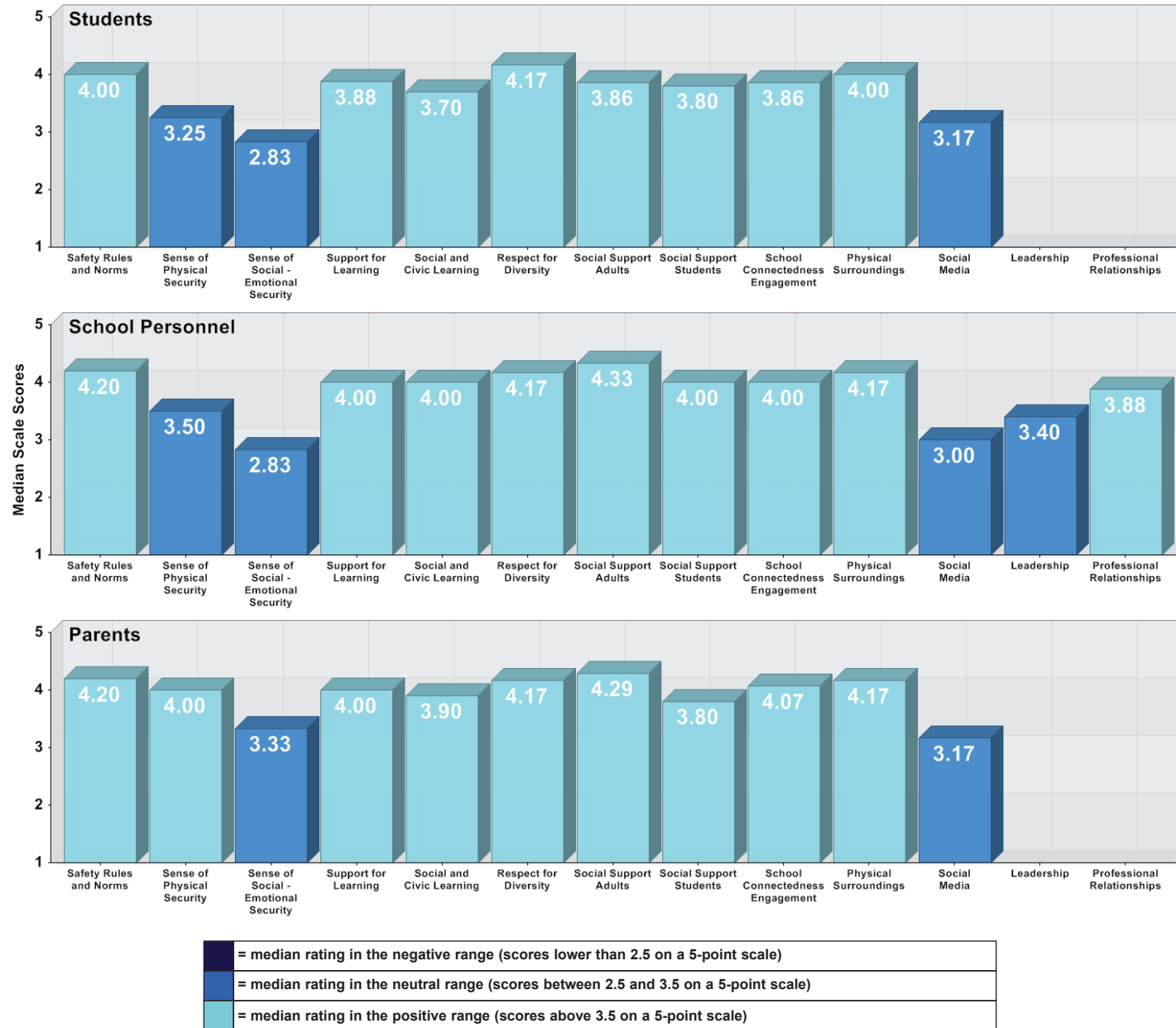
For more detailed information about each group's perceptions, be sure to look at the detailed response patterns (in Section III of this report). The median is only a midpoint—there are as many scores below that number as above.



II. School Climate Overview

School Climate Ratings—Positives, Negatives and Neutrals

School Climate Ratings - Positives, Negatives and Neutrals





II. School Climate Overview

Group Ratings and Rankings

Why is this important?

- These charts allow you to see how each group rates the dimensions of school climate, as well as the variability of opinion within each group.

How to look at this data:

- In the center column, you'll see the median scale score for each of the relevant dimensions that contribute to overall school climate.
- The **median score is the midpoint** of the distribution of scale scores for the individuals in this group. It should give you an understanding of how the group as a **whole** perceives each dimension.
- You'll also see that each bar is color coded into three sections from darkest to lightest. In looking at the results, it is important to understand not just how the group as a whole perceives this dimension, but also the range and distribution of opinion within each group.
- The color coding represents the percentage of individuals in each group whose scale scores fall into three ranges: negative (<2.5), positive (>3.5) and neutral (2.5-3.5).

Note:

How were these dimension scores obtained from the survey responses, and how were “negative,” “neutral,” and “positive” scores identified?




As you may remember from the survey itself, possible responses ranged from 1 (the most negative) to 5 (the most positive). Each of the survey items is linked to one particular dimension of school climate. For each dimension, we give each individual respondent a “scale score” based on an average of his or her responses to those particular items. In order to obtain an overall sense of the group’s perception of a particular dimension, we found the median of all the individual scale scores. **The median is a midpoint—there are equal numbers of scores below and above the median.** To help you interpret the scores, we’ve grouped them according to the 5-point scale from the original survey. Any individual dimension scores below 2.5 were considered negative, any scores above 3.5 were considered positive, and any scores between 2.5 and 3.5 were considered neutral.



II. School Climate Overview

Group Ratings and Rankings

Median Scores and Rating Patterns — Students

Dimension	Median	Score Distribution		
Safety		33.3%	33.3%	33.3%
Rules and Norms	4.00	8%	19%	73%
Physical Security	3.25	18%	50%	32%
Social - Emotional Security	2.83	31%	57%	13%
Teaching and Learning				
Support for Learning	3.88	7%	28%	66%
Social and Civic Learning	3.70	7%	34%	59%
Interpersonal Relationships				
Respect for Diversity	4.17	1%	25%	74%
Social Support - Adults	3.86	4%	25%	71%
Social Support - Students	3.80	7%	32%	61%
Institutional Environment				
School Connectedness Engagement	3.86	5%	20%	74%
Physical Surroundings	4.00	3%	22%	75%
Social Media				
Social Media	3.17	11%	61%	28%
	= % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)			
	= % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)			
	= % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)			



II. School Climate Overview

Group Ratings and Rankings

Median Scores and Rating Patterns — School Personnel

Dimension	Median	Score Distribution		
Safety		33.3%	33.3%	33.3%
Rules and Norms	4.20	2%	21%	77%
Physical Security	3.50	9%	59%	33%
Social - Emotional Security	2.83	27%	53%	20%
Teaching and Learning				
Support for Learning	4.00	7%	93%	
Social and Civic Learning	4.00	19%	81%	
Interpersonal Relationships				
Respect for Diversity	4.17	15%	85%	
Social Support - Adults	4.33	2%	98%	
Social Support - Students	4.00	17%	83%	
Institutional Environment				
School Connectedness Engagement	4.00	24%	76%	
Physical Surroundings	4.17	21%	79%	
Social Media				
Social Media	3.00	9%	83%	9%
Working Environment				
Leadership	3.40	20%	39%	41%
Professional Relationships	3.88	2%	20%	77%
<div style="display: flex; flex-direction: column; gap: 5px;"> <div> = % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale) </div> <div> = % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale) </div> <div> = % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale) </div> </div>				



II. School Climate Overview

Group Ratings and Rankings

Median Scores and Rating Patterns — Parents

Dimension	Median	Score Distribution		
Safety		33.3%	33.3%	33.3%
Rules and Norms	4.20	4%	13%	83%
Physical Security	4.00	33%		67%
Social - Emotional Security	3.33	5%	62%	33%
Teaching and Learning				
Support for Learning	4.00	8%		92%
Social and Civic Learning	3.90	5%	23%	73%
Interpersonal Relationships				
Respect for Diversity	4.17	4%	9%	87%
Social Support - Adults	4.29	13%		87%
Social Support - Students	3.80	38%		62%
Institutional Environment				
School Connectedness Engagement	4.07	5%	18%	77%
Physical Surroundings	4.17	5%	5%	91%
Social Media				
Social Media	3.17	74%		26%
= % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)				
= % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)				
= % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)				



II. School Climate Overview

Comparative Ratings—Another View

Why is this important?

- As a companion to the previous chart, this chart presents the positive, negative and neutral ratings in slightly different form.

How to look at this data:

- You will see each school climate dimension listed in the left column, with the surveyed school groups across the top. For each group the chart indicates whether the median scale score was positive, negative or neutral as shown in the color-coded key.
- We recommend that you keep in mind the considerations discussed earlier about group differences, although major discrepancies between school groups should certainly be explored further.
- Dimensions that are rated negatively, especially if the negative ratings are consistent across groups, indicate areas that should be addressed. Because **safety is such a foundational dimension**, special attention should be paid to low ratings in this area.
- We encourage you to **examine these findings in the context** of the more detailed profiles that follow. In all cases, it is important to consider and discuss not just whether dimensions are rated positively or negatively, but also to **use the results to think about why**—what you as a school may have done to promote dimensions that are strong, and how weaker dimensions may have been neglected or even inadvertently undermined.
- NSCC also recommends that the answers to these questions lead you to **consider more questions and ideas for data-gathering** in your school, either now or in the future.






II. School Climate Overview

Comparative Ratings—Another View

Comparative Ratings — Another View

	Students	School Personnel	Parents
Safety Rules & Norms			
Sense of Physical Security			
Sense of Social-Emotional Security			
Support for Learning			
Social and Civic Learning			
Respect for Diversity			
Social Support/ Adults			
Social Support/ Students			
Connectedness/ Engagement			
Physical Surroundings			
Social Media			
Leadership	--- N/A ---		--- N/A ---
Professional Relationships	--- N/A ---		--- N/A ---

	= median rating in the negative range (scores lower than 2.5 on a 5 - point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)
	= median rating in the positive range (scores above 3.5 on a 5 - point scale)



II. School Climate Overview

Relative Strengths and Weaknesses

Why is this important?

- This chart allows you to look at **scale scores in relative terms** for each school group. It also allows you to look at the order in which each group rates the dimensions in comparison with the other two groups. This should give you a sense of the way those in different groups perceive the school's relative strengths and weaknesses.

How to look at this data:

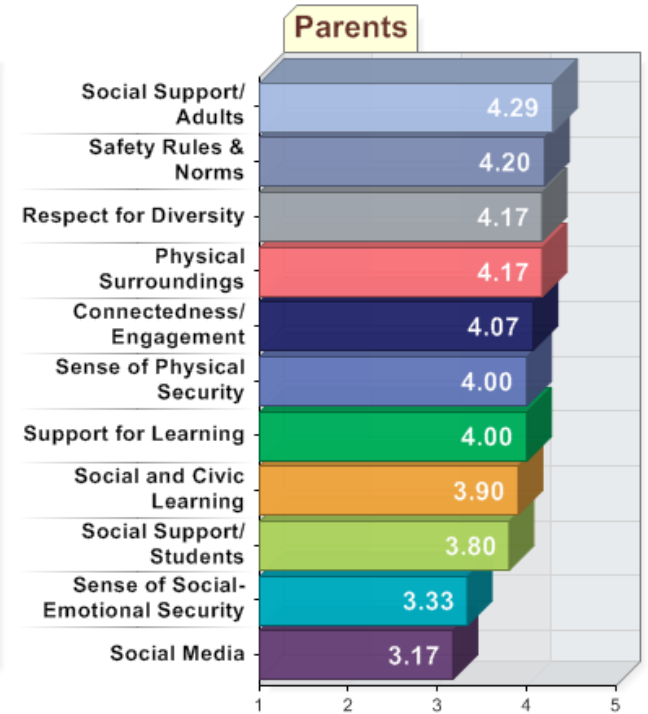
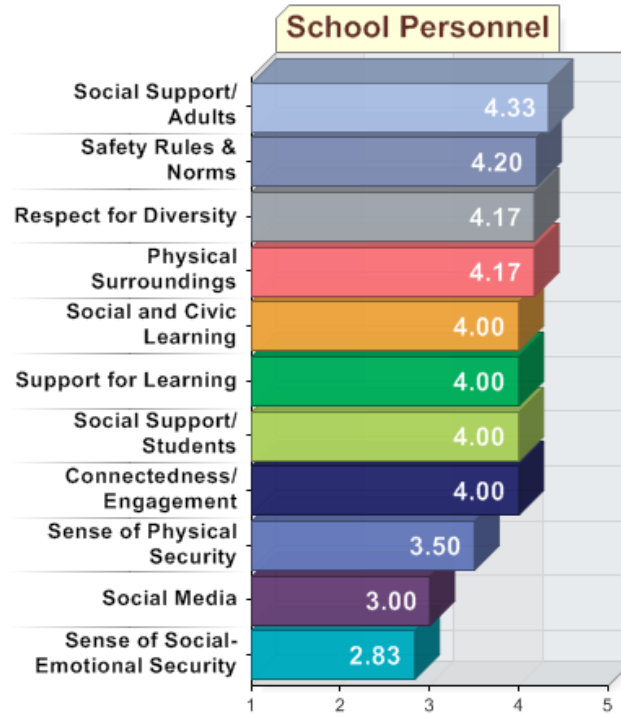
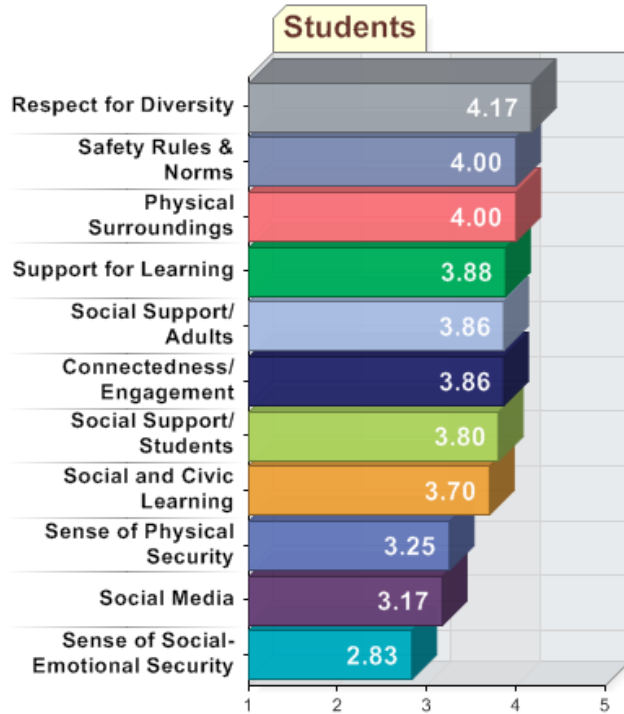
- This chart shows you a graphic representation of **each school group's median dimension ratings, in rank order** from highest-rated to lowest-rated. You can use this chart to **compare the relative perceptions** of the different groups—for example, a particular dimension may be rated at the top for one group, but near the bottom for another. This should give you a sense of how the different groups perceive the school's relative strengths and weaknesses.
- Results are presented as a series of side-by-side graphs, one for each school group. The length of the bar indicates the value of the median rating (which is also shown numerically at the end of the bar itself).
- The **dimensions are color-coded**, so you can easily look across groups to see how the different groups perceived a particular dimension of school climate.
- NSCC encourages you to **focus on relative rankings rather than numerical ratings**. In other words, if students rate Environment higher than any other category, while teachers rate it one of the lowest, you might obtain a **better understanding** of the difference in perceptions than if you simply compare the median rating for each group on that dimension. So make use of this graph to examine the relative rankings, and how the perceptions of the different groups compare to one another.

The **chart on the following page** is a companion to this and presents the relative rankings for each group in a **numeric** (rather than graphic) format.



II. School Climate Overview

Median Scale Scores - Rank Order





II. School Climate Overview

Group Differences

Comparative Rankings for Shared School Climate Dimensions

School Climate Dimensions	Students	School Personnel	Parents
Respect for Diversity	1	3	3
Safety Rules & Norms	2	2	2
Physical Surroundings	2	3	3
Support for Learning	4	5	6
Social Support / Adults	5	1	1
School Connectedness / Engagement	5	5	5
Social Support / Students	7	5	9
Social and Civic Learning	8	5	8
Sense of Physical Security	9	9	6
Social Media	10	10	11
Sense of Social-Emotional Security	11	11	10

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."



III. In-Depth Profiles

This In-Depth Profile section will provide you with a **deeper and more focused picture** of perceptions about safety, teaching and learning, relationships, and the institutional environment for each of the school groups and for **selected sub-groups** of students, school personnel and parents.

The **School Climate Dimensions and Comparative Rating Patterns** sections will provide information on the rating patterns of each group for each dimension, looking at consistency of response for each school group across school dimensions and also comparing the patterns across the surveyed school groups.

In the Overview section at the beginning of this report, the emphasis was on **overall group response**, based on median, or mid-point scores, which is a good indicator of overall opinion. However, **one overall measure can never fully capture everything** that you want to know. This section of the report will help you **dig deeper** to understand the distribution of responses and act accordingly.

The Sub-Group Profiles section focuses on **comparative ratings for key sub-groups**. This includes **students** (e.g. grade, gender, race/ethnicity, language status); **school personnel** (e.g. grade and experience); and **parents** (e.g. grade, race/ethnicity). This should help you see whether there are identifiable groups that perceive school climate dimensions in consistently different ways and which dimensions might be most sensitive to different population characteristics.

- Introduction
- School Climate Dimensions:
 - Safety—Rules & Norms
 - Sense of Physical Security
 - Sense of Social-Emotional Security
 - Support for Learning
 - Social & Civic Learning
 - Respect for Diversity
 - Social Support—Adults
 - Social Support—Students
 - School Connectedness/Engagement
 - Physical Surroundings
 - Leadership
 - Professional Relationships
 - Social Media
- Sub-Group Profiles:
 - Students
 - School Personnel
 - Parents

Profiles



III. In-Depth Profiles

Introduction

- The findings in the School Climate Dimensions section are organized around the thirteen (School Personnel) or eleven (Students and Parents) measured dimensions of school climate organized under the four major areas that contribute to school climate: safety, teaching and learning, relationships and the environment.
- Because there are as many scores below the median as above, it is important to look not just at the median ratings, but also to understand the distribution of responses by digging more deeply. For example a median rating of 3.0 on the 5 point scale might mean that almost all of those responding had scores between 2.5 and 3.5, or it could mean that half had highly negative scores (close to 1) and half had highly positive scores (close to 5). How you interpret and act on this information would be very different in these two instances.
- The graphs in this section illustrate the pattern of responses for each school group, showing the percentage of students, school personnel and parents whose scale scores for each dimension fall into each range from very negative to very positive. In looking at and discussing the response patterns for each dimension, you should think about the degree to which respondents cluster around certain judgments or vary across the spectrum. If the pattern indicates multiple clusters, this may suggest that there are sub-groups that could be experiencing this dimension of school climate very differently.
- **Sub-group ratings can be further explored** in the Sub-Group Profiles section, which reports results for some of the sub-groups that might be expected to experience various aspects of school climate differently. Your school should identify whether there are additional sub-groups that might be important for future analysis.
- For full details on how the surveyed groups responded to each individual survey item that comprises each school dimension scale, you can refer to the Detailed Results section at the end of this Report.

Why is this important?

- These charts will allow you to see in greater detail the distribution of scale scores for individuals within each group. This enables you to understand how much individuals' perceptions within each group converge around the group median score and the percentage whose scale scores fall into different ranges from highly negative to highly positive.
- The first set of graphs is organized around the eleven dimensions of school climate, which allows you to see the range of perceptions for the three surveyed populations in relation to each dimension. The second set is organized by survey group (e.g all student graphs together, all parent graphs together, etc). This allows you to see each group's responses across all dimensions, and identify any patterns.



III. In-Depth Profiles

Introduction

How to look at this data:

- These charts show the percentage of individuals within each of the three groups whose scores fall into different ranges from very negative (1.0 to 1.5) to very positive (4.5-5.0) on the five-point scale. **The scores are grouped in increments of 0.5 to provide you with more detail about the distribution of scores within each school group.**
- As has been shown in previous charts, there is a notation giving the percentage of respondents whose scores can be considered negative (less than 2.5), positive (greater than 3.5) and neutral (between 2.5 and 3.5). The median score is also noted on each chart.
- **You should start by looking at the response patterns for each group and consider:**
 - The percentage of each population surveyed (e.g students, school personnel, and parents) who perceive each dimension in a positive, negative or neutral light in your school, as well as how consistent the patterns of opinion appear to be within each group.
 - Whether there are other indicators in your school that dovetail with these patterns, and any theories you have that may account for some of the variation.
- In the next section you can explore these theories by looking at overall rating patterns for specific sub-groups that may experience school differently. For example, do girls report a different sense of physical security vs. boys? Do school personnel with more experience see support for learning differently from newer staff?
- **You should also look at these patterns in comparative terms:**
 - Is there any one group whose opinions appear more consistent? For example, is there more convergence of opinion among school staff than among students or parents? For which dimensions do you see this most clearly? How much do the patterns vary?
 - What are the shifting patterns between negative, positive and neutral?
 - If one group rates respect for diversity higher than another, is this primarily because more individuals see it in a very positive way, or fewer see it in a very negative light? What might be affecting these ratings?



III. In-Depth Profiles

Introduction

- What does it mean for your school if most opinions converge toward the center vs. a range of opinions that are both very positive and very negative? What difference might it make in what actions you consider appropriate for improvement?



III. In-Depth Profiles

School Climate Dimensions: Safety—Rules & Norms

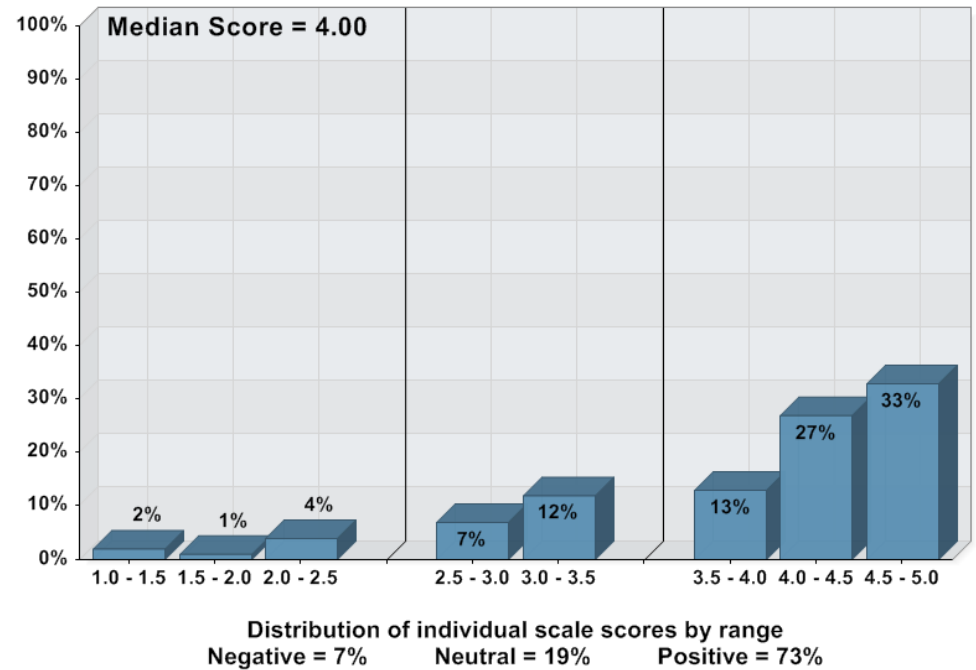
SAFETY

Safety is a basic need. Feeling unsafe naturally undermines learning and healthy development. Safe schools promote student achievement and school success. Historically, schools have concentrated on physical safety, showing less sensitivity to emotional safety. In recent years, schools have become more attuned to how social safety and the problem of social bullying shapes learning and development. This survey looks at three aspects of safety: rules and norms (institutional safety) and actual sense of security - both physical and social-emotional.

Safety: Rules and Norms

This scale focuses on the clarity of the school’s rules for maintaining safety, both physical safety and social-emotional safety, and the consistency and fairness with which rules are enforced. For example, is it clear that there are rules about physical and social bullying? Are they fairly enforced by adults in the school?

Rating Pattern - Safety Rules & Norms - Students



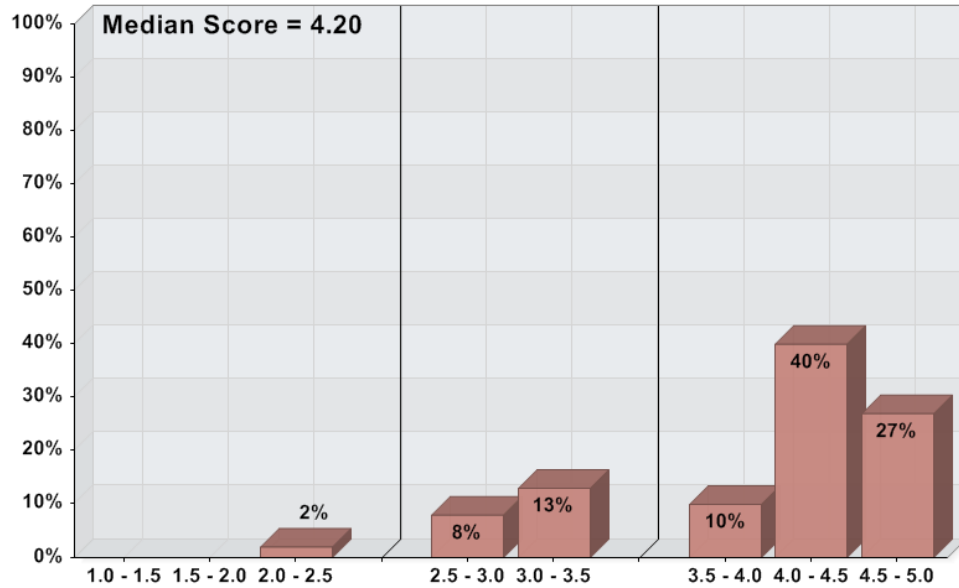
For complete details on the items that comprise all of these scales, please refer to Section IV. As a result of rounding, percentages may differ slightly from those on pages 16-18.



III. In-Depth Profiles

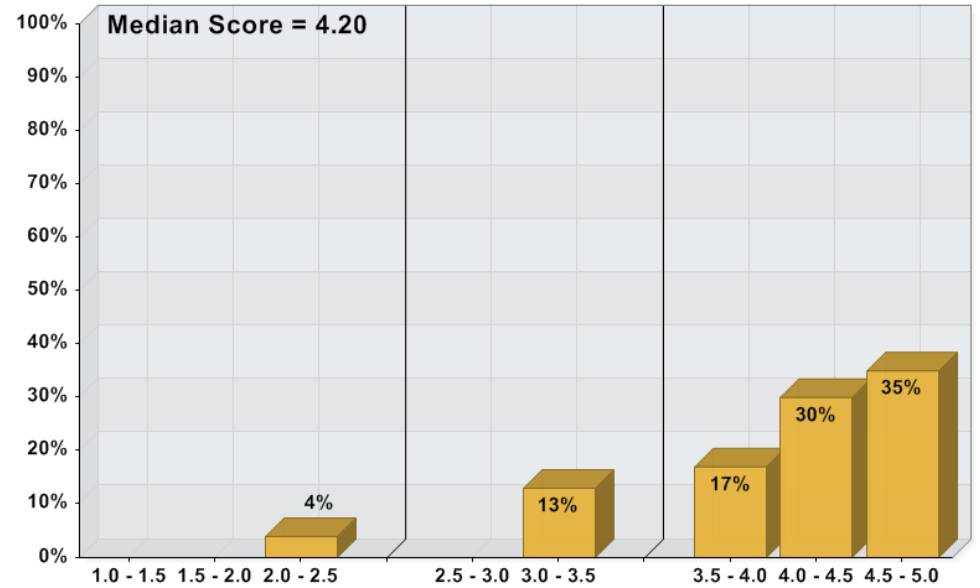
School Climate Dimensions: Safety—Rules & Norms

Rating Pattern - Safety Rules & Norms - School Personnel



Distribution of individual scale scores by range
Negative = 2% Neutral = 21% Positive = 77%

Rating Pattern - Safety Rules & Norms - Parents



Distribution of individual scale scores by range
Negative = 4% Neutral = 13% Positive = 82%

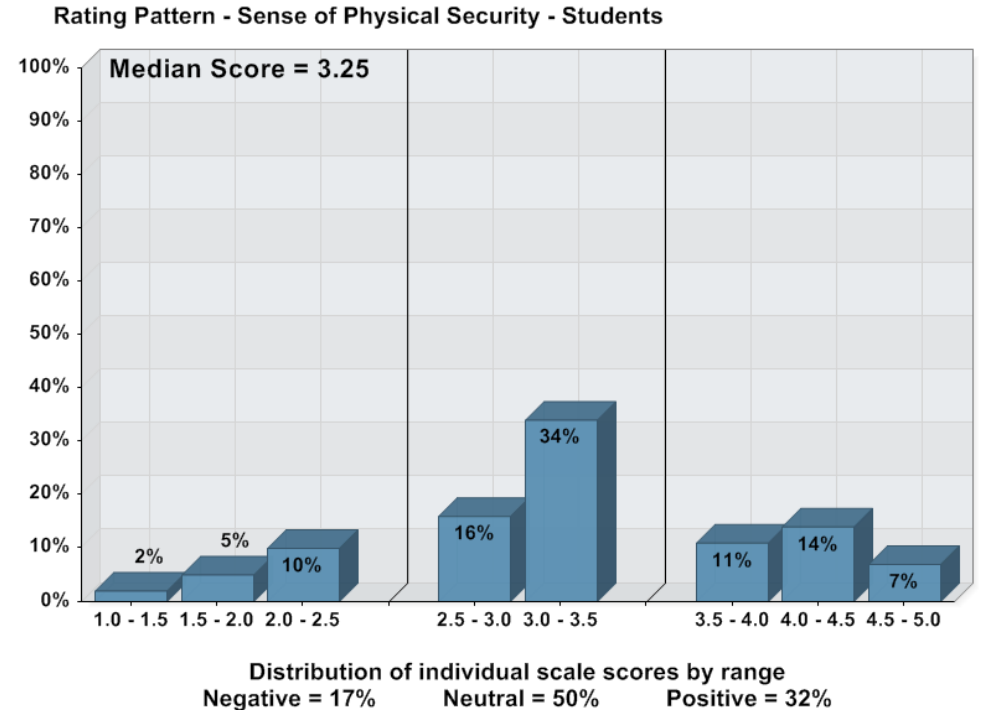


III. In-Depth Profiles

School Climate Dimensions: Safety—Sense of Physical Security

Safety: Sense of Physical Security

This scale focuses on the degree to which people feel physically safe in the school building and in the area surrounding the school. For example, have individuals themselves experienced physical abuse and to what extent have they seen others being subjected to physical harm such as pushing, slapping or punching?



For complete details on the items that comprise all of these scales, please refer to Section IV.

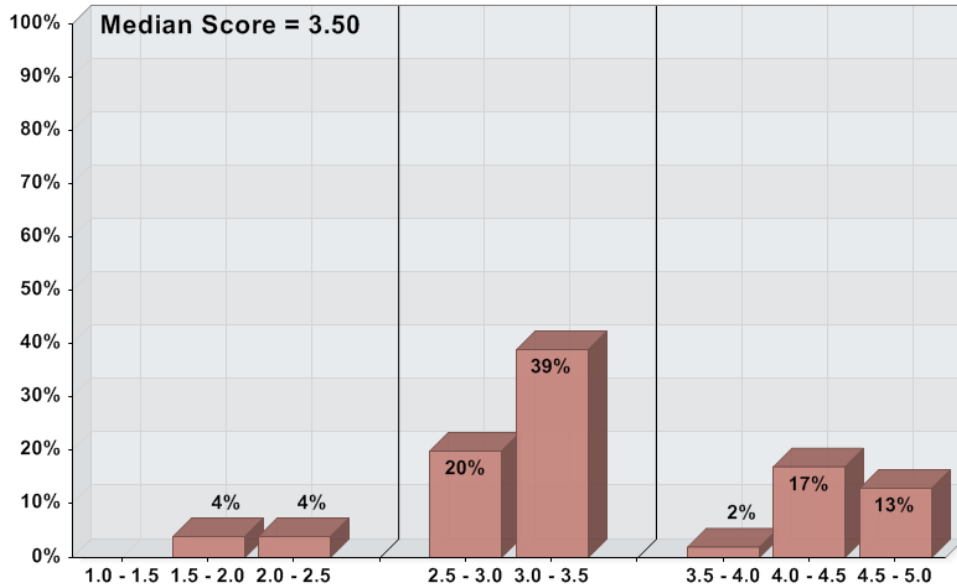
As a result of rounding, percentages may differ slightly from those on pages 16-18.



III. In-Depth Profiles

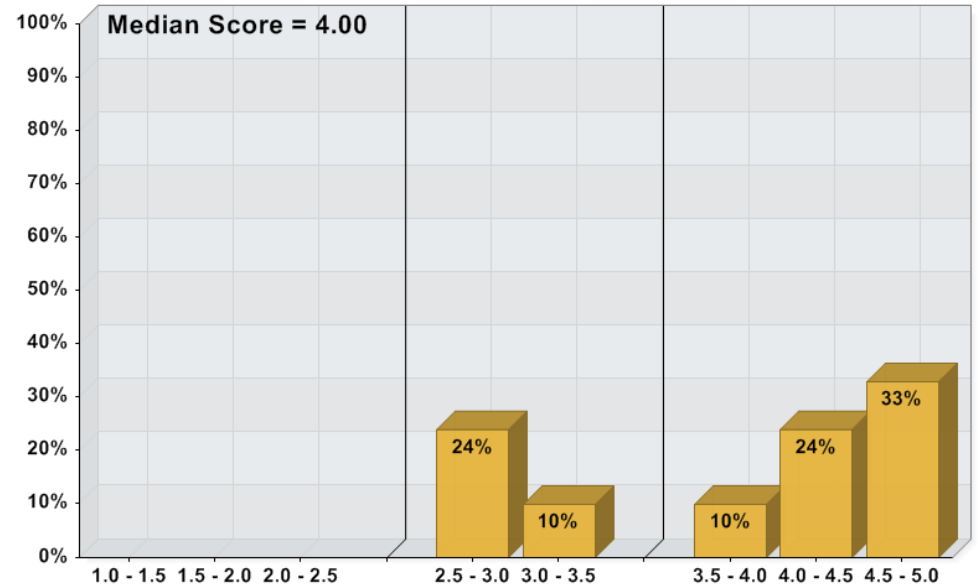
School Climate Dimensions: Safety—Sense of Physical Security

Rating Pattern - Sense of Physical Security - School Personnel



Distribution of individual scale scores by range
Negative = 8% Neutral = 59% Positive = 32%

Rating Pattern - Sense of Physical Security - Parents



Distribution of individual scale scores by range
Negative = 0% Neutral = 34% Positive = 67%

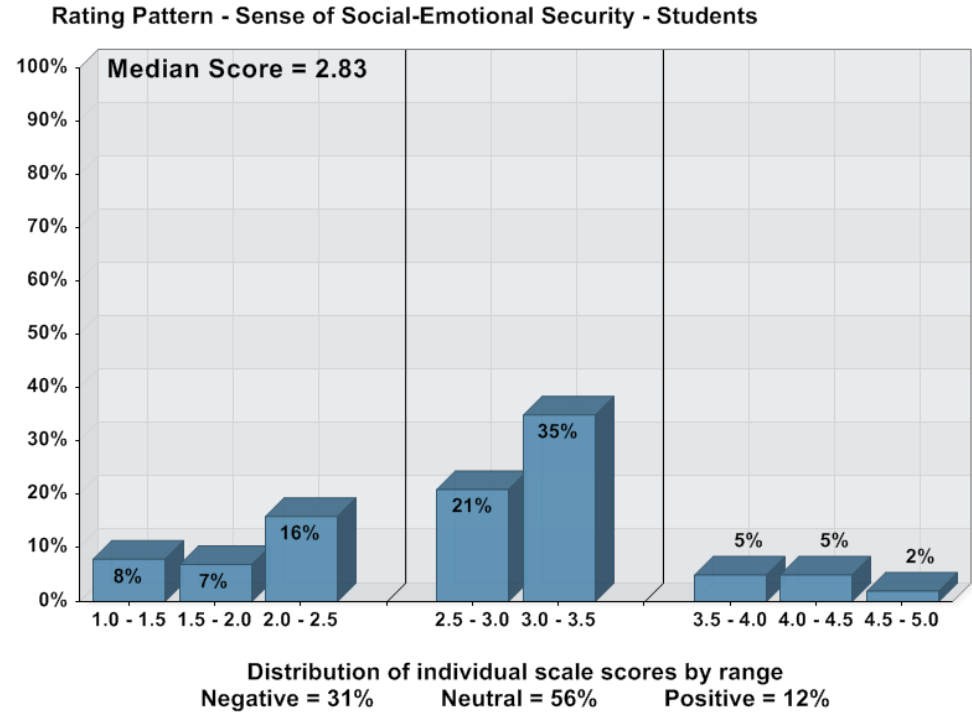


III. In-Depth Profiles

School Climate Dimensions: Safety—Sense of Social-Emotional Security

Safety: Sense of Social-Emotional Security

This scale focuses on the degree to which people feel safe in social-emotional terms. Questions on this scale probe experience and witnessing of verbal abuse, harassment, and exclusion.



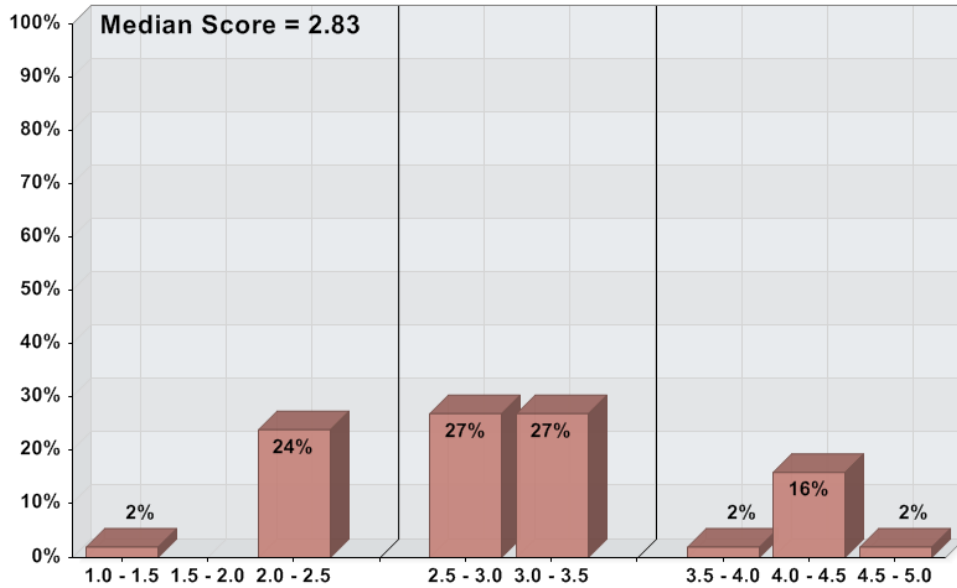
For complete details on the items that comprise all of these scales, please refer to Section IV.
As a result of rounding, percentages may differ slightly from those on pages 16-18.



