

The Comprehensive School Climate Inventory

Measuring the Climate for Learning

Prepared for Sample High School, November 2015



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 44 - 2
- 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 CSCl. 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 2 - 2 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 30. 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 43-43 , 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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1. 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.



1. 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 other's 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 CSCM

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	1990*	1200	60.30%
School Personnel	140*	121	86.43%
Parents	1990*	253	12.71%

*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.

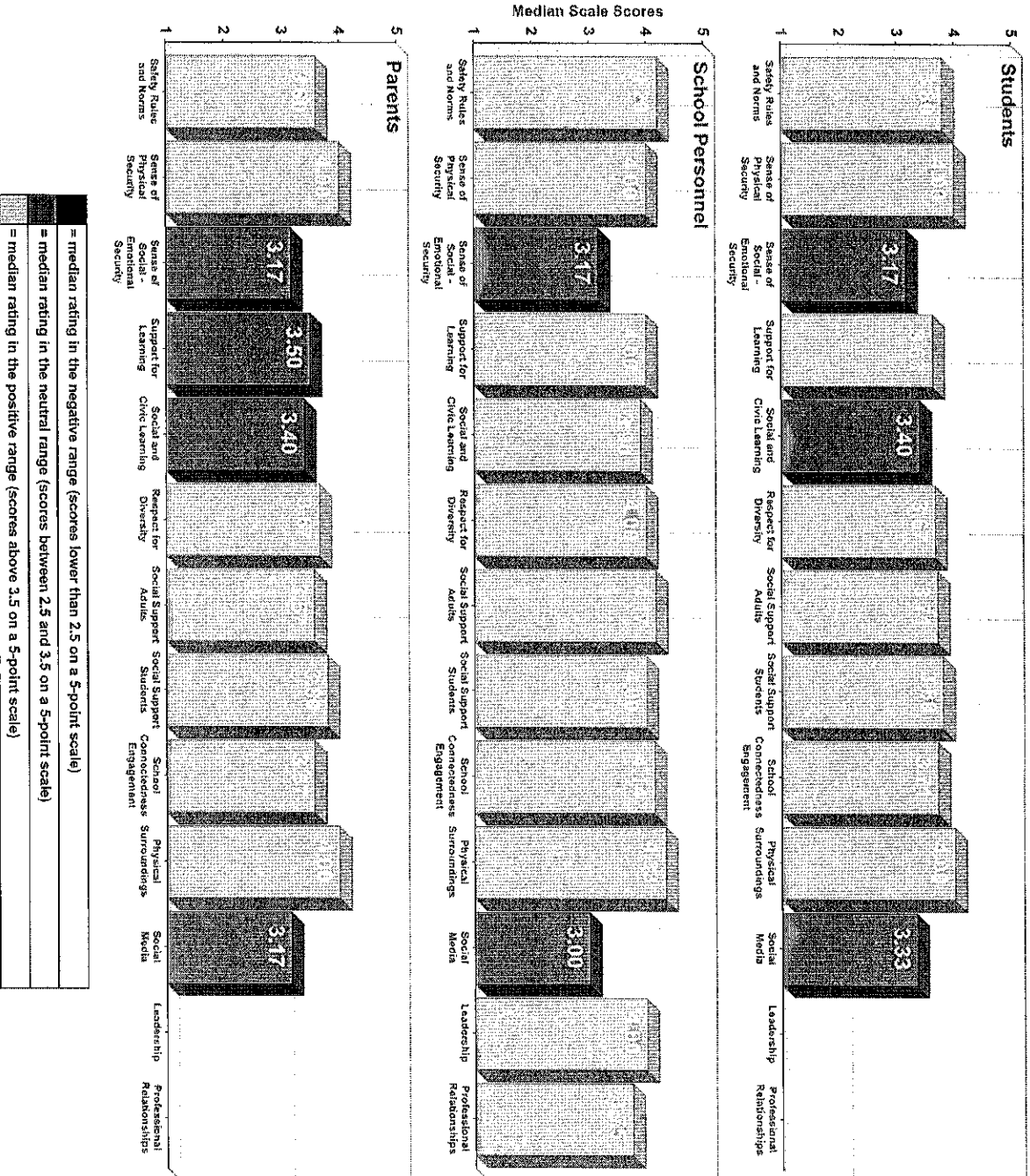
For more detailed information about each group's perceptions, be sure to look at the detailed response patterns (in Section III of this report). The median is only a midpoint—there are as many scores below that number as above.



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	3.80	3%	29%	68%
Physical Security	4.00	3%	32%	65%
Social - Emotional Security	3.17	16%	58%	25%
Teaching and Learning				
Support for Learning	3.63	5%	43%	53%
Social and Civic Learning	3.40	7%	52%	41%
Interpersonal Relationships				
Respect for Diversity	3.67	2%	37%	60%
Social Support - Adults	3.71	3%	32%	66%
Social Support - Students	3.80	4%	26%	71%
Institutional Environment				
School Connectedness Engagement	3.71	3%	33%	64%
Physical Surroundings	4.00	1%	20%	79%
Social Media				
Social Media	3.33	7%	61%	32%

= % 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	1% 9%	90%	
Physical Security	4.00	20%	80%	
Social - Emotional Security	3.17	10%	61%	29%
Teaching and Learning				
Support for Learning	4.00	1% 15%	85%	
Social and Civic Learning	3.90	2% 28%	70%	
Interpersonal Relationships				
Respect for Diversity	4.00	2% 24%	77%	
Social Support - Adults	4.17	1% 6%	93%	
Social Support - Students	4.00	1% 17%	83%	
Institutional Environment				
School Connectedness Engagement	4.14	1% 15%	84%	
Physical Surroundings	4.33	10%	90%	
Social Media				
Social Media	3.00	16%	67%	17%
Working Environment				
Leadership	4.00	9% 25%	66%	
Professional Relationships	3.75	2% 30%	69%	

= % 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 — Parents

Dimension	Median	Score Distribution		
Safety		33.3%	33.3%	33.3%
Rules and Norms	3.60	8%	35%	57%
Physical Security	4.00	3%	25%	72%
Social - Emotional Security	3.17	22%	49%	29%
Teaching and Learning				
Support for Learning	3.50	15%	38%	47%
Social and Civic Learning	3.40	11%	49%	40%
Interpersonal Relationships				
Respect for Diversity	3.67	8%	37%	55%
Social Support - Adults	3.57	11%	35%	55%
Social Support - Students	3.80	7%	28%	66%
Institutional Environment				
School Connectedness Engagement	3.57	11%	33%	56%
Physical Surroundings	4.00	1%	17%	82%
Social Media				
Social Media	3.17	15%	63%	22%

= % 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:

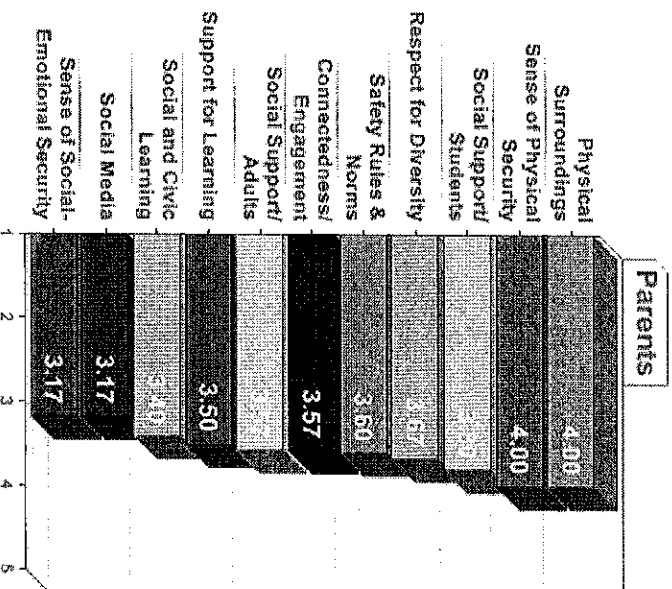
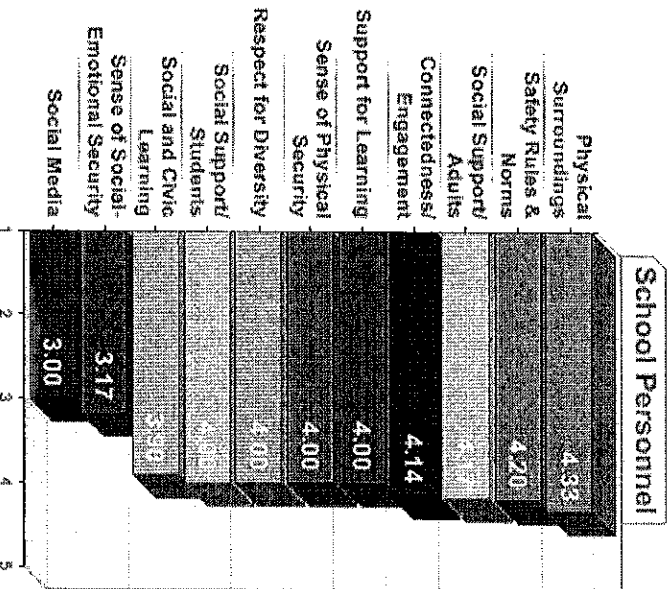
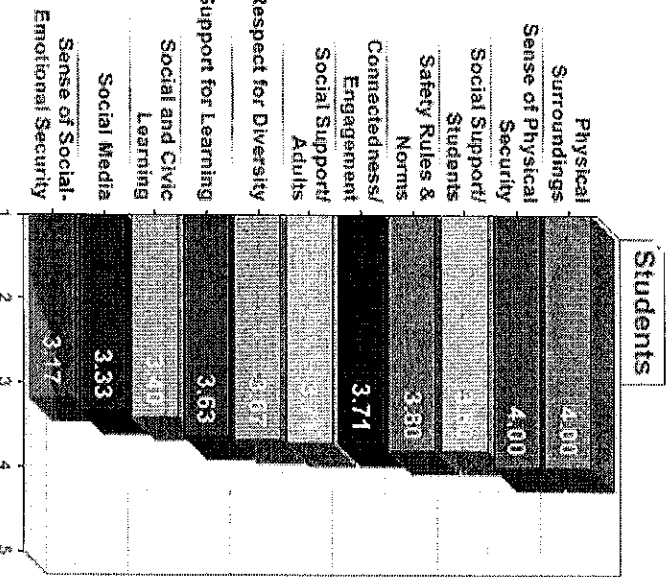
- This chart shows you a graphic representation of each school group's median dimension ratings, in rank order from highest-rated to lowest-rated. You can use this chart to compare the relative perceptions of the different groups—for example, a particular dimension may be rated at the top for one group, 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