III. In-Depth Profiles

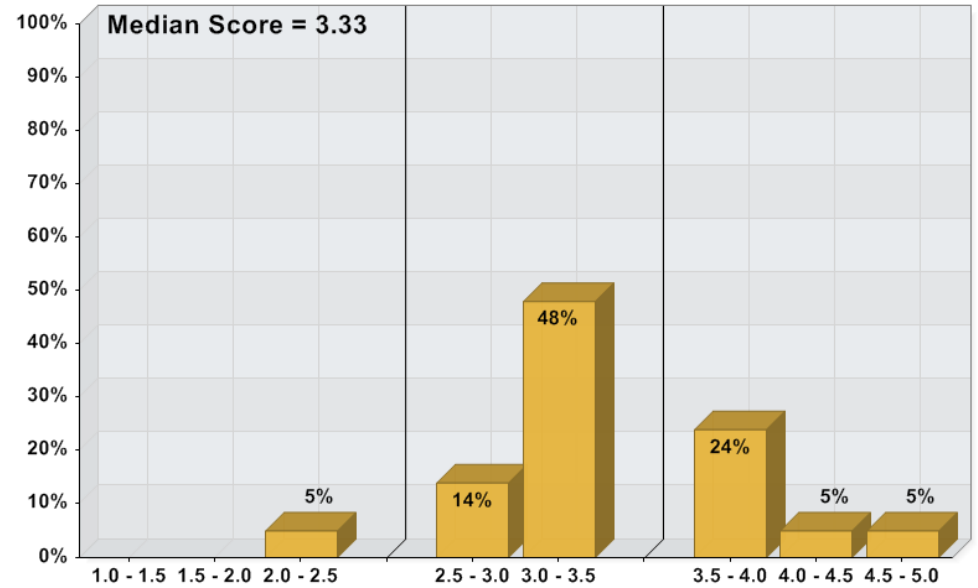
School Climate Dimensions: Safety—Sense of Social-Emotional Security

Rating Pattern - Sense of Social-Emotional Security - School Personnel



Distribution of individual scale scores by range
Negative = 26% Neutral = 54% Positive = 20%

Rating Pattern - Sense of Social-Emotional Security - Parents



Distribution of individual scale scores by range
Negative = 5% Neutral = 62% Positive = 34%



III. In-Depth Profiles

School Climate Dimensions: Support for Learning

TEACHING AND LEARNING

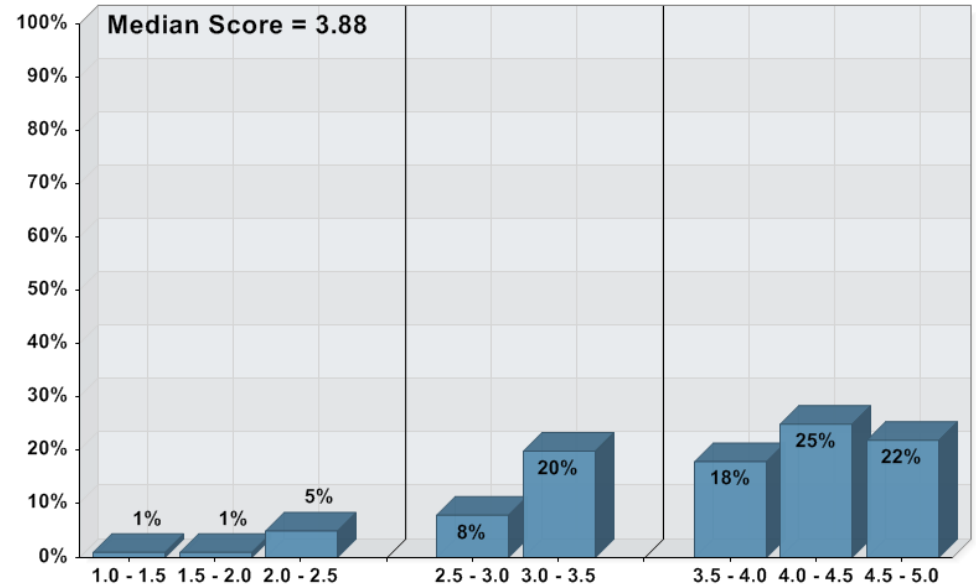
The goal of schooling is to foster learning and development. Educational research has identified factors that influence school success, including the use of varied and customized instructional strategies and the promotion of students’ reflective, self-monitoring, and decision-making skills. Students are also more able learners when they are made comfortable taking risks, when they feel safe “not knowing”, and can genuinely ask for help in understanding. Adults’ expectations for students—and the ability to communicate this—also powerfully shape learning and school engagement. Teaching and learning is always social, emotional and ethical as well as cognitive in nature. Active and purposeful social, emotional, and ethical teaching and modeling also supports students’ academic achievement and school success, as well as their development into responsible and productive citizens.

Teaching and Learning: Support for Learning

This scale highlights adults’ and students’ interactions in the learning process. For example, do students feel that teachers let them know when they do a good job and offer them constructive feedback? Is schoolwork challenging? Is there support for learning from mistakes? Is there an opportunity to demonstrate knowledge and skills in a variety of ways?

For complete details on the items that comprise all of these scales, please refer to Section IV. As a result of rounding, percentages may differ slightly from those on pages 16-18.

Rating Pattern - Support for Learning - Students



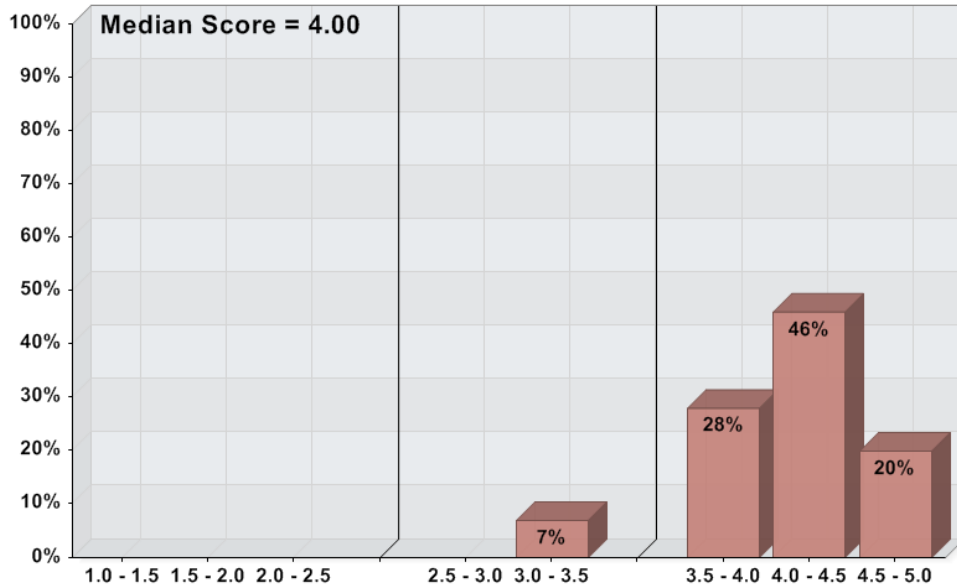
Distribution of individual scale scores by range
 Negative = 7% Neutral = 28% Positive = 65%



III. In-Depth Profiles

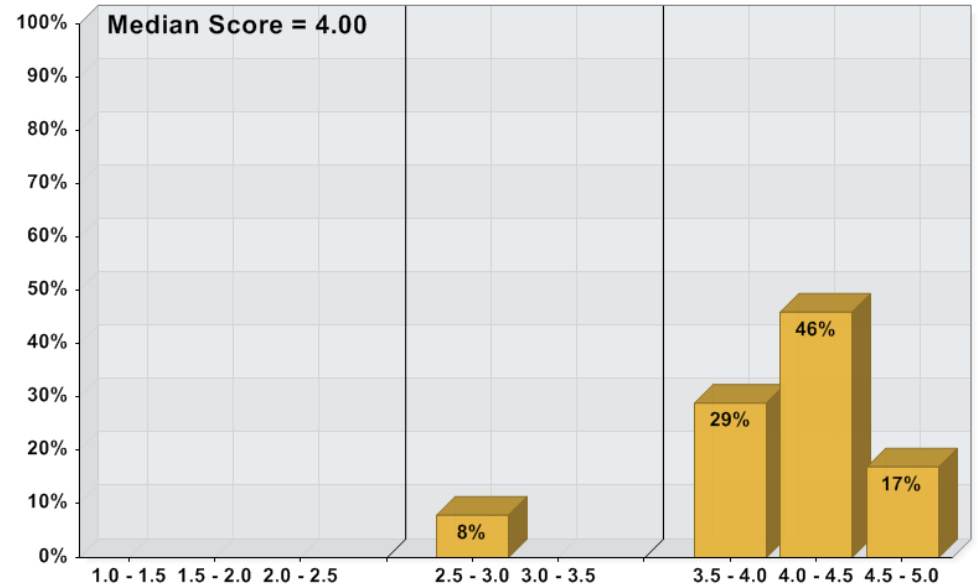
School Climate Dimensions: Support for Learning

Rating Pattern - Support for Learning - School Personnel



Distribution of individual scale scores by range
Negative = 0% Neutral = 7% Positive = 94%

Rating Pattern - Support for Learning - Parents



Distribution of individual scale scores by range
Negative = 0% Neutral = 8% Positive = 92%

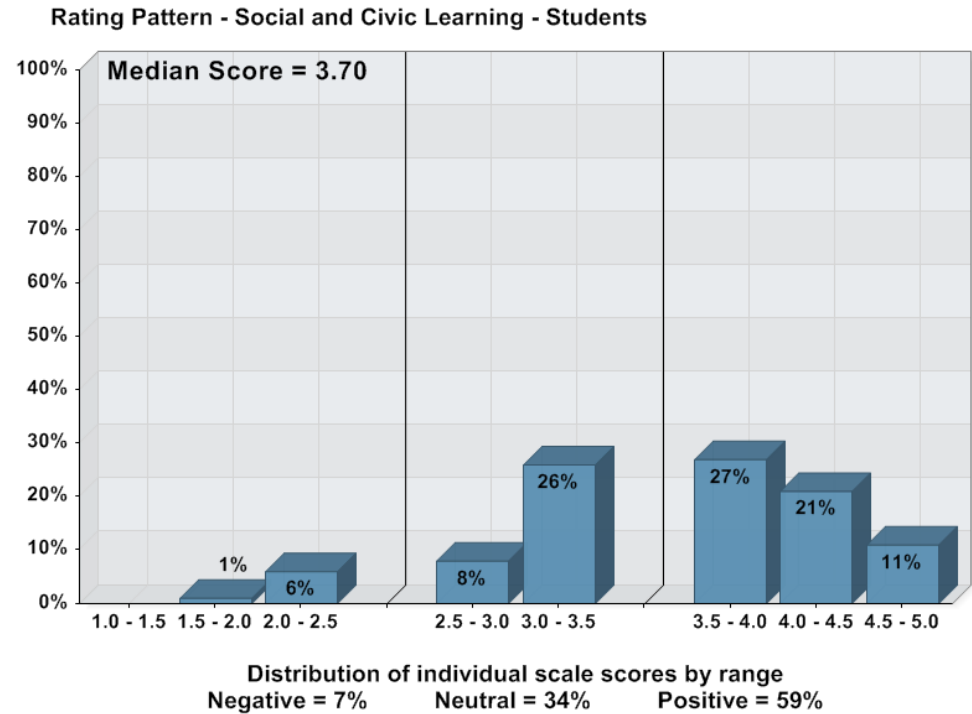


III. In-Depth Profiles

School Climate Dimensions: Social and Civic Learning

Teaching and Learning: Social and Civic Learning

This scale describes the extent to which social and civic knowledge and skills are actively incorporated into school learning and how ethical dispositions are recognized and valued. For example, do students learn to listen and cooperate with others? Are they encouraged to think about “right” and “wrong”? Are they supported in the development of skills for reflection and self-control? Do they learn how to resolve conflicts effectively and amicably?



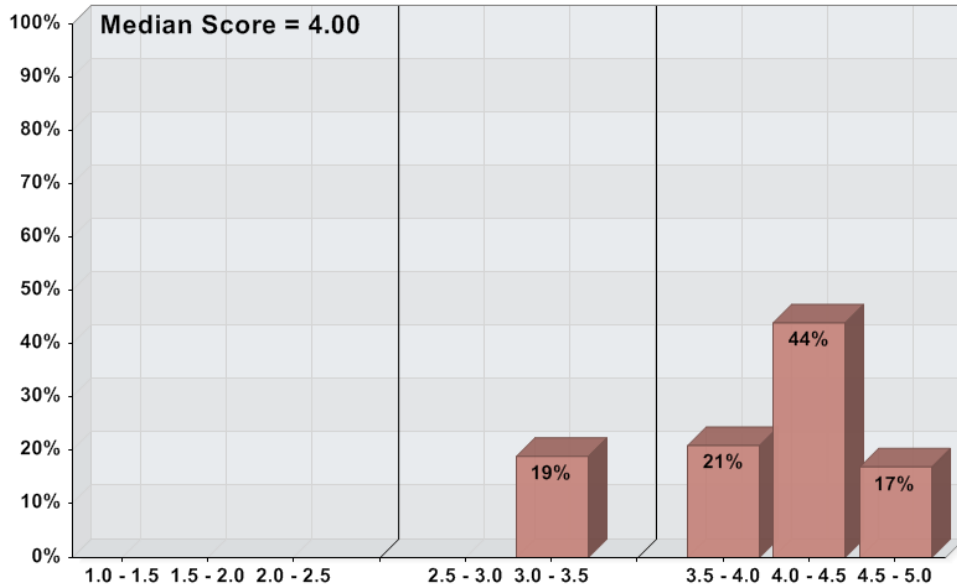
For complete details on the items that comprise all of these scales, please refer to Section IV. As a result of rounding, percentages may differ slightly from those on pages 16-18.



III. In-Depth Profiles

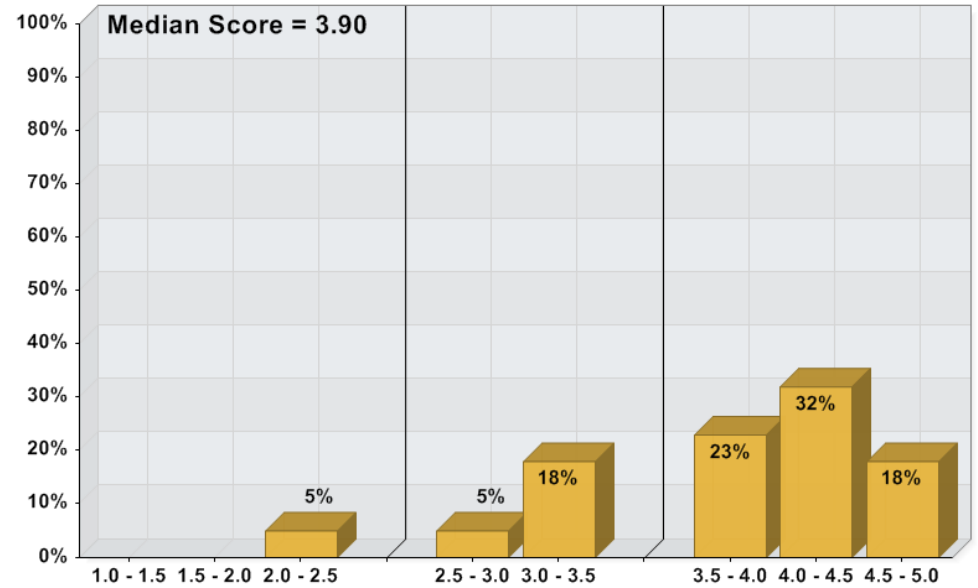
School Climate Dimensions: Social and Civic Learning

Rating Pattern - Social and Civic Learning - School Personnel



Distribution of individual scale scores by range
Negative = 0% Neutral = 19% Positive = 82%

Rating Pattern - Social and Civic Learning - Parents



Distribution of individual scale scores by range
Negative = 5% Neutral = 23% Positive = 73%



III. In-Depth Profiles

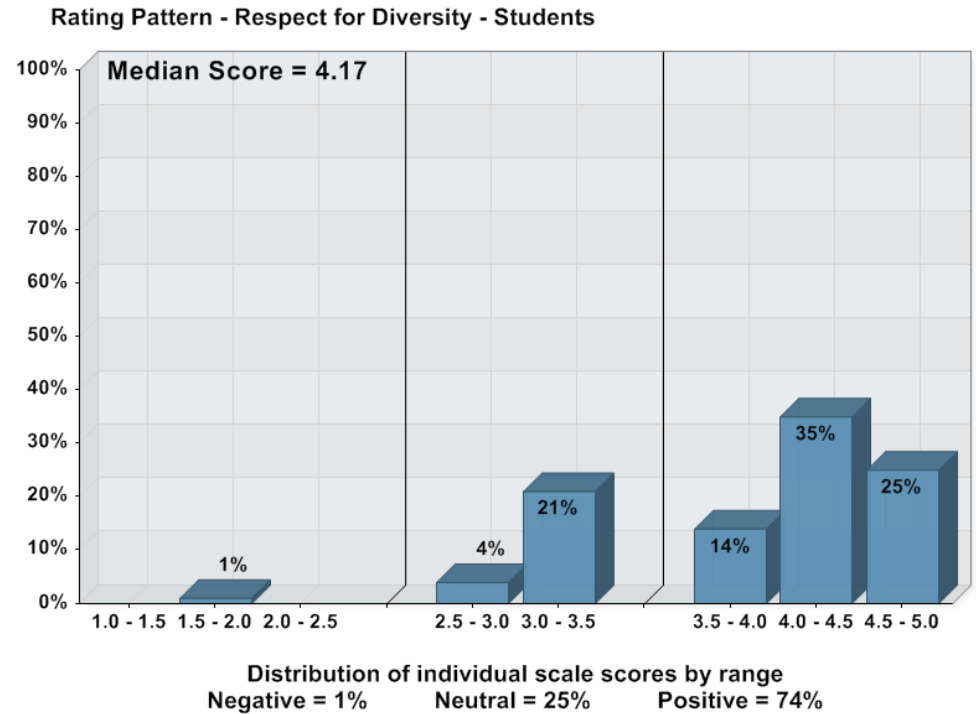
School Climate Dimensions: Respect for Diversity

INTERPERSONAL RELATIONSHIPS

School experiences are based on relationships. The extent to which adults and students listen to, respect and trust one another shapes the school community. How do students treat one another and do they have a network of friends they can count on for support? What is the quality of support they feel they can expect from adults in the school? Do they feel there are adults who care about them as individuals and to whom they can turn for help? Finally, how well do adults communicate and collaborate with one another and what tone does that set for students? How all of this is perceived by students profoundly affects their expectations for appropriate behavior and the quality of their school experience.

Interpersonal Relationships: Respect for Diversity

This scale focuses on the extent to which adults and students in the school respect each others' differences with regard to such factors as gender, race/ethnicity, or physical differences. It focuses on peer relationships among students and among adults and on the relationships between adults and students.



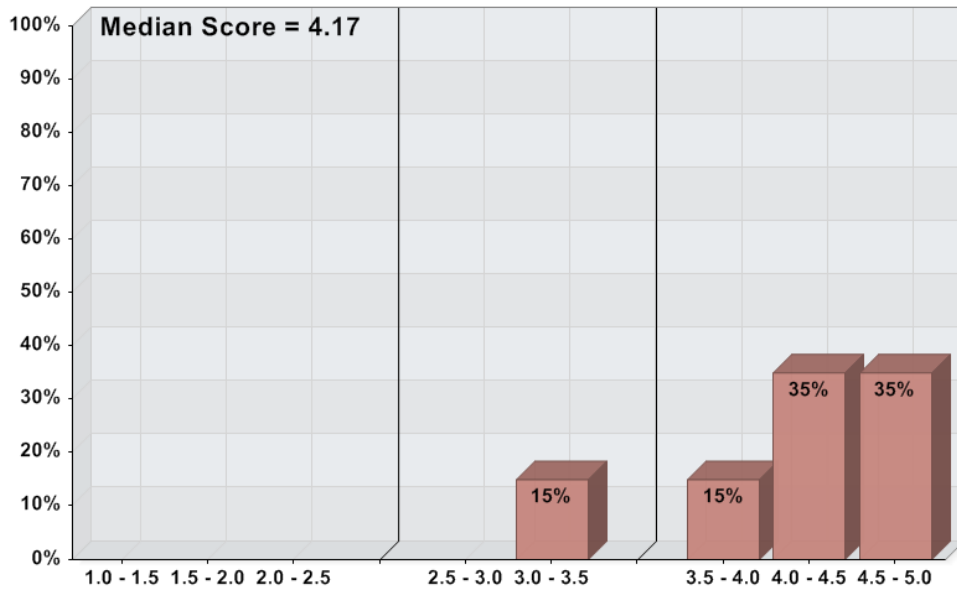
For complete details on the items that comprise all of these scales, please refer to Section IV. As a result of rounding, percentages may differ slightly from those on pages 16-18.



III. In-Depth Profiles

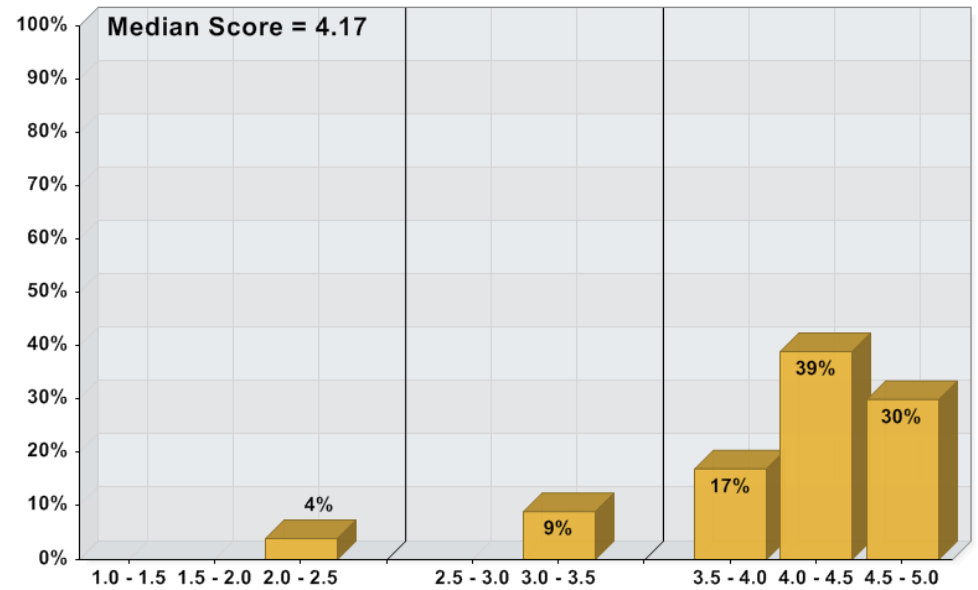
School Climate Dimensions: Respect for Diversity

Rating Pattern - Respect for Diversity - School Personnel



Distribution of individual scale scores by range
Negative = 0% Neutral = 15% Positive = 85%

Rating Pattern - Respect for Diversity - Parents



Distribution of individual scale scores by range
Negative = 4% Neutral = 9% Positive = 86%

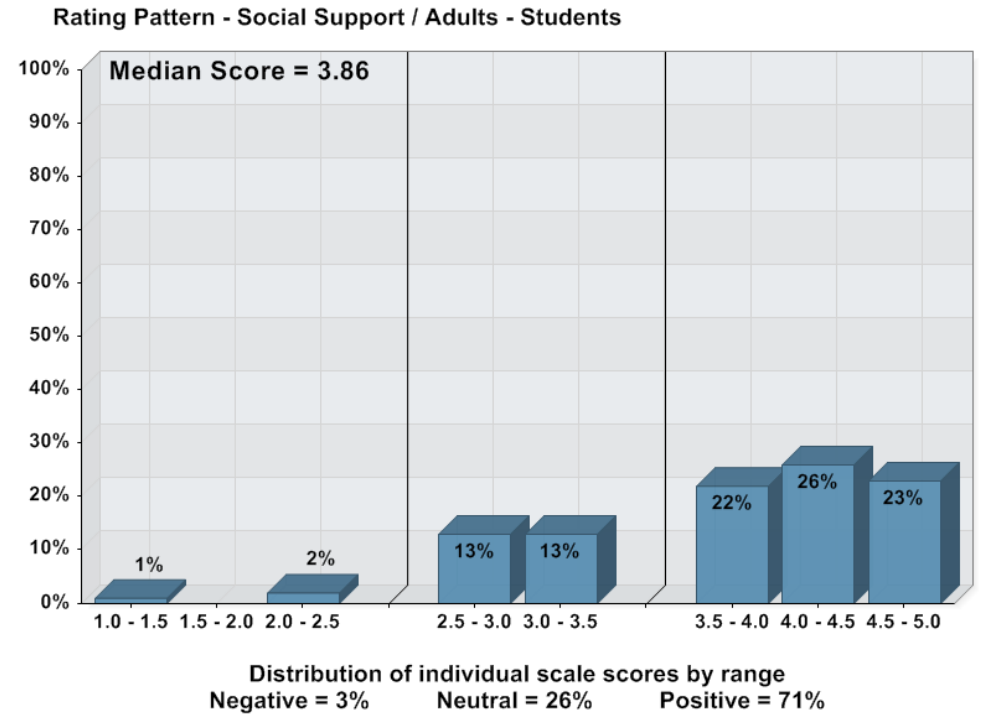


III. In-Depth Profiles

School Climate Dimensions: Social Support—Adults

Interpersonal Relationships: Social Support—Adults

This scale deals with quality of social relationships among adults and students. Is there mutual trust and support? Do adults appear to work well with their peers? Do students feel that adults in the school show an interest in them and listen to what they have to say?



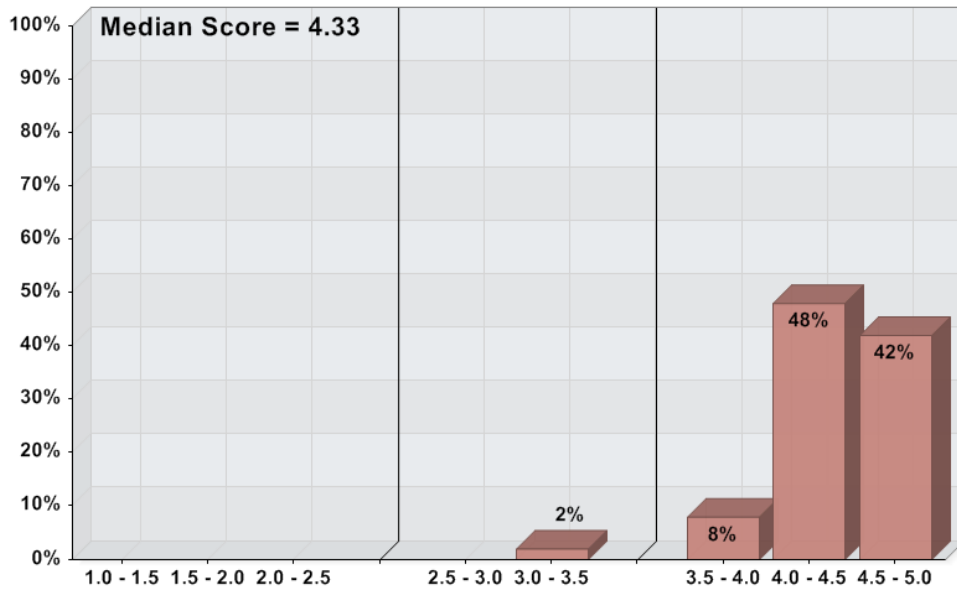
For complete details on the items that comprise all of these scales, please refer to Section IV.
As a result of rounding, percentages may differ slightly from those on pages 16-18.



III. In-Depth Profiles

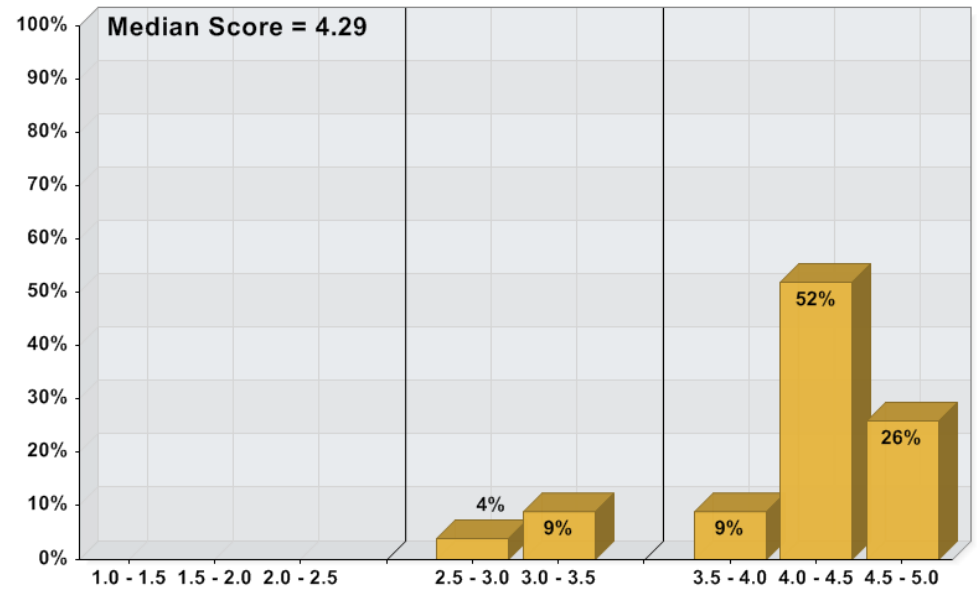
School Climate Dimensions: Social Support—Adults

Rating Pattern - Social Support / Adults - School Personnel



Distribution of individual scale scores by range
Negative = 0% Neutral = 2% Positive = 98%

Rating Pattern - Social Support / Adults - Parents



Distribution of individual scale scores by range
Negative = 0% Neutral = 13% Positive = 87%

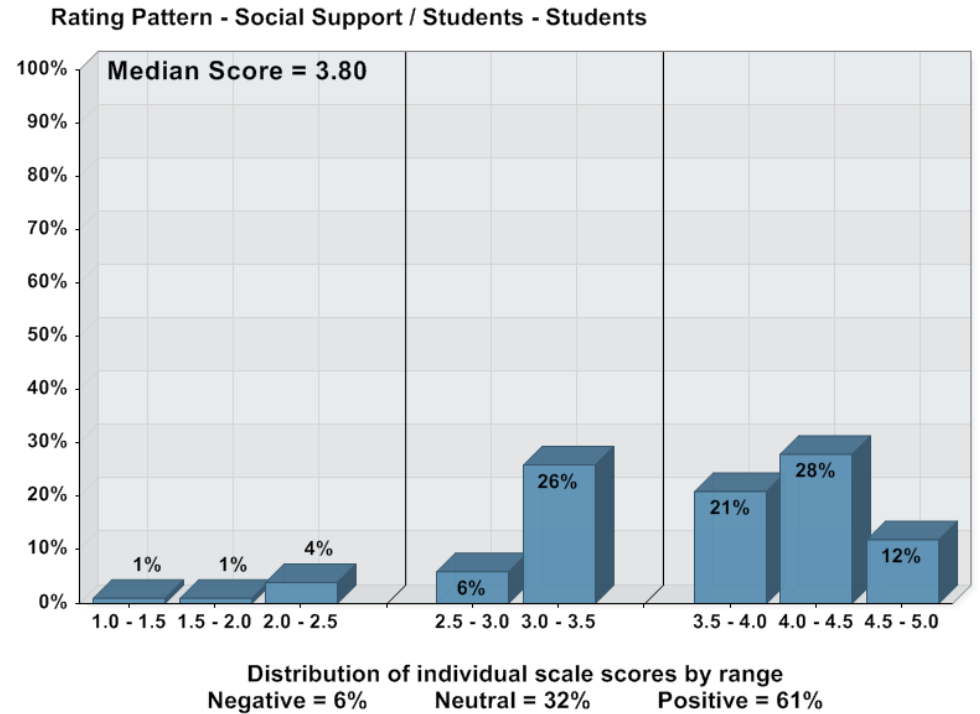


III. In-Depth Profiles

School Climate Dimensions: Social Support—Students

Interpersonal Relationships: Social Support—Students

This scale deals with quality of social support among students. Do students have a network of friends that sustain them academically and socially?



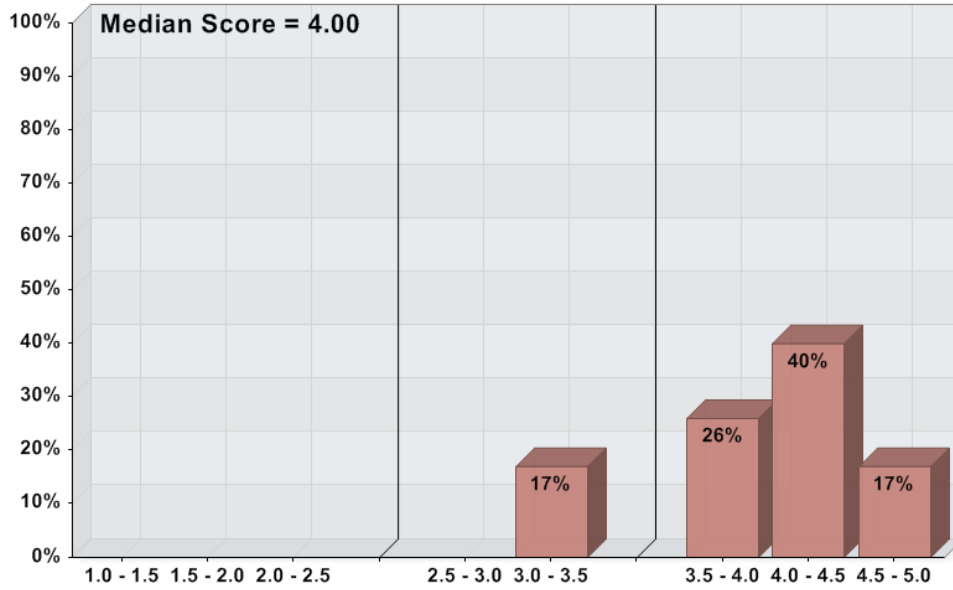
For complete details on the items that comprise all of these scales, please refer to Section IV.
As a result of rounding, percentages may differ slightly from those on pages 16-18.



III. In-Depth Profiles

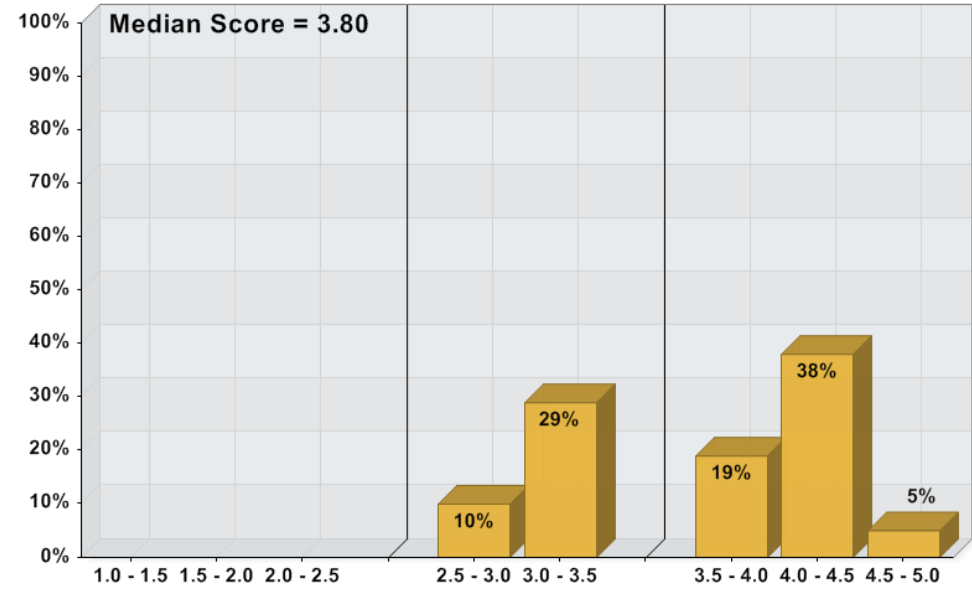
School Climate Dimensions: Social Support—Students

Rating Pattern - Social Support / Students - School Personnel



Distribution of individual scale scores by range
Negative = 0% Neutral = 17% Positive = 83%

Rating Pattern - Social Support / Students - Parents



Distribution of individual scale scores by range
Negative = 0% Neutral = 39% Positive = 62%



III. In-Depth Profiles

School Climate Dimensions: School Connectedness/Engagement

INSTITUTIONAL ENVIRONMENT

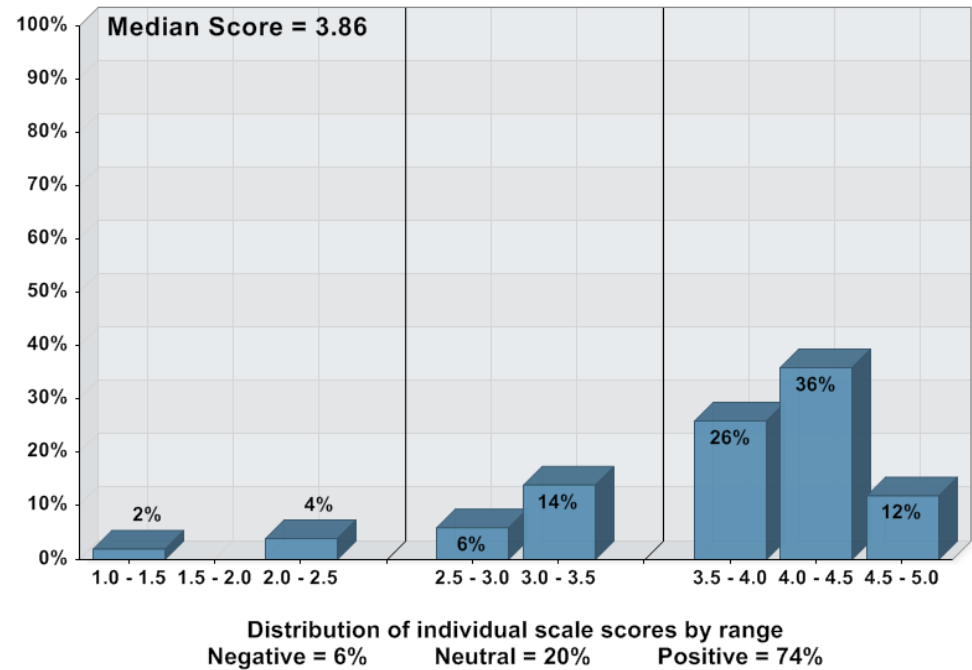
The institutional environment in the school is defined in both physical and social terms. Socially, this entails students' positive sense of connectedness to and engagement in the life of the school as an institution. Do they identify positively with the school and have a sense that both they and their families belong there and are welcome. This is an important aspect of a student's school experience and contributes substantially to school success. The physical environment - facilities and resources - is also important. Naturally, how clean, cared for, orderly and attractive the school is affects teaching, learning, school engagement and overall morale.

Institutional Environment: School Connectedness/Engagement

This scale focuses on how positively students feel about their school and the degree to which they and their families are encouraged to participate in school life. Do students feel good about their school and what they accomplish there? Do they feel that they are encouraged to become involved in school life beyond academics? Does the school reach out to families, by keeping them informed and making them feel comfortable speaking with teachers or attending school events?

For complete details on the items that comprise all of these scales, please refer to Section IV. As a result of rounding, percentages may differ slightly from those on pages 16-18.

Rating Pattern - School Connectedness / Engagement - Students

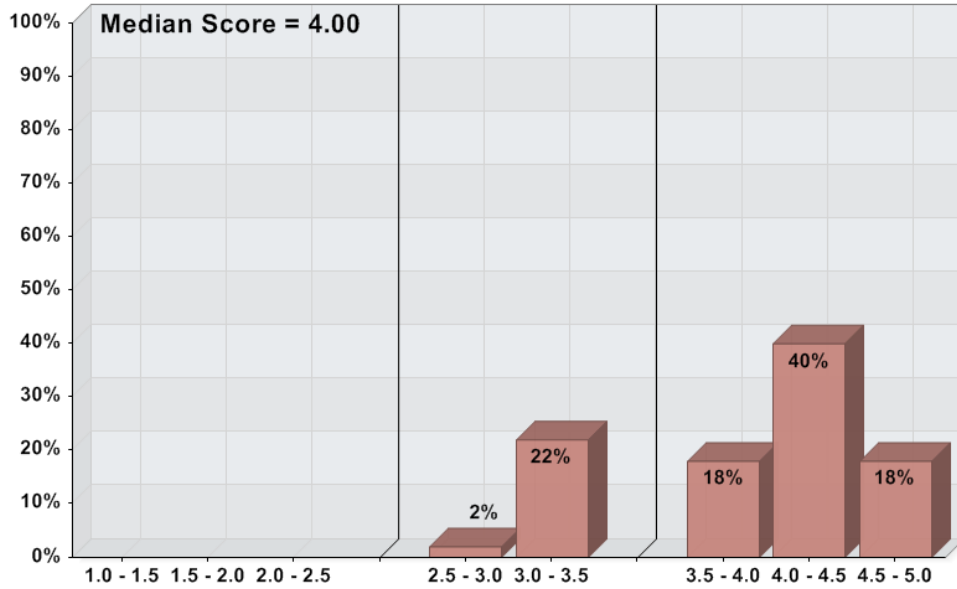




III. In-Depth Profiles

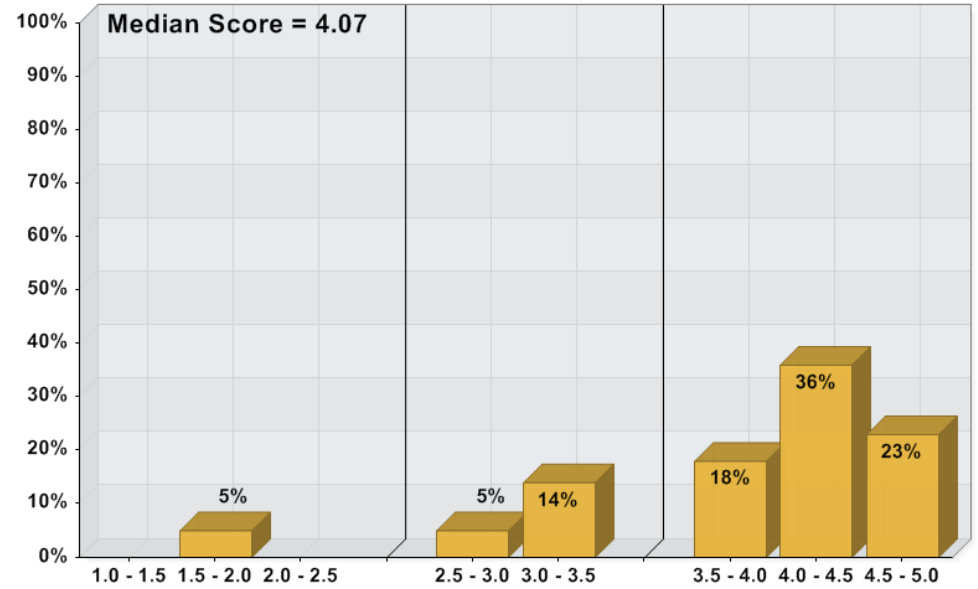
School Climate Dimensions: School Connectedness/Engagement

Rating Pattern - School Connectedness / Engagement - School Personnel



Distribution of individual scale scores by range
Negative = 0% Neutral = 24% Positive = 76%

Rating Pattern - School Connectedness / Engagement - Parents



Distribution of individual scale scores by range
Negative = 5% Neutral = 19% Positive = 77%

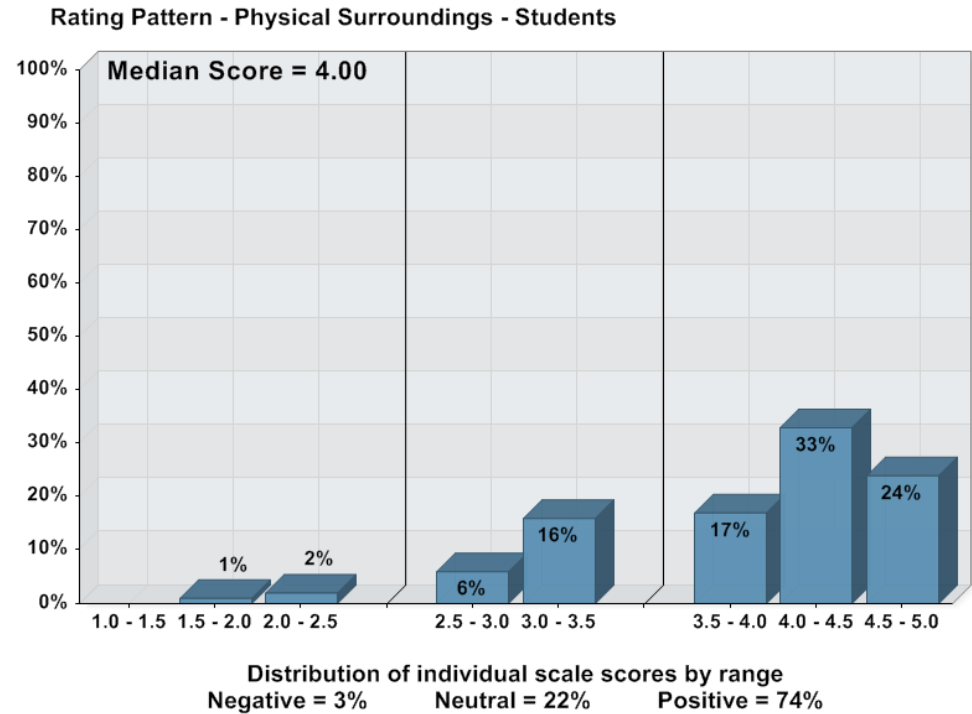


III. In-Depth Profiles

School Climate Dimensions: Physical Surroundings

Institutional Environment: Physical Surroundings

This scale focuses on the school's physical plant. This includes the range of school facilities, their attractiveness, cleanliness and condition, and the adequacy of the space and resources for positive school life.



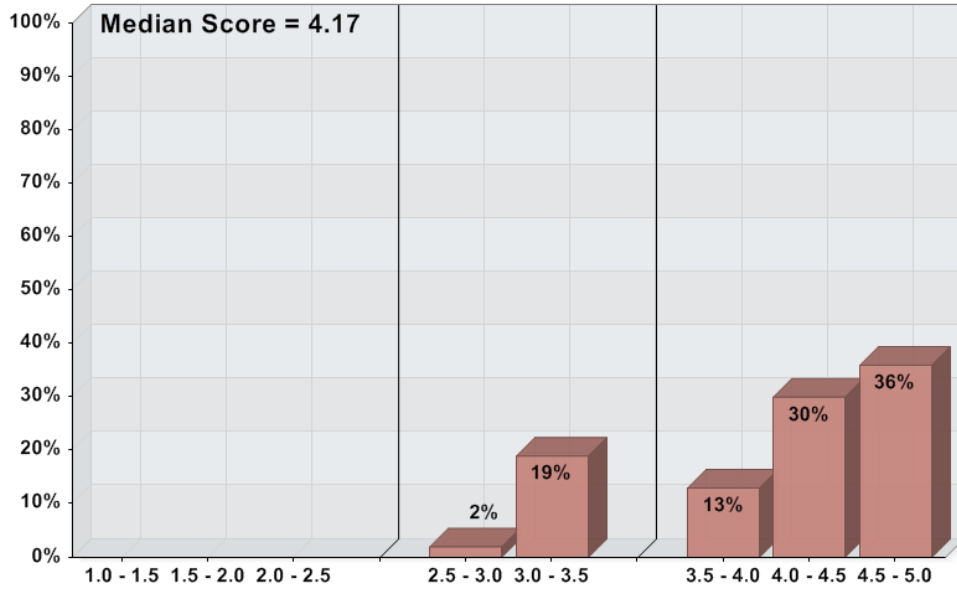
For complete details on the items that comprise all of these scales, please refer to Section IV.
As a result of rounding, percentages may differ slightly from those on pages 16-18.



III. In-Depth Profiles

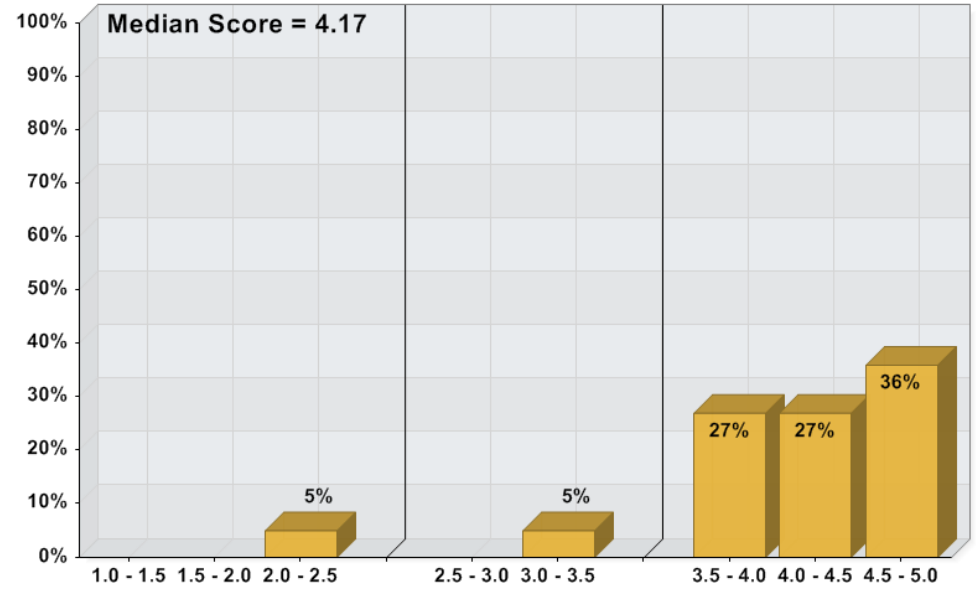
School Climate Dimensions: Physical Surroundings

Rating Pattern - Physical Surroundings - School Personnel



Distribution of individual scale scores by range
Negative = 0% Neutral = 21% Positive = 79%

Rating Pattern - Physical Surroundings - Parents



Distribution of individual scale scores by range
Negative = 5% Neutral = 5% Positive = 90%

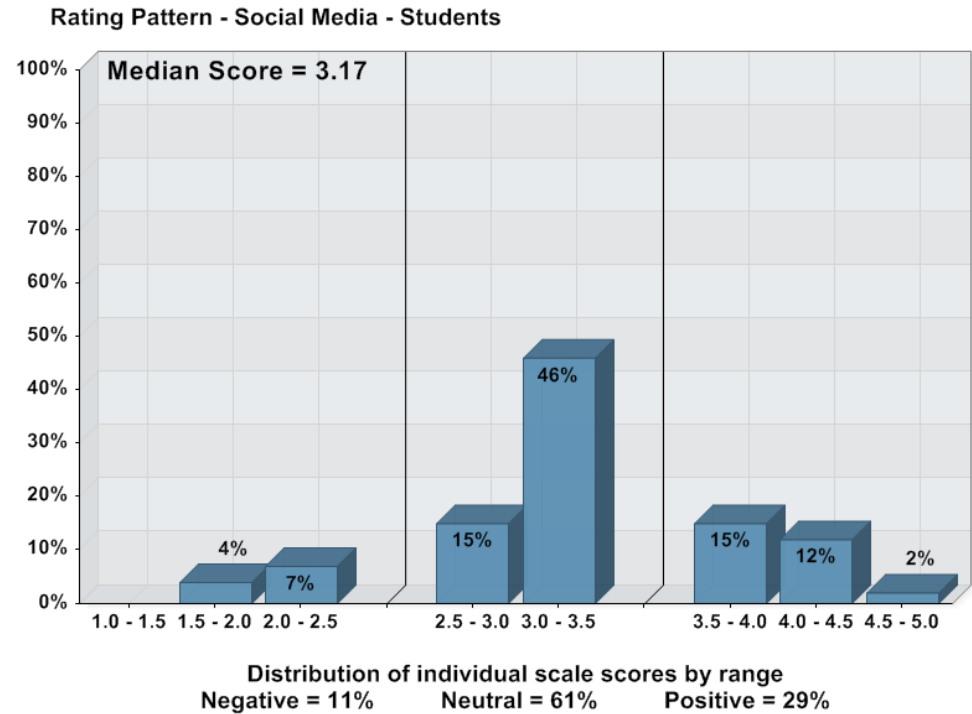


III. In-Depth Profiles

School Climate Dimensions: Social Media

Institutional Environment: Social Media

This scale focuses on the degree to which people feel safe in social-emotional terms on social media. Questions on this scale probe experience and exposure to verbal abuse, harassment, and exclusion on social media.



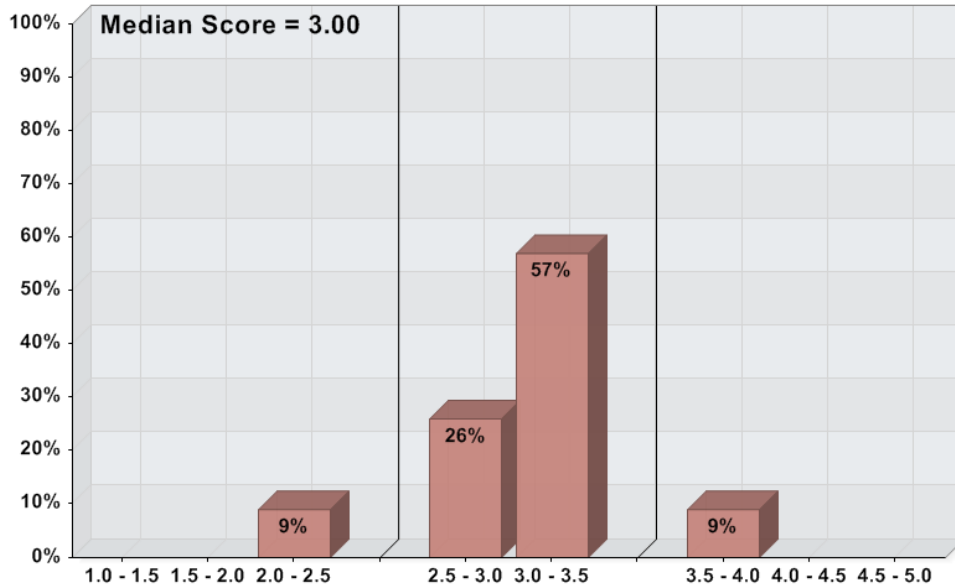
For complete details on the items that comprise all of these scales, please refer to Section IV. As a result of rounding, percentages may differ slightly from those on pages 16-18.



III. In-Depth Profiles

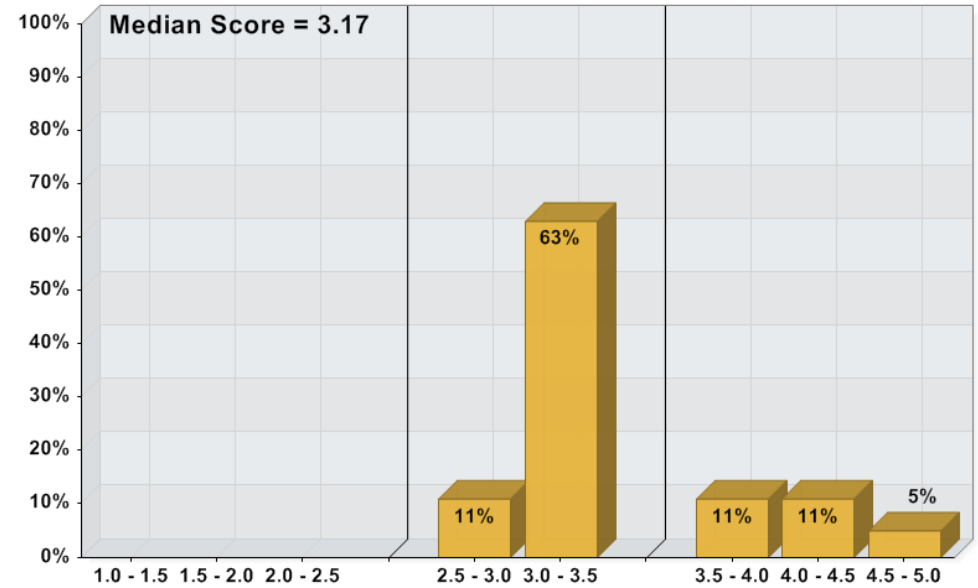
School Climate Dimensions: Social Media

Rating Pattern - Social Media - School Personnel



Distribution of individual scale scores by range
Negative = 9% Neutral = 83% Positive = 9%

Rating Pattern - Social Media - Parents



Distribution of individual scale scores by range
Negative = 0% Neutral = 74% Positive = 27%

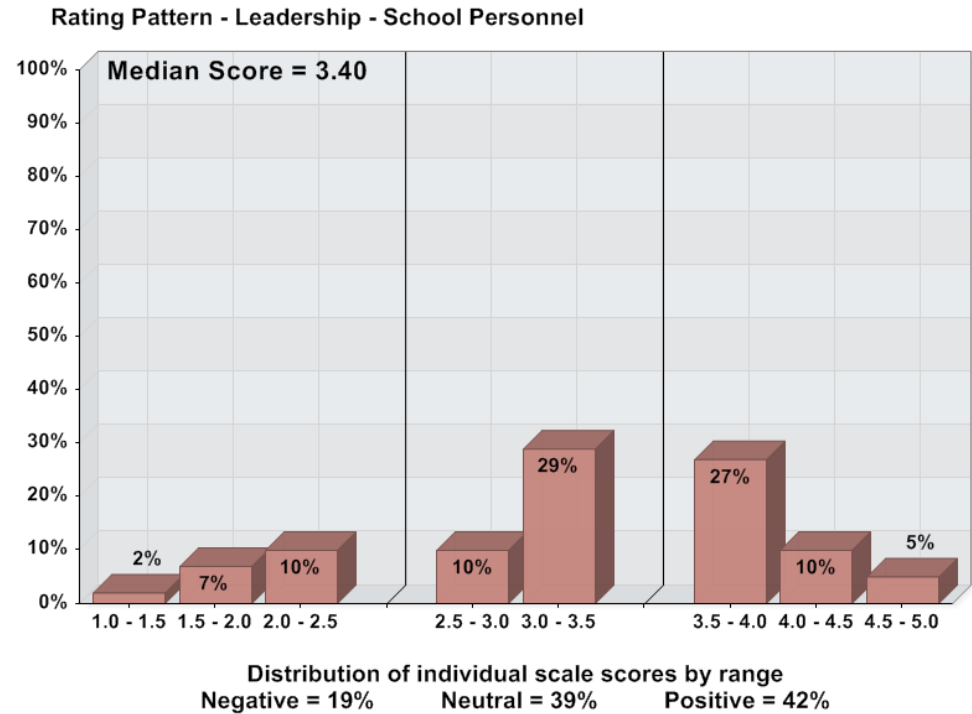


III. In-Depth Profiles

School Climate Dimensions: Professional Leadership (School Personnel Only)

Staff Only: Leadership

This scale focuses on the leadership characteristics and decision making style of the school's administration. Do school leaders establish and communicate a clear vision? Are they accessible and open? Are they supportive and appreciative of school staff? Do they involve staff in key decisions?



For complete details on the items that comprise all of these scales, please refer to Section IV.
As a result of rounding, percentages may differ slightly from those on pages 16-18.

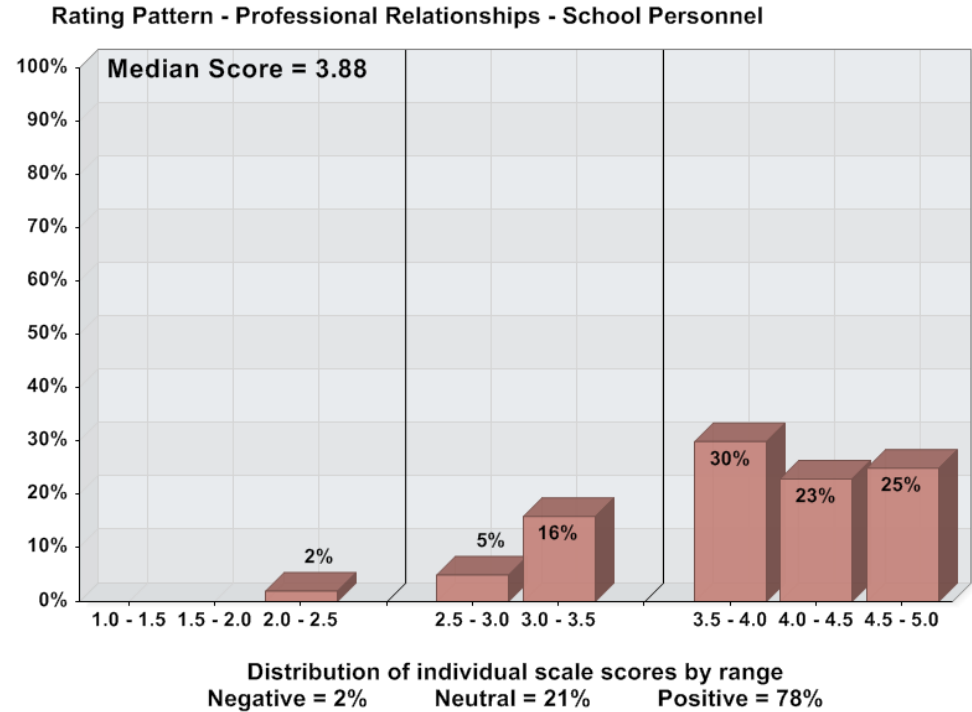


III. In-Depth Profiles

School Climate Dimensions: Professional Relationships (School Personnel Only)

Staff Only: Professional Relationships

This scale focuses on the quality of working relationships among school staff. Do staff work well together and learn from one another? Is there mutual trust and constructive collaboration? Are staff supportive of one another and generous with their help?



For complete details on the items that comprise all of these scales, please refer to Section IV. As a result of rounding, percentages may differ slightly from those on pages 16-18.



III. In-Depth Profiles

Sub-Group Ratings

Why is this important?

- This chart allows you to see how **sub-groups of the surveyed populations** experience each dimension of school climate.

How to look at this data:

- These charts can facilitate some interesting comparisons. Take note of:
 - How scores for a **single dimension** compare for **different sub-groups** (vertically).
 - How scores **across dimensions** compare for members of the **same sub-group** (horizontally).
- **Consider the following kinds of questions**, when looking at these comparisons:
 - Do members of one sub-group tend to produce scale ratings that are consistently higher, or lower, than the others?
 - Might some of these patterns help explain clusters of opinion that were on the high, or low, end of the response distributions for a dimension in the prior section?
 - To what extent might different patterns be attributable to developmental differences and/or patterns of adjustment?
 - To what extent might different patterns be attributable to school policies that affect these groups in different ways?

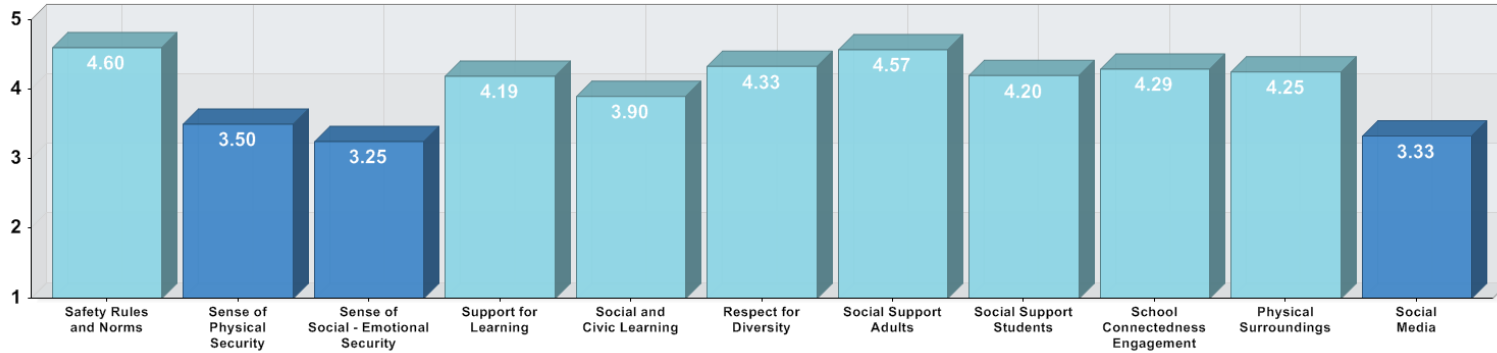
IMPORTANT NOTE: Any sub-groups that are too small to guarantee privacy to the respondents will not be included. **Therefore, some of the charts in this section may be missing.** This is not an error—it means that fewer than 10 people from that particular sub-group (for example, males) in that population (for example, school personnel) responded to the CSCI survey.



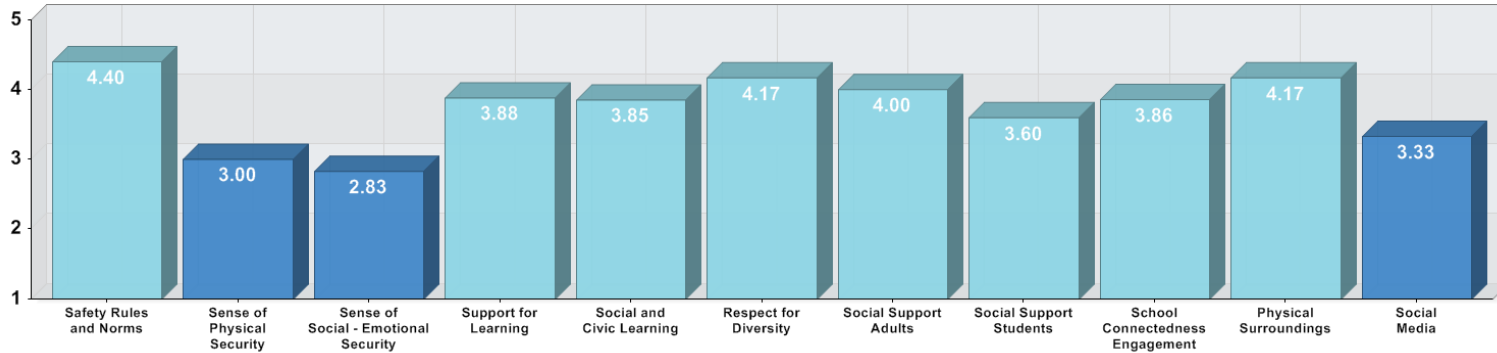
III. In-Depth Profiles

Sub-Group Ratings: Students

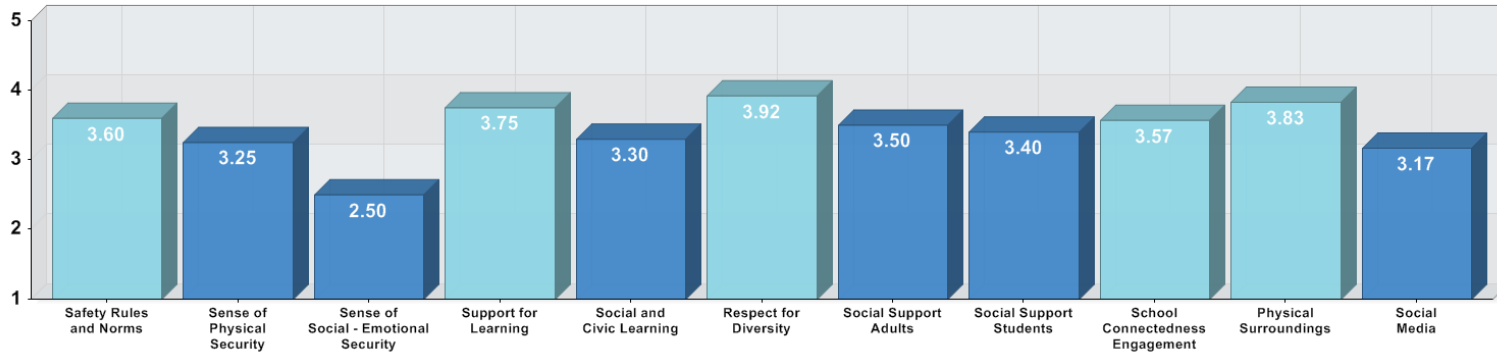
Student by Grade - Grade - 3 (32)



Student by Grade - Grade - 4 (50)



Student by Grade - Grade - 5 (49)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

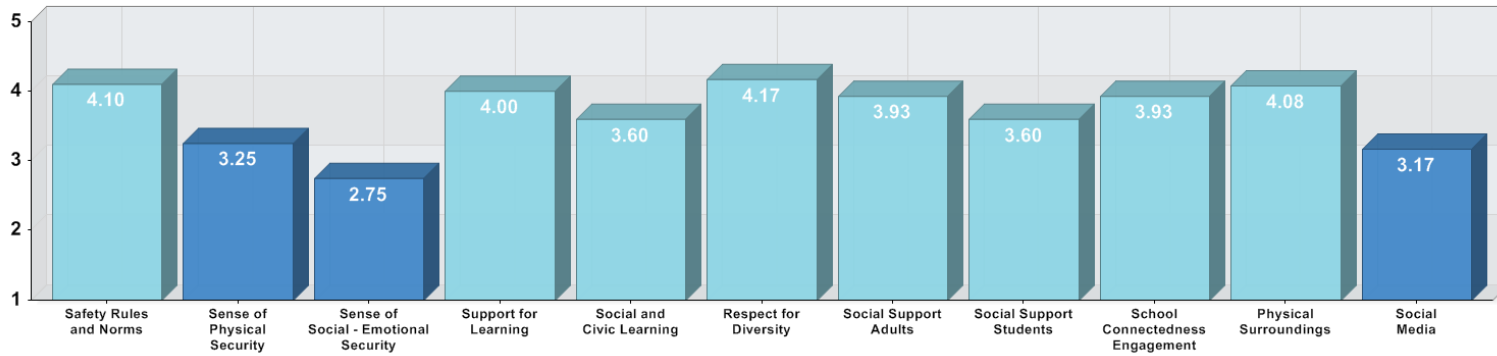
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



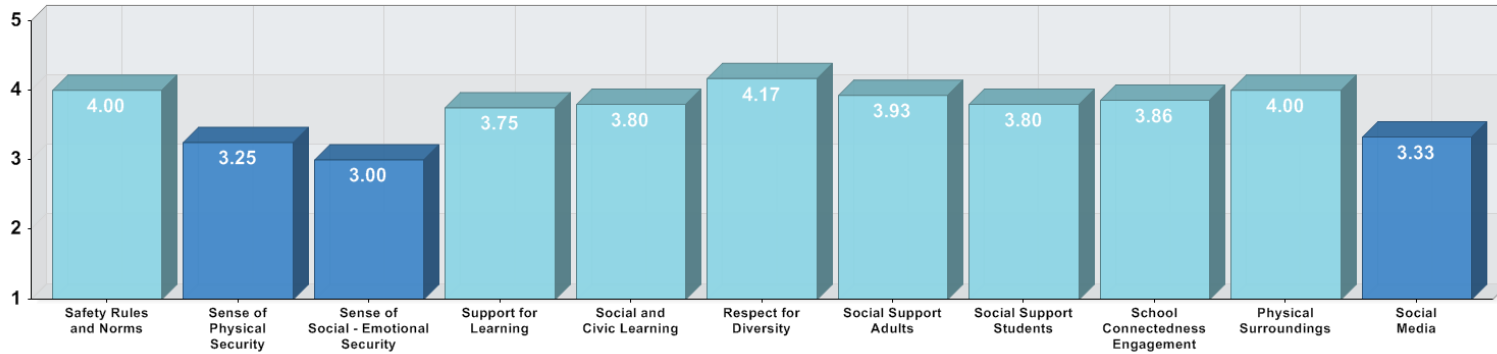
III. In-Depth Profiles

Sub-Group Ratings: Students

Student by Gender - Girl (65)



Student by Gender - Boy (69)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

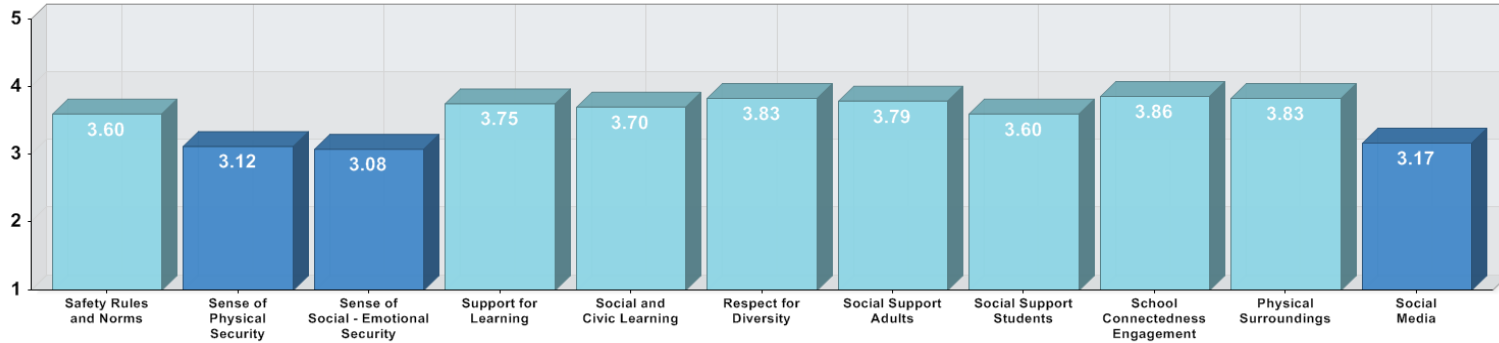
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



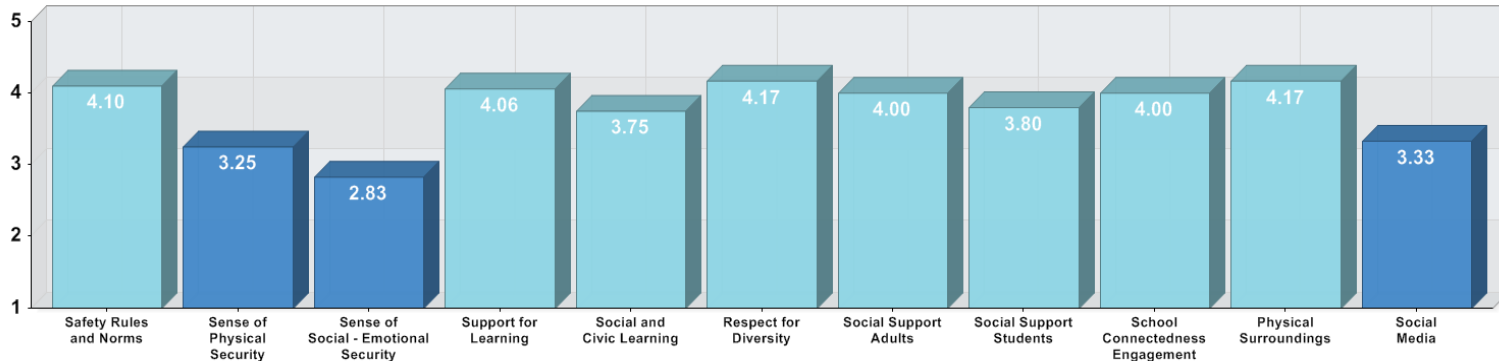
III. In-Depth Profiles

Sub-Group Ratings: Students

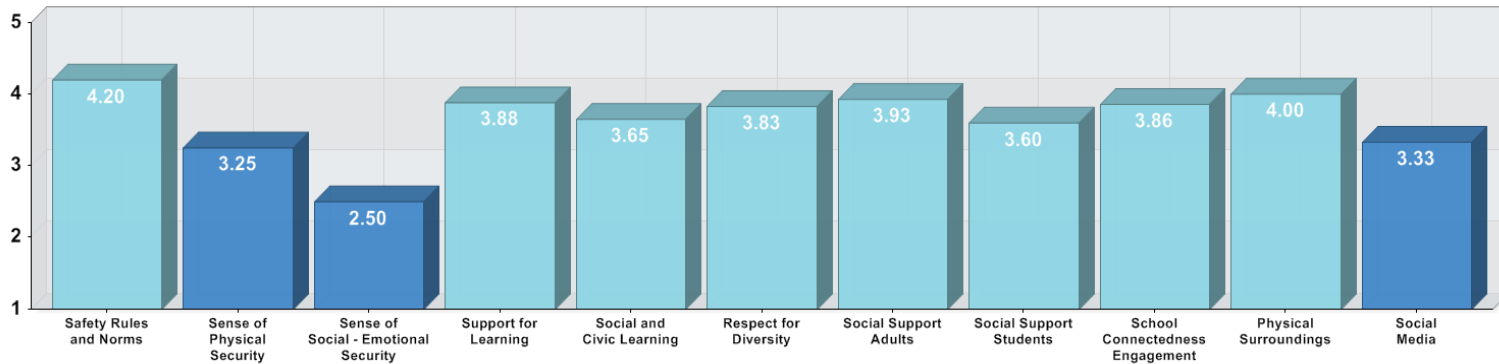
Student by Race/Ethnicity - Race/Ethnicity - Black / African American (19)



Student by Race/Ethnicity - Race/Ethnicity - White / Caucasian (48)



Student by Race/Ethnicity - Race/Ethnicity - Not Listed Above (40)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

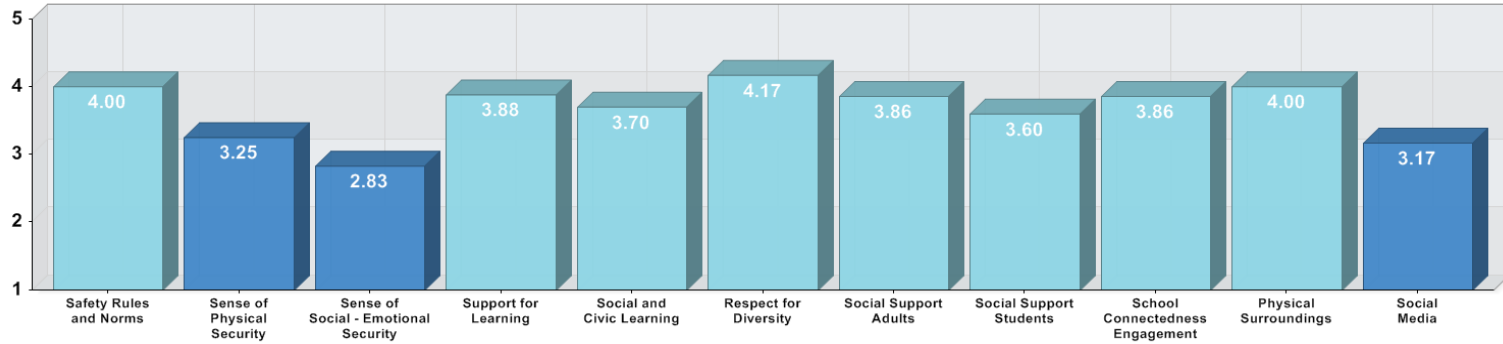
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



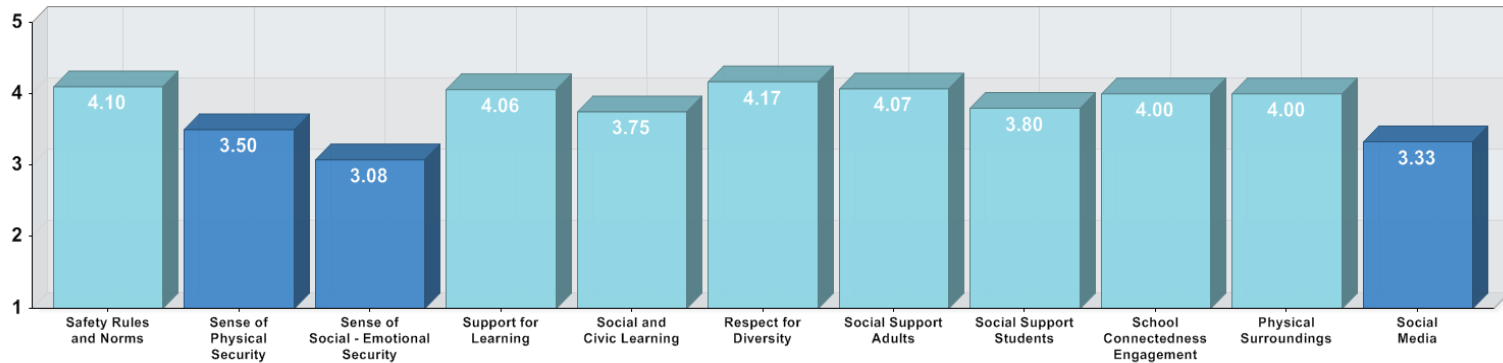
III. In-Depth Profiles

Sub-Group Ratings: Students

Student by English First Language - English First Language - Yes (110)



Student by English First Language - English First Language - No (26)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