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

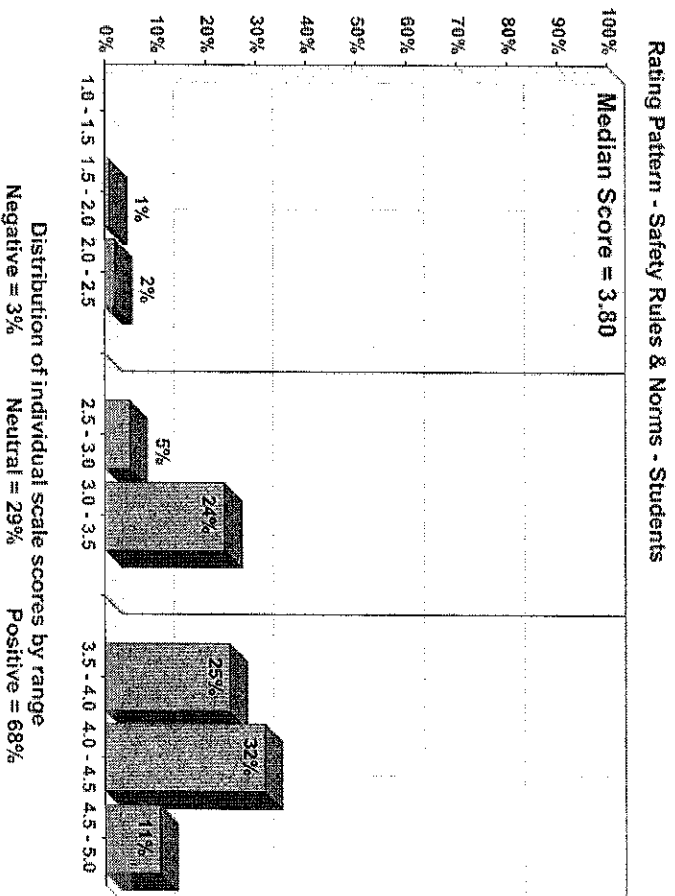
School Climate Dimensions: Safety—Rules & Norms

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?



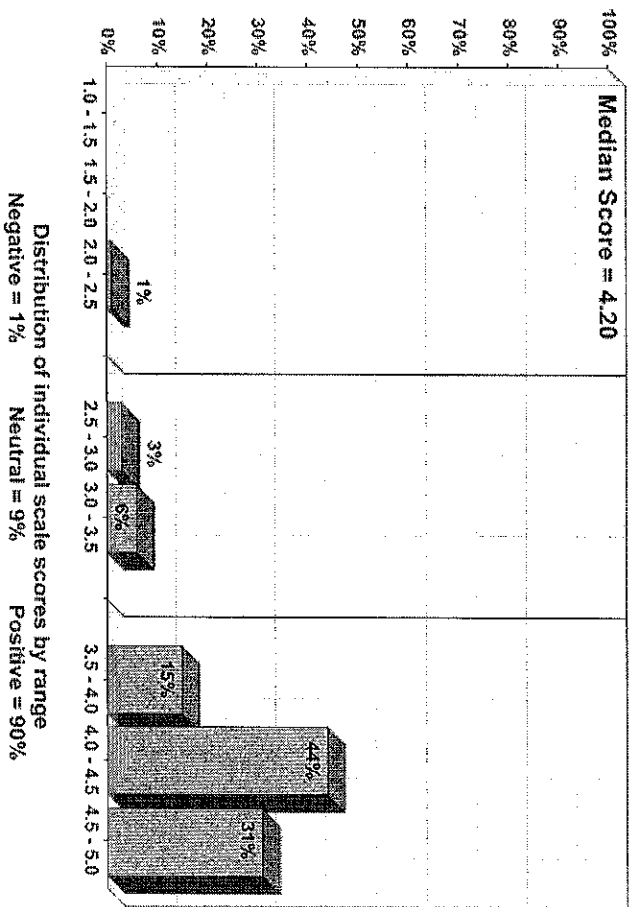
For complete details on the items that comprise all of these scales, please refer to Section IV. As a result of rounding, percentages may differ slightly from those on pages 16-18.



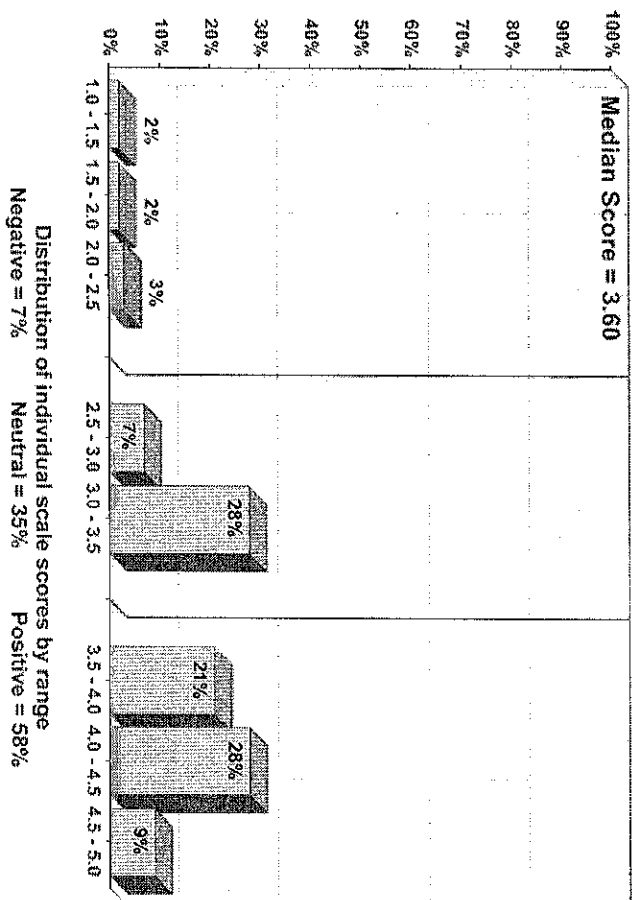
III. In-Depth Profiles

School Climate Dimensions: Safety—Rules & Norms

Rating Pattern - Safety Rules & Norms - School Personnel



Rating Pattern - Safety Rules & Norms - Parents





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?