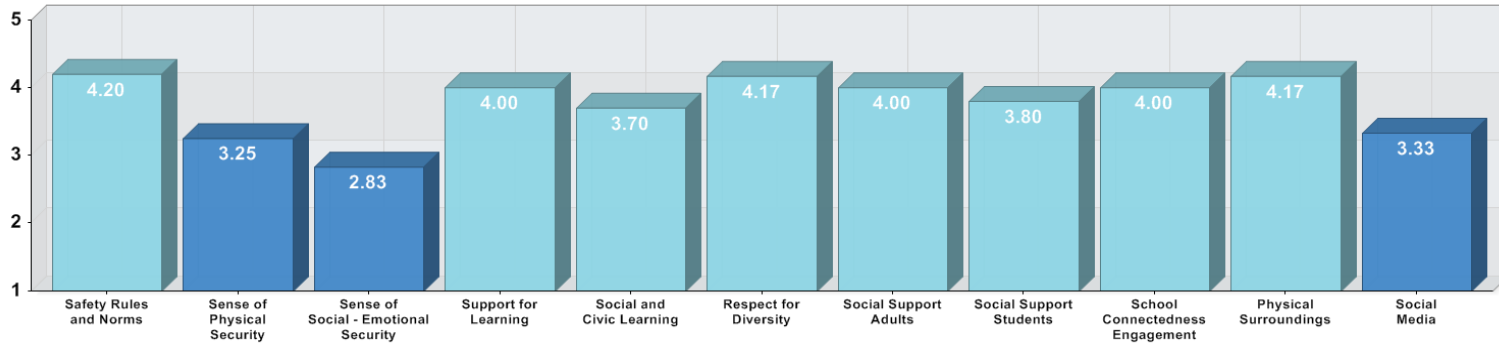
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



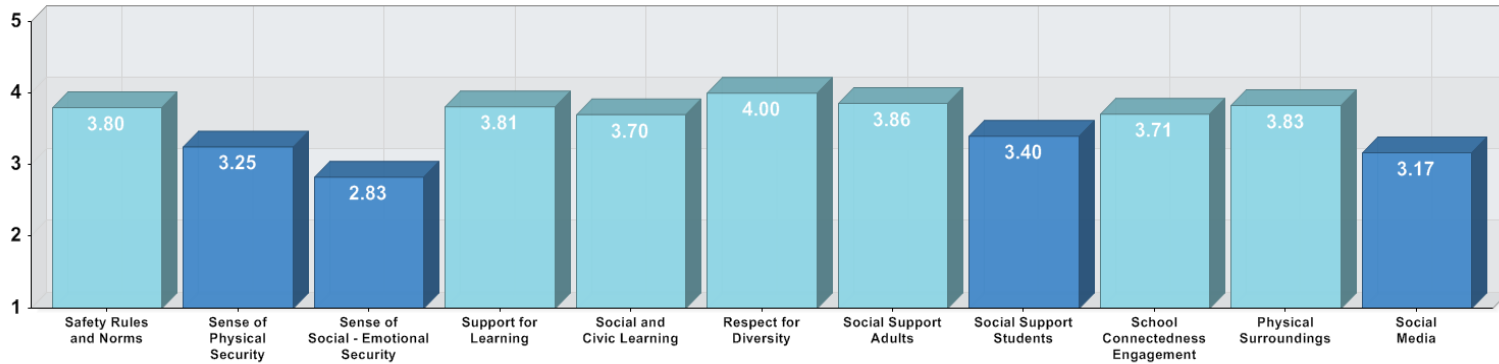
III. In-Depth Profiles

Sub-Group Ratings: Students

Student by Extra-Curricular Activities - Extra-Curricular Activities - Yes (90)



Student by Extra-Curricular Activities - Extra-Curricular Activities - No (44)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

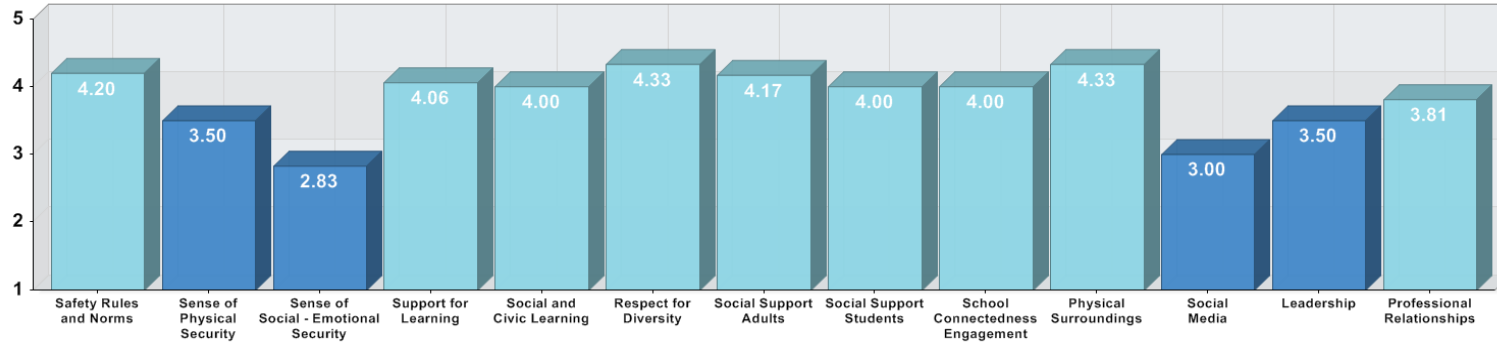
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



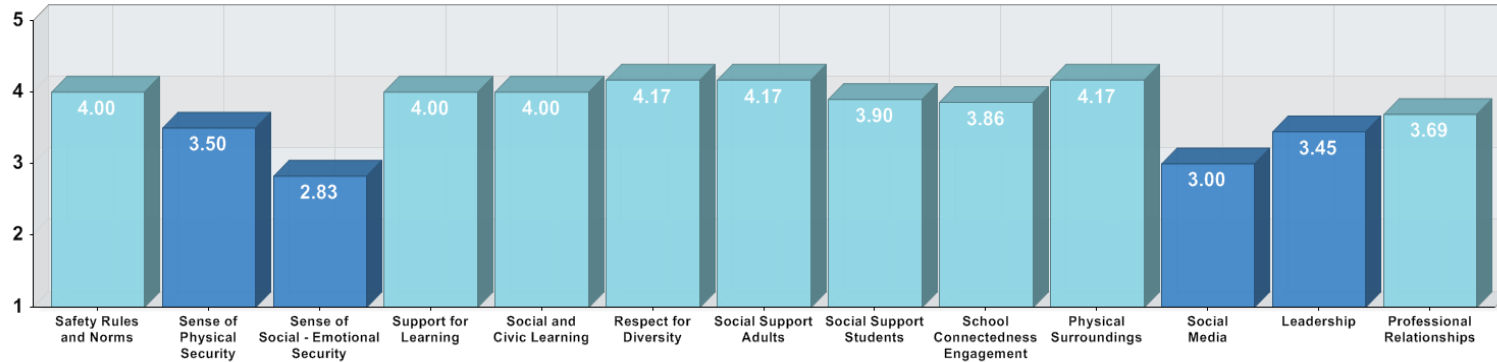
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

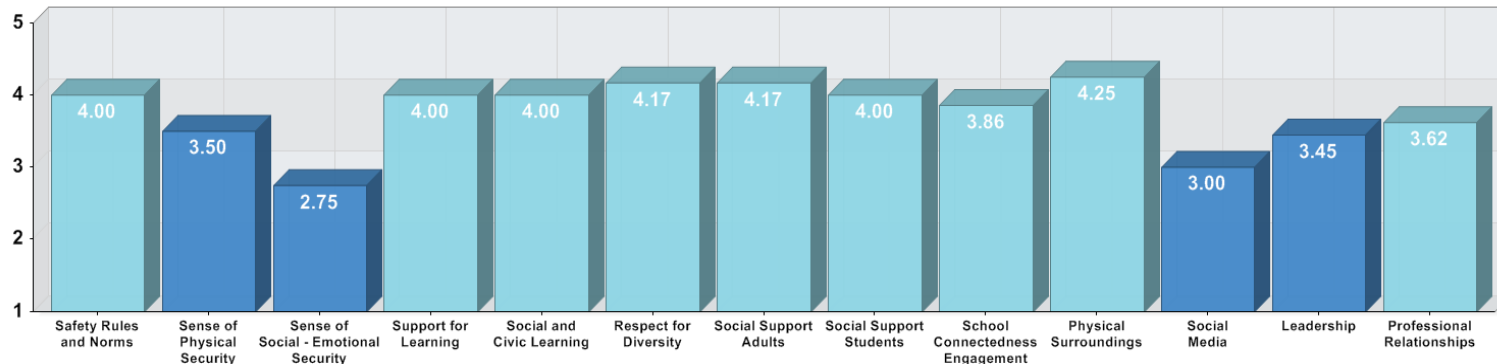
School Personnel by Grade - Grade - K (28)



School Personnel by Grade - Grade - 1 (27)



School Personnel by Grade - Grade - 2 (21)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

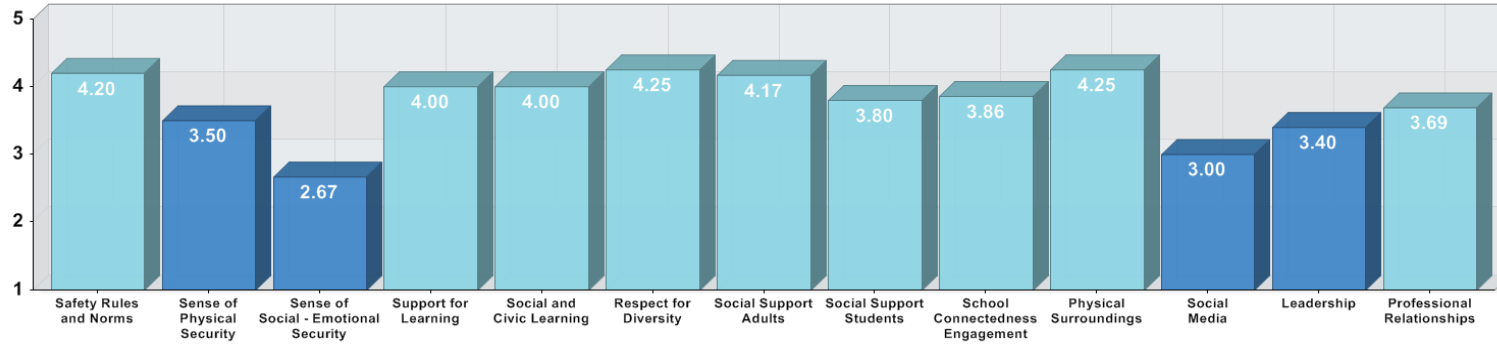
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



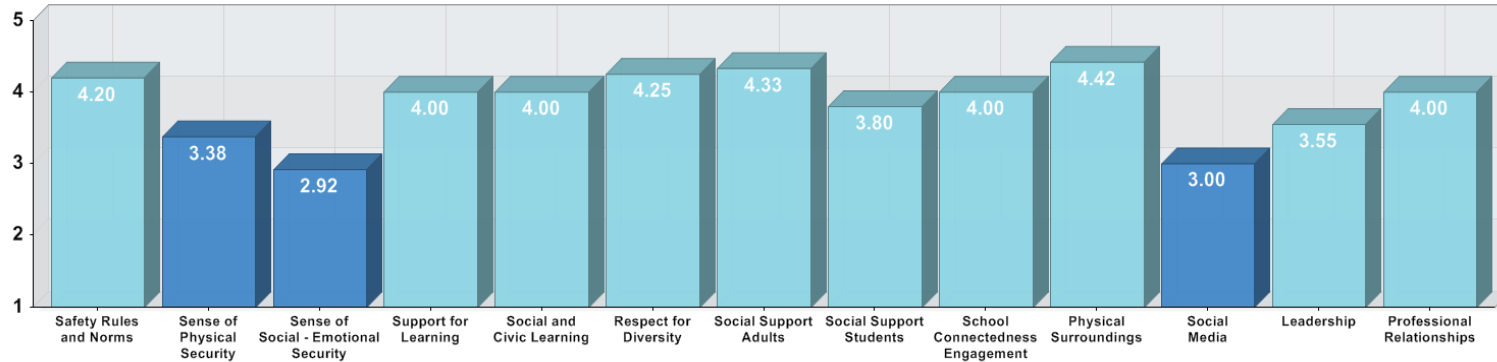
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

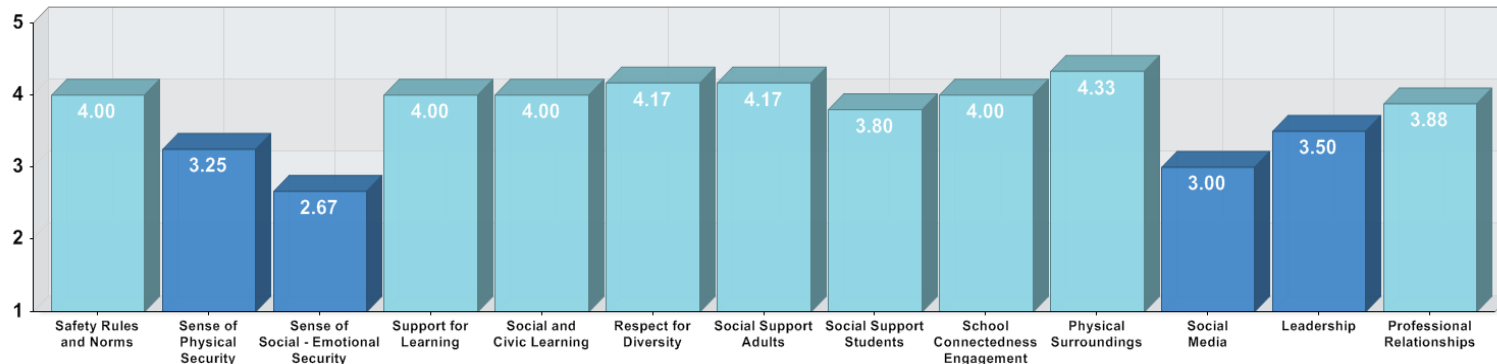
School Personnel by Grade - Grade - 3 (23)



School Personnel by Grade - Grade - 4 (23)



School Personnel by Grade - Grade - 5 (24)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

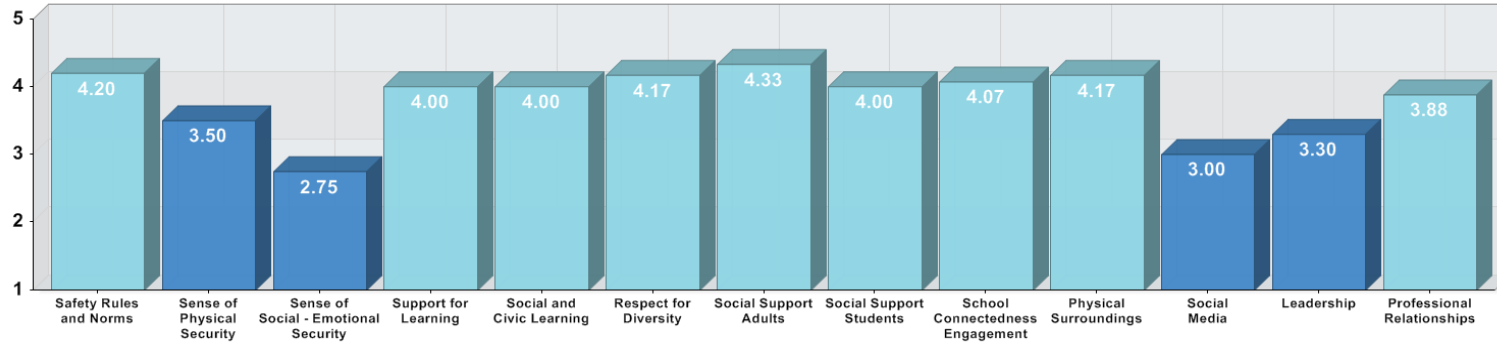
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



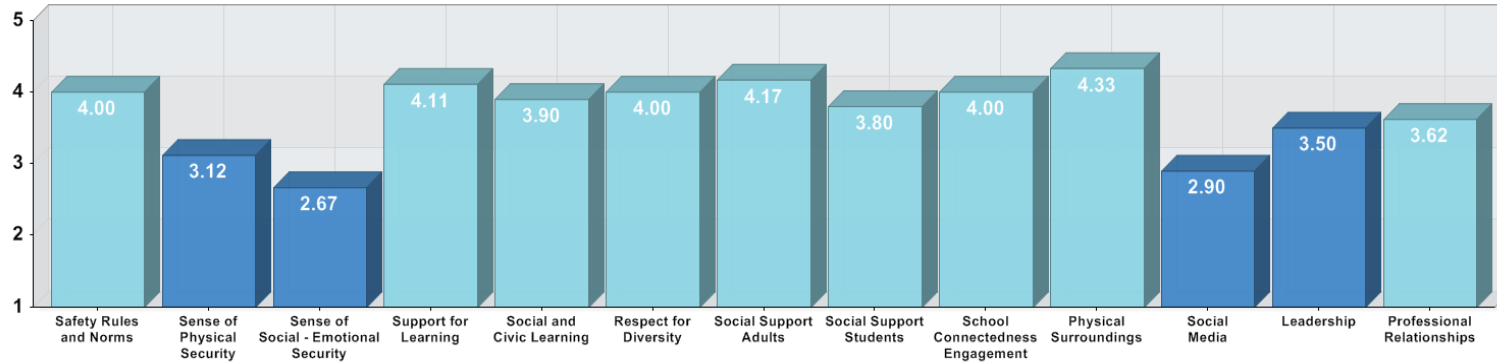
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

School Personnel by Position - Position - Teacher (22)



School Personnel by Position - Position - Paraprofessional (15)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

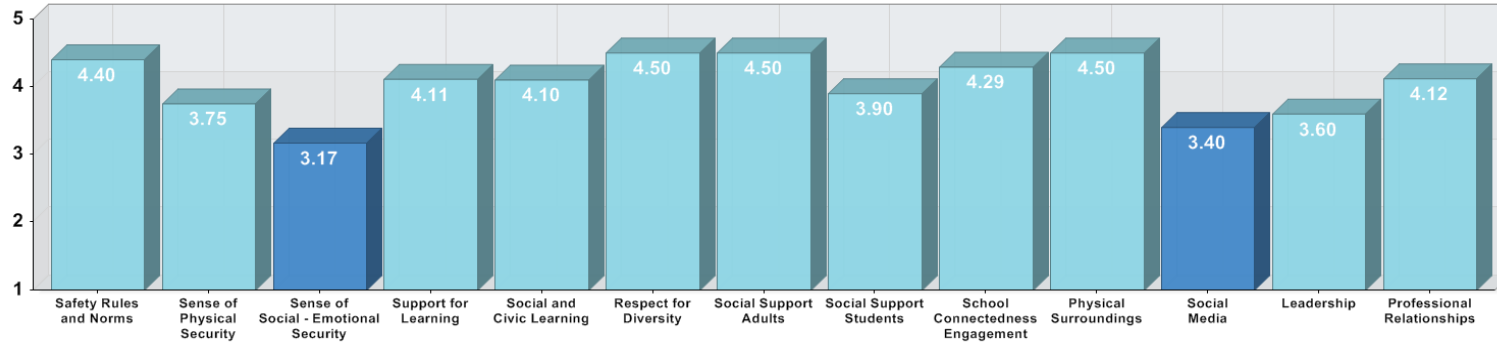
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



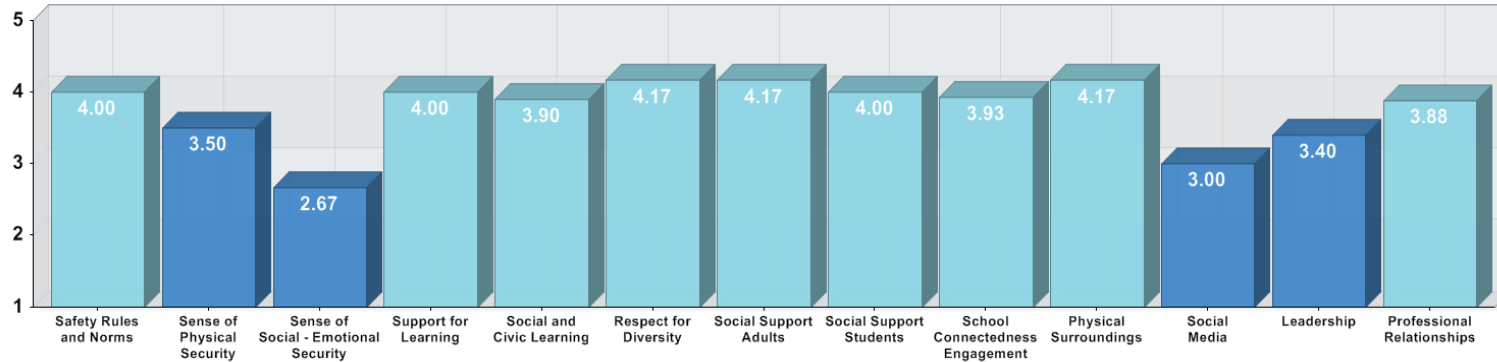
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

School Personnel by Departments - Departments - Special Education (13)



School Personnel by Departments - Departments - N/A (25)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

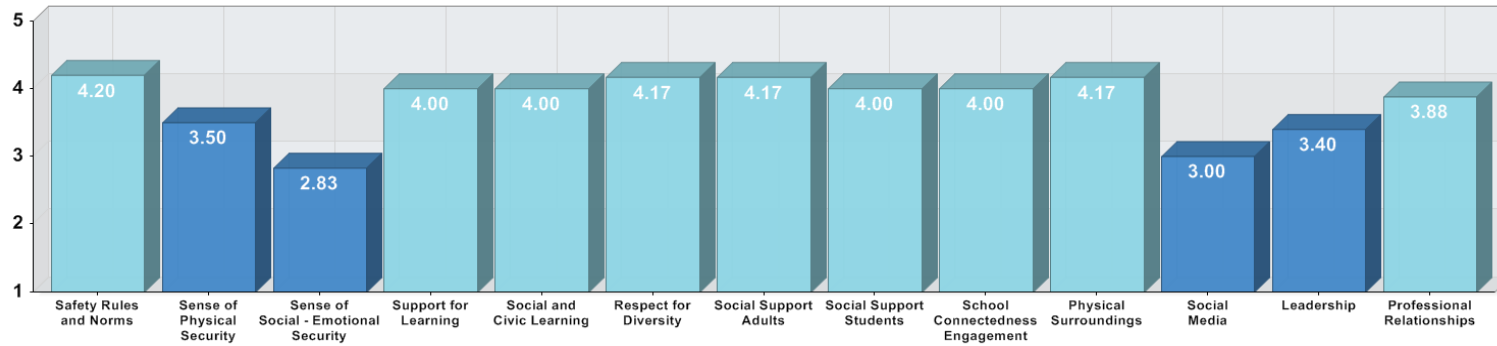
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.






III. In-Depth Profiles

Sub-Group Ratings: School Personnel

School Personnel by Gender - Female (37)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

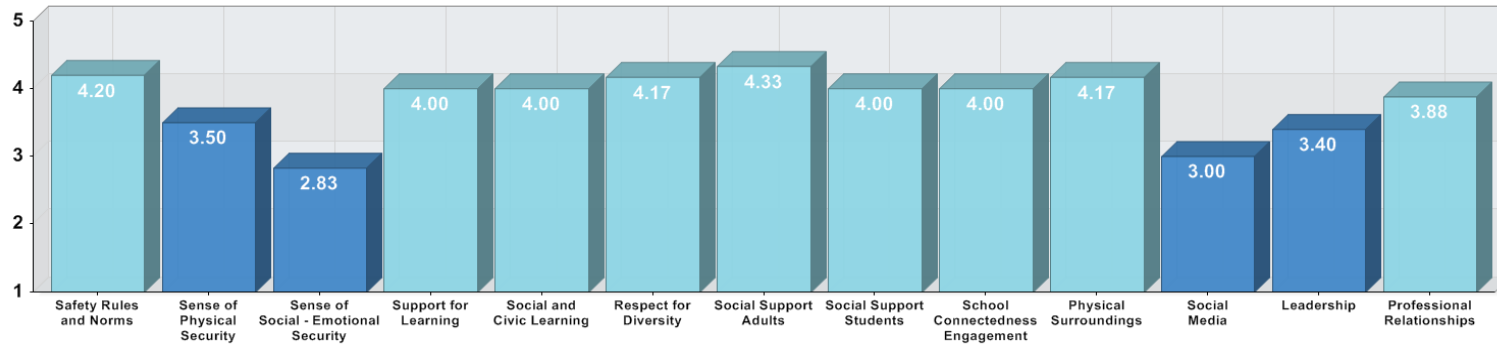
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.






III. In-Depth Profiles

Sub-Group Ratings: School Personnel

School Personnel by Race/Ethnicity - Race/Ethnicity - White / Caucasian (42)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

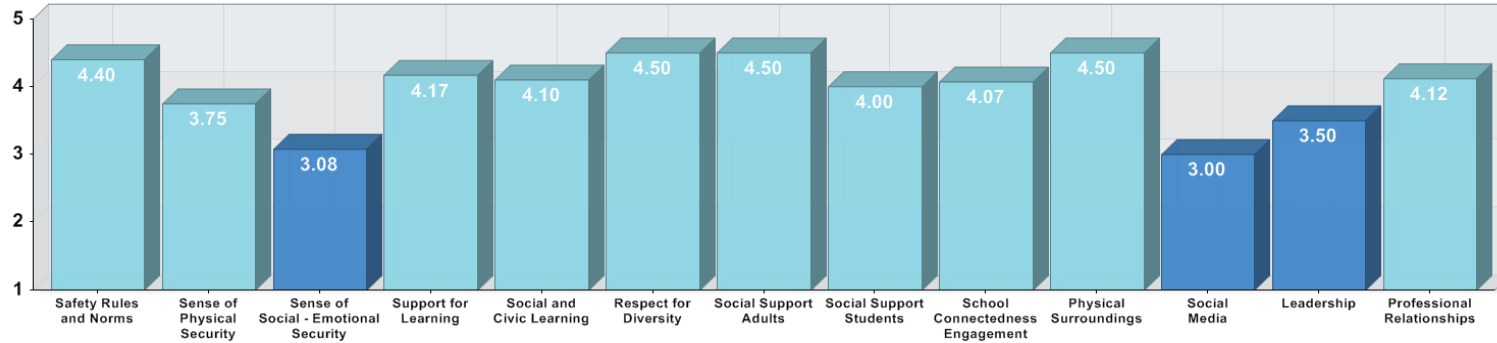
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



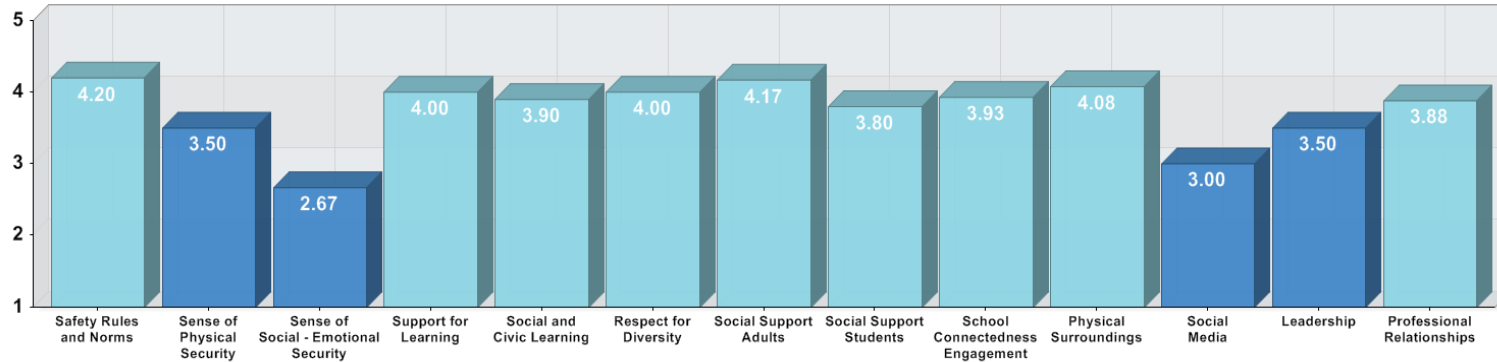
III. In-Depth Profiles




Sub-Group Ratings: School Personnel

School Personnel by Years Experience - Years Experience - 1 to 5 Years (14)



School Personnel by Years Experience - Years Experience - 6 to 20+ Years (30)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

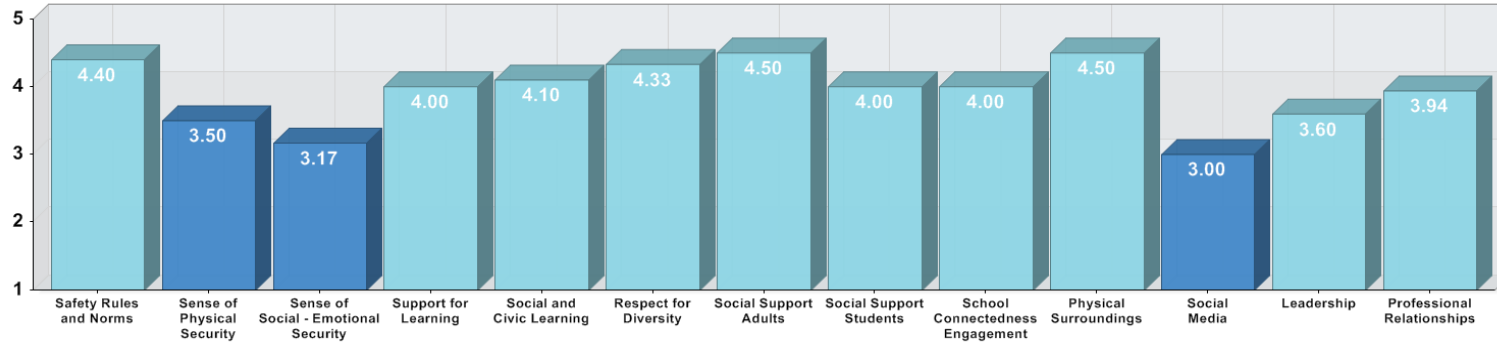
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



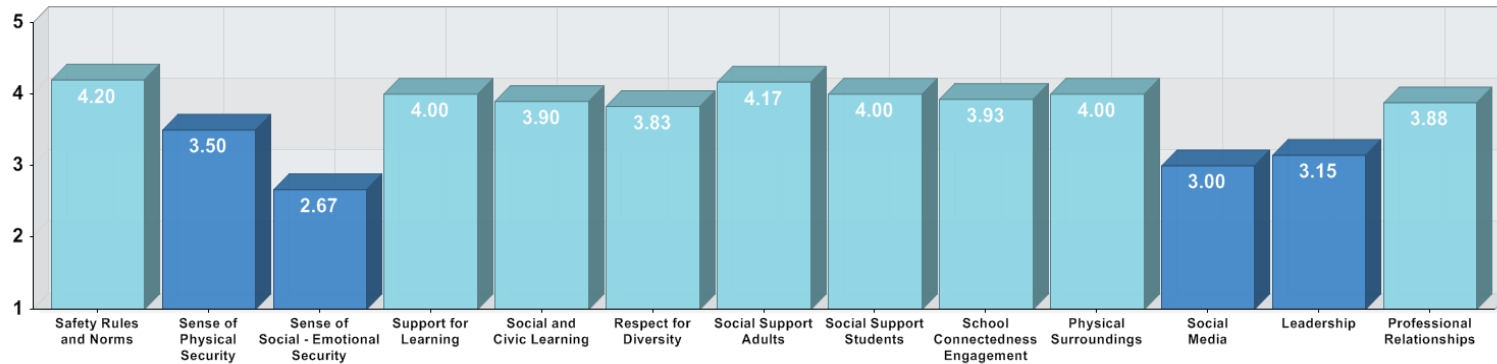
III. In-Depth Profiles




Sub-Group Ratings: School Personnel

School Personnel by Years Experience at this school - 1 to 5 Years (21)



School Personnel by Years Experience at this school - 6 to 20+ Years (23)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

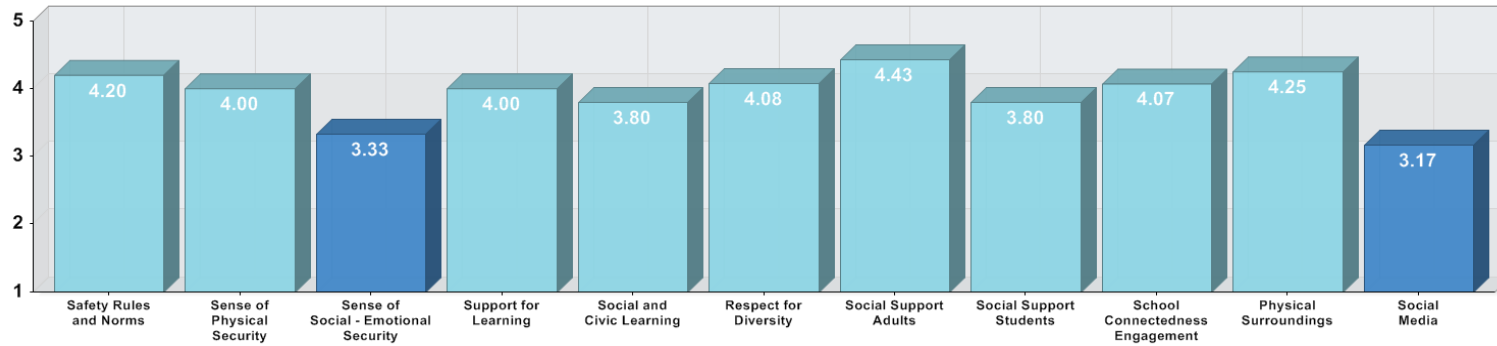
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: Parents

Parent by Race/Ethnicity - Race/Ethnicity - White / Caucasian (20)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

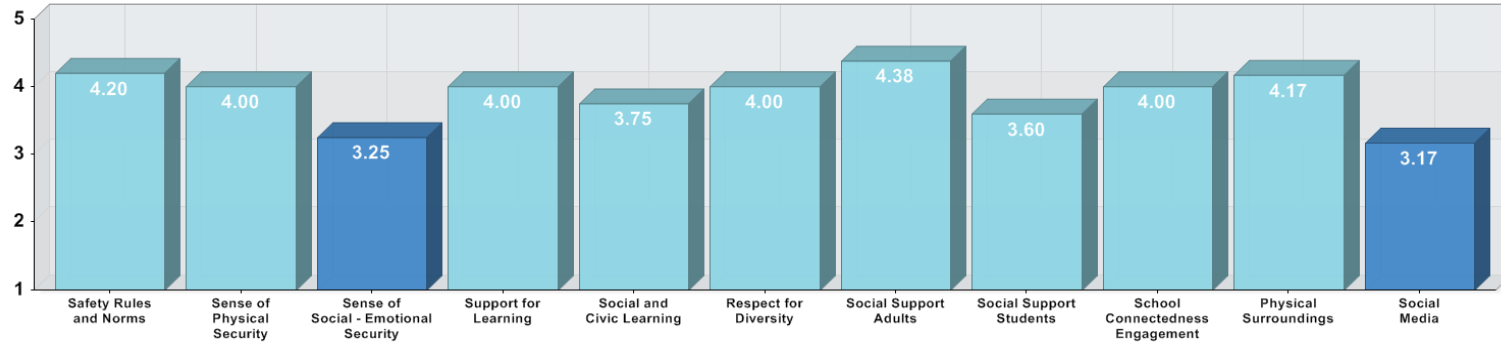
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: Parents

Parent by Child's First Language English - Child's First Language English - Yes (21)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

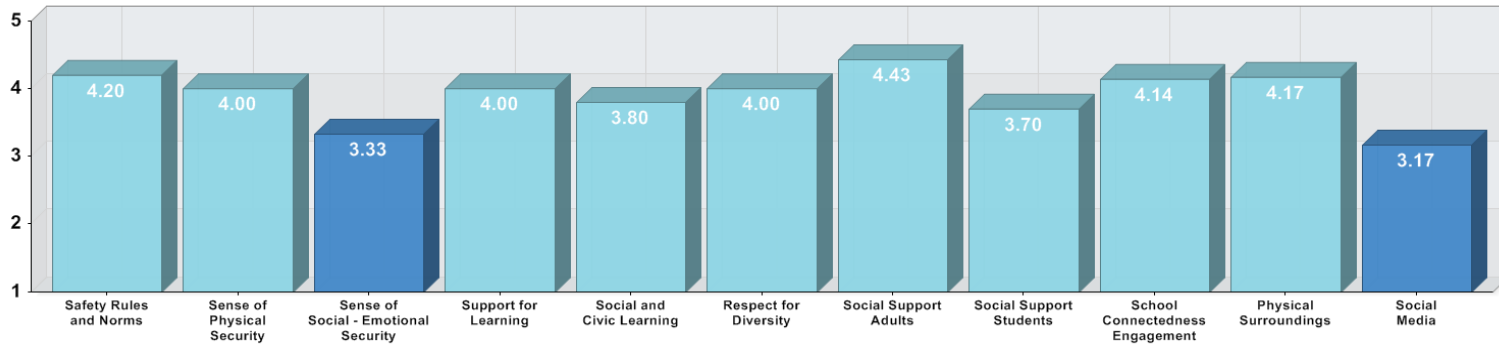
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: Parents

Parent by Economic Status - Receive Reduced Price Meal Plan - No (19)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

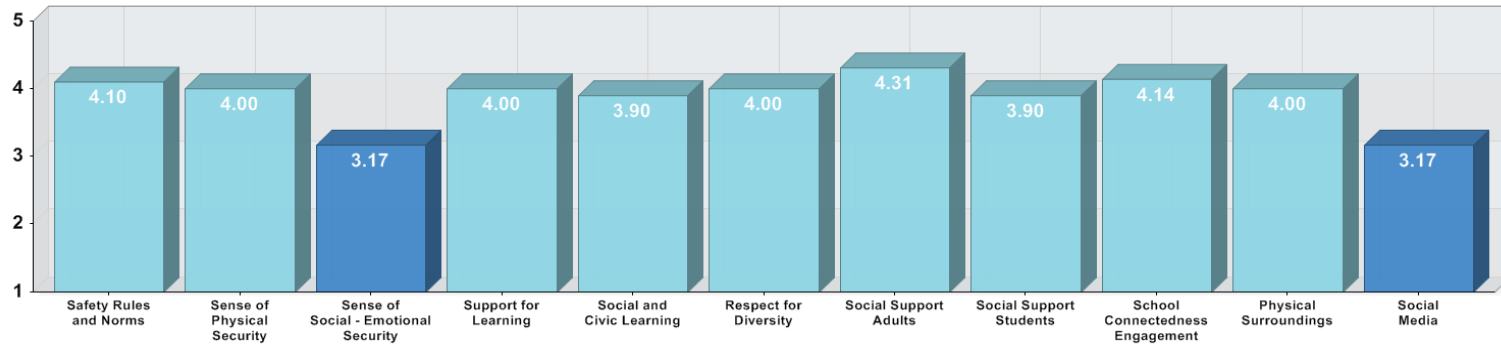
Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



III. In-Depth Profiles

Sub-Group Ratings: Parents

Parent by IEP - IEP - No (17)



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

Details on sub-group sizes can be seen in the Demographic Profiles starting in Section IV.



IV. Detailed Findings

This section provides **very specific information on how each group responded to the individual CSCI survey items**. It is presented by surveyed population (e.g. students, school personnel, and parents) for each dimension.

You'll also find **demographic profiles of respondents for each group**. Demographic information was entered by each respondent, on the last page of the survey. These demographic groups correspond to the sub-group graphs in the In-Depth Profile section of the report. If this demographic information does not match closely with your school population as a whole, some groups may have been under-represented in the surveyed population.

For more specific information on **understanding the CSCI Measure** and the way results are presented, see Appendix A.

Note: The survey was designed to be interpreted at the level of the school climate dimensions, and therefore NSCC does not recommend making decisions based on the item-by-item data alone.