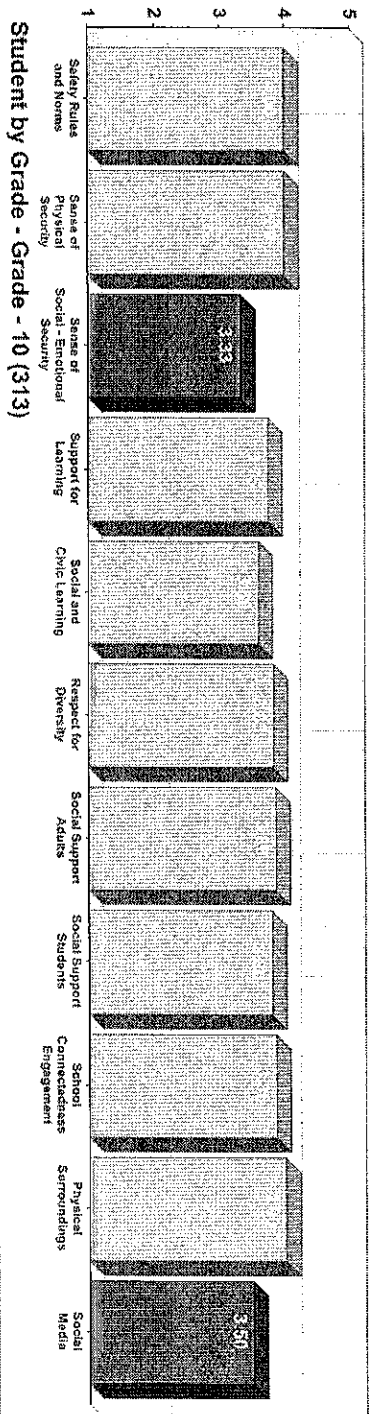
IMPORTANT NOTE: Any sub-groups that are too small to guarantee privacy to the respondents will not be included. Therefore, some of the charts in this section may be missing. This is not an error—it means that fewer than 10 people from that particular sub-group (for example, males) in that population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



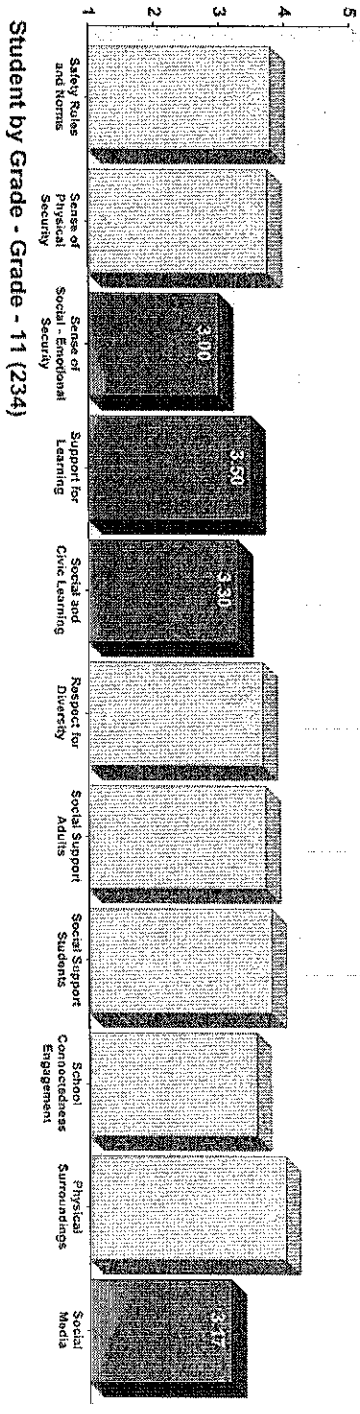
III. In-Depth Profiles

Sub-Group Ratings: Students

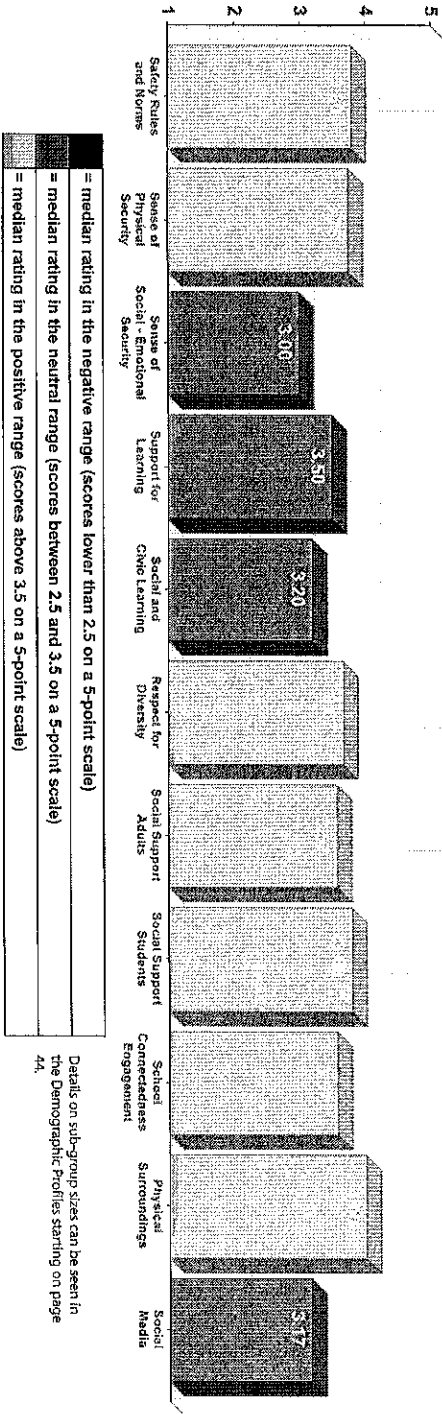
Student by Grade - Grade - 9 (419)



Student by Grade - Grade - 10 (313)



Student by Grade - Grade - 11 (234)



= 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)

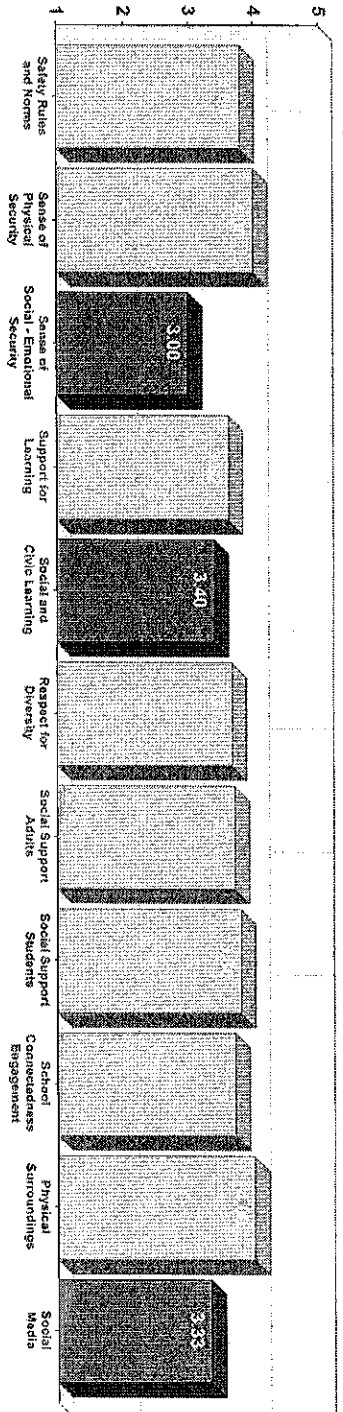
Details on sub-group sizes can be seen in the Demographic Profiles starting on page 44.



III. In-Depth Profiles

Sub-Group Ratings: Students

Student by Grade - Grade - 12 (187)



= 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)

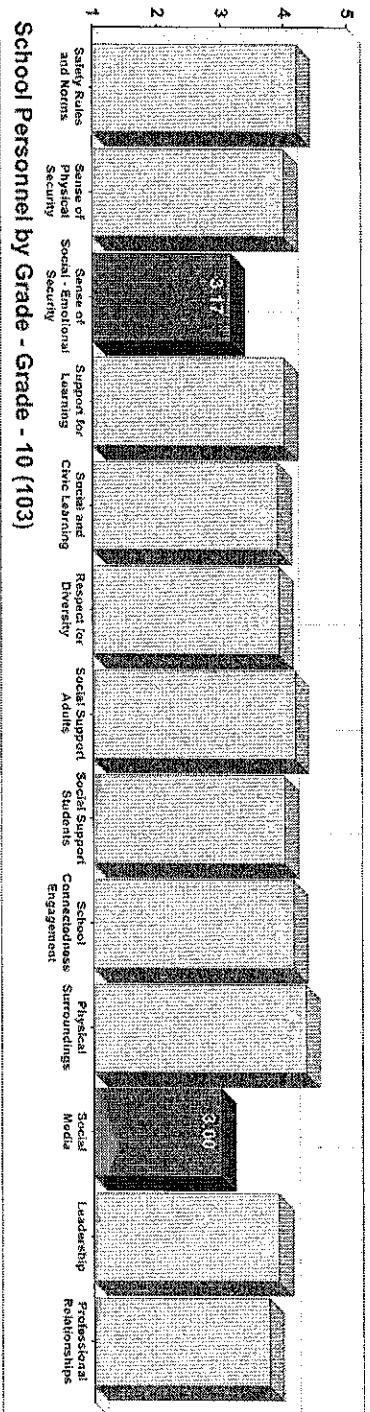
Details on sub-group sizes can be seen in the Demographic Profiles starting on page 44.



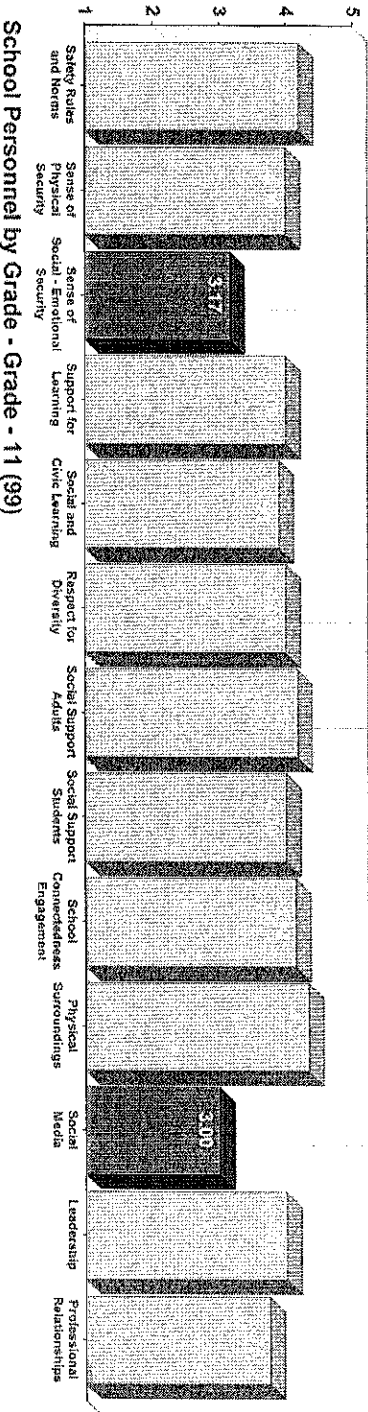
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

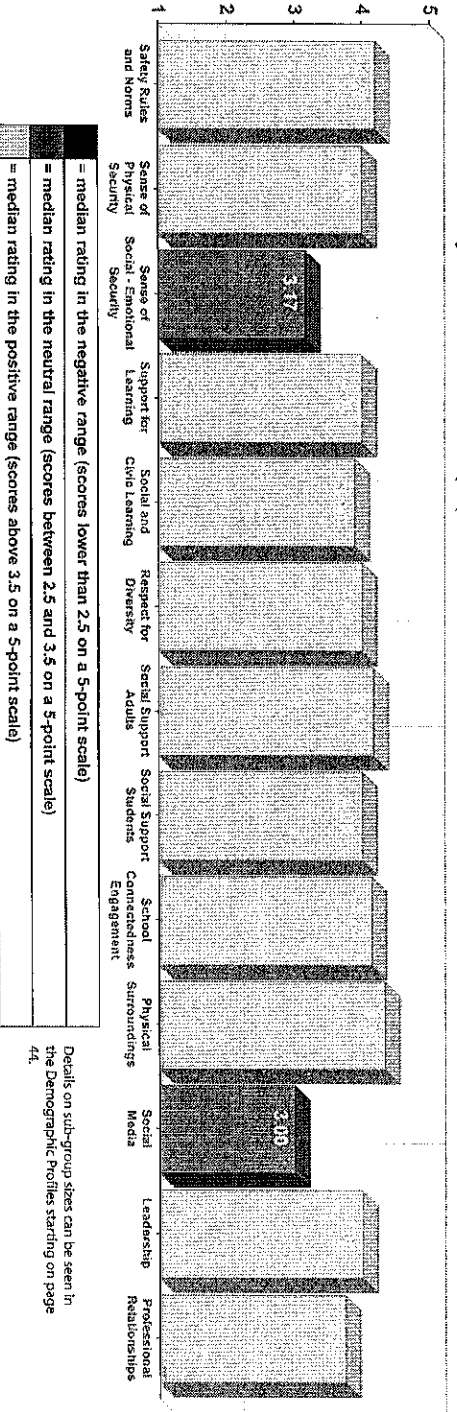
School Personnel by Grade - Grade - 9 (89)



School Personnel by Grade - Grade - 10 (103)



School Personnel by Grade - Grade - 11 (99)



= 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)

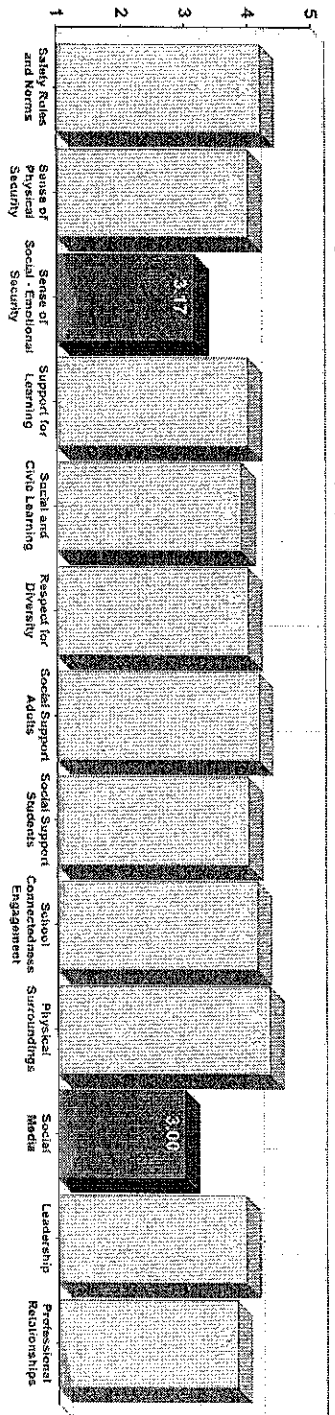
Details on sub-group sizes can be seen in the Demographic Profiles starting on page 44.



III. In-Depth Profiles

Sub-Group Ratings: School Personnel

School Personnel by Grade - Grade - 12 (94)



≠	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)

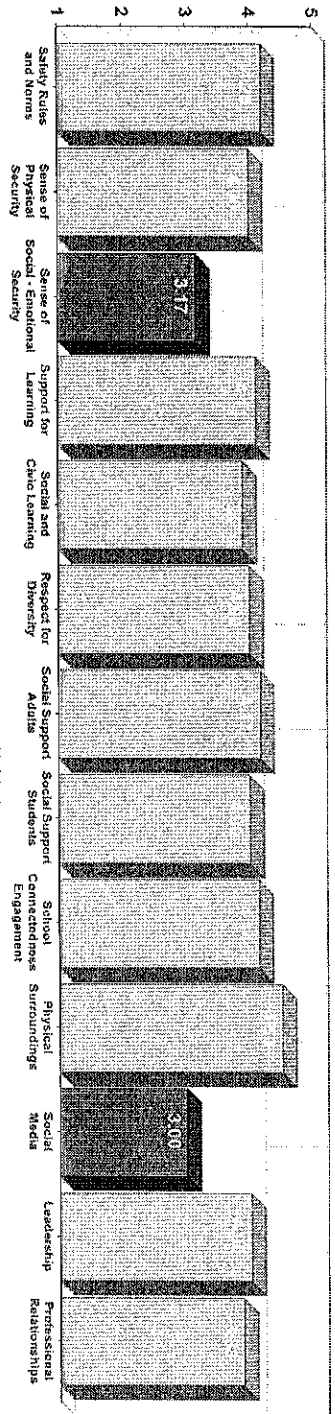
Details on sub-group sizes can be seen in the Demographic Profiles starting on page 44.