- Scale scores by Group
- Item-by-Item Survey Responses (Students, School Personnel & Parents)
- Demographic Profiles (Students, School Personnel & Parents)





IV. Detailed Findings

Scale Scores by Group

Comparative Ratings for Shared School Climate Dimensions

School Climate Dimension	Students			School Personnel			Parents		
	Med.	Min.	Max.	Med.	Min.	Max.	Med.	Min.	Max.
Safety Rules & Norms	4.00	1.00	5.00	4.20	2.20	5.00	4.20	2.40	5.00
Sense of Physical Security	3.25	1.00	4.75	3.50	1.75	5.00	4.00	2.50	5.00
Sense of Social-Emotional Security	2.83	1.00	4.67	2.83	1.17	4.83	3.33	2.33	4.67
Support for Learning	3.88	1.00	5.00	4.00	3.22	5.00	4.00	2.50	5.00
Social and Civic Learning	3.70	1.50	4.90	4.00	3.10	4.89	3.90	2.40	5.00
Respect for Diversity	4.17	1.67	5.00	4.17	3.00	5.00	4.17	2.17	5.00
Social Support/ Adults	3.86	1.29	5.00	4.33	3.33	5.00	4.29	2.57	5.00
Social Support/ Students	3.80	1.40	5.00	4.00	3.20	4.80	3.80	2.60	4.80
Connectedness/ Engagement	3.86	1.14	5.00	4.00	2.86	5.00	4.07	1.71	4.86
Physical Surroundings	4.00	1.50	5.00	4.17	2.83	5.00	4.17	2.33	5.00
Social Media	3.17	1.50	5.00	3.00	2.00	3.80	3.17	2.50	4.50
Leadership	N/A	N/A	N/A	3.40	1.40	4.70	N/A	N/A	N/A
Professional Relationships	N/A	N/A	N/A	3.88	2.38	5.00	N/A	N/A	N/A



IV. Detailed Findings

Item-by-Item Survey Responses: Students

Safety Rules & Norms	Rating Response Given							Rating Response Not Given
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Missing Response
In my school, there are clear rules about not hurting other people (for example, hitting, pushing, tripping, etc.).	5.00	1 / 5	0.02 (3)	0.07 (10)	0.09 (13)	0.23 (32)	0.58 (80)	0.01 (1)
Adults in my school are fair about making sure that all students follow the rules.	4.00	1 / 5	0.12 (16)	0.10 (14)	0.19 (26)	0.30 (42)	0.29 (41)	0.00 (0)
Adults in my school will stop students if they see them hurting each other (for example, pushing, slapping, beating each other up, etc.).	4.00	1 / 5	0.06 (9)	0.06 (8)	0.18 (25)	0.26 (36)	0.44 (61)	0.00 (0)
In my school, there are clear rules against name-calling, teasing, and making fun of others.	4.00	1 / 5	0.04 (6)	0.07 (9)	0.12 (17)	0.35 (48)	0.42 (57)	0.01 (2)
Adults in my school stop students if they see them name-calling, teasing, and making fun of others.	4.00	1 / 5	0.07 (9)	0.09 (13)	0.21 (29)	0.32 (44)	0.31 (43)	0.01 (1)



IV. Detailed Findings

Item-by-Item Survey Responses: Students

Sense of Physical Security	Rating Response Given							Rating Response Not Given
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Missing Response
In my school, students have been hurt more than once by other students (for example, pushed, slapped, beaten up, etc.).*	4.00	1 / 5	0.11 (15)	0.10 (14)	0.21 (29)	0.24 (33)	0.34 (47)	0.01 (1)
I feel safe in the area outside the school (for example, schoolyard, on the bus, walking to and from school, etc.).	4.00	1 / 5	0.06 (9)	0.12 (16)	0.22 (30)	0.36 (50)	0.24 (34)	0.00 (0)
I have been hurt at school more than once (for example, pushed, slapped, beaten up, etc.).*	3.00	1 / 5	0.24 (33)	0.22 (31)	0.18 (25)	0.23 (32)	0.12 (17)	0.01 (1)
I feel safe in all parts of the school (for example, classrooms, hallways, cafeteria, restrooms, etc.).	4.00	1 / 5	0.09 (13)	0.14 (19)	0.19 (27)	0.30 (42)	0.27 (38)	0.00 (0)

* For this item, a higher score indicates a negative perception rather than a positive one.

This has been taken into account in analyzing survey results and creating scale scores for other parts of the report.



IV. Detailed Findings

Item-by-Item Survey Responses: Students

Sense of Social-Emotional Security	Rating Response Given							Rating Response Not Given
	Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have been called names, teased, or made fun of more than once in my school.*	4.00	1 / 5	0.14 (20)	0.17 (24)	0.14 (20)	0.25 (35)	0.29 (40)	0.00 (0)
Students at my school will try to stop students from making fun of others.	3.00	1 / 5	0.13 (18)	0.11 (15)	0.29 (40)	0.27 (37)	0.20 (28)	0.01 (1)
Very few students in my school make fun of other students.	3.00	1 / 5	0.15 (21)	0.22 (30)	0.25 (35)	0.19 (26)	0.19 (26)	0.01 (1)
There are groups of students who make others feel left out.*	4.00	1 / 5	0.07 (10)	0.09 (13)	0.25 (34)	0.26 (35)	0.33 (45)	0.01 (2)
I have seen other students called names, teased, or made fun of more than once in my school.*	4.00	1 / 5	0.06 (8)	0.04 (6)	0.15 (21)	0.38 (52)	0.36 (50)	0.01 (2)
Most students are nice to other students.	3.00	1 / 5	0.07 (10)	0.11 (15)	0.35 (48)	0.29 (40)	0.18 (25)	0.01 (1)

* For this item, a higher score indicates a negative perception rather than a positive one. This has been taken into account in analyzing survey results and creating scale scores for other parts of the report.



IV. Detailed Findings

Item-by-Item Survey Responses: Students

Support for Learning Survey Item	Rating Response Given							Rating Response Not Given
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Missing Response
My teachers help me to try out my own ideas.	4.00	1 / 5	0.07 (9)	0.09 (12)	0.22 (31)	0.36 (49)	0.27 (37)	0.01 (1)
My teachers let me know when I do a good job.	4.00	1 / 5	0.04 (6)	0.05 (7)	0.19 (27)	0.42 (58)	0.29 (41)	0.00 (0)
If I do not understand something in class, I feel comfortable letting my teacher know.	4.00	1 / 5	0.08 (11)	0.13 (18)	0.22 (30)	0.32 (44)	0.26 (36)	0.00 (0)
Teachers give me many different ways to show them what I know (for example, projects, tests, collages, etc.).	4.00	1 / 5	0.04 (5)	0.06 (9)	0.34 (47)	0.31 (43)	0.25 (35)	0.00 (0)
Teachers help me to do more than I think I can.	4.00	1 / 5	0.03 (4)	0.09 (12)	0.20 (28)	0.36 (49)	0.33 (45)	0.01 (1)
My teachers let me know how I am doing in school.	4.00	1 / 5	0.05 (7)	0.07 (9)	0.21 (28)	0.38 (52)	0.29 (40)	0.02 (3)
My teachers show me how to learn from my mistakes.	4.00	1 / 5	0.04 (6)	0.06 (8)	0.14 (19)	0.41 (56)	0.35 (48)	0.01 (2)
My teachers help me figure out how I learn best.	4.00	1 / 5	0.02 (3)	0.09 (12)	0.21 (29)	0.36 (50)	0.32 (44)	0.01 (1)



IV. Detailed Findings

Item-by-Item Survey Responses: Students

Social and Civic Learning	Rating Response Given							Rating Response Not Given
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Missing Response
In my school, adults teach me how to show feelings in proper ways.	4.00	1 / 5	0.09 (12)	0.14 (20)	0.26 (36)	0.36 (50)	0.15 (21)	0.00 (0)
In my school, we learn ways to solve arguments so that everyone can be happy with the result.	3.00	1 / 5	0.09 (13)	0.15 (21)	0.29 (41)	0.25 (35)	0.21 (29)	0.00 (0)
In my school, we talk about how our actions make others feel.	4.00	1 / 5	0.02 (3)	0.08 (11)	0.19 (26)	0.40 (55)	0.32 (44)	0.00 (0)
In my school, we talk about ways to be a good person.	4.00	1 / 5	0.03 (4)	0.12 (16)	0.20 (28)	0.39 (54)	0.27 (37)	0.00 (0)
In my school, we talk about what is right and what is wrong.	4.00	1 / 5	0.04 (5)	0.06 (8)	0.15 (21)	0.42 (58)	0.34 (47)	0.00 (0)
In my school, we learn how to get our work done without being distracted.	3.00	1 / 5	0.11 (15)	0.26 (36)	0.30 (41)	0.22 (31)	0.11 (15)	0.01 (1)
Students in my school believe that they should try to make the world a better place.	3.00	1 / 5	0.09 (12)	0.08 (11)	0.37 (51)	0.31 (43)	0.16 (22)	0.00 (0)
In my school, we talk about why it is important to understand our feelings and the feelings of others.	4.00	1 / 5	0.01 (2)	0.05 (7)	0.27 (37)	0.37 (51)	0.30 (42)	0.00 (0)
In my school, we take part in activities that help communities (for example, canned food drive, park clean up, recycling program, etc.).	4.00	1 / 5	0.04 (5)	0.01 (2)	0.24 (33)	0.38 (52)	0.33 (45)	0.01 (2)
Adults in my school teach students how to make good choices even when it is hard to do.	4.00	1 / 5	0.04 (6)	0.05 (7)	0.22 (31)	0.41 (57)	0.27 (37)	0.01 (1)



IV. Detailed Findings

Item-by-Item Survey Responses: Students

Respect for Diversity	Rating Response Given							Rating Response Not Given
	Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students in my school respect differences in other students (for example, where they come from, what they look like, if they are a boy or girl, etc.).	4.00	1 / 5	0.12 (16)	0.12 (16)	0.22 (30)	0.28 (38)	0.28 (38)	0.01 (1)
My school welcomes and accepts people from many different backgrounds.	5.00	1 / 5	0.01 (2)	0.04 (5)	0.09 (13)	0.25 (35)	0.60 (84)	0.00 (0)
I like working with someone who is different than me (for example, where they come from, what they look like, if they are a boy or girl, etc.).	4.00	1 / 5	0.03 (4)	0.02 (3)	0.33 (45)	0.35 (48)	0.28 (38)	0.01 (1)
Students in my school respect differences in adults (for example, where they come from, what they look like, if they are a man or woman, etc.).	4.00	1 / 5	0.04 (6)	0.07 (10)	0.24 (33)	0.38 (53)	0.27 (37)	0.00 (0)
Adults in my school respect differences in students (for example, where they come from, what they look like, if they are a boy or girl, etc.).	5.00	1 / 5	0.02 (3)	0.04 (5)	0.12 (16)	0.29 (41)	0.53 (74)	0.00 (0)
Adults in my school respect differences in other adults (for example, where they come from, what they look like, if they are a man or woman, etc.).	4.00	1 / 5	0.03 (4)	0.02 (3)	0.16 (22)	0.31 (43)	0.47 (65)	0.01 (2)



IV. Detailed Findings

Item-by-Item Survey Responses: Students

Social Support / Adults	Rating Response Given							Rating Response Not Given
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Missing Response
Adults in my school are good examples of how to behave.	4.00	1 / 5	0.05 (7)	0.08 (11)	0.18 (25)	0.38 (53)	0.31 (43)	0.00 (0)
Adults in my school seem to get along.	4.00	1 / 5	0.01 (1)	0.06 (8)	0.21 (29)	0.33 (46)	0.40 (55)	0.00 (0)
Teachers in my school expect all students to succeed.	4.00	1 / 5	0.09 (12)	0.16 (22)	0.20 (28)	0.21 (29)	0.35 (48)	0.00 (0)
Adults in my school help each other.	4.00	1 / 5	0.01 (2)	0.03 (4)	0.19 (26)	0.38 (52)	0.39 (54)	0.01 (1)
In my school, students trust an adult to help them when they have a problem.	4.00	1 / 5	0.07 (10)	0.07 (9)	0.21 (29)	0.30 (42)	0.35 (48)	0.01 (1)
Adults in my school listen to what students have to say.	4.00	1 / 5	0.09 (13)	0.10 (14)	0.23 (32)	0.28 (39)	0.28 (39)	0.01 (2)
Adults in my school like to get to know students.	4.00	1 / 5	0.03 (4)	0.06 (8)	0.20 (27)	0.37 (50)	0.35 (47)	0.02 (3)



IV. Detailed Findings

Item-by-Item Survey Responses: Students

Social Support / Students	Rating Response Given							Rating Response Not Given
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Missing Response
Students have friends who will help them if they have questions about homework.	3.00	1 / 5	0.09 (13)	0.06 (8)	0.36 (49)	0.33 (46)	0.16 (22)	0.01 (1)
Students have friends they trust and talk to when they have problems.	4.00	1 / 5	0.02 (3)	0.06 (8)	0.22 (31)	0.41 (57)	0.29 (40)	0.00 (0)
Students work well with other students in class even if they are not friends.	3.00	1 / 5	0.14 (20)	0.19 (27)	0.26 (36)	0.27 (38)	0.13 (18)	0.00 (0)
Students have friends to eat lunch with.	4.00	1 / 5	0.04 (6)	0.04 (6)	0.16 (22)	0.36 (50)	0.39 (54)	0.01 (1)
Students try to make new students feel welcome in the school.	4.00	1 / 5	0.04 (6)	0.08 (11)	0.20 (28)	0.34 (47)	0.33 (46)	0.01 (1)



IV. Detailed Findings

Item-by-Item Survey Responses: Students

School Connectedness / Engagement	Rating Response Given							Rating Response Not Given
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Missing Response
My school tries to get students to join after school activities.	3.00	1 / 5	0.06 (9)	0.10 (14)	0.34 (47)	0.37 (52)	0.12 (17)	0.00 (0)
My school tries to get my family to be part of school events.	4.00	1 / 5	0.02 (3)	0.10 (14)	0.24 (33)	0.41 (56)	0.23 (32)	0.01 (1)
I feel like I belong at my school.	3.00	1 / 5	0.13 (18)	0.12 (17)	0.28 (38)	0.21 (29)	0.26 (35)	0.01 (2)
My school tries to let my family know about what's going on in school.	4.00	1 / 5	0.01 (1)	0.06 (8)	0.15 (21)	0.39 (53)	0.39 (54)	0.01 (2)
I feel good about what I do in school.	4.00	1 / 5	0.08 (11)	0.06 (8)	0.20 (27)	0.37 (51)	0.29 (40)	0.01 (2)
My family feels comfortable talking to my teachers.	4.00	1 / 5	0.02 (3)	0.02 (3)	0.19 (26)	0.31 (42)	0.46 (63)	0.01 (2)
My family feels welcome at my school.	4.00	1 / 5	0.04 (6)	0.03 (4)	0.18 (25)	0.32 (44)	0.43 (59)	0.01 (1)



IV. Detailed Findings

Item-by-Item Survey Responses: Students

Physical Surroundings	Rating Response Given							Rating Response Not Given
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Missing Response
My school building is clean.	4.00	1 / 5	0.09 (13)	0.12 (16)	0.27 (37)	0.26 (36)	0.27 (37)	0.00 (0)
My school has working computers and other electronic devices available to students.	5.00	1 / 5	0.01 (1)	0.04 (5)	0.08 (11)	0.26 (36)	0.62 (86)	0.00 (0)
My school looks good (for example, enough space, student artwork displayed, etc.).	4.00	1 / 5	0.07 (9)	0.07 (9)	0.12 (17)	0.44 (61)	0.30 (42)	0.01 (1)
We have enough space and equipment for after-school activities at my school.	4.00	1 / 5	0.03 (4)	0.08 (11)	0.22 (30)	0.39 (53)	0.28 (38)	0.02 (3)
We have enough supplies in my school (for example, books, paper, pencils, etc.).	4.00	1 / 5	0.04 (5)	0.07 (9)	0.17 (23)	0.37 (51)	0.36 (49)	0.01 (2)
My school building is kept in good condition (for example, when something is broken, it gets fixed).	4.00	1 / 5	0.01 (2)	0.09 (13)	0.17 (23)	0.38 (52)	0.35 (48)	0.01 (1)



IV. Detailed Findings

Item-by-Item Survey Responses: Students

Social Media	Rating Response Given							Rating Response Not Given	
	Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Missing Response
	Many students in my school will try to stop other students from saying mean things to others online or through the phone.	3.00	1 / 5	0.14 (20)	0.17 (24)	0.45 (62)	0.17 (24)	0.06 (9)	0.00 (0)
	Most students in my school do not share personal information online or through the phone (for e.g., home address, last name, etc.)	3.00	1 / 5	0.09 (13)	0.14 (19)	0.40 (55)	0.19 (26)	0.18 (24)	0.01 (2)
	Most students in my school use the internet or the phone in ways that make each other feel better.	3.00	1 / 5	0.12 (16)	0.12 (16)	0.53 (72)	0.13 (17)	0.11 (15)	0.02 (3)
	In this school, students will ask an adult for help if someone says mean things online or through the phone.	3.00	1 / 5	0.12 (17)	0.12 (16)	0.42 (58)	0.17 (24)	0.17 (24)	0.00 (0)
	I use the internet or the phone without being teased or made fun of by other students.	4.00	1 / 5	0.04 (5)	0.07 (9)	0.38 (51)	0.24 (33)	0.27 (37)	0.03 (4)
	A student in my school has said mean things to me online or through the phone more than once.*	3.00	1 / 5	0.29 (39)	0.17 (22)	0.33 (44)	0.12 (16)	0.09 (12)	0.05 (6)

* For this item, a higher score indicates a negative perception rather than a positive one. This has been taken into account in analyzing survey results and creating scale scores for other parts of the report.



IV. Detailed Findings

Item-by-Item Survey Responses: School Personnel

Safety Rules & Norms	Rating Response Given							Rating Response Not Given	
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Missing Response
In this school, there are clear rules against physically hurting other people (for example, hitting, pushing, tripping, etc.).	4.00	2 / 5	0.00 (0)	0.19 (9)	0.02 (1)	0.44 (21)	0.35 (17)	0.00 (0)	0.00 (0)
Adults in this school will stop students if they see them physically hurting each other (for example, pushing, slapping, beating each other up, etc.).	5.00	3 / 5	0.00 (0)	0.00 (0)	0.02 (1)	0.35 (17)	0.63 (30)	0.00 (0)	0.00 (0)
In this school, there are clear rules against insults, teasing, harassment, and other verbal abuse.	4.00	1 / 5	0.04 (2)	0.13 (6)	0.04 (2)	0.46 (22)	0.33 (16)	0.00 (0)	0.00 (0)
Adults in the school fairly enforce rules against physical and verbal harassment.	4.00	1 / 5	0.02 (1)	0.27 (13)	0.06 (3)	0.46 (22)	0.19 (9)	0.00 (0)	0.00 (0)
Adults in the school stop students if they see them insulting, teasing, harassing, or otherwise verbally abusing other students.	4.00	2 / 5	0.00 (0)	0.02 (1)	0.00 (0)	0.58 (28)	0.40 (19)	0.00 (0)	0.00 (0)



IV. Detailed Findings

Item-by-Item Survey Responses: School Personnel

Sense of Physical Security	Rating Response Given							Rating Response Not Given	
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Missing Response
There are areas of this school where adults do not feel physically safe.*	3.00	1 / 5	0.15 (7)	0.33 (16)	0.13 (6)	0.29 (14)	0.08 (4)	0.02 (1)	0.00 (0)
I have seen or heard about students pushing, slapping, or beating up other students more than once in this school.*	4.00	1 / 5	0.08 (4)	0.17 (8)	0.08 (4)	0.44 (21)	0.23 (11)	0.00 (0)	0.00 (0)
Most students feel physically safe in the area outside the school (for example, schoolyard, on the bus, walking to and from school, etc.).	4.00	2 / 5	0.00 (0)	0.04 (2)	0.17 (8)	0.49 (23)	0.30 (14)	0.00 (0)	0.02 (1)
Most students feel physically safe in all areas of the school building (for example, classrooms, hallways, cafeteria, restrooms, etc.).	4.00	1 / 5	0.02 (1)	0.02 (1)	0.17 (8)	0.52 (25)	0.27 (13)	0.00 (0)	0.00 (0)

* For this item, a higher score indicates a negative perception rather than a positive one.

This has been taken into account in analyzing survey results and creating scale scores for other parts of the report.



IV. Detailed Findings

Item-by-Item Survey Responses: School Personnel

Sense of Social-Emotional Security	Rating Response Given							Rating Response Not Given	
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Missing Response
It is common for students to tease and insult one another.*	4.00	1 / 5	0.06 (3)	0.21 (10)	0.15 (7)	0.48 (23)	0.10 (5)	0.00 (0)	0.00 (0)
Students at this school will try to stop students from insulting or making fun of others.	4.00	2 / 5	0.00 (0)	0.17 (8)	0.23 (11)	0.44 (21)	0.17 (8)	0.00 (0)	0.00 (0)
Very few students in this school make fun of other students.	2.00	1 / 5	0.08 (4)	0.46 (22)	0.17 (8)	0.27 (13)	0.02 (1)	0.00 (0)	0.00 (0)
There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.*	4.00	1 / 5	0.02 (1)	0.19 (9)	0.19 (9)	0.51 (24)	0.06 (3)	0.02 (1)	0.02 (1)
I have seen students insult, tease, harass or otherwise verbally abuse other students more than once in this school.*	4.00	1 / 5	0.06 (3)	0.17 (8)	0.02 (1)	0.52 (25)	0.21 (10)	0.02 (1)	0.00 (0)
Most students in this school try to treat other students the way they'd want to be treated.	4.00	1 / 5	0.02 (1)	0.10 (5)	0.08 (4)	0.56 (27)	0.23 (11)	0.00 (0)	0.00 (0)

* For this item, a higher score indicates a negative perception rather than a positive one. This has been taken into account in analyzing survey results and creating scale scores for other parts of the report.



IV. Detailed Findings

Item-by-Item Survey Responses: School Personnel

Support for Learning Survey Item	Rating Response Given							Rating Response Not Given	
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Missing Response
Teachers encourage students to try out their own ideas.	4.00	2 / 5	0.00 (0)	0.02 (1)	0.08 (4)	0.60 (29)	0.27 (13)	0.02 (1)	0.00 (0)
Teachers let students know when they do a good job.	5.00	4 / 5	0.00 (0)	0.00 (0)	0.00 (0)	0.47 (22)	0.53 (25)	0.00 (0)	0.02 (1)
Students feel comfortable letting their teachers know when they are confused.	4.00	2 / 5	0.00 (0)	0.02 (1)	0.08 (4)	0.75 (36)	0.15 (7)	0.00 (0)	0.00 (0)
Students can get extra help if they need it.	4.00	2 / 5	0.00 (0)	0.04 (2)	0.08 (4)	0.46 (22)	0.42 (20)	0.00 (0)	0.00 (0)
Teachers give their students opportunities to show what they know and can do in a variety of ways (for example, papers, presentations, projects, tests, etc.).	4.00	2 / 5	0.00 (0)	0.04 (2)	0.08 (4)	0.65 (31)	0.21 (10)	0.02 (1)	0.00 (0)
Teachers give their students useful feedback on their work.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.08 (4)	0.71 (34)	0.19 (9)	0.02 (1)	0.00 (0)
All students are given appropriately challenging work.	4.00	2 / 5	0.00 (0)	0.17 (8)	0.15 (7)	0.56 (27)	0.08 (4)	0.04 (2)	0.00 (0)
Teachers show their students how to learn from their own mistakes.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.06 (3)	0.73 (35)	0.17 (8)	0.04 (2)	0.00 (0)
Teachers help their students figure out how they learn best.	4.00	2 / 5	0.00 (0)	0.04 (2)	0.15 (7)	0.65 (31)	0.15 (7)	0.02 (1)	0.00 (0)



IV. Detailed Findings

Item-by-Item Survey Responses: School Personnel

Social and Civic Learning	Rating Response Given							Rating Response Not Given	
	Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
In this school, adults teach students to express emotions in proper ways.	4.00	2 / 5	0.00 (0)	0.04 (2)	0.11 (5)	0.45 (21)	0.40 (19)	0.00 (0)	0.02 (1)
In this school, we teach ways to resolve disagreements so that everyone can be satisfied with the outcome.	4.00	2 / 5	0.00 (0)	0.17 (8)	0.09 (4)	0.60 (28)	0.15 (7)	0.00 (0)	0.02 (1)
Adults in this school help students think about how their actions will affect others.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.04 (2)	0.71 (34)	0.25 (12)	0.00 (0)	0.00 (0)
Adults in this school discuss issues that help students think about how to be a good person.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.10 (5)	0.60 (29)	0.29 (14)	0.00 (0)	0.00 (0)
Adults in this school help students think about how best to handle difficult situations.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.04 (2)	0.73 (35)	0.23 (11)	0.00 (0)	0.00 (0)
Students in this school believe it is their responsibility to make the world a better place.	3.00	2 / 5	0.00 (0)	0.15 (7)	0.50 (24)	0.25 (12)	0.10 (5)	0.00 (0)	0.00 (0)
In this school, we discuss issues that help students think about what is right and wrong.	4.00	2 / 5	0.00 (0)	0.04 (2)	0.04 (2)	0.69 (33)	0.23 (11)	0.00 (0)	0.00 (0)
In this school, we teach skills that help students plan their time so they can get their work done and still do other things they enjoy.	4.00	2 / 5	0.00 (0)	0.11 (5)	0.21 (10)	0.57 (27)	0.09 (4)	0.02 (1)	0.02 (1)
Adults in this school encourage students to understand the importance of their feelings and those of others.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.06 (3)	0.65 (31)	0.29 (14)	0.00 (0)	0.00 (0)
In this school, students participate in activities that help communities (for example, canned food drive, coat-drive, recycling program, etc.).	4.00	2 / 5	0.00 (0)	0.02 (1)	0.10 (5)	0.60 (29)	0.27 (13)	0.00 (0)	0.00 (0)



IV. Detailed Findings

Item-by-Item Survey Responses: School Personnel

Respect for Diversity Survey Item	Rating Response Given							Rating Response Not Given	
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Missing Response
Students in this school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.).	4.00	1 / 5	0.04 (2)	0.13 (6)	0.08 (4)	0.44 (21)	0.31 (15)	0.00 (0)	0.00 (0)
This school welcomes and accepts people from diverse backgrounds.	5.00	3 / 5	0.00 (0)	0.00 (0)	0.02 (1)	0.33 (16)	0.65 (31)	0.00 (0)	0.00 (0)
Students like working with someone who is different than them (for example, another gender, race, culture, disability, sexual orientation, learning differences, etc.).	4.00	2 / 5	0.00 (0)	0.04 (2)	0.35 (17)	0.42 (20)	0.17 (8)	0.02 (1)	0.00 (0)
Students in this school respect differences in adults (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.).	4.00	2 / 5	0.00 (0)	0.08 (4)	0.29 (14)	0.54 (26)	0.08 (4)	0.00 (0)	0.00 (0)
Adults in this school respect differences in students (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.).	5.00	2 / 5	0.00 (0)	0.02 (1)	0.04 (2)	0.40 (19)	0.53 (25)	0.00 (0)	0.02 (1)
Adults in this school respect each other's differences (for example gender, race, culture, disability, sexual orientation, learning differences, etc.).	4.00	3 / 5	0.00 (0)	0.00 (0)	0.06 (3)	0.48 (23)	0.46 (22)	0.00 (0)	0.00 (0)



IV. Detailed Findings

Item-by-Item Survey Responses: School Personnel

Social Support / Adults	Rating Response Given							Rating Response Not Given	
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Missing Response
Adults in this school are good examples of the values the school teaches (like respect, responsibility, and fairness).	5.00	3 / 5	0.00 (0)	0.00 (0)	0.02 (1)	0.44 (21)	0.54 (26)	0.00 (0)	0.00 (0)
Teachers in this school have high expectations for students' success.	4.00	2 / 5	0.00 (0)	0.02 (1)	0.02 (1)	0.67 (32)	0.29 (14)	0.00 (0)	0.00 (0)
Adults in this school generally act with student's best interests in mind.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.02 (1)	0.50 (24)	0.48 (23)	0.00 (0)	0.00 (0)
If students need to talk to an adult in school about a problem, there is someone they trust who they could talk to.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.06 (3)	0.65 (31)	0.29 (14)	0.00 (0)	0.00 (0)
Adults in this school listen to what students have to say.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.08 (4)	0.65 (31)	0.27 (13)	0.00 (0)	0.00 (0)
Adults in this school are interested in getting to know students.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.04 (2)	0.50 (24)	0.46 (22)	0.00 (0)	0.00 (0)



IV. Detailed Findings

Item-by-Item Survey Responses: School Personnel

Social Support / Students	Rating Response Given							Rating Response Not Given	
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Missing Response
Students have friends at school they can turn to if they have questions about homework.	4.00	2 / 5	0.00 (0)	0.06 (3)	0.15 (7)	0.58 (28)	0.13 (6)	0.08 (4)	0.00 (0)
Students have friends at school they trust and talk to when they have problems.	4.00	2 / 5	0.00 (0)	0.04 (2)	0.15 (7)	0.63 (30)	0.13 (6)	0.06 (3)	0.00 (0)
Students in this school seem to work well with one another even if they're not in the same group of friends.	4.00	1 / 5	0.04 (2)	0.13 (6)	0.19 (9)	0.54 (26)	0.08 (4)	0.02 (1)	0.00 (0)
Students have friends at school to eat lunch with.	4.00	2 / 5	0.00 (0)	0.08 (4)	0.04 (2)	0.65 (31)	0.23 (11)	0.00 (0)	0.00 (0)
Students try to make new students feel welcome in the school.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.10 (5)	0.65 (31)	0.25 (12)	0.00 (0)	0.00 (0)



IV. Detailed Findings

Item-by-Item Survey Responses: School Personnel

School Connectedness / Engagement	Rating Response Given							Rating Response Not Given	
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Missing Response
This school encourages students to get involved in extra-curricular activities.	4.00	2 / 5	0.00 (0)	0.04 (2)	0.10 (5)	0.44 (21)	0.42 (20)	0.00 (0)	0.00 (0)
This school encourages staff to get involved in extra-curricular activities.	3.00	2 / 5	0.00 (0)	0.19 (9)	0.31 (15)	0.38 (18)	0.13 (6)	0.00 (0)	0.00 (0)
This school encourages all families to be part of school events.	4.00	2 / 5	0.00 (0)	0.02 (1)	0.15 (7)	0.50 (24)	0.31 (15)	0.02 (1)	0.00 (0)
This school feels like a positive community.	4.00	2 / 5	0.00 (0)	0.15 (7)	0.06 (3)	0.46 (22)	0.33 (16)	0.00 (0)	0.00 (0)
This school makes an effort to keep families informed about what's going on in school.	4.00	1 / 5	0.02 (1)	0.06 (3)	0.19 (9)	0.50 (24)	0.23 (11)	0.00 (0)	0.00 (0)
Parents and family members are made to feel comfortable talking to teachers.	4.00	2 / 5	0.00 (0)	0.02 (1)	0.10 (5)	0.56 (27)	0.25 (12)	0.06 (3)	0.00 (0)
Parents/guardians are made to feel welcome at this school.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.21 (10)	0.50 (24)	0.25 (12)	0.04 (2)	0.00 (0)



IV. Detailed Findings

Item-by-Item Survey Responses: School Personnel

Physical Surroundings	Rating Response Given							Rating Response Not Given	
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Missing Response
This school building is clean.	5.00	2 / 5	0.00 (0)	0.06 (3)	0.00 (0)	0.08 (4)	0.85 (41)	0.00 (0)	0.00 (0)
This school has up-to-date computers and other electronic devices available to students.	4.00	1 / 5	0.04 (2)	0.06 (3)	0.08 (4)	0.44 (21)	0.38 (18)	0.00 (0)	0.00 (0)
This school looks good (enough space, nicely decorated with student artwork, etc.).	5.00	3 / 5	0.00 (0)	0.00 (0)	0.02 (1)	0.35 (17)	0.63 (30)	0.00 (0)	0.00 (0)
We have enough space and facilities for extra-curricular activities at this school.	4.00	1 / 5	0.06 (3)	0.21 (10)	0.08 (4)	0.50 (24)	0.13 (6)	0.02 (1)	0.00 (0)
We have enough basic supplies in school (for example, books, paper, pencils, etc.).	4.00	1 / 5	0.10 (5)	0.19 (9)	0.10 (5)	0.42 (20)	0.19 (9)	0.00 (0)	0.00 (0)
This school building is kept in good condition (for example, when something is broken, it gets fixed).	5.00	3 / 5	0.00 (0)	0.00 (0)	0.02 (1)	0.25 (12)	0.73 (35)	0.00 (0)	0.00 (0)



IV. Detailed Findings

Item-by-Item Survey Responses: School Personnel

Social Media	Rating Response Given							Rating Response Not Given	
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Missing Response
Many students in this school will try to stop other students from threatening or harassing others using social media.	3.00	2 / 5	0.00 (0)	0.19 (9)	0.40 (19)	0.13 (6)	0.04 (2)	0.23 (11)	0.02 (1)
Most students in this school do not share inappropriate information (including personal information) on social media.	3.00	2 / 5	0.00 (0)	0.11 (5)	0.39 (18)	0.13 (6)	0.04 (2)	0.33 (15)	0.04 (2)
Most students in this school use social media in ways that support one another (for e.g., emotionally, academically, etc.).	3.00	2 / 4	0.00 (0)	0.06 (3)	0.50 (24)	0.08 (4)	0.00 (0)	0.35 (17)	0.00 (0)
In this school, students will seek help from an adult in the school if they have been harassed on social media.	3.00	2 / 5	0.00 (0)	0.06 (3)	0.42 (20)	0.17 (8)	0.10 (5)	0.25 (12)	0.00 (0)
Students in this school can use social media without being harassed by another student.	3.00	2 / 5	0.00 (0)	0.04 (2)	0.49 (23)	0.06 (3)	0.02 (1)	0.38 (18)	0.02 (1)



IV. Detailed Findings

Item-by-Item Survey Responses: School Personnel

Leadership	Rating Response Given							Rating Response Not Given		
	Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Missing Response
	The administration at this school is fair in the way they allocate resources.	4.00	1 / 5	0.06 (3)	0.15 (7)	0.25 (12)	0.44 (21)	0.10 (5)	0.00 (0)	0.00 (0)
	The administration at this school provides teachers with opportunities to work together collaboratively.	4.00	1 / 5	0.02 (1)	0.04 (2)	0.17 (8)	0.33 (16)	0.35 (17)	0.08 (4)	0.00 (0)
	Most teachers at this school feel comfortable asking for help from the administration.	3.00	1 / 5	0.11 (5)	0.19 (9)	0.30 (14)	0.32 (15)	0.04 (2)	0.04 (2)	0.02 (1)
	The administration at this school puts enough resources (for example, funds, time, etc.) into curriculum and instructional development.	3.00	1 / 5	0.04 (2)	0.21 (10)	0.29 (14)	0.33 (16)	0.10 (5)	0.02 (1)	0.00 (0)
	The administration involves teachers in planning professional development activities.	4.00	1 / 5	0.02 (1)	0.13 (6)	0.29 (14)	0.42 (20)	0.08 (4)	0.06 (3)	0.00 (0)
	The work I do at this school is appreciated by the administration.	4.00	1 / 5	0.02 (1)	0.23 (11)	0.15 (7)	0.44 (21)	0.17 (8)	0.00 (0)	0.00 (0)
	The administration at this school communicates openly with teachers and staff.	3.00	1 / 5	0.13 (6)	0.25 (12)	0.27 (13)	0.31 (15)	0.04 (2)	0.00 (0)	0.00 (0)
	The administration at this school uses staff voice in decision making (instruction, discipline policy, etc.).	3.00	1 / 5	0.09 (4)	0.19 (9)	0.30 (14)	0.36 (17)	0.06 (3)	0.00 (0)	0.02 (1)
	The administration at this school effectively communicates a strong and compelling vision for what they want the school to be.	3.00	1 / 5	0.17 (8)	0.31 (15)	0.23 (11)	0.23 (11)	0.06 (3)	0.00 (0)	0.00 (0)
	The administration at this school allocates resources to develop staff expertise.	4.00	1 / 5	0.02 (1)	0.17 (8)	0.27 (13)	0.42 (20)	0.06 (3)	0.06 (3)	0.00 (0)



IV. Detailed Findings

Item-by-Item Survey Responses: School Personnel

Professional Relationships	Rating Response Given							Rating Response Not Given	
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Missing Response
Most staff in this school are generous about helping others with instructional issues.	4.00	2 / 5	0.00 (0)	0.04 (2)	0.06 (3)	0.42 (20)	0.48 (23)	0.00 (0)	0.00 (0)
I have seen or heard staff exclude, insult or gossip about other staff.*	4.00	1 / 5	0.08 (4)	0.29 (14)	0.04 (2)	0.40 (19)	0.19 (9)	0.00 (0)	0.00 (0)
Most staff in the school are comfortable asking for help from their colleagues.	4.00	2 / 5	0.00 (0)	0.02 (1)	0.13 (6)	0.48 (23)	0.38 (18)	0.00 (0)	0.00 (0)
Staff in the school are comfortable sharing ideas at staff/faculty meetings.	4.00	1 / 5	0.02 (1)	0.11 (5)	0.23 (11)	0.40 (19)	0.17 (8)	0.06 (3)	0.02 (1)
I feel good about what I accomplish as a staff member at this school.	4.00	2 / 5	0.00 (0)	0.02 (1)	0.08 (4)	0.56 (27)	0.33 (16)	0.00 (0)	0.00 (0)
Staff in this school generally trust each other professionally regardless of personal differences.	4.00	2 / 5	0.00 (0)	0.08 (4)	0.15 (7)	0.50 (24)	0.27 (13)	0.00 (0)	0.00 (0)
Working relationships among staff in this school make it easier to try new things.	4.00	2 / 5	0.00 (0)	0.04 (2)	0.10 (5)	0.58 (28)	0.27 (13)	0.00 (0)	0.00 (0)
Most staff in this school are good at the work they do.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.08 (4)	0.48 (23)	0.44 (21)	0.00 (0)	0.00 (0)

* For this item, a higher score indicates a negative perception rather than a positive one.

This has been taken into account in analyzing survey results and creating scale scores for other parts of the report.



IV. Detailed Findings

Item-by-Item Survey Responses: Parents

Safety Rules & Norms	Rating Response Given							Rating Response Not Given
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Missing Response
In my child's school, there are clear rules against physically hurting other people (for example, hitting, pushing, tripping, etc.).	4.00	3 / 5	0.00 (0)	0.00 (0)	0.08 (2)	0.48 (12)	0.44 (11)	0.00 (0)
Adults in my child's school are fair about making sure that all students follow the rules against physical and verbal harassment.	4.00	2 / 5	0.00 (0)	0.08 (2)	0.13 (3)	0.54 (13)	0.25 (6)	0.04 (1)
Adults in my child's school will stop students if they see them physically hurting each other (for example, pushing, slapping, beating each other up, etc.).	5.00	2 / 5	0.00 (0)	0.04 (1)	0.13 (3)	0.29 (7)	0.54 (13)	0.04 (1)
In my child's school, there are clear rules against insults, teasing, harassment, and other verbal abuse.	4.00	1 / 5	0.04 (1)	0.09 (2)	0.09 (2)	0.39 (9)	0.39 (9)	0.09 (2)
Adults in my child's school stop students if they see them insulting, teasing, harassing, or otherwise verbally abusing other students.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.17 (4)	0.38 (9)	0.46 (11)	0.04 (1)



IV. Detailed Findings

Item-by-Item Survey Responses: Parents

Sense of Physical Security	Rating Response Given							Rating Response Not Given
	Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
In my child's school, there are students who have been physically hurt at school more than once by other students (for example, pushed, slapped, beaten up, etc.). *	3.00	1 / 5	0.13 (3)	0.17 (4)	0.48 (11)	0.17 (4)	0.04 (1)	0.09 (2)
My child feels physically safe in the area outside the school (for example, schoolyard, on the bus, walking to and from school, etc.).	4.00	2 / 5	0.00 (0)	0.09 (2)	0.22 (5)	0.26 (6)	0.43 (10)	0.09 (2)
My child has been physically hurt at school more than once by other students (for example, pushed, slapped, beaten up, etc.).*	2.00	1 / 5	0.30 (7)	0.57 (13)	0.04 (1)	0.04 (1)	0.04 (1)	0.09 (2)
My child feels physically safe in all areas of the school building (for example, classrooms, hallways, cafeteria, restrooms, etc.).	4.00	2 / 5	0.00 (0)	0.17 (4)	0.08 (2)	0.29 (7)	0.46 (11)	0.04 (1)

* For this item, a higher score indicates a negative perception rather than a positive one.

This has been taken into account in analyzing survey results and creating scale scores for other parts of the report.



IV. Detailed Findings

Item-by-Item Survey Responses: Parents

Sense of Social-Emotional Security	Rating Response Given							Rating Response Not Given
	Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My child has been insulted, teased, harassed or otherwise verbally abused more than once at this school.*	2.00	1 / 4	0.12 (3)	0.44 (11)	0.20 (5)	0.24 (6)	0.00 (0)	0.00 (0)
Students at my child's school will try to stop students from insulting or making fun of others.	3.00	2 / 5	0.00 (0)	0.14 (3)	0.36 (8)	0.41 (9)	0.09 (2)	0.14 (3)
Very few students in my child's school make fun of other students.	3.00	2 / 5	0.00 (0)	0.27 (6)	0.55 (12)	0.14 (3)	0.05 (1)	0.14 (3)
There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.*	3.00	1 / 4	0.05 (1)	0.14 (3)	0.50 (11)	0.32 (7)	0.00 (0)	0.14 (3)
It is common to see students in my child's school insulted, teased, harassed or otherwise verbally abused by other students.*	2.00	1 / 4	0.29 (7)	0.42 (10)	0.21 (5)	0.08 (2)	0.00 (0)	0.04 (1)
Most students in my child's school try to treat other students the way they'd want to be treated.	4.00	2 / 5	0.00 (0)	0.04 (1)	0.26 (6)	0.48 (11)	0.22 (5)	0.09 (2)

* For this item, a higher score indicates a negative perception rather than a positive one. This has been taken into account in analyzing survey results and creating scale scores for other parts of the report.