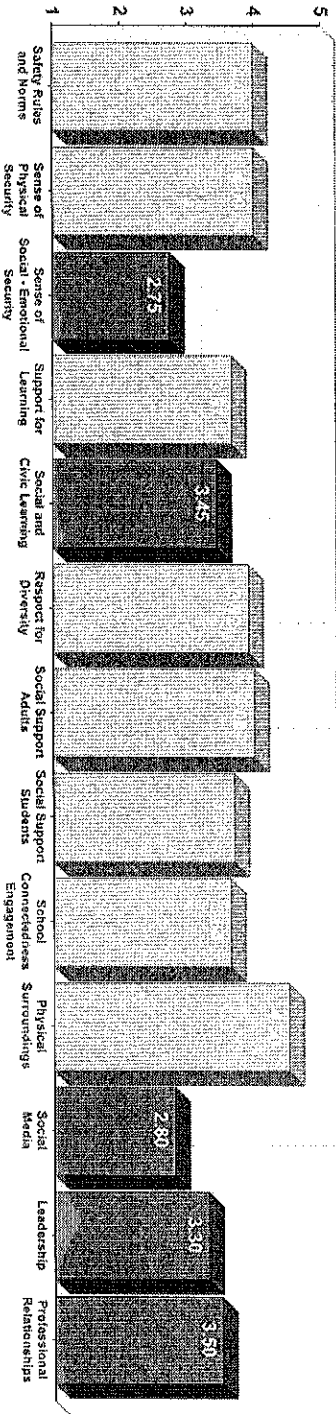
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

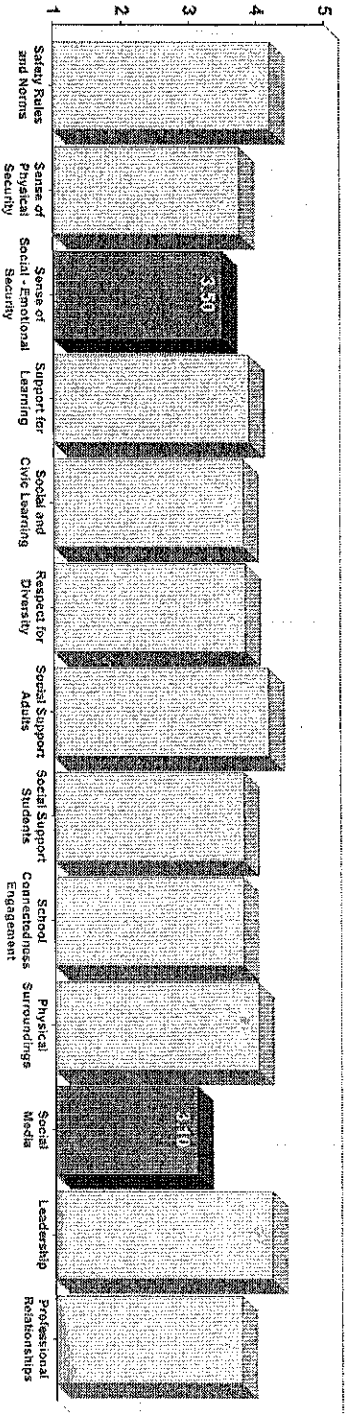
School Personnel by Position - Position - Teacher (77)



School Personnel by Position - Position - Other professional staff (13)



School Personnel by Position - Position - Non-certified support staff (13)



= 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)

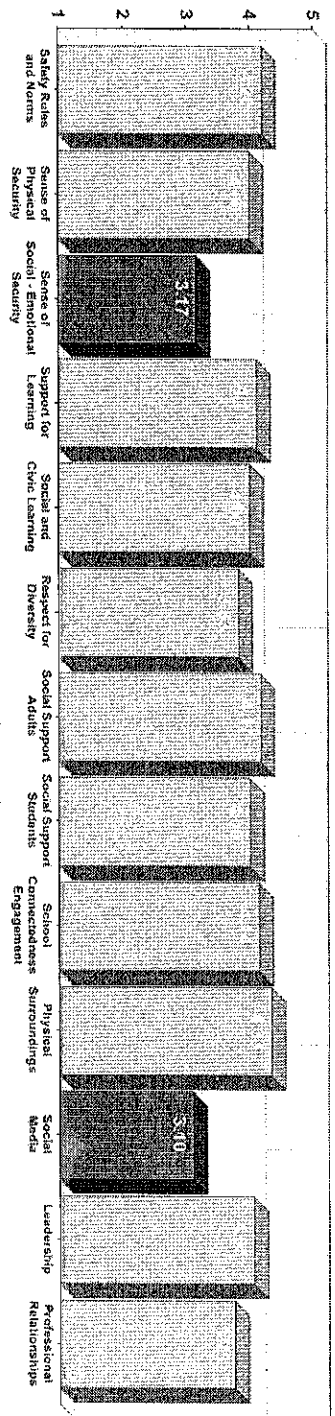
Details on sub-group sizes can be seen in
 the Demographic Profiles starting on page
 44.



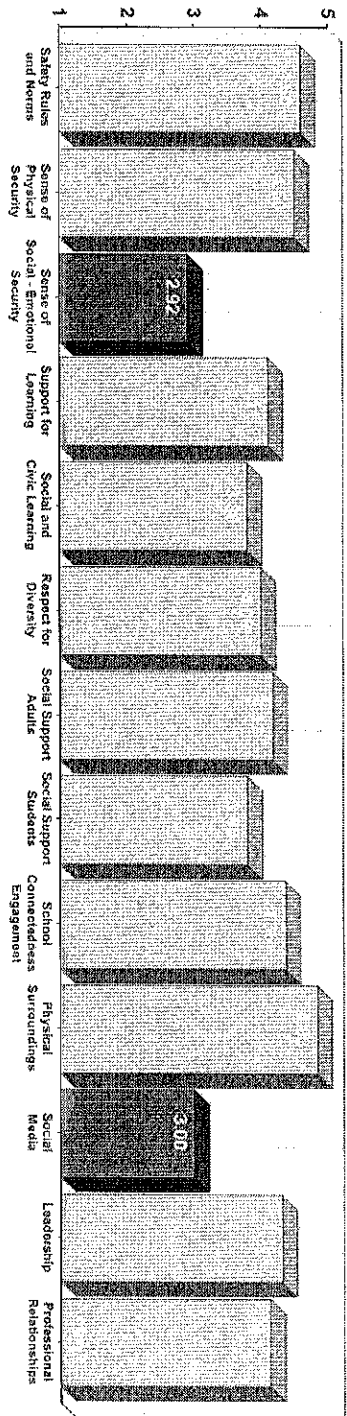
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

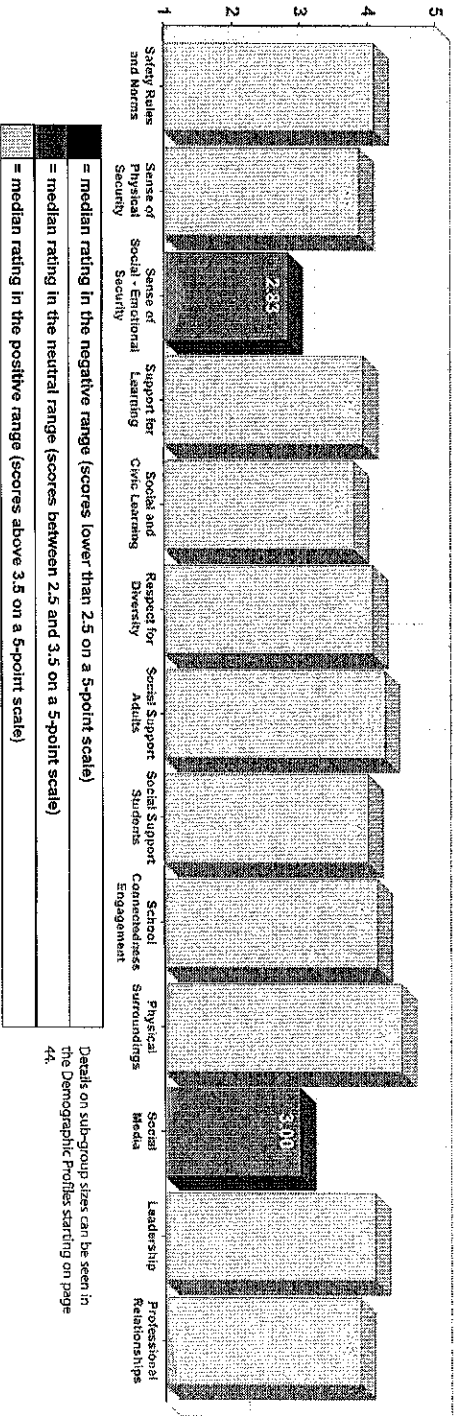
School Personnel by Departments - Departments - English/Language Arts (13)



School Personnel by Departments - Departments - Social Studies (10)



School Personnel by Departments - Departments - Special Education (12)



= 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)

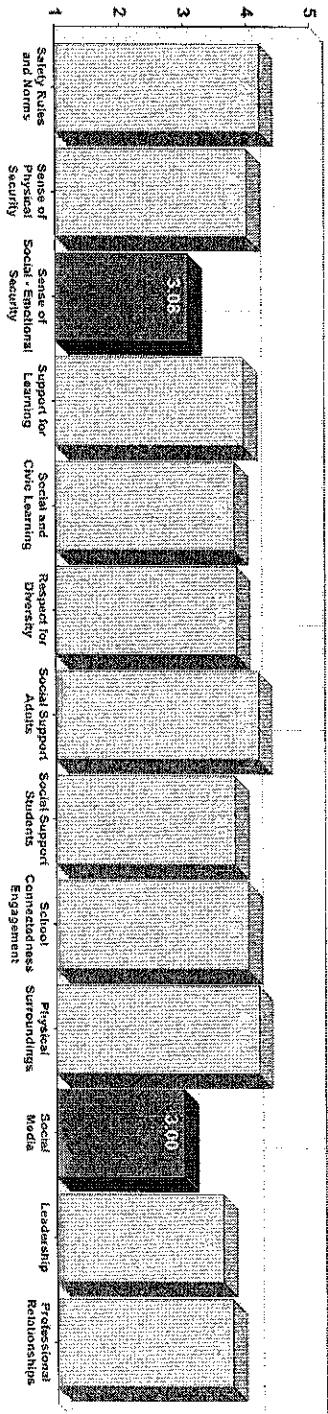
Details on sub-group sizes can be seen in the Demographic Profiles starting on page 44.



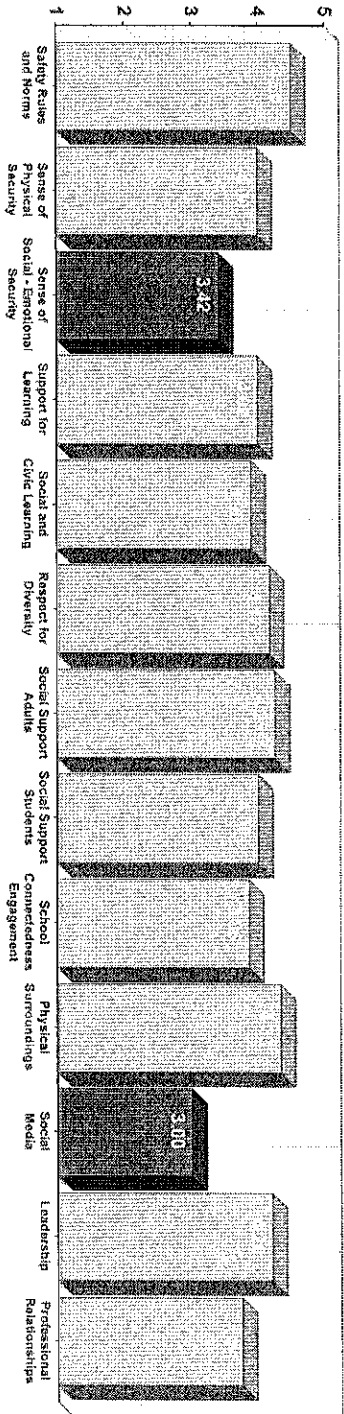
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

School Personnel by Departments - Departments - Other (27)



School Personnel by Departments - N/A (14)



= 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)

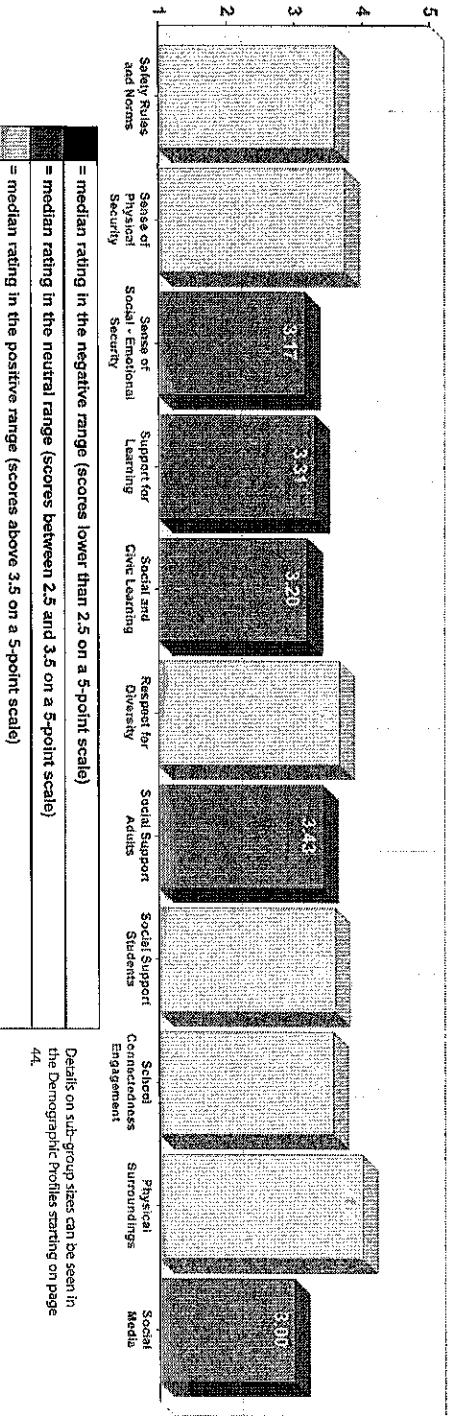
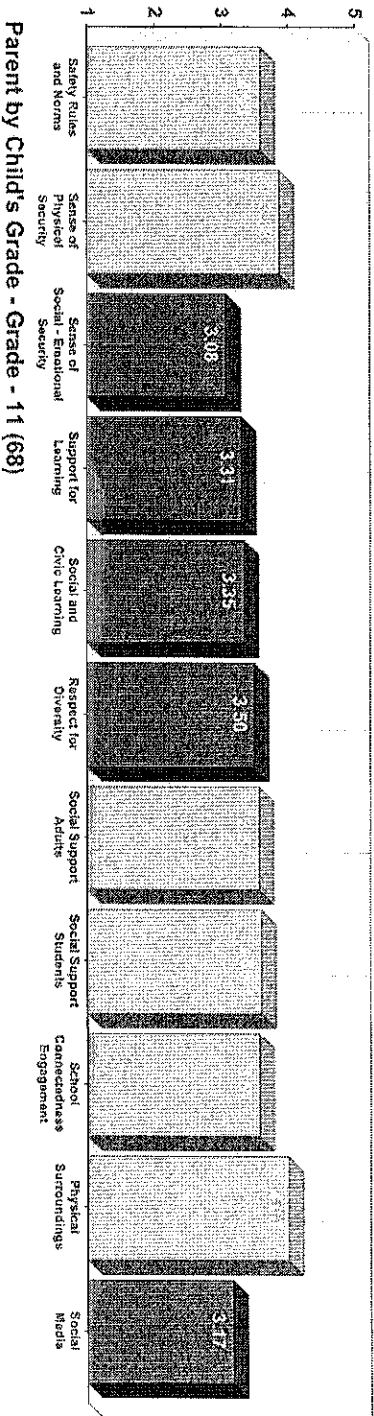
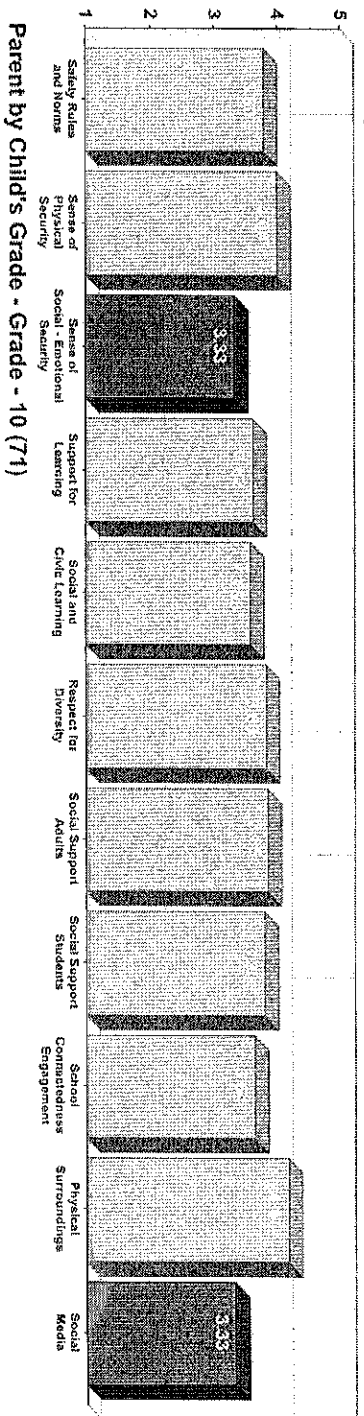
Details on sub-group sizes can be seen in the Demographic Profiles starting on page 44.



III. In-Depth Profiles

Sub-Group Ratings: Parents

Parent by Child's Grade - Grade - 9 (71)



= 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)

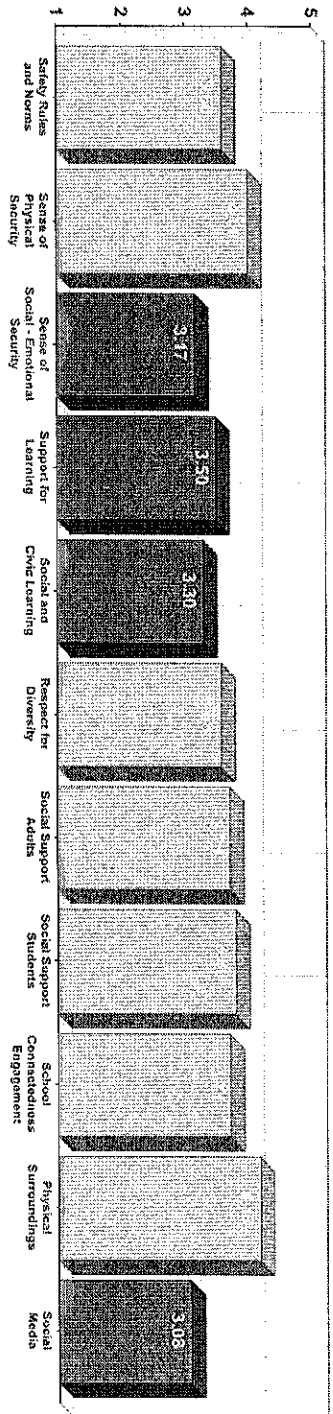
Details on sub-group sizes can be seen in the Demographic Profiles starting on page 44.