IV. Detailed Findings

Item-by-Item Survey Responses: Parents

Support for Learning Survey Item	Rating Response Given							Rating Response Not Given
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Missing Response
My child's teachers encourage him/her to try out his/her own ideas.	4.00	2 / 5	0.00 (0)	0.04 (1)	0.12 (3)	0.44 (11)	0.40 (10)	0.00 (0)
My child's teachers let him/her know when he/she does a good job.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.04 (1)	0.48 (12)	0.48 (12)	0.00 (0)
If my child is confused about something in class, he/she feels comfortable letting his/her teacher know.	4.00	2 / 5	0.00 (0)	0.17 (4)	0.00 (0)	0.63 (15)	0.21 (5)	0.04 (1)
Teachers give my child an opportunity to show what he/she knows and can do in a variety of ways (for example, papers, presentations, projects, tests, etc.).	4.00	2 / 5	0.00 (0)	0.08 (2)	0.04 (1)	0.63 (15)	0.25 (6)	0.04 (1)
My child is challenged in school to do more than he/she thinks he/she can.	4.00	2 / 5	0.00 (0)	0.21 (5)	0.21 (5)	0.42 (10)	0.17 (4)	0.04 (1)
My child's teachers give him/her useful feedback on school work.	4.00	2 / 5	0.00 (0)	0.04 (1)	0.08 (2)	0.58 (14)	0.29 (7)	0.04 (1)
My child's teachers show him/her how to learn from his/her mistakes.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.13 (3)	0.67 (16)	0.21 (5)	0.04 (1)
My child's teachers help him/her figure out how he/she learns best.	4.00	2 / 5	0.00 (0)	0.04 (1)	0.25 (6)	0.50 (12)	0.21 (5)	0.04 (1)



IV. Detailed Findings

Item-by-Item Survey Responses: Parents

Social and Civic Learning	Rating Response Given							Rating Response Not Given
	Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
In my child's school, adults teach him/her how to express emotions in proper ways.	4.00	1 / 5	0.04 (1)	0.00 (0)	0.20 (5)	0.44 (11)	0.32 (8)	0.00 (0)
In my child's school, students learn ways to resolve disagreements so that everyone can be satisfied with the outcome.	4.00	2 / 5	0.00 (0)	0.08 (2)	0.28 (7)	0.40 (10)	0.24 (6)	0.00 (0)
In my child's school, he/she talks about the way his/her actions will affect others.	4.00	2 / 5	0.00 (0)	0.04 (1)	0.28 (7)	0.52 (13)	0.16 (4)	0.00 (0)
In my child's school, he/she discusses issues that help him/her think about how to be a good person.	4.00	2 / 5	0.00 (0)	0.04 (1)	0.04 (1)	0.75 (18)	0.17 (4)	0.04 (1)
In my child's school, he/she discusses issues that help him/her think about what is right and wrong.	4.00	2 / 5	0.00 (0)	0.04 (1)	0.08 (2)	0.67 (16)	0.21 (5)	0.04 (1)
My child learns skills that help him/her plan time effectively to get work done and still do other things he/she enjoys.	4.00	2 / 5	0.00 (0)	0.17 (4)	0.22 (5)	0.48 (11)	0.13 (3)	0.09 (2)
Students in my child's school believe it is their responsibility to make the world a better place.	4.00	2 / 5	0.00 (0)	0.05 (1)	0.27 (6)	0.50 (11)	0.18 (4)	0.14 (3)
In my child's school, he/she talks about the importance of understanding his/her feelings and the feelings of others.	4.00	2 / 5	0.00 (0)	0.04 (1)	0.13 (3)	0.58 (14)	0.25 (6)	0.04 (1)
In my child's school, students participate in activities that help communities (for example, canned food drive, coat-drive, recycling program, etc.).	4.00	2 / 5	0.00 (0)	0.13 (3)	0.26 (6)	0.52 (12)	0.09 (2)	0.09 (2)
Adults in my child's school help students think about how best to handle difficult situations.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.13 (3)	0.67 (16)	0.21 (5)	0.04 (1)



IV. Detailed Findings

Item-by-Item Survey Responses: Parents

Respect for Diversity	Rating Response Given							Rating Response Not Given
	Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students in my child's school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.).	4.00	2 / 5	0.00 (0)	0.08 (2)	0.08 (2)	0.56 (14)	0.28 (7)	0.00 (0)
My child's school welcomes and accepts people from diverse backgrounds.	5.00	3 / 5	0.00 (0)	0.00 (0)	0.08 (2)	0.40 (10)	0.52 (13)	0.00 (0)
My child likes working with someone who is different than him/her (for example, another gender, race, culture, disability, sexual orientation, learning differences, etc.).	4.00	2 / 5	0.00 (0)	0.08 (2)	0.13 (3)	0.38 (9)	0.42 (10)	0.04 (1)
Students in my child's school respect differences in adults (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.).	4.00	2 / 5	0.00 (0)	0.09 (2)	0.22 (5)	0.39 (9)	0.30 (7)	0.09 (2)
Adults in my child's school respect differences in students (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.).	4.00	2 / 5	0.00 (0)	0.08 (2)	0.00 (0)	0.54 (13)	0.38 (9)	0.04 (1)
Adults in my child's school respect each other's differences (for example gender, race, culture, disability, sexual orientation, learning differences, etc.).	4.00	2 / 5	0.00 (0)	0.04 (1)	0.08 (2)	0.58 (14)	0.29 (7)	0.04 (1)



IV. Detailed Findings

Item-by-Item Survey Responses: Parents

Social Support / Adults	Rating Response Given							Rating Response Not Given
	Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Adults in this school are good examples of the values the school teaches (like respect, responsibility, and fairness).	4.00	2 / 5	0.00 (0)	0.04 (1)	0.12 (3)	0.48 (12)	0.36 (9)	0.00 (0)
Adults in my child's school seem to work well with one another.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.12 (3)	0.44 (11)	0.44 (11)	0.00 (0)
Teachers in my child's school have high expectations for student's success.	4.00	2 / 5	0.00 (0)	0.04 (1)	0.12 (3)	0.48 (12)	0.36 (9)	0.00 (0)
Adults in my child's school help one another.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.27 (6)	0.41 (9)	0.32 (7)	0.14 (3)
If students need to talk to an adult in school about a problem, there is someone they trust who they could talk to.	4.00	2 / 5	0.00 (0)	0.04 (1)	0.08 (2)	0.54 (13)	0.33 (8)	0.04 (1)
Adults in my child's school listen to what students have to say.	4.00	2 / 5	0.00 (0)	0.04 (1)	0.13 (3)	0.63 (15)	0.21 (5)	0.04 (1)
Adults in my child's school are interested in getting to know students.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.17 (4)	0.52 (12)	0.30 (7)	0.09 (2)



IV. Detailed Findings

Item-by-Item Survey Responses: Parents

Social Support / Students	Rating Response Given							Rating Response Not Given
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Missing Response
Students have friends at school they can turn to if they have questions about homework.	4.00	1 / 4	0.04 (1)	0.00 (0)	0.43 (10)	0.52 (12)	0.00 (0)	0.09 (2)
Students have friends at school they trust and talk to when they have problems.	4.00	2 / 5	0.00 (0)	0.08 (2)	0.32 (8)	0.40 (10)	0.20 (5)	0.00 (0)
Students in my child's school work well with each other even if they're not in the same group of friends.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.29 (7)	0.63 (15)	0.08 (2)	0.04 (1)
Students have friends at school to eat lunch with.	4.00	3 / 5	0.00 (0)	0.00 (0)	0.17 (4)	0.67 (16)	0.17 (4)	0.04 (1)
Students try to make new students feel welcome in the school.	3.00	3 / 5	0.00 (0)	0.00 (0)	0.50 (11)	0.32 (7)	0.18 (4)	0.14 (3)



IV. Detailed Findings

Item-by-Item Survey Responses: Parents

School Connectedness / Engagement	Rating Response Given							Rating Response Not Given
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Missing Response
My child's school tries to get students to join after school activities.	4.00	1 / 5	0.04 (1)	0.13 (3)	0.30 (7)	0.39 (9)	0.13 (3)	0.09 (2)
My child's school tries to get all families to be part of school events.	4.00	1 / 5	0.04 (1)	0.08 (2)	0.16 (4)	0.24 (6)	0.48 (12)	0.00 (0)
My child feels like he/she belongs at this school.	4.00	1 / 5	0.04 (1)	0.00 (0)	0.08 (2)	0.40 (10)	0.48 (12)	0.00 (0)
My child's school makes an effort to keep me and my family informed about what's going on in school.	4.00	1 / 5	0.08 (2)	0.21 (5)	0.04 (1)	0.33 (8)	0.33 (8)	0.04 (1)
My child feels good about what he/she accomplishes in school.	4.00	1 / 5	0.04 (1)	0.00 (0)	0.00 (0)	0.58 (14)	0.38 (9)	0.04 (1)
Parents and family members feel comfortable talking to teachers.	4.00	2 / 5	0.00 (0)	0.04 (1)	0.08 (2)	0.50 (12)	0.38 (9)	0.04 (1)
Parents/guardians feel welcome at my child's school.	4.00	2 / 5	0.00 (0)	0.13 (3)	0.17 (4)	0.42 (10)	0.29 (7)	0.04 (1)



IV. Detailed Findings

Item-by-Item Survey Responses: Parents

Physical Surroundings	Rating Response Given							Rating Response Not Given
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Missing Response
My child's school building is clean.	5.00	3 / 5	0.00 (0)	0.00 (0)	0.08 (2)	0.33 (8)	0.58 (14)	0.04 (1)
My child's school has up-to-date computers and other electronic devices available to students.	4.00	2 / 5	0.00 (0)	0.05 (1)	0.14 (3)	0.45 (10)	0.36 (8)	0.14 (3)
My child's school looks good (for example, enough space, nicely decorated with student artwork, etc.).	5.00	2 / 5	0.00 (0)	0.04 (1)	0.00 (0)	0.38 (9)	0.58 (14)	0.04 (1)
My child's school has enough space and facilities for extra-curricular activities.	4.00	1 / 5	0.04 (1)	0.04 (1)	0.17 (4)	0.42 (10)	0.33 (8)	0.04 (1)
My child's school has enough supplies (for example, books, paper, pencils, etc.).	4.00	2 / 5	0.00 (0)	0.21 (5)	0.13 (3)	0.50 (12)	0.17 (4)	0.04 (1)
My child's school building is kept in good condition (for example, when something is broken, it gets fixed).	4.00	3 / 5	0.00 (0)	0.00 (0)	0.08 (2)	0.42 (10)	0.50 (12)	0.04 (1)



IV. Detailed Findings

Item-by-Item Survey Responses: Parents

Social Media	Rating Response Given							Rating Response Not Given
	Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Many students in my child's school will try to stop other students from threatening or harassing others using social media.	3.00	2 / 5	0.00 (0)	0.09 (2)	0.74 (17)	0.13 (3)	0.04 (1)	0.09 (2)
Most students in my child's school do not share inappropriate information (including personal information) on social media.	3.00	1 / 5	0.04 (1)	0.00 (0)	0.52 (12)	0.35 (8)	0.09 (2)	0.09 (2)
Most students in my child's school use social media in ways that support one another (e.g., emotionally, academically, etc.).	3.00	2 / 4	0.00 (0)	0.10 (2)	0.71 (15)	0.19 (4)	0.00 (0)	0.19 (4)
In my child's school, students will seek help from an adult in the school if they have been harassed on social media.	3.00	2 / 4	0.00 (0)	0.05 (1)	0.71 (15)	0.24 (5)	0.00 (0)	0.19 (4)
My child can use social media without being harassed by another student.	3.00	3 / 5	0.00 (0)	0.00 (0)	0.86 (18)	0.10 (2)	0.05 (1)	0.19 (4)
My child has been threatened or harassed on social media more than once by a student in this school.*	2.00	1 / 3	0.41 (9)	0.23 (5)	0.36 (8)	0.00 (0)	0.00 (0)	0.14 (3)

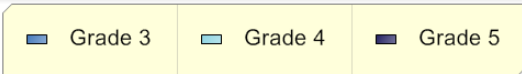
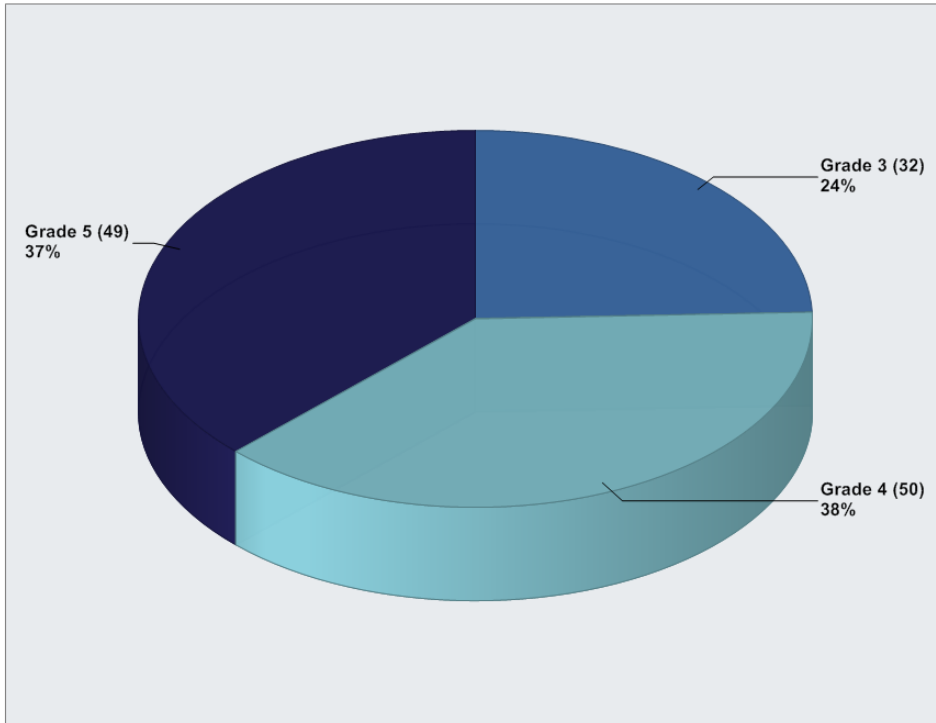
* For this item, a higher score indicates a negative perception rather than a positive one. This has been taken into account in analyzing survey results and creating scale scores for other parts of the report.



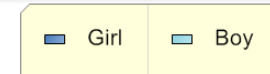
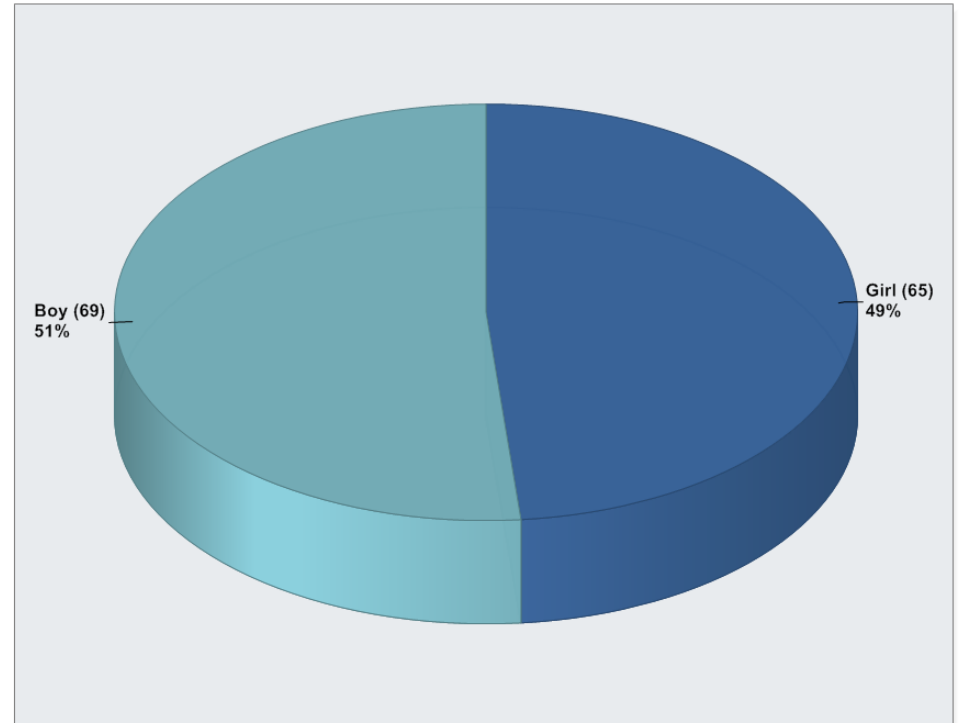
IV. Detailed Findings

Demographic Profiles

Students by Grade



Students by Gender

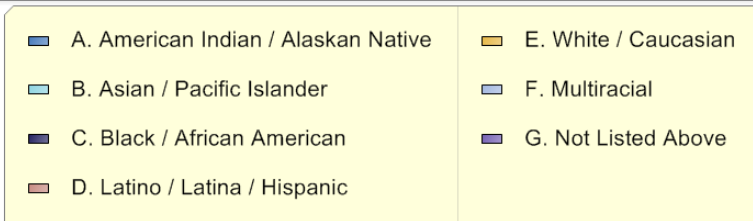
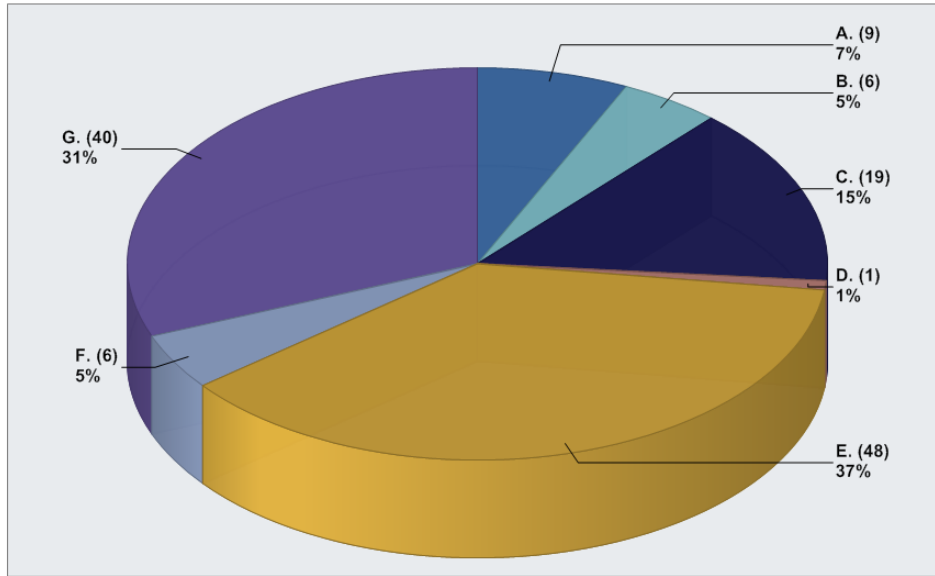




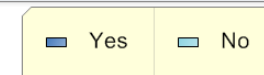
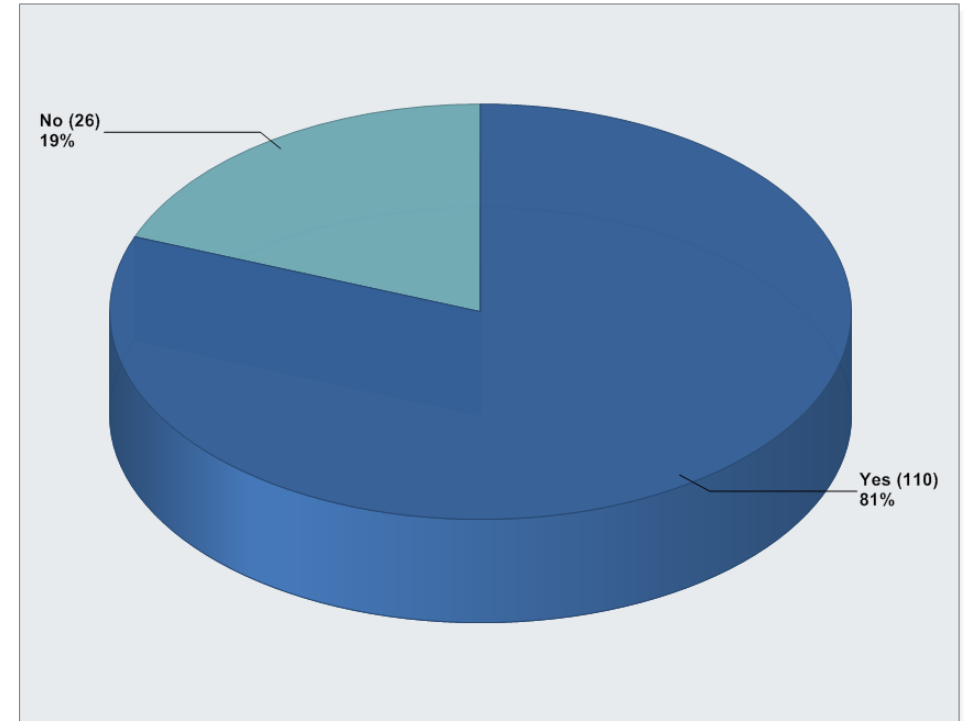
IV. Detailed Findings

Demographic Profiles

Students by Race/Ethnicity



Students by First Language - English

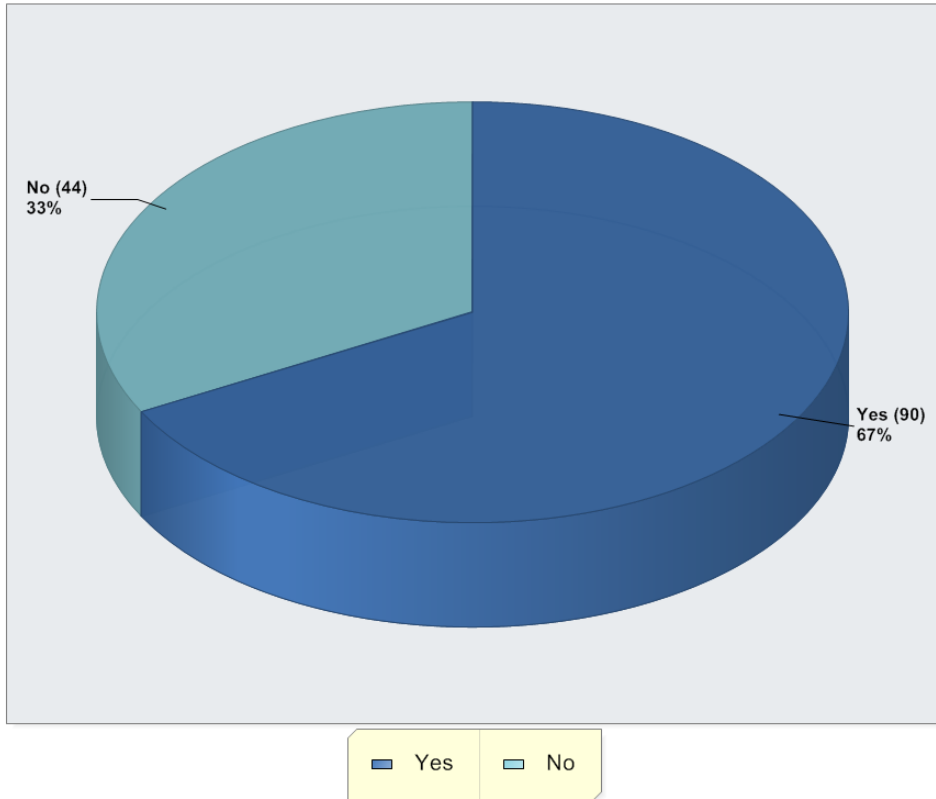




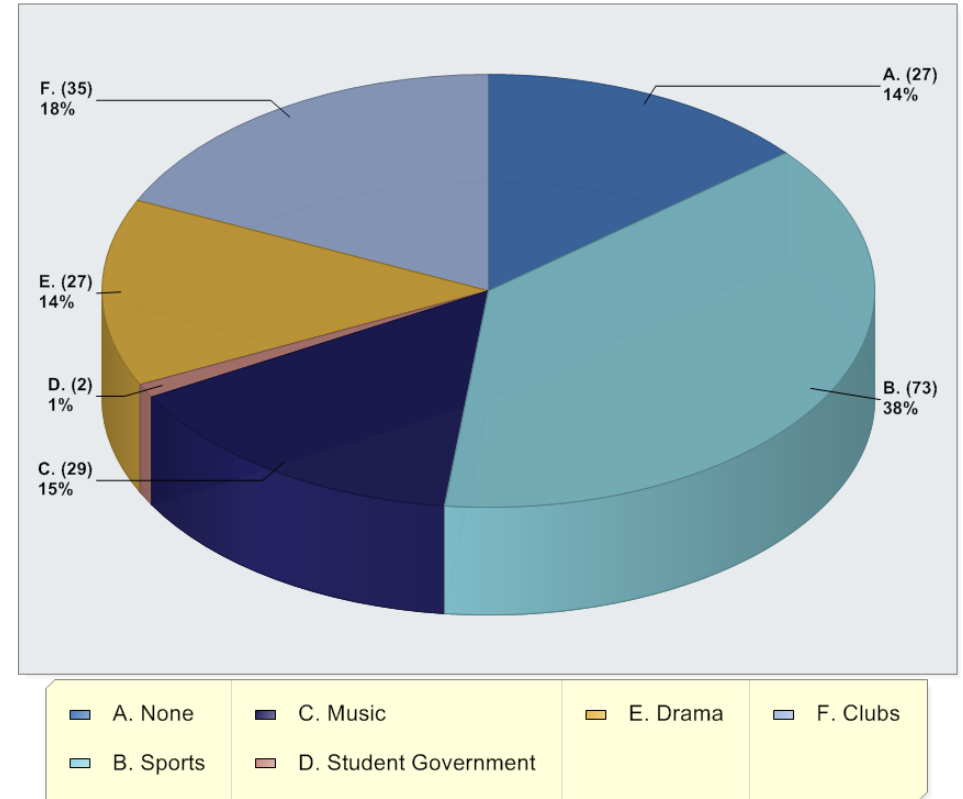
IV. Detailed Findings

Demographic Profiles

Students by Extra-Curricular Participation



Students by Extra-Curricular Activity

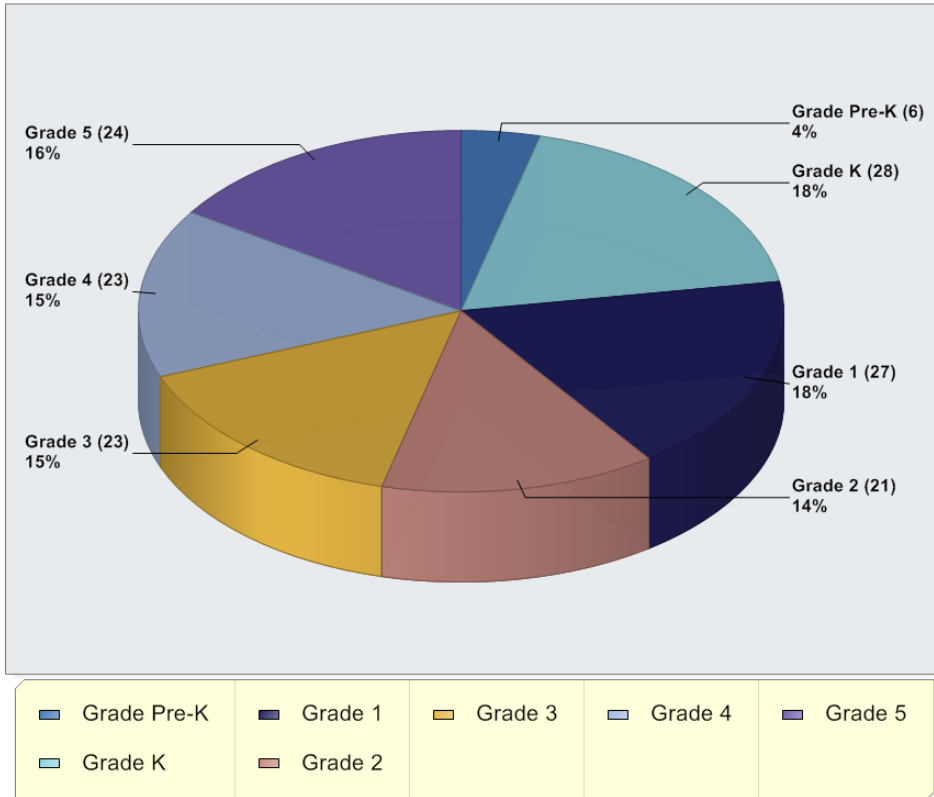




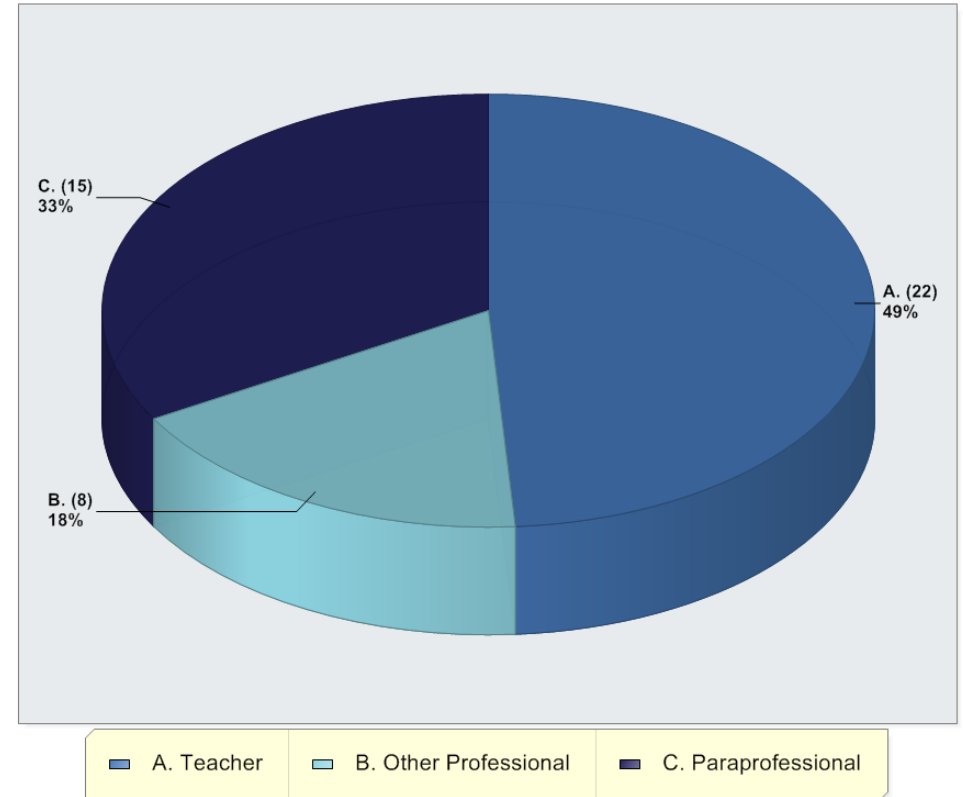
IV. Detailed Findings

Demographic Profiles

School Personnel by Grade



School Personnel by Position

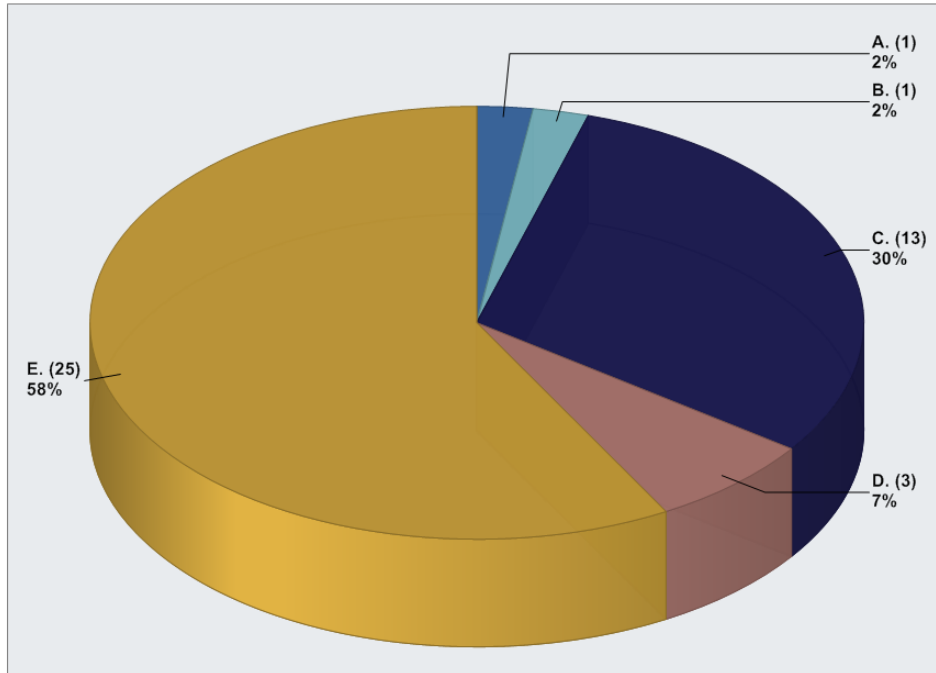




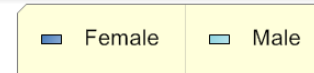
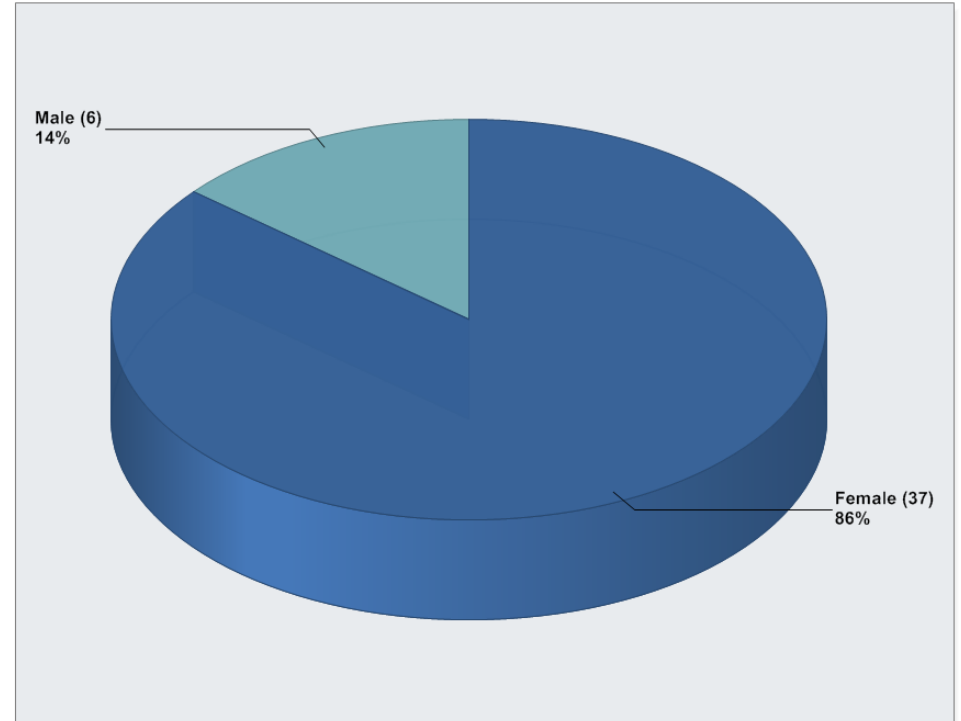
IV. Detailed Findings

Demographic Profiles

School Personnel by Department



School Personnel by Gender

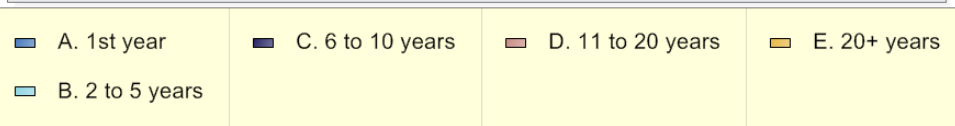
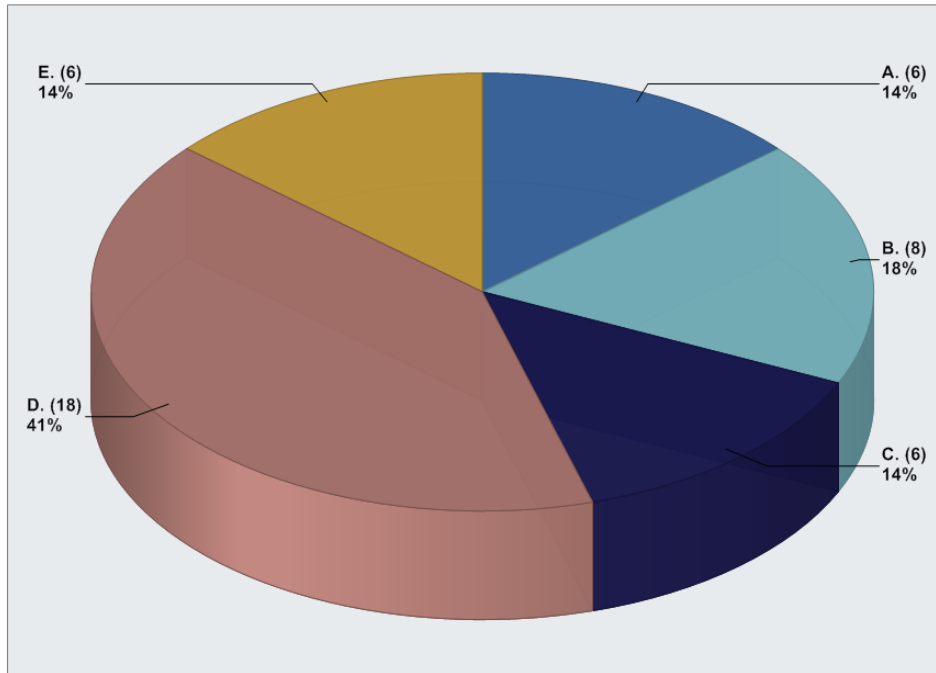