III. In-Depth Profiles

Sub-Group Ratings: Parents

Parent by Child's Grade - Grade - 12 (66)



= 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)

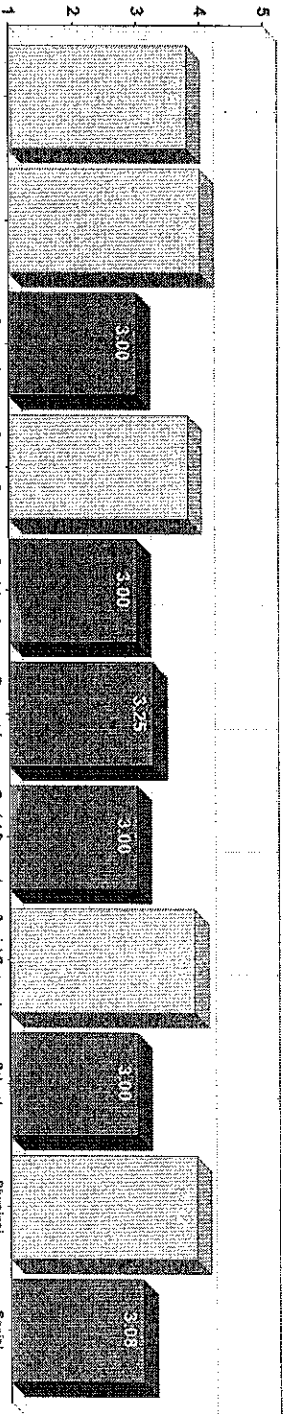
Details on sub-group sizes can be seen in the Demographic Profiles starting on page 41.



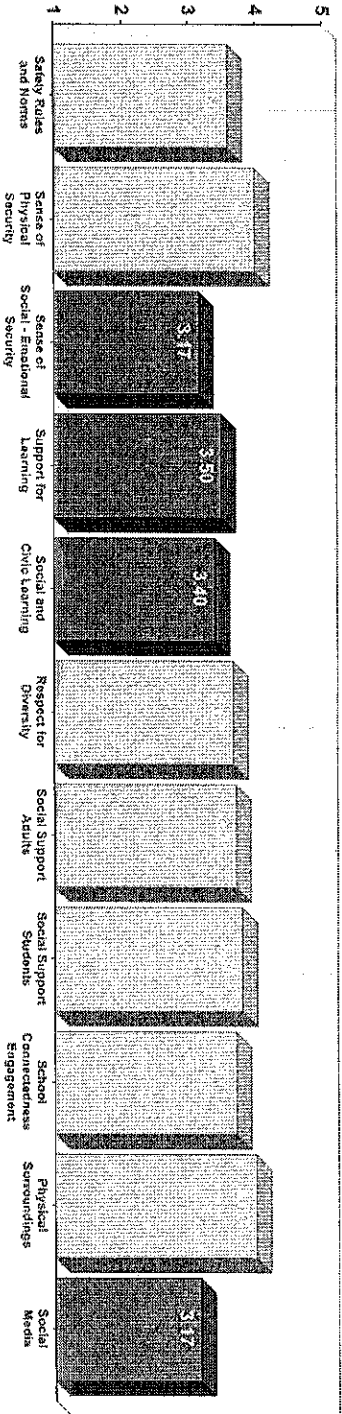
III. In-Depth Profiles

Sub-Group Ratings: Parents

Parent by Race/Ethnicity - Race/Ethnicity - Asian / Pacific Islander (10)



Parent by Race/Ethnicity - Race/Ethnicity - White / Caucasian (224)



= 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 on page 44.



IV. Detailed Findings

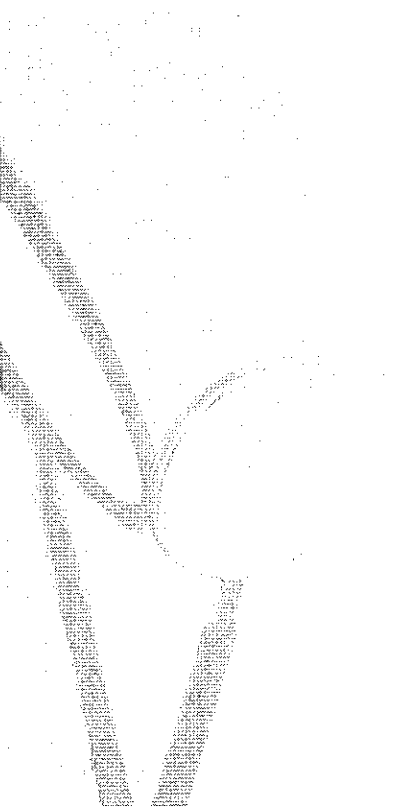
This section provides very specific information on how each group responded to the individual CSCI survey items. It is presented by surveyed population (e.g. students, school personnel, and parents) for each dimension.

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	3.80	1.00	5.00	4.20	2.20	5.00	3.60	1.00	5.00
Sense of Physical Security	4.00	1.00	5.00	4.00	2.75	5.00	4.00	1.50	5.00
Sense of Social-Emotional Security	3.17	1.00	5.00	3.17	1.67	4.50	3.17	1.00	4.67
Support for Learning	3.63	1.00	5.00	4.00	2.11	5.00	3.50	1.00	5.00
Social and Civic Learning	3.40	1.00	5.00	3.90	2.30	4.80	3.40	1.00	5.00
Respect for Diversity	3.67	1.00	5.00	4.00	1.17	5.00	3.67	1.33	5.00
Social Support/ Adults	3.71	1.00	5.00	4.17	2.17	5.00	3.57	1.29	5.00
Social Support/ Students	3.80	1.20	5.00	4.00	2.00	4.80	3.80	1.00	5.00
Connectedness/ Engagement	3.71	1.29	5.00	4.14	2.14	5.00	3.57	1.14	5.00
Physical Surroundings	4.00	1.00	5.00	4.33	2.50	5.00	4.00	1.33	5.00
Social Media	3.33	1.00	5.00	3.00	1.60	4.60	3.17	1.00	4.83
Leadership	N/A	N/A	N/A	4.00	1.30	5.00	N/A	N/A	N/A
Professional Relationships	N/A	N/A	N/A	3.75	1.88	4.88	N/A	N/A	N/A



IV. Detailed Findings

Item-by-Item Survey Responses: Students

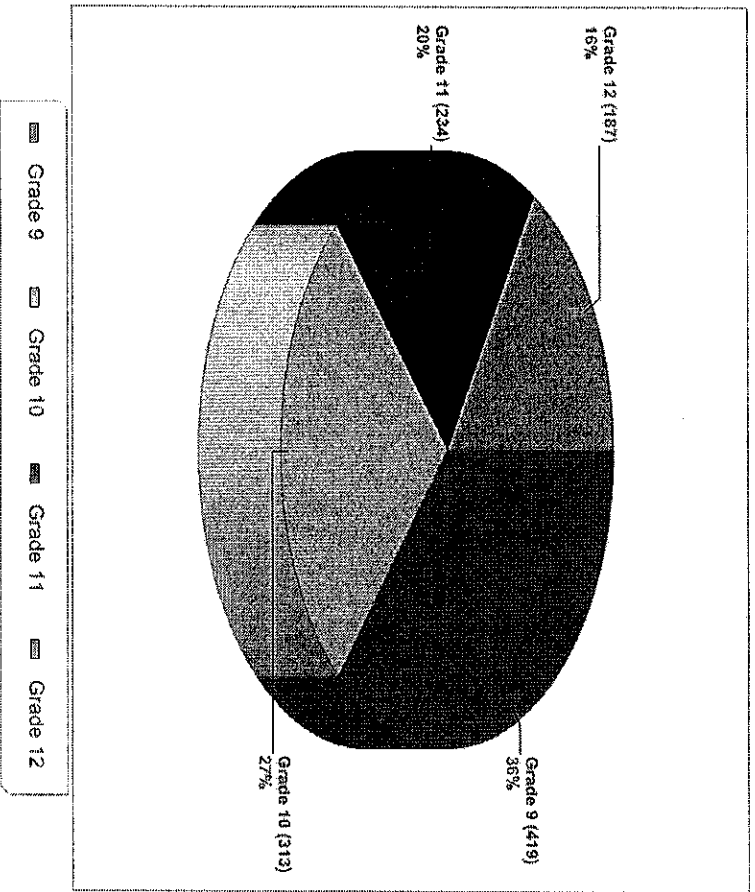
Safety Rules & Norms	Rating Response Given							Rating Response Not Given
	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Survey Item								
In my school, there are clear rules against hurting other people (for example, hitting, pushing, tripping, etc.).	4.00	1 / 5	0.01 (13)	0.06 (77)	0.19 (224)	0.53 (630)	0.21 (254)	0.00 (2)
Adults in my school are fair about making sure that all students follow the rules against physical and verbal harassment.	4.00	1 / 5	0.02 (27)	0.08 (92)	0.29 (343)	0.50 (599)	0.11 (136)	0.00 (3)
Adults in my school will stop students if they see them physically hurting each other (for example, pushing, slapping, beating each other up, etc.).	4.00	1 / 5	0.01 (15)	0.03 (34)	0.17 (208)	0.50 (593)	0.29 (343)	0.01 (7)
In my school, there are clear rules against insults, teasing, harassment, and other verbal abuse.	4.00	1 / 5	0.02 (20)	0.11 (128)	0.29 (351)	0.45 (538)	0.13 (159)	0.00 (4)
Adults in my school stop students if they see them insulting, teasing, harassing, or otherwise verbally abusing other students.	4.00	1 / 5	0.02 (23)	0.06 (67)	0.29 (349)	0.49 (581)	0.14 (172)	0.01 (8)



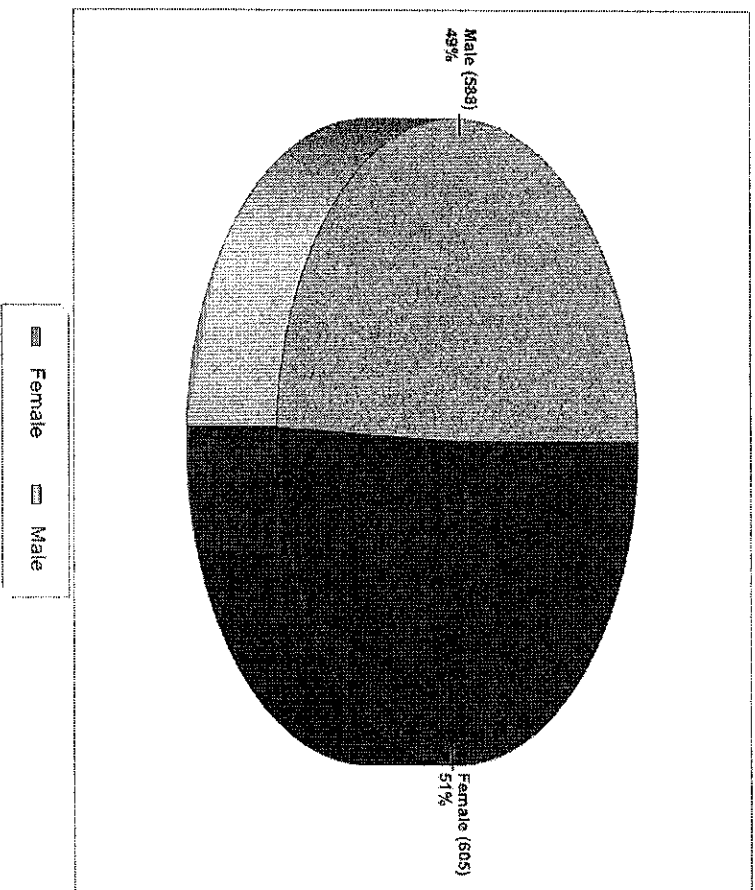
IV. Detailed Findings

Demographic Profiles

Students by Grade



Students by Gender

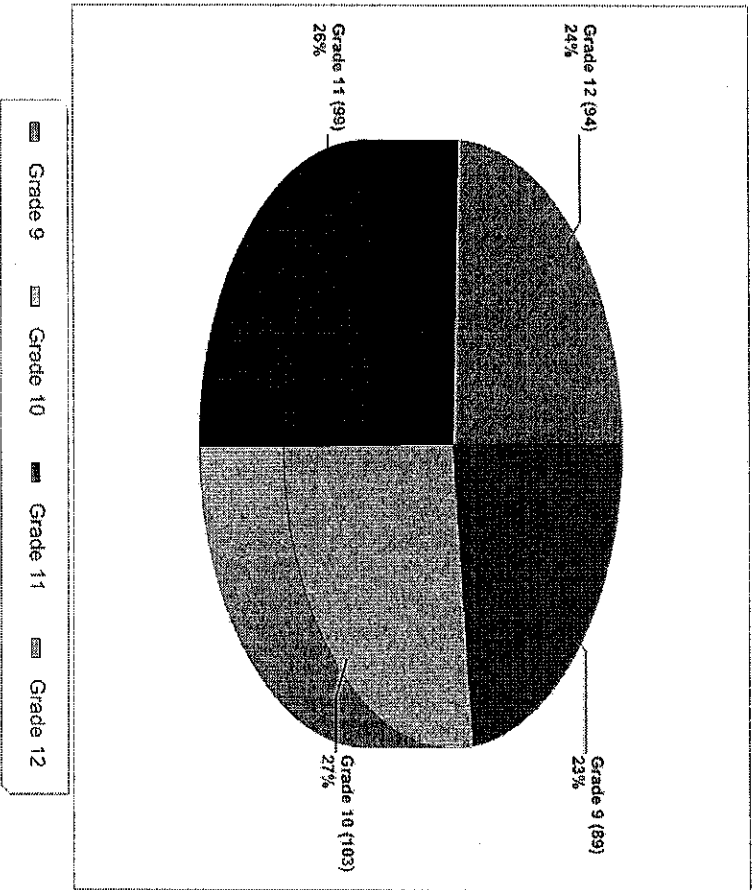




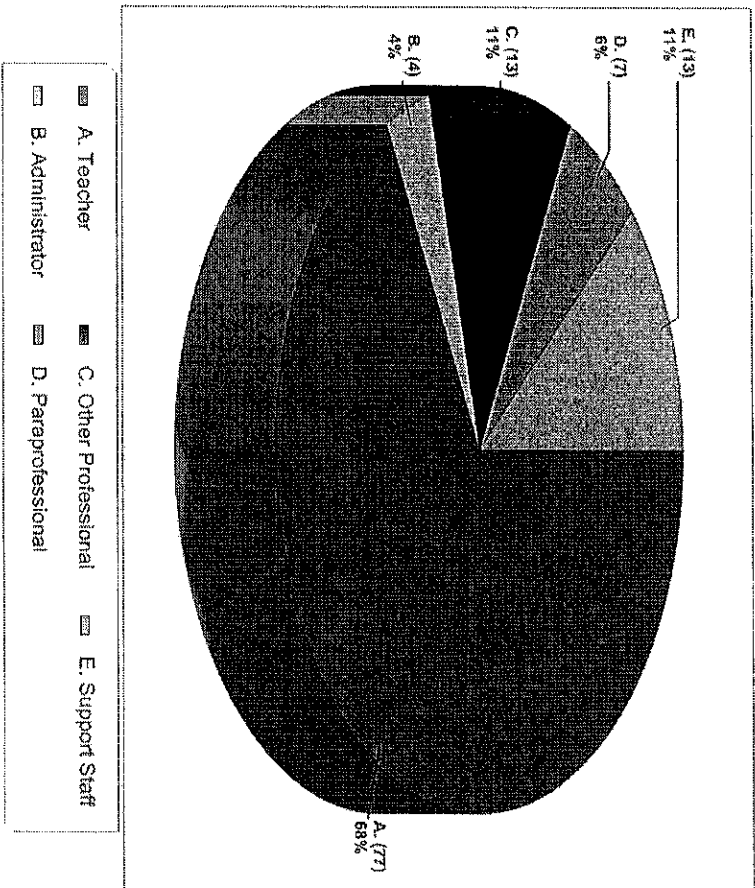
IV. Detailed Findings

Demographic Profiles

School Personnel by Grade



School Personnel by Position





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	
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 people's 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>Approaches/Programs that Schools and Research Have Found to Be Successful</p> <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>

Continued on next page



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	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>Identifying Some Common Sources of the Problem</p> <ul style="list-style-type: none"> Individual Competencies: <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 Peers/School Culture: <ul style="list-style-type: none"> Unhealthy norms for behavior among students and/or school personnel Insufficient modeling of supportive behavior, including up-standard norms Low levels of group support & trust
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. 	<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://nrcpm.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>



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