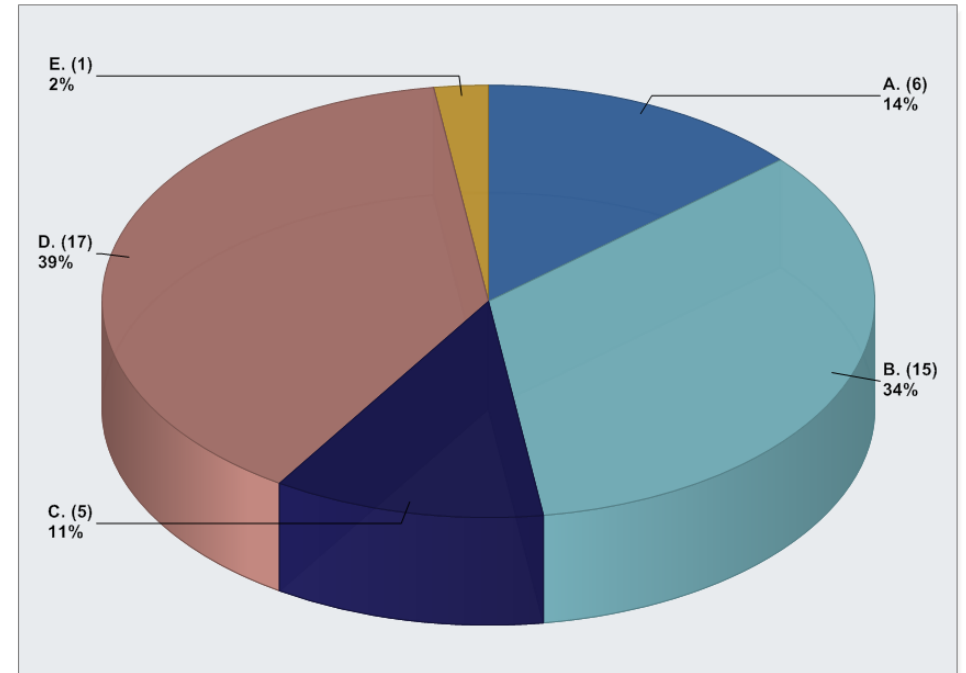
IV. Detailed Findings

Demographic Profiles

School Personnel by Years Experience



School Personnel by Years Experience at this school

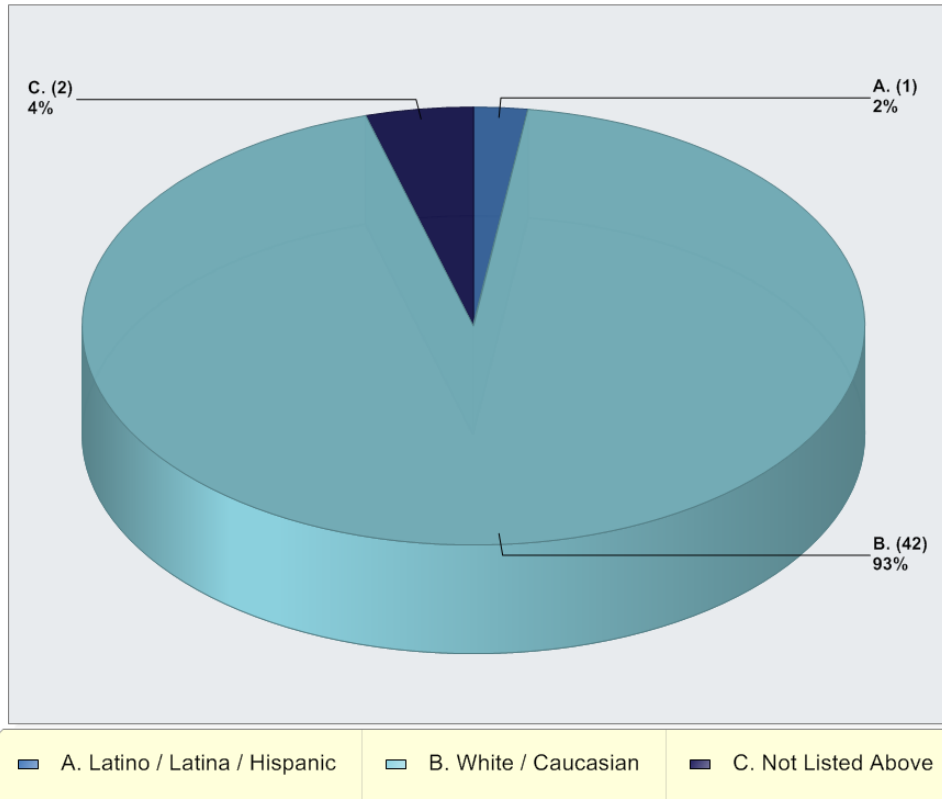




IV. Detailed Findings

Demographic Profiles

School Personnel by Race/Ethnicity

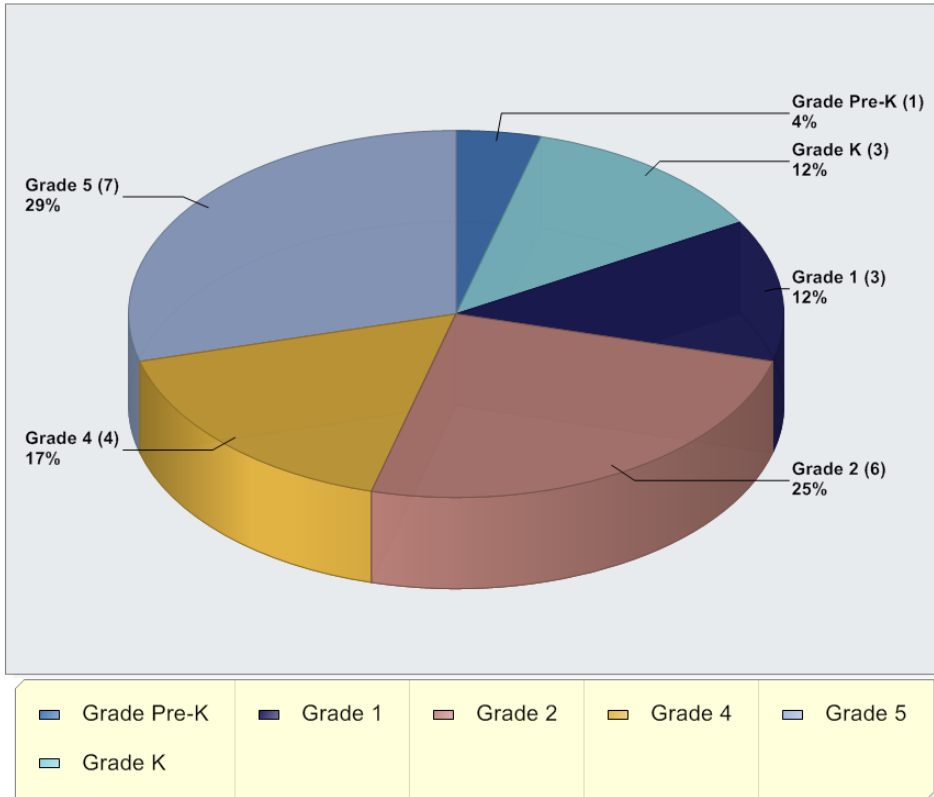




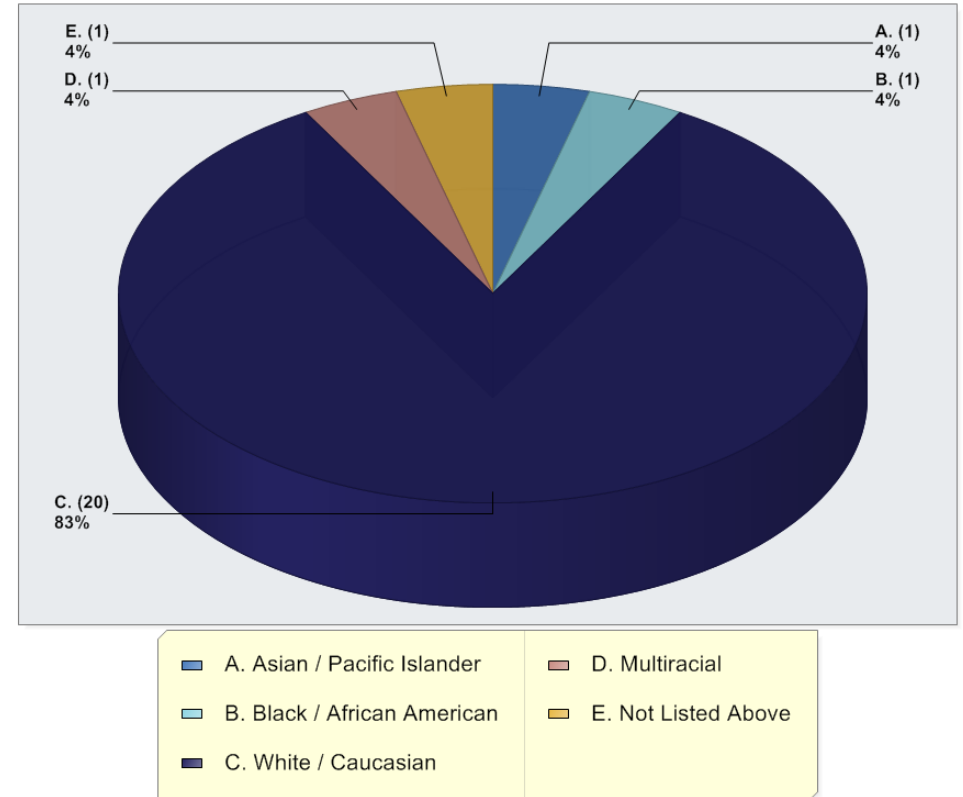
IV. Detailed Findings

Demographic Profiles

Parents by Grade



Parents by Race/Ethnicity

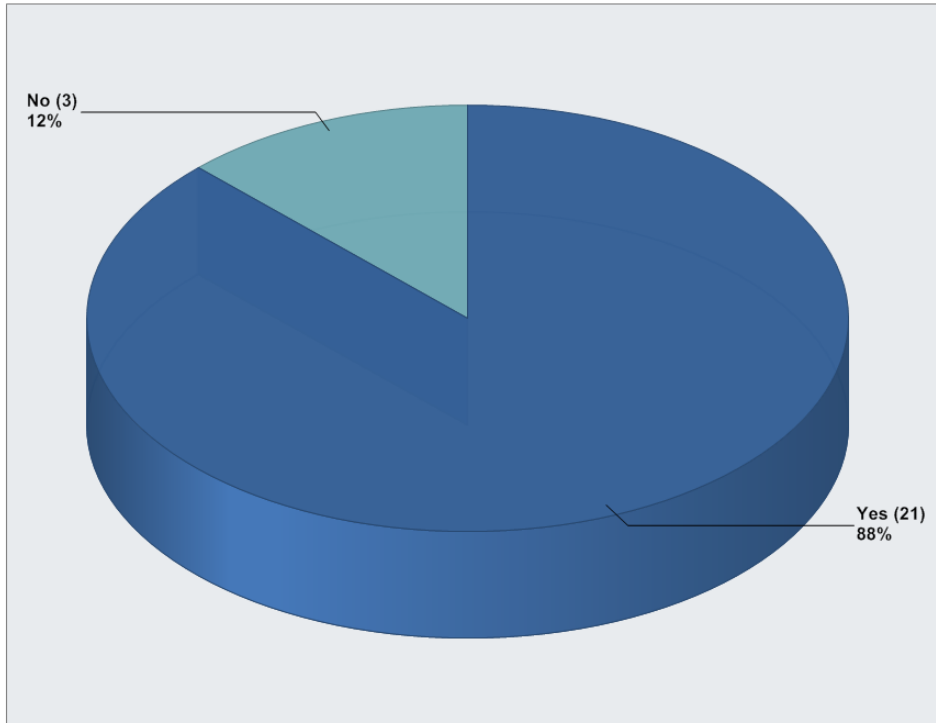




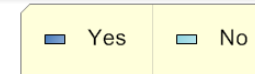
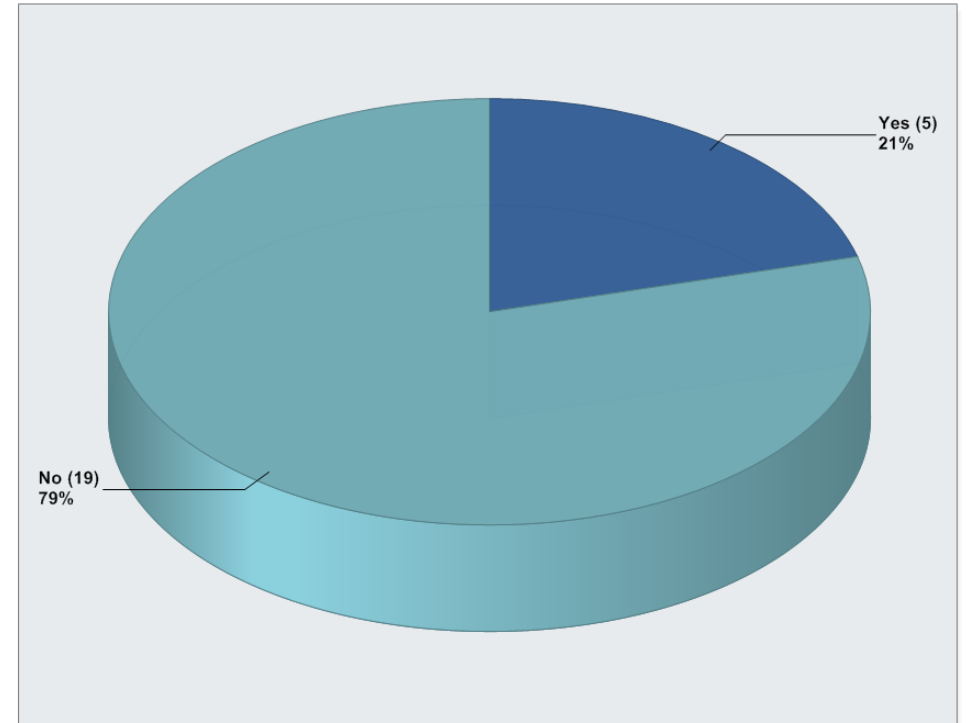
IV. Detailed Findings

Demographic Profiles

Parents by Child's First Language - English



Receive Reduced Price Meal Plan

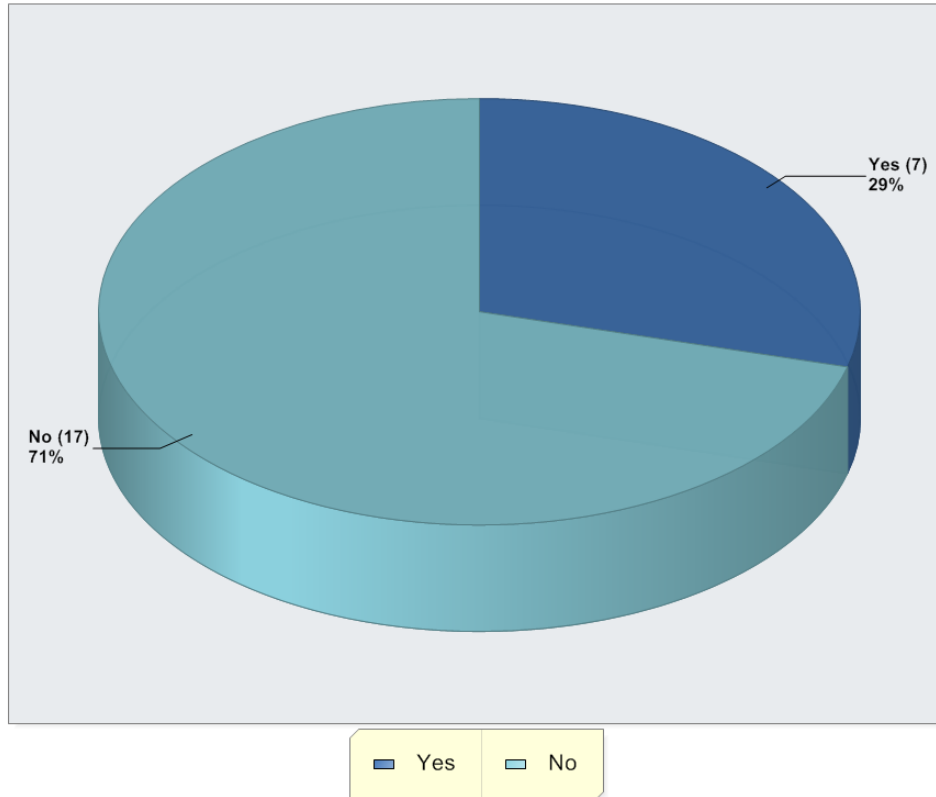




IV. Detailed Findings

Demographic Profiles

Parents by IEP





V. Recommended Guidelines and Resources

This Recommended Guidelines and Resources section should help you understand how to approach the process of change and where to start based on the feedback in this report. There are two recommendations sections in this report.

Starting on the next page, you'll find the **Process Recommendations**, which will provide you with a few ideas on beginning the process of translating the CSCI results into useful action to improve your school climate. You'll also find the **Action Charts**. There is one chart for each of the school climate dimensions. Each one outlines a process for moving from examining your school's survey results to understanding the reasons for any perceived problems, and from there to developing specific solutions.

For More Information, Visit our website [www.schoolclimate.org]. At NSCC's website you'll find more comprehensive information and extensive resources, including a list of professional development workshops and other services that can help you in your school climate improvement work.

We encourage you and your school to use the CSCI findings presented here to bring the school community together. The recommendation sections in this report suggest a series of specific steps and strategies to support the process. As you decide which school climate-related spheres you want to focus on, we hope you will draw on NSCC's resources to support programmatic planning and implementation.

- **Process Recommendations: How To Do It and Where to Start**





V. Recommended Guidelines and Resources

Process Recommendations: How To Do It and Where to Start

All schools look for specific programmatic recommendations when planning improvements to their school climate. However, **how we go about facilitating school improvement** is as important, if not more important, than the specific curriculum, techniques or interventions that we use in a given phase of school improvement. We all know, for example, that an excellent academic curriculum will be useless if the environment does not support it. The teacher must understand how to use it and be invested in its success; the students must be prepared for the material, and so on. In order to see results, you must **create a school environment that supports any initiatives you introduce**. Otherwise, they are likely to be undermined.

Below are ten process guidelines that current literature and practice have shown to be effective in supporting school climate improvement efforts. More detailed information can be found on NSCC's Website, www.schoolclimate.org, including tools, templates and case histories that illustrate potential barriers.

- 1) **Form a representative and inclusive leadership team.** If it has not been done already, it is strongly recommended that you form a representative and inclusive leadership team to shepherd your school climate improvement initiative. When all members of the school community are represented, school improvement plans have a greater likelihood of success. There are a variety of ways that leadership teams can convene forums where students, staff, administrators, teachers, community members and parents have an opportunity to share their perceptions, prioritize goals, and develop and implement action plans.
- 2) **Designate a coordinator for the school climate improvement process.** Sustained school climate improvement efforts depend on a well-developed plan and a **skilled coordinator who is visible to the school community**. Ideally, the school principal is involved in the initiative, but most of the day-to-day work is handled by the coordinator. This frees up the principal to continue his or her tasks, and also ensures that the process is overseen by someone who can devote the necessary time and attention. The **skills you look for in a coordinator will depend on your school climate improvement plan**. For example, a plan that is focused around integrating the teaching of social and emotional skills into regular classroom instruction may require a different coordinator than a plan that begins with a focus on student safety interventions. It's also important not to overlook social and emotional skill development in adults when developing a plan and hiring a coordinator.
- 3) **Educators, students, parents, and mental health professionals must work together.** Substantive school reform efforts must involve ongoing and vital partnerships between members of the school community. How can you promote parent as well as student participation? How can educators and mental health professionals work together to anticipate barriers to learning and healthy development?
- 4) **Adult Learning: How teachers and parents act is often more important than what they say.** Effective K-12 social, emotional, ethical and academic learning necessitates that **adults be involved with social, emotional and ethical learning themselves**. How will you make this process meaningful for adults in your school community?



V. Recommended Guidelines and Resources

Process Recommendations: How To Do It and Where to Start

- 5) **Promoting authentic learning communities.** This is a goal for virtually all school reform efforts. All of these process recommendations will promote learning communities. How can you make this an explicit goal? What are the specific ways that educators reveal that they are “learners”?
- 6) **Time frame: Substantive school improvement is, at a minimum, a three to five year process.** School improvement efforts that are designed to “bear fruit” within a year or two tend to fail. Often, there is pressure to increase reading and math scores this year. How can your community develop three to five year plans that have the potential to result in substantive school climate improvement and also “stay the course”?
- 7) **Be sure your school climate improvement plan is well-designed and realistic.** It is easy to be overly enthusiastic and attempt to do too much too soon. It can also be tempting to develop a plan quickly and finalize it without much serious discussion about whether it will be effective. The plan must be integrated into school life, and it must be supported by every member of the school community. If you have not developed these aspects of your plan, it is likely that your efforts will not be successful.
- 8) **Research and use evidence-based curricula to support change in your school.** Naturally, it is important that the process of school improvement build on instructional and programmatic efforts that work. As your school begins to define goals, what evidence-based curriculum might best serve learners and teachers?
- 9) **Continuous evaluation is an essential part of effective school improvement efforts.** How can your community develop methods of evaluation about what is and is not working? How can evaluation become the basis for authentic learning rather than another administrative burden? When you develop action plans, try to build in specific measures of your current status and set benchmarks for how you’d like to see those measures improve over time so that you can monitor your progress as you go.
- 10) **Setting Goals: Focus on areas of strength and weakness.** School climate improvement efforts—naturally—tend to focus on areas of relative need or weakness. However, it is often best to begin goal setting around areas of relative strength. **When the school community focuses on change projects that yield results, it becomes significantly easier to address major areas of challenge in ways that result in systemic change.** This strategy of “small wins” can be very effective. Change is difficult. We suggest that your initial implementation efforts **build on spheres of strength and/or represent areas where you—realistically—believe you will be able to make an impact in the first year.** When schools elect to address their most challenging areas first, there can be little or no change in the first year and, this can be demoralizing to the school community. If your school does decide to do this, you should take care to set up realistic expectations.

One last point on goal setting is to stress the fundamental importance of feeling safe in schools. **To the extent that members of the school community do not feel safe in your school, we suggest that this become a focus for initial action.**



VI. Action Charts

What can I do about problem areas in my school?

On the pages that follow, you will find a chart for each dimension of school climate. If your survey data suggest that one or more school groups perceive challenges with a given dimension, the charts are designed to help you develop a plan to make improvements. The dimensions do overlap with one another, and you will see similarities in some charts, especially for closely-related dimensions such as physical and social-emotional safety.

The first column makes suggestions about **digging deeper** into the problem. You can't design an effective plan until you understand more about the problem and the negative perceptions—where they are, what they consist of, and how they relate to other perceptions.

The second column identifies some of the underlying factors that can lead to low scores in each of the three school populations. This is not intended as a replacement for your own research, but as a starting point to help you think about potential areas on which to focus. **Your interventions must be based on your own investigations.**

The third column includes some **specific steps** you can take to address problems with this dimension, as well as programs or policies that have been successful in other schools. Additional programmatic ideas and a wide variety of resources are available at your school portal and on NSCC's website (www.schoolclimate.org), including books, articles, organizations, and professional development offerings.

Both here and on the web we've identified approaches and programs that have been successful in the past, but we encourage you to **conduct your own evaluations** and determine which programs will be most effective in your school. Also consider **where your efforts will have the greatest impact**—some early successes will help build greater support for long-term change.

- Physical Safety
- Social-Emotional Safety
- Support for Learning
- Social & Civic Learning
- Respect for Diversity
- Social Support—Adults & Students
- School Connectedness/Engagement
- Physical Surroundings
- Leadership and Professional Relationships
- Social Media





VI. Action Charts

Physical Safety

Physical Safety: When Physical Safety is perceived as a problem in your school, here are some steps you can take:			
School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
Students	<p>Look at the two scales—Rules & Norms for Safety and Sense of Physical Security. Are there issues with school policy (Rules & Norms) or with peoples’ experience of safety (Sense of Physical Security) or both?</p> <p>How do student responses to these dimensions compare to other information about safety that you collect in your school, such as Incident Reports or student complaints?</p> <p>Are there sub-groups of students who feel particularly unsafe?</p> <ul style="list-style-type: none"> Look at Section III C to see if there are differences by gender, grade or race/ethnicity. <p>Are there particular aspects of safety that students perceive to be a problem?</p> <ul style="list-style-type: none"> Look at Section V for details on how students responded to each item that makes up the scales for Safety—Rules & Norms and Sense of Physical Security. <p>Can you dig deeper through focus groups, follow-up surveys, or more informal forums for conversations with specific groups about particular issues?</p> <ul style="list-style-type: none"> For example, if the youngest students in the school are feeling particularly threatened, can you find out more about how and why, via additional research and/or by discussions with school counselors and/or teachers? 	<p>Rules, Systems and Norms:</p> <ul style="list-style-type: none"> Not clearly defined Not fairly or strongly enforced; difficult to enforce Not well-aligned with consequences Not informed by the experiences of students and school personnel <p>Supervision:</p> <ul style="list-style-type: none"> Insufficient adult presence Adults insufficiently trained in crisis management and/or in socially & emotionally informed discipline 	<p>Review your student code of conduct. Make sure that it is developmentally appropriate and aligns with your school’s core values. Involve staff in the process and students as appropriate by age.</p> <p>Map problems by area and time. Have students and staff mark school diagrams indicating where they experience or witness problem behaviors and when. If possible, institute a computerized program that will track physical incidents in school. This will allow you to use current data to identify problem locations in the building (more supervision can be provided) as well as analyze data by type of infraction, date, frequency, and consequences imposed.</p> <p>Make it easy and safe to report safety concerns. All adults should be prepared to receive reports (written or oral) from students in a sensitive manner and to convey them to the appropriate person. It may also help to provide boxes where students can report problems anonymously. Try to provide each student with an adult in whom they can confide.</p> <p>Be sure your school has a crisis plan and that students, school personnel, and parents all feel confident about what to do. Consider speaking to your local police or fire department if you need guidance in developing an effective plan.</p> <p>Increase visibility and availability of adults in unstructured or “problem” areas of the school. This will help students feel safer and lead to more student-adult conversations, increasing the probability that adults will hear about student concerns.</p> <p>Educate all or key school personnel—including School Safety Agents—in how to deal effectively with children in crisis. Many of these programs provide excellent training for developing social-emotional skills and ethical dispositions in school personnel, as well as awareness of the ways in which conflicts can escalate unnecessarily and how to defuse them.</p> <p>Address the issue of bullying. Establish and communicate the school’s anti-bullying commitment. Create a common language and establish policies and procedures for addressing bullying incidents when and where they occur.</p> <p style="text-align: right;"><i>Continued on next page</i></p>



VI. Action Charts

Physical Safety

Physical Safety: When Physical Safety is perceived as a problem in your school, here are some steps you can take:			
School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
School Personnel	<p>How do school personnel responses to this dimension compare to other information related to the way school personnel perceive student safety? Their own safety?</p> <p>Are there sub-groups of school personnel who perceive the school to be particularly unsafe?</p> <ul style="list-style-type: none"> Look at Section III C to see if there are differences by grade, role or experience. How does this compare to other information & teacher reports? How does this compare to student patterns by grade? <p>Are there particular aspects of safety that school personnel perceive to be a problem?</p> <ul style="list-style-type: none"> Look at Section V for details. <p>Can you dig deeper through staff meetings or more formal means such as follow-up surveys or focus groups?</p>	<p>Individual Competencies:</p> <ul style="list-style-type: none"> Students' lack of development in social & emotional skills, such as self-regulation, communication, and conflict resolution Room for adults to improve capacity for self-reflection and ability to model positive behaviors <p>Peer/School Culture:</p> <ul style="list-style-type: none"> Unhealthy norms for behavior among students and/or school personnel Insufficient modeling of supportive behavior, including up-stander norms Low levels of group support & trust 	<p>School-wide efforts to teach coping with stress, problem-solving, communication, conflict resolution, and other important social-emotional skills.</p> <p>Coordinate health-promotion and risk-prevention efforts. Train school personnel to recognize student behavior that may indicate problems. Provide targeted services to students who need them. This requires collaboration with mental health professionals.</p> <p>Promote students' development of civic skills and behaviors in academic classes. Rather than relying primarily on external controls and compliance, provide students with opportunities to internalize values and learn and practice strategies that promote individual and group responsibility.</p> <p>Find evidence-based programs that will be effective in your school. Look for programs that have been studied and shown to be successful. It's helpful if the developers are available to support you and answer questions, and be sure you understand the program's goals, target population, expected outcomes, and essential elements of effective implementation. Spend some time finding a program you have faith in—the extra effort will pay off. Here are a few excellent sites that provide information on programs related to safety that have been rigorously tested for effectiveness:</p> <p>Blueprints for Violence Prevention http://www.colorado.edu/cspv/blueprints/index.html</p> <p>SAMHSA Model Programs http://nrepp.samhsa.gov/index.asp</p> <p>Promising Practices Network—Programs That Work http://www.promisingpractices.net/programs.asp</p> <p>NSCC can help—See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for a growing body of professional development and training in areas related to physical safety, including “Breaking the Bully-Victim-Bystander Cycle” and “Conflict Resolution”.</p>
Parents	<p>How do parent responses to this dimension compare to prior parent feedback about safety?</p> <p>Are parent respondents representative of your school body as a whole? If not, can you reach out more to under-represented groups?</p> <p>Are there sub-groups of parents who feel that their children may be unsafe in and around school?</p> <ul style="list-style-type: none"> Look at Section III C to see if there are differences by grade, gender or race/ethnicity. How does this compare to other information from parents, such as calls and comments? How does this compare to the student patterns by grade, gender or race/ethnicity? <p>Are there particular aspects of safety that parents perceive to be a problem?</p> <ul style="list-style-type: none"> Look at Section V for details. 		



VI. Action Charts

Social-Emotional Safety

Social-Emotional Safety: When Social-Emotional Safety is perceived as a problem in your school, here are some steps you can take:			
School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
Students	<p>Are there issues with school policy (Rules & Norms) or with the experience of safety (Sense of Social-Emotional Security), or both?</p> <p>How do student responses to these dimensions compare to other indicators of social-emotional safety in your school? How does this relate to the experience of physical safety?</p> <p>Are there sub-groups of students who feel particularly vulnerable to social-emotional threats? Look at Section III C to see if there are differences by gender, grade or race/ethnicity.</p> <ul style="list-style-type: none"> • How does this compare to reports from guidance counselor/teachers, parent concerns? • Are patterns similar to physical safety, or do different groups feel more at-risk from one vs. the other? <p>Are there particular aspects of social-emotional safety that students perceive to be a problem?</p> <ul style="list-style-type: none"> • Look at Section V for details on how students responded to each item that makes up the Sense of Social-Emotional Security scale as well as the scale for Safety—Rules & Norms. • How does this relate to Respect for Diversity? <p>Can you dig deeper through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about particular issues?</p> <ul style="list-style-type: none"> • For example, if name calling is a particular problem, can you find out more about when this occurs? Are there issues related to online media? • Can you probe more to identify whether threatening behavior is tied to certain groups, or whether threatening behavior is tied to intolerance for certain groups? 	<p>Note: physical and social-emotional safety are closely linked. Therefore, you will see similarities in the “common sources” and “successful approaches” columns for these two dimensions.</p> <p>Rules, Systems & Norms (especially those related to social bullying, teasing, and respectful behavior):</p> <ul style="list-style-type: none"> • Not clearly defined • Not fairly enforced • Not strongly enforced • Not well aligned with consequences <p>Supervision:</p> <ul style="list-style-type: none"> • Insufficient adult presence • Adults insufficiently trained in socially & emotionally informed discipline • More difficult to monitor vs. infractions for physical safety • Adults don’t realize these problems require intervention 	<p>Review your student code of conduct with an eye toward social-emotional safety as well as physical safety. How well does it support social-emotional education and shared values and communicate this commitment? Involve staff in the process and students as appropriate by age.</p> <p>Map problem areas and times for social safety in line with the process outlined earlier for physical safety.</p> <p>Make it easy and safe to report problems. All adults should be prepared to receive reports (written or oral) from students in a sensitive manner and convey them to the appropriate person. It may also help to provide ways for students to report anonymously.</p> <p>Increase visibility and availability of adults in unstructured or “problem” areas of the school. This will help students feel safer and also lead to more student-adult conversations, increasing the probability that adults will hear about student concerns and understand where problems are coming from.</p> <p>Educate school personnel in dealing effectively with children in trauma and in strategies to help prevent problems from escalating into school-wide crises.</p> <p>Address the issue of bullying. Establish and communicate the school’s anti-bullying commitment. Create a common language and establish policies and procedures for addressing bullying incidents when and where they occur.</p> <p>Foster respect for diversity through programs that teach tolerance and appreciation for differences.</p>

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VI. Action Charts

Social-Emotional Safety

Social-Emotional Safety: When Social-Emotional Safety is perceived as a problem in your school, here are some steps you can take:			
School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
School Personnel	<p>How do school personnel responses to this dimension compare to other information about social-emotional safety as it is perceived by and/or affects teachers?</p> <p>Are there sub-groups of school personnel who perceive the problem to be particularly serious?</p> <ul style="list-style-type: none"> Look at Section III C to see if there are differences by grade, role or experience. How does this relate to Respect for Diversity? <p>Are there particular aspects of social-emotional safety that school personnel perceive to be a problem?</p> <ul style="list-style-type: none"> Look at Section V for details. Are problems centered on certain kinds of behaviors? <p>Can you dig deeper in staff meetings or through more formal means such as follow-up surveys or focus groups?</p>	<p>Individual Competencies:</p> <ul style="list-style-type: none"> Students' under-developed social & emotional knowledge skills, and dispositions (self-awareness, self-regulation, flexible problem solving, responsibility, and cooperative capacities) Need for adults to enhance their own social-emotional capacities and their ability to promote and model these behaviors <p>Peer/School Culture:</p> <ul style="list-style-type: none"> Unhealthy norms for behavior (social bullying and other problems are common) Inconsistent modeling of supportive behavior, including up-stander norms Low levels of group support & trust A culture that is insufficiently tolerant of differences. Often social bullying is associated with lack of respect for others based on characteristics such as gender, race/ethnicity or sexual orientation. 	<p>Initiate or reinforce school-wide efforts to integrate direct instruction and practice of social-emotional skills, including recognizing and regulating emotions, problem-solving, effective communication, and conflict resolution.</p> <p>Coordinate health-promotion and risk-prevention efforts. Educate school personnel to recognize student behavior that may indicate problems. Provide targeted services to students who need them. This requires collaboration with mental health professionals.</p> <p>Promote students' development of civic skills and behaviors in academic classes. Rather than relying primarily on external controls and compliance, provide students with opportunities to internalize values and learn and practice strategies that promote individual and group responsibility.</p> <p>Find evidence-based programs that will be effective in your school. Look for programs that have been studied and shown to be successful. It's helpful if the developers are available to support you and answer questions. Be sure you understand the program's goals, target population, expected outcomes, and essential elements of effective implementation. Spend some time finding a program you have faith in—the extra effort will pay off. Below are sites that provides information on programs related to social and emotional safety that have been rigorously tested for effectiveness in addressing a wide range of issues:</p> <p>Promising Practices Network—Programs That Work http://www.promisingpractices.net/programs.asp</p> <p>Blueprints for Violence Prevention http://www.colorado.edu/cspv/blueprints/index.html</p> <p>CASEL - Meta-analysis of SEL Programs http://www.casel.org/sel/meta.php</p> <p>SAMHSA Model Programs http://nrepp.samhsa.gov/index.asp</p> <p>NSCC can help—See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for a growing body of professional development and training in areas related to social-emotional safety, including 'Breaking the Bully-Victim-Bystander Cycle', 'Conflict Resolution' and 'Infusing SEL into the Curriculum'.</p>
Parents	<p>How does this compare to prior feedback from parents in general about social-emotional safety?</p> <p>Are there sub-groups of parents who feel that their children may be unsafe in and around school?</p> <ul style="list-style-type: none"> Look at Section III C to see if there are differences by grade, gender or race/ethnicity. How does this compare to other information from parents, such as calls and comments? How does this compare to the student patterns by grade, gender or race/ethnicity? How does this compare to patterns for physical safety? <p>Are there particular aspects of social-emotional safety that parents perceive to be a problem?</p> <ul style="list-style-type: none"> Look at Section V for details. <p>Can you dig deeper through parent outreach?</p>		



VI. Action Charts

Support for Learning

Support for Learning: When Support for Learning is perceived as a problem in your school, here are some steps you can take:			
School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
Students	<p>How do student responses to this dimension compare to information on students' academic performance and to perceptions of staff about this dimension?</p> <p>Are there sub-groups of students who feel particularly unsupported in their academic work?</p> <ul style="list-style-type: none"> Look at Section III C to see if there are differences by gender, grade or race/ethnicity. How does this compare to academic measures for these same groups? <p>Are there particular aspects of support for learning that students perceive to be a problem?</p> <ul style="list-style-type: none"> Look at Section V for details on how students responded to each item that makes up the Support for Learning scale. How does this relate to School Personnel perceptions? <p>Can you dig deeper through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about specific issues?</p> <ul style="list-style-type: none"> For example, if these issues are particularly acute for specific grades, do you have any theories about aspects of teaching and learning that may be contributing to these issues, e.g. curriculum, scheduling, or testing, in those grades? Can you test out these theories with further research? 	<p>Challenges in Curriculum:</p> <ul style="list-style-type: none"> Limitations of curriculum in relation to student needs and interests Learning is disconnected from the real world; students do not see its value Learning does not build on students' personal or life experience <p>Challenges in Instructional Practices:</p> <ul style="list-style-type: none"> Need for additional professional development to support instructional practices such as differentiated instruction, formative assessment, authentic assessments, inquiry-based instruction, etc. <p>Challenges in Classroom Management:</p> <ul style="list-style-type: none"> School personnel have insufficient professional development in how to foster caring and productive classroom communities. School policies and guidance are insufficient to mitigate chronic misbehavior in the classroom. 	<p>Develop opportunities for teachers to review and revise the curriculum. If teachers have considerable concerns about the curriculum or the way students interact with it, those concerns should be explored.</p> <p>Support teachers in continuing their education through professional development and other opportunities. Make every effort to include teachers in decisions about professional development, and be sure a range of techniques are used (mentoring, peer observation, collaborative work groups).</p> <p>Ensure that extra help is easily available to all students. It should be easy for students to take advantage of the extra help—transportation should be available, if before or after school. Depending upon your school, you may be able to provide extra help in a variety of ways—teachers, parents, community groups, peer tutoring, or matching younger and older students.</p> <p>Classroom Management is often identified by teachers, especially newer teachers, as the most frustrating part of their jobs in the classroom. Working with teachers, research some programs that have been successful in helping teachers learn and use effective classroom management techniques. This helps teachers feel more competent and less stressed, and good classroom management enables them to spend more time and energy on instruction.</p> <p>Help teachers show students how the work they do in school is connected to their lives and the world around them. Encourage field trips, service-learning classes or projects, interdisciplinary units, and links with the community. Consider making explicitly practical classes available to students (money management, relationship skills, resume-writing, etc).</p> <p style="text-align: right;"><i>Continued on next page</i></p>



VI. Action Charts

Support for Learning

Support for Learning: When Support for Learning is perceived as a problem in your school, here are some steps you can take:			
School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
School Personnel	<p>How do the school personnel responses to this dimension compare to other information about teachers' feelings of success in the classroom?</p> <p>Are there sub-groups of school personnel who rate this dimension less positively than others?</p> <ul style="list-style-type: none"> Look at Section III C to see if there are differences by grade, role or experience. <p>Are there particular aspects of quality of instruction that school personnel rate poorly?</p> <ul style="list-style-type: none"> Look at Section V for details. Are problems aligned with student perceptions? <p>Can you dig deeper through staff meetings or more formal means such as follow-up surveys or focus groups?</p>	<p>Structural Barriers/Resource Constraints:</p> <ul style="list-style-type: none"> Problematic student/teacher ratios Pacing of curriculum Scheduling constraints Length of school day/school year Testing pressure <p>Behavioral/Attitudinal Barriers:</p> <ul style="list-style-type: none"> Behavioral patterns and attitudes that impede ability of students to constructively ask for or receive help Behavioral patterns or attitudes that impede ability of teachers to constructively give help to all students 	<p>Consider how adult attitudes related to learning impact the school experience for students. Be clear about the school environment you'd like to see. Take time to define your goals as specifically as possible, and think about what kind of experience and qualities staff would need to have to realize this vision. For example, do school personnel make it clear that risk-taking and mistakes are part of the learning process? Do they support independent student inquiry? Be specific about this in recruiting potential new staff members, as well as with current staff.</p> <p>All schools deal with structural barriers, including budget, physical space, and state or federal education/testing requirements. Often a school leader has minimal power to change those circumstances. Evaluate your own structural barriers and how they influence your school community. This might include student/teacher ratios, classroom space, required curriculum, mandated testing, and professional contracts. Consider how students, parents, and school personnel are affected by these aspects of school life. Think about what latitude you may have to change some of these factors and/or what action you can take to mitigate their impact within existing constraints.</p> <p>There is a wide array of resources for the development of supportive environments for learning. Below are just a few websites that can connect you to relevant research and help identify evidence-based programs to address a range of issues related to support for learning.</p> <p>ERIC - Education Resources Information Center http://www.eric.ed.gov</p> <p>Center for Comprehensive School Reform & Improvement—Database http://www.centerforcsri.org/research/improvement.cgi</p> <p>What Works Clearinghouse—Institute of Education Sciences http://ies.ed.gov/ncee/wwcl</p> <p>Promising Practices Network—Programs That Work http://www.promisingpractices.net/programs.asp</p> <p>NSCC can help—See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for a growing body of professional development and training in areas related to instructional support, including "Effective Classroom Management".</p>
Parents	<p>How do the parent responses to this dimension compare to ongoing feedback from parents about teaching and instruction?</p> <p>Are there sub-groups of parents who feel that their children are less well-supported academically?</p> <ul style="list-style-type: none"> Look at Section III C to see if there are differences by grade, gender or race/ethnicity. How does this compare to other information from parents, such as calls and comments? How does this compare to the student patterns by grade, gender or race/ethnicity? <p>Are there particular aspects of quality of instruction that parents perceive to be a problem?</p> <ul style="list-style-type: none"> Look at Section V for details. <p>Can you dig deeper through parent outreach? Might this be a subject for further discussion and/or research on Curriculum or Teacher-Conference Nights?</p>		



VI. Action Charts

Social and Civic Learning

Social and Civic Learning: When Social and Civic Learning is perceived as a problem in your school, here are some steps you can take:			
School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
Students	<p>How do student responses to this dimension compare to other information about whether students are learning useful social and civic skills in school? How does it compare to staff perceptions?</p> <p>Do social-emotional and civic education appear to be lacking for all students, or for particular sub-groups of students? Conversely, does it appear to be particularly strong for certain groups of students?</p> <ul style="list-style-type: none"> Look at Section III C to see if there are differences, particularly by grade. <p>Are there particular aspects of social-emotional & civic education that are missing?</p> <ul style="list-style-type: none"> Look at Section V for details on how students responded to each item that makes up the Social & Civic Learning scale How does this relate to perceptions of school personnel? <p>Can you dig deeper through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about specific issues?</p>	<p>Structural:</p> <ul style="list-style-type: none"> Pressures related to time and testing Inadequate personnel to support these efforts Piecemeal and disjointed interventions that are not sufficiently integrated into behavioral norms for the school <p>Instructional:</p> <ul style="list-style-type: none"> No dedicated curriculum covering social-emotional learning, ethical dispositions and civic competencies No embedded instruction on these subjects within academic lessons Uneven implementation within and across classrooms Social and civic instruction that staff think of as embedded or implicit may not be picked up by students 	<p>Review what your school is already doing to teach social and emotional skills to students and civic dispositions, and consider how it may be standardized, adapted or expanded in order to be more effective. Remember, we are always modelling ways of handling social, emotional and ethical challenges, whether consciously, helpfully, or not. Social-emotional and civic education covers a broad array of important skills that can be successfully learned in a variety of ways. School programs can encompass stand-alone classes, e.g. mediation or ethics and school-wide service learning projects.</p> <p>Appoint a Social-Emotional/Civic Education Coordinator to be responsible for organizing and implementing these initiatives, as well as supporting school personnel in their efforts. Also, develop a committee or task force made up of administrators and teachers from all grade levels to review materials and curricula. They can be responsible for overseeing the implementation of social and emotional, and/or civic and character education in the school. Research some successful programs and choose one that seems to be a good fit for your school. There are many excellent curricula available that provide guidelines and lesson plans for teaching social-emotional skills and ethical dispositions. Determine what outcomes you're looking for and find a way to evaluate the success of the program after some time has passed.</p> <p>Observe your own behavior, and consider the ways in which you could become more socially and emotionally skilled and a more positive role model. Find opportunities for personal and collegial reflection.</p> <p>Work to educate students, parents and school personnel on the value of social and emotional skills, ethical dispositions and civic behaviors. There are a number of research studies supporting the importance of these skills which may be helpful to you in making your case for change. Reinforce the value of these skills. Ask people to describe a person they admire. Most likely, the qualities they name will be social, emotional and ethical strengths.</p> <p>Institute a student peer mediation program. This can help resolve student conflicts while also teaching important skills in dealing with disagreements.</p> <p style="text-align: right;"><i>Continued on next page</i></p>



VI. Action Charts

Social and Civic Learning

Social and Civic Learning: When Social and Civic Learning is perceived as a problem in your school, here are some steps you can take:			
School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
School Personnel	<p>How do the responses to this dimension compare to other indicators from staff? How does it compare to student perceptions?</p> <p>Are there sub-groups of school personnel who rate this dimension less positively than others?</p> <ul style="list-style-type: none"> Look at Section III C to see if there are differences by grade or experience. <p>Are there particular aspects of social, emotional, ethical, and civic learning that school personnel identify as lacking, or others that appear to be especially well supported?</p> <ul style="list-style-type: none"> Look at Section V for details. Are these aligned with student perceptions? <p>Can you dig deeper through staff meetings to understand patterns and potential barriers?</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> Insufficient opportunities to learn how to deliver stand-alone social and civic curriculum and/or infuse these principles into classroom practice or academic content <p>Cultural/Attitudinal:</p> <ul style="list-style-type: none"> School leaders and staff do not overtly communicate the value of social-emotional, ethical and civic learning Adults' actions may be unintentionally at odds with espoused beliefs and values as promoted in programs, symbols and signs Parents may not signal to their children or to the school that it is important for schools to promote social and civic knowledge, skills and dispositions 	<p>Encourage service learning projects and other activities that help students apply their knowledge in new ways. A service learning project can help students become more committed members of their own community, and also help them translate their knowledge into real-world challenges. These can be school-wide projects, classroom-based or connected to after-school clubs. Schools should also strongly encourage students to take part extracurricular activities that can develop students' social-emotional skills, such as sports, student government, arts and clubs.</p> <p>Provide professional development, mentoring and other opportunities for school personnel to develop their own social and emotional skills as well as their ability to infuse these principles into their classroom practice. These skills can be taught separately from academic subjects or incorporated into academics, for example, through a classroom discussion about the emotional motivations of a particular fictional character, or the ethical choices often raised in science.</p> <p>Find research to support the value of social and civic learning and investigate evidence-based programs that will be effective in your school. Look for programs that have been studied and shown to be successful. As importantly, think about how you will integrate any programs into your current school practice and encourage students to apply the skills they are learning in the classroom. Below are sites that provide research information and evidence-based programs:</p> <p>ERIC - Education Resources Information Center http://www.eric.ed.gov</p> <p>Center for Comprehensive School Reform & Improvement - Database http://www.centerforcsri.org/research/improvement.cgi</p> <p>What Works Clearinghouse - Institute of Education Sciences http://ies.ed.gov/ncee/wwc/</p> <p>Promising Practices Network—Programs That Work http://www.promisingpractices.net/programs.asp</p> <p>CASEL - Meta-analysis of SEL Programs http://www.casel.org/sel/meta.php</p> <p>NSCC can help—See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for a growing body of professional development and training in areas related to social and civic education, including “Infusing SEL into the Curriculum” and “Conflict Resolution”.</p>
Parents	<p>How do the parent responses to this dimension compare to ongoing feedback from parents about social, emotional, ethical, and civic learning? Are parents in your school typically aware of and/or concerned about this issue?</p> <p>Are there sub-groups of parents who feel that their children are less well-supported by this kind of instruction?</p> <ul style="list-style-type: none"> Look at Section III C to see if there are differences by grade, gender or race/ethnicity. How does this compare to other information from parents, such as calls and comments? How does this compare to the student patterns by grade, gender or race/ethnicity? <p>Are there particular aspects of social, emotional, ethical and civic learning that parents perceive to be present or missing?</p> <ul style="list-style-type: none"> Look at Section V for details. <p>Can you dig deeper through parent outreach? Might this be a subject for further discussion and/or research on Curriculum or Teacher-Conference Nights?</p>		



VI. Action Charts

Respect for Diversity

Respect for Diversity: When Respect for Diversity is perceived as a problem in your school, here are some steps you can take:

School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
Students	<p>How do the student responses to this dimension compare to other information about respect for diversity that you may monitor in your school? How does this relate to issues of safety?</p> <p>Are there sub-groups of students who feel particularly sensitive about the level of tolerance and support for diversity in the school?</p> <ul style="list-style-type: none"> • Look at Section III C to see if there are differences by gender, grade or race/ethnicity. • How does this compare to reports from guidance counselors, teachers and parents? • Are patterns similar to those for safety? <p>Are there particular aspects of respect for diversity that are perceived to be a problem?</p> <ul style="list-style-type: none"> • Look at Section V for details on how students responded to each item that contribute to Respect for Diversity. • Is there any suggestion that problems relate more to peer interaction among students or adult/adult or adult/student relations? <p>Can you dig deeper through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about specific issues?</p> <ul style="list-style-type: none"> • Can you probe more to identify whether there are specific issues related to diversity that are especially problematic? Gender? Race/ethnicity? For older students, sexual orientation? 	<p>Peer/School Culture:</p> <ul style="list-style-type: none"> • Insufficient exposure to diversity • Weak or ineffective norms for mutual respect and tolerance • School culture that so narrowly defines success that it inhibits the appreciation of diversity and the potential contribution of all community members • Insufficient modeling of supportive attitudes and behavior • Low levels of trust for discussion of differences • Diversity issues not regarded as a problem • Overt signs of respect for diversity (posters, mission statements) at odds with school experience 	<p>Develop a school-wide vision for Respect for Diversity. What does Respect for Diversity mean to members of the school community and how would they like to see it embodied in school life?</p> <p>You can help develop this shared vision by facilitating discussions with students and staff about what Respect for Diversity means to them. What types of diversity do they want to promote? What are the current challenges?</p> <p>Provide structured opportunities (e.g. Challenge Day, School Retreats, Service Learning) for students and staff to develop an awareness of personal and group biases that inhibit community building and to develop an appreciation of common ground and interconnectedness.</p> <p>Bring in community groups that deal with issues of discrimination and rights related to race, gender, sexual orientation, and other differences. Identify local groups who help support these efforts in schools. There are also some well-respected national organizations which may have local chapters in your area or can help connect you to local organizations that address similar issues. Consider contacting: the Anti-Defamation League, National Organization for Women, the NAACP, the Gay and Lesbian Association Against Defamation, the Congress on Racial Equality, and others.</p> <p>Make it easy and safe for both students and school personnel to report incidents of mistreatment that target specific groups.</p> <p>Provide easy and safe opportunities for community members to offer suggestions for promoting increased respect for diversity in the school.</p> <p>Provide training in mediation or conflict resolution to help head off potential incidents.</p>

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VI. Action Charts

Respect for Diversity

Respect for Diversity: When Respect for Diversity is perceived as a problem in your school, here are some steps you can take:			
School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
School Personnel	<p>How do the school personnel responses to this dimension compare to other information about respect for diversity as it is perceived by and/or affects teachers?</p> <p>Are there sub-groups of school personnel who perceive the problem to be particularly severe?</p> <ul style="list-style-type: none"> Look at Section III C to see if there are differences by grade, role or experience. How does this relate to perceptions of safety? <p>Are there particular aspects of respect for diversity that school personnel perceive to be a problem?</p> <ul style="list-style-type: none"> Look at Section V for details. Are problems centered on specific relationships—students, adults, adult-student interactions? <p>Can you dig deeper in staff meetings or through more formal means such as follow-up surveys or focus groups?</p>	<p>Individual Attitudes/Dispositions:</p> <ul style="list-style-type: none"> Students' need for development in social & emotional skills and ethical dispositions such as empathy & fairness Room for adults to improve self-reflective capacity and ability to model positive behaviors <p>Professional Development:</p> <ul style="list-style-type: none"> School staff may need additional learning opportunities to feel comfortable intervening in these situations School staff may need to develop greater awareness of how lack of respect may be negatively affecting their students 	<p>Use any incidents as learning opportunities. Rather than condemning the perpetrators, attempt to create an open dialogue about the source of the problem and different perspectives on the incident. Harshly condemning the behavior without mediation can squelch dialogue and give students the idea that these issues should not be discussed.</p> <p>Provide training to school personnel on diversity-related issues. (Also attend these trainings yourself—this sets a positive tone for the school.) Be sure school personnel understand how problems can affect feelings of safety in the school as well as the students' ability to learn. Encourage teachers to raise these issues in their classrooms.</p> <p>Provide learning opportunities for students to become more comfortable with all groups within your school community. Remember that adults must take the lead on this issue—students will be paying attention to the adult attitudes and the example that is set. Well-designed interventions can make a difference in your school, as well as authentic celebrations of holidays or other occasions designed to honor individual groups of people.</p> <p>Encourage any interested students to form a club focused on bias awareness and respect for diversity. Let them take the lead on their chosen activities. Students might also take on the task of researching a school climate problem on their own—choosing the topic, gathering information and proposing solutions.</p> <p>Following are just some of the organizations that focus on this work: Anti-Defamation League—http://www.adl.org Teaching Tolerance—http://www.teachingtolerance.org Facing History and Ourselves—http://www.facinghistory.org/</p> <p>NSCC can help—See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for a growing body of professional development and training in areas related to instructional support, including "Diversity Training" and "Conflict Resolution".</p>
Parents	<p>How do the parent responses to this dimension compare to prior feedback from parents in general about respect for diversity? How does this relate to parents' perceptions about School Community & Collaboration?</p> <p>Are the views of all parents represented in the data (see Response Rates at the beginning of the report)?</p> <p>Are there sub-groups of parents who perceive this to be a particularly severe problem?</p> <ul style="list-style-type: none"> Look at Section III C to see if there are differences by grade, gender or race/ethnicity. How does this compare to other information from parents, such as calls and comments? How does this compare to the student patterns by grade, gender or race/ethnicity? How does this compare to patterns for safety? <p>Are there particular aspects of respect for diversity that parents perceive to be a problem?</p> <ul style="list-style-type: none"> Look at Section V for details. Are problems centered on specific relationships—students, adults, adult-student interactions? <p>Can you dig deeper through parent outreach?</p>	<p>Individual Attitudes/Dispositions:</p> <ul style="list-style-type: none"> Students' need for development in social & emotional skills and ethical dispositions such as empathy & fairness Room for adults to improve self-reflective capacity and ability to model positive behaviors <p>Professional Development:</p> <ul style="list-style-type: none"> School staff may need additional learning opportunities to feel comfortable intervening in these situations School staff may need to develop greater awareness of how lack of respect may be negatively affecting their students 	<p>Use any incidents as learning opportunities. Rather than condemning the perpetrators, attempt to create an open dialogue about the source of the problem and different perspectives on the incident. Harshly condemning the behavior without mediation can squelch dialogue and give students the idea that these issues should not be discussed.</p> <p>Provide training to school personnel on diversity-related issues. (Also attend these trainings yourself—this sets a positive tone for the school.) Be sure school personnel understand how problems can affect feelings of safety in the school as well as the students' ability to learn. Encourage teachers to raise these issues in their classrooms.</p> <p>Provide learning opportunities for students to become more comfortable with all groups within your school community. Remember that adults must take the lead on this issue—students will be paying attention to the adult attitudes and the example that is set. Well-designed interventions can make a difference in your school, as well as authentic celebrations of holidays or other occasions designed to honor individual groups of people.</p> <p>Encourage any interested students to form a club focused on bias awareness and respect for diversity. Let them take the lead on their chosen activities. Students might also take on the task of researching a school climate problem on their own—choosing the topic, gathering information and proposing solutions.</p> <p>Following are just some of the organizations that focus on this work: Anti-Defamation League—http://www.adl.org Teaching Tolerance—http://www.teachingtolerance.org Facing History and Ourselves—http://www.facinghistory.org/</p> <p>NSCC can help—See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for a growing body of professional development and training in areas related to instructional support, including "Diversity Training" and "Conflict Resolution".</p>



VI. Action Charts

Social Support—Adults and Students

Social Support: When Social Support from adults or students is perceived as a problem in your school, here are some steps you can take:

School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
Students	<p>How does this compare to other information, in general, about the quality of relationships and social support in your school?</p> <p>Are there sub-groups of students who do not feel that they have sustaining friendships with peers or the social support of the adults in the school?</p> <ul style="list-style-type: none"> • Look at Section III C to see if there are differences by gender, grade or race/ethnicity. • How does this compare to reports from guidance counselors/ teachers, parent concerns? • Are patterns similar to those for morale? Are they related to respect for diversity? <p>Are there particular aspects of Social Support that are stronger than others?</p> <ul style="list-style-type: none"> • Look at Section V for details on how students responded to each item that contribute to these two scales—Social Support—Adults and Social Support—Students <p>Can you dig deeper through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about specific issues?</p> <ul style="list-style-type: none"> • Can you probe more to identify whether there are specific groups that may feel especially disaffected? 	<p>School Culture and Norms:</p> <ul style="list-style-type: none"> • School environment insufficiently supportive or inclusive • Impediments to school personnel developing strong relationships with one another • Impediments to school personnel building strong relationships or connecting with students individually; could be related to scheduling and/or to class size • Students have insufficient opportunity to interact with a wide and diverse group of peers because of structure, scheduling or social norms. 	<p>Encourage supportive relationships between school personnel and students by instituting an advisory period and/or class meetings, during which students would meet in small groups with an adult. This has been shown to improve the quality of individual relationships between adults and students, which has a salutary effect on students' health and their success in school. This can encourage an exchange of ideas not only between adults and students, but also promote connections and friendships among students.</p> <p>Provide opportunities for professional learning about connecting with and engaging students through workshops, conferences, reciprocal classroom observations and professional learning communities.</p> <p>Develop a school-wide service learning program or project. If the entire school is working toward a common goal, and trying to make a difference in the community, students may begin to feel more closely connected to those around them—both peers and adults.</p> <p>Encourage students to become involved in extra-curricular activities where they can develop additional friendships and positive relationships with adult advisors.</p> <p>Encourage adults to become advisors for extra-curricular activities so that they can connect with students outside of the classroom and get to know students' non-academic interests and talents.</p> <p>Consider developing other non-academic opportunities for team-building and socializing for students such as class trips, outdoor education or student retreats.</p> <p>Investigate the benefits of peer counseling programs and student mentor programs for older to younger students.</p>

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VI. Action Charts

Social Support—Adults and Students

Social Support: When Social Support from adults or students is perceived as a problem in your school, here are some steps you can take:			
School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
School Personnel	<p>How do the school personnel responses to this dimension compare to ongoing feedback about relationships in the school from school staff? How does this compare to indicators such as staff turnover?</p> <p>Are there sub-groups of school personnel who perceive the problem most?</p> <ul style="list-style-type: none"> • Look at Section III C to see if there are differences by grade, role or experience. <p>Are there particular aspects of social support that are problematic?</p> <ul style="list-style-type: none"> • Look at Section V for details. • Do staff perceive problems in peer support among students? Do their perceptions align with student perceptions? Are sub-groups of staff more sensitive to issues than others? • Do staff perceive problems in the support that students receive from adults in the school? Do their perceptions align with student perceptions? Are sub-groups of staff more sensitive to these issues? <p>Can you dig deeper through staff meetings or more formal means such as follow-up surveys or focus groups?</p>		<p>Find research to support the value of relationships and mutual trust in schools and investigate evidence-based programs that may effectively support the development of higher quality relationships in your school. Below are sites that provide research information and evidence-based programs:</p> <p>ERIC—Education Resources Information Center http://www.eric.ed.gov</p> <p>Center for Comprehensive School Reform & Improvement—Database http://www.centerforcsri.org/research/improvement.cgi</p> <p>What Works Clearinghouse—Institute of Education Sciences http://ies.ed.gov/ncee/wwc/</p> <p>Promising Practices Network—Programs That Work http://www.promisingpractices.net/programs.asp</p> <p>For Adult/Adult Professional Relationships as perceived by school staff, see Action Charts for Leadership and Professional Relationships</p> <p>NSCC can help—See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for a growing body of professional development and training in areas related to the quality of relationships. This includes resources from a range of organizations, including NSCC (which offers trainings in 'Team Building' and 'Developing a Middle School Advisory Program,' among others).</p>
Parents	<p>How do parent responses to this dimension compare to prior parent feedback about the social adjustment of their children? Do parents feel that there are adults in the school that their child can turn to?</p> <p>Are there sub-groups of parents who feel that their children may not be socially supported in the school?</p> <ul style="list-style-type: none"> • Look at Section III C to see if there are differences by grade, gender or race/ethnicity. • How does this compare to other information from parents, such as calls and comments? • How does this compare to the student patterns by grade, gender or race/ethnicity? <p>Are there particular aspects that parents perceive to be a problem?</p> <ul style="list-style-type: none"> • Look at Section VI for details. 		



VI. Action Charts

School Connectedness/Engagement

School Connectedness/Engagement: When School Connectedness/Engagement is perceived as a problem in your school, here are some steps you can take:

School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
Students	<p>How do the student responses to this dimension compare to other information about student connectedness/engagement? Which other scales seem to be aligned with these patterns? Do they relate more to quality of relationships, teaching & learning, or safety and security?</p> <p>Are there sub-groups of students who appear to be particularly disengaged?</p> <ul style="list-style-type: none"> • Look at Section III C to see if there are differences by gender, grade or race/ethnicity. • How does this compare to reports from guidance counselors, teachers, and parents? <p>Are there particular aspects of this dimension that are perceived as particularly inadequate?</p> <ul style="list-style-type: none"> • Look at Section V for details. <p>Can you dig deeper through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about specific issues?</p> <ul style="list-style-type: none"> • Can you probe more to identify whether there are specific groups that may feel especially disconnected? 	<p>According to research, there are several factors that are associated with weak school ties:</p> <ul style="list-style-type: none"> • Perceiving that teachers are unsupportive and uncaring • Ostracism from peers and teachers • Being disengaged in current and future academic programs • Believing that discipline is unfair and ineffective • Not participating in extracurricular activities 	<p>Address other issues that students have identified as problems. As you can see, the factors in the second column are related to several other dimensions of school climate measured by the CSCI survey. Closely examine your survey results and take note of the dimensions that are ranked lowest of the ten (or eight) by the three different groups. Think about ways in which issues in these other areas might be undermining school connectedness and positive engagement. Also think about the ways in which higher rated dimensions might present opportunities that can be leveraged to support stronger connectedness/engagement.</p> <p>Develop a new school tradition designed to build cohesion in the school community. Include students in the planning of this new tradition, and ensure it is something the entire school community can get excited about.</p> <p>Consider instituting a suggestion box for activities that interest students and partner with community groups that can support programs extra-curricular activities and enrichment programs.</p> <p>Offer incentives for involvement in extracurricular activities. This may be as simple as removing barriers to involvement in these activities. Be sure transportation is available, and consider providing food in the cafeteria after school hours, or keeping the school library staffed and open after school. Encourage staff as well as students to participate and consider ways to support their involvement. Publicly recognize the hard work and accomplishments of extracurricular groups/activities.</p> <p style="text-align: right;"><i>Continued on next page</i></p>



VI. Action Charts

School Connectedness/Engagement

School Connectedness/Engagement: When School Connectedness/Engagement is perceived as a problem in your school, here are some steps you can take:			
School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
School Personnel	<p>How do the school personnel responses to this dimension compare to other information about the morale of school personnel? What other scales seem to be aligned with low ratings for connectedness/engagement of teachers, administrators, and other school personnel? How does this compare to indicators such as retention/turnover or absenteeism?</p> <p>Are there sub-groups of school personnel who appear to be particularly disengaged?</p> <ul style="list-style-type: none"> Look at Section III C to see if there are differences by grade, role, or experience. 		<p>Improve communication, which is often a major factor influencing parent perceptions of school climate.</p> <ul style="list-style-type: none"> Quality of school communication to parents/families and Responsiveness of the school and the teachers to communications from the parents/family <p>Both can affect how parents perceive the school and their level of overall satisfaction.</p> <p>Institute a weekly or monthly school newsletter. A website, e-mail list or blog may also be effective.</p> <p>Invite parents into the school regularly. Encourage teachers and other school personnel to find ways of including parents in their activities. Make the school easily accessible for parents.</p>
Parents	<p>How do the parent responses to this dimension compare to other indicators of parent satisfaction?</p> <p>Are there sub-groups of parents who appear to be less positive about the school?</p> <ul style="list-style-type: none"> Look at Section III C to see if there are differences by grade, gender, race/ethnicity. How does this compare to patterns of parent comments or complaints? How does this compare to the student patterns by grade, gender, race/ethnicity? 	<p>Barriers to Parental Involvement:</p> <ul style="list-style-type: none"> Insufficient outreach and positive communication or miscommunications, unintended messages Miscommunications and unintended messages that may make certain groups feel unwelcome School policies and decision-making style Logistical barriers—scheduling, access Language and culture Physical layout of the school and intimidating or cumbersome sign-in procedures 	<p>Find out what would support parents in becoming more involved with the school. Through parent surveys or other means, discover what parents say are the major obstacles to participation in parents' night and other school events. Some schools have created community centers to fill important needs for parents (child care, food, medical care, educational offerings, community events) while also drawing them into the school environment.</p> <p>Make sure the school is a welcoming environment for all families and that it is sensitive to the language and culture of the families of all students in the school.</p> <p>Find ways to connect school personnel to the community, e.g. take them on a tour of the neighborhood, guided by parents. Consider making this a regular event.</p> <p>The following are sources of research and programs on school connectedness/engagement:</p> <p>ERIC - Education Resources Information Center http://www.eric.ed.gov</p> <p>What Works Clearinghouse - Institute of Education Sciences http://ies.ed.gov/ncee/wwc/</p> <p>NSCC can help—See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for a growing body of professional development and training in areas related to school connectedness.</p>



VI. Action Charts

Physical Surroundings

Physical Surroundings: When Physical Surroundings is perceived as a problem in your school, here are some steps you can take:			
School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
Students	<p>How do the student responses to this dimension compare to other indicators that the school has about the physical environment? Is this perceived consistently by all members of the school community?</p> <p>Are there sub-groups of students who perceive the environment to be particularly problematic?</p> <ul style="list-style-type: none"> • Look at Section III C to see if there are differences by gender, grade or race/ethnicity. • Are facilities/supplies different for any groups of students (for example, by grade)? <p>Are there particular aspects of the environment perceived as particularly inadequate?</p> <ul style="list-style-type: none"> • Look at Section V for details. • Are problems centered on facilities, maintenance or supplies? 	<p>Inadequate facilities:</p> <ul style="list-style-type: none"> • Older schools with structural problems • Inadequate space for the size of the student body • Poor maintenance • Lacking adequate lunchrooms, gyms, libraries, labs <p>Structural limitations:</p> <ul style="list-style-type: none"> • Supplies • Insufficient or outdated technology 	<p>Once you've done the follow-up work to find out what aspects of the school environment are most troubling, solicit ideas on what can be done about the problem(s).</p> <p>Consider a community meeting to discuss solutions for the problem. Examine all ideas that come from the community, even if they seem implausible at first.</p> <ul style="list-style-type: none"> • Here's one way to structure such a meeting that has been effective for others: first, ask everyone present to brainstorm all the problems they would like to be fixed. Write down every single one. Begin at the top of the list, and start a discussion on which of the first two items is more important. When you've decided on one, compare that item to the next item on the list and discuss which of the two is most important, and so on. This technique is most effective with a skilled and impartial moderator. <p>Find a way to upgrade the school environment yourself.</p> <ul style="list-style-type: none"> • Perhaps a large group of parents, school personnel, and students can work together one day on a task such as painting the school, repairing the playground, or cleaning up trash. • You can also look for community members with specific skills in these areas that they might be willing to contribute. • Physical improvements of this kind can also improve school morale and show the school community that changes are being made. Even small, visible changes can help build excitement and commitment to the school climate improvement process. Aim for some "small triumphs" that will have this effect. • Involving students in these efforts can help them to understand the work involved, and encourage them to take better care of the school. It can also build community and common purpose. • Work from the "broken windows" philosophy popularized by the NYPD. Taking care of even small environmental issues can help improve other aspects of school climate. <p style="text-align: right;"><i>Continued on next page</i></p>



VI. Action Charts

Physical Surroundings

Physical Surroundings: When Physical Surroundings is perceived as a problem in your school, here are some steps you can take:			
School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
School Personnel	<p>How do the school personnel responses to this dimension compare to other indicators that the school has about the physical environment? Is this perceived consistently by all members of the school community?</p> <p>Are there sub-groups of school personnel who perceive the environment to be particularly problematic?</p> <ul style="list-style-type: none"> • Look at Section III C to see if there are differences by role, experience, grade. • Are facilities/supplies different for any groups of school personnel—by role, subject area, grade? <p>Are there aspects of the environment that are perceived as particularly inadequate?</p> <ul style="list-style-type: none"> • Look at Section V for details. • Are problems centered on facilities, supplies, time? 		<p>Develop fund-raising ideas to support changes and updates in the school. There are several resources available to assist with fund-raising ideas, and literally thousands of creative ideas can be found in books and on websites.</p> <ul style="list-style-type: none"> • Be sure to assign responsibility for this task to a person or group of people. Fund-raising can be an excellent job for a parent or parent-teacher group to take on. Older students often take an active role as well. • The people benefiting from or requesting the changes may be willing to contribute to this effort in some way. This could mean financial contributions or a commitment of labor or time. • There are many funding sources now online, including websites that allow school personnel to post items or funds they need for specific purposes (a field trip, new books, a microscope). Individual donors can view the requests and choose to fund one or more. • Don't forget the usual financial channels when seeking funds for school improvements. Even budget requests that have been previously denied might be reconsidered if the school community is willing to contribute a specific amount of time, money, or labor to get the work done. <p>If nothing can immediately be done about a problem in the school environment (for example, overcrowding or a design flaw in the building), you can still look for ways to make the issue easier to deal with. Solicit ideas from the school community.</p> <p>NSCC can help—See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for a growing body of professional development and training in related areas.</p>
Parents	<p>How do the parent responses to this dimension compare to other indicators that the school has about the physical environment? Is this perceived consistently by all members of the school community?</p> <p>Are there sub-groups of parents who perceive the environment to be particularly problematic?</p> <ul style="list-style-type: none"> • Look at Section III C to see if there are differences by gender, race/ethnicity, grade. <p>Are there aspects of the environment that are perceived as particularly inadequate?</p> <ul style="list-style-type: none"> • Look at Section V for details. • Are problems centered on facilities, supplies, time? 		



VI. Action Charts

Professional Development and Leadership

Dimensions Related to Working Conditions for School Personnel: If one or both of these are perceived to be problems in your school, here are some steps you can take:			
Dimension	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
School Personnel: Leadership	<p>How does this compare to other scales and indicators related to the experience of school personnel? How does this compare to other measures of professional satisfaction and retention?</p> <p>Are there sub-groups of school personnel who perceive school leadership to be weaker and less supportive?</p> <ul style="list-style-type: none"> Look at Section III C to see if there are differences by grade, role, or experience. <p>Are there particular aspects of leadership that are perceived as inadequate?</p> <ul style="list-style-type: none"> Look at Section V for details. Are problems perceived to center on vision, accessibility and support? <p>Can you dig deeper through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about specific issues?</p>	<p>Vision:</p> <ul style="list-style-type: none"> Lack of clarity Lack of consistency Lack of communication regarding the school's vision and mission <p>Support:</p> <ul style="list-style-type: none"> Insufficient access to school leaders Insufficient or ineffective communication from school leaders School personnel does not feel supported/appreciated by administration <p>Decision Making Style:</p> <ul style="list-style-type: none"> Limited involvement of staff in decisions affecting instruction, professional learning and/or discipline 	<p>Learn more about your leadership and decision-making styles and your approach to conflict resolution. Self-assessment inventories, personal and collegial reflection can be helpful. Use this knowledge to inform your working relationships at school.</p> <p>Think about your vision for the school. Has it been developed as a shared vision across the school community. Is it revisited overtime to reflect new voices, goals and challenges.</p> <p>Consider ways in which you could improve communication with teachers and staff. Ask for their input in guiding your efforts. Develop more collaborative decision making styles and norms for distributed leadership.</p> <p>Make a special effort to involve teachers in decisions about professional development and provide teachers with opportunities related to social-emotional issues, e.g. socially & emotionally informed classroom management, self-reflection and diversity.</p> <p>NSCC can help—See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for supports and resources.</p>
School Personnel: Professional Relationships	<p>How does the response to this dimension compare to other scales and indicators related to the quality of teaching and learning? How does this compare to retention or other measures of satisfaction?</p> <p>Are there sub-groups of school personnel who appear perceive less support in the way of professional development?</p> <ul style="list-style-type: none"> Look at Section III C to see if there are differences by grade, role, or experience. <p>Are there particular aspects of professional development that are perceived as inadequate?</p> <ul style="list-style-type: none"> Look at Section V for details. Are problems perceived to center on content, methods, degree of input? Examine the response to questions about specific PD experience in Detailed Results section. Have teachers had this training? <p>Can you dig deeper through follow up conversations?</p>	<p>Workplace structure & norms:</p> <ul style="list-style-type: none"> Insufficient opportunities for collaboration with colleagues (e.g. between teachers) Insufficient communication and cooperation across different groups (e.g., teachers, support staff, and administration) Ineffective norms that do not promote mutual trust and support No structures or encouragement for sharing professional practice and learning from one another Scheduling pressures that prohibit collaboration 	<p>Structure opportunities for staff to work together within and across positions, disciplines and grade levels.</p> <p>Develop Professional Learning Communities for examining and sharing instructional practice.</p> <p>Develop norms for observing classrooms, sharing feedback, and developing principles for best practice.</p> <p>Ask teachers to present successful techniques or programs at staff meetings. This can be a helpful way of passing on knowledge as well as recognizing the accomplishments of teachers and staff members.</p> <p>Consider implementing a mentoring program or group discussions for teachers about classroom experiences.</p> <p>Adopt team-building activities. There are a variety of these available, and they can help build a foundation for better communication and improved relationships.</p>



VI. Action Charts

Social Media

Dimensions Related to Social Media: If Social Media is perceived to be a problem in your school, here are some steps you can take:			
School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
Students	<p>Are there sub groups of students who are reporting being victimized through social media?</p> <p>How does students' social emotional security in your school differ from their social emotional security online?</p> <p>How do reports from different populations (students, parents, school personnel) differ on experience or knowledge of social media bullying?</p> <p>Are there particular types of aggression occurring on social media?</p> <p>Are there particular social media platforms where bullying is more common?</p> <p>Can you dig deeper through follow up surveys, focus groups, or informal, structured conversations about particular issues, such as how effective and fair staff are in disciplining students in regards to social media bullying?</p>	<p>Supervision:</p> <ul style="list-style-type: none"> • Insufficient adult presence online (from adults at home or at school) • Adults insufficiently trained in socially and emotionally informed discipline • Difficulty monitoring online infractions • Lack of adult understanding that these problems require intervention <p>Rules and Norms:</p> <ul style="list-style-type: none"> • Not clearly defined rules and consequences regarding the school's place in these infractions • Unclear or unidentified way to report bullying occurring online <p>Technology</p> <ul style="list-style-type: none"> • Difficulty ascertaining perpetrator and providing consequences because of anonymous posts/texts • Difficulty keeping abreast of constantly changing media with which perpetrators can target someone <p>Education</p> <ul style="list-style-type: none"> • Lack of education regarding social responsibility online • Lack of education regarding how and when to keep information private and how to protect oneself online <p>Individual Competencies</p> <ul style="list-style-type: none"> • Students' under-developed social and emotional skills and dispositions (self-awareness, self-regulation, flexible problem solving, responsibility, and cooperative capacities) • Need for adults to model social-emotional skills • Need for students to learn to think of the ramifications of their actions before acting, especially regarding permanent online behaviors • Need for students to learn effective coping strategies (rather than post a picture/status etc. to seek support or a self esteem boost) <p>Peer/School Culture</p> <ul style="list-style-type: none"> • Unhealthy norms for behavior (students believe social bullying and other problems are common online) • Inconsistent modeling of supportive behavior online, including Upstander norms • Low levels of group support and trust • A culture that is insufficiently tolerant of differences • Unhealthy norms regarding online presence (social media use is frequent and widespread) 	<p>Ensure school has well thought out rules and consequences regarding social media bullying.</p> <p>Identify problem areas, platforms, and times for social media safety (what methods students are using most often to target others, when victimization is occurring, etc.).</p> <p>Make it easy and safe to report problems. All adults should be prepared to receive reports (written or oral) from students in a sensitive manner and convey them to the appropriate person. It may also help to provide ways for students to report anonymously.</p> <p>Educate parents in social media bullying. Teach them ways talk to their child about their online behavior and ways to recognize that their child is being targeted online as well as effective ways to monitor their child's online behavior. Suggestions could include limiting computer/tablet use to one room of house, limiting data access on phones, and knowing child's passwords.</p> <p>Educate school personnel in dealing effectively with children in trauma and in strategies to help prevent problems from escalating into school-wide crises.</p> <p>Address the issue of bullying (including physical, verbal, and social media bullying).</p> <p>Establish and communicate the school's anti-bullying commitment. Create a common language and establish policies and procedures for addressing bullying incidents when and where they occur.</p>
School Personnel	<p>How do staff reports of students' social emotional security in your school differ from their reports of students' social emotional security online?</p> <p>Are there sub groups of school personnel who perceive higher incidences of social media bullying?</p> <p>Do school personnel report higher incidences of a type of aggression online?</p> <p>Can you dig deeper in staff meetings or through more formal means such as follow-up surveys or focus groups?</p>		
Parents	<p>How do parent reports of students' social emotional security in your school differ from their reports of students' social emotional security online?</p> <p>Are there sub groups of parents who perceive higher incidences of social media bullying?</p> <p>How do parents' reports of social media bullying in this survey compare to their reports of social media bullying to the school?</p> <p>Do parents report higher incidences of a type of aggression online?</p> <p>Can you dig deeper through parent outreach?</p>		



Appendix A

Further Details on the CSCI Measure

The CSCI as a measure is intended to provide information about school climate as specifically measured by ten scales corresponding to ten important dimensions of school climate—Safety-Rules & Norms, Sense of Physical Security, Sense of Social-Emotional Security, Support for Learning, Social & Civic Learning, Respect for Diversity, Social Support—Adults, Social Support—Students, School Connectedness/Engagement, and Physical Surroundings. For school personnel there are two additional scales that are relevant to school climate—Leadership and Professional Relationships. Each of these scales consists of a particular subset of individual survey items.

Although the last section of the report provides full details on how each group responded to the individual survey items, the survey was developed to be most reliable at the scale level. The scale scores depend on an individual's response to a number of items that together reveal the perceptions of a given aspect of school climate.

Information on the individual survey items is included in order to show you what kinds of indicators are used to measure each dimension. However, response to an individual item is less reliable, and NSCC does not recommend making policy decisions based on these numbers alone. Therefore, the findings are discussed on the scale level throughout the report, and it is recommended that you concentrate on the scale scores for discussion and planning.

The scale or dimension scores for each respondent are calculated as the average score across these items. Averages rather than total scores are used to promote understanding and usability. With average scores, all scale scores are comparable to one another regardless of the number of items that contribute to that score. Scores range from 1 to 5 as do the ratings for individual items. However, since the

scale scores are calculated as average ratings across all of the survey items that are part of that scale, individual respondents' scale scores will no longer be in the five original neat categories corresponding to the response categories from 1 to 5, but will vary from 1 to 5 in fractional terms; for example if an individual respondent rated 5 items on a 10-item scale as “3” or “neutral” and 5 as “4” or positive, the scale score for the respondent would be 3.5.) This also helps in the interpretability of the scale scores. In developing the scale scores, any respondents who did not respond to all items in the scale were not given a scale score. This ensures that the scale scores were based on the same items for each person.

To understand the meaning of scale scores, scores can be considered as highly negative to highly positive according to where they fall on the continuum from 1 to 5, with scores below 2.5 indicating a relatively negative rating, scores above 3.5 relatively positive and those in the middle neutral—the lower the score in the negative range, the stronger the negative judgment; conversely the higher the score in the positive range, the stronger the positive judgment.

For school groups, the overall measure that is reported is the median score, which is the midpoint of the range of scores across all individual respondents in the group. For example, a median score of 3.0 for students on Support for Learning would indicate that the overall rating is fairly neutral, as measured by the midpoint of respondents where an equal number rate Support for Learning as lower and higher.

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Appendix A

Further Details on the CSCI Measure

While this is slightly different than a mean or average, it is one of the commonly used indicators of central tendency or overall group performance. Median values are typically equivalent to mean values, except where there are a small number of extreme ratings which would skew the mean more than the median.

For a questionnaire that uses a five point rating scale, while it is clear that most respondents interpret the order of the scale the same way, i.e. 5 is higher than 4, and so on in the way that they respond, it is not clear that the intervals between ratings mean the same things to all respondents.

For this reason, using median values across respondents which takes into account ranking but not actual ratings, is considered a more appropriate measure. In addition to the median scores, the report contains response distributions for each school climate dimensions, which show the percentage of respondents in each school group whose scores fall into each category or range.

These should help you understand the consistency and/or variability of perceptions and the strength of opinion within school groups. For example, if the overall or median score for Support for Learning for students is neutral, is that because most respondents are neutral or is it because there are an even number with positive and negative views; if the latter, are positive and negative opinions symmetrical or are the positives concentrated around highly positive, while negatives are just mildly so, or vice versa.

Each of these patterns provides valuable insight into the perceptions held by students, staff and parents, and different patterns will suggest different courses of action.



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