Understanding and Using School Climate Data:
The Foundation for School Climate Reform

Jonathan Cohen, Ph.D.

Office of Safe and Drug Free Schools
School Climate Symposium
March 9-11, 2011, New Orleans, LA

National School Climate Center
formerly the Center for Social and Emotional Education (CSEE)
NSCC

School Climate: What is it?

- School Climate refers to the **quality of school life as experienced by members of the school community: Students, School Personnel & Parents**

- It includes:
  - **Norms, goals and values** (e.g. mutual respect)
  - **Relationships, Teaching & Learning and Leadership practices**
  - & Organizational **structures and processes –** rules, regulations, and enforcement

(National School Climate Council, 2007)

The School Climate Improvement Process:
A process of continuous learning and school improvement

Tasks and Challenges: Shaping the process of students and adults learning together

1) Planning for the next phase of improvement

    Creating a representative leadership team

    Fostering buy in: understandings, vision, vocabulary and engagement!

    Leadership Commitment & Dedicated Planning Team

    Moving from blame/distrust to a more "no fault"/trusting culture

    Celebrating success and building on past efforts

    Community Engagement/Outreach

2) School Climate Assessment/Evaluation

    Measurement Process

    Interpretation of Results

3) Understanding findings and Action Planning

    Understanding and Digging Deeper

    Prioritizing goals

    Researching instructional and/or school wide improvement programmatic efforts

    Action Planning: Benchmarks & Timelines

4) Implementing the Action Plan: Instructional & School-wide

    Coordinating evidence-based pedagogic and systemic efforts

    Efforts are instituted with fidelity, monitored and there is an ongoing attempt to be learners

    The adults who teach and learn with students work to further their own social, emotional and civic learning.

5) Beginning the cycle anew

Critical Constructs For Survey Evaluation:
Understandings that grow out of our research with schools, districts and the Ohio Department of Education & National School Climate Recommendations

- **Safety**
  - Rules & Norms
  - Physical
  - Social-Emotional
- **Teaching & Learning**
  - Support for Learning
  - Social & Civic Learning
  - Professional Relationships (school personnel only)
  - Leadership (school personnel only)
- **Relationships**
  - Respect for Diversity
  - Social Support – Adults & Students
  - Connectedness/ Engagement
- **Environment**

CSCI: A reliable and valid tool

- In development since 2002

- Evaluated by three independent social scientists/survey development experts in 2006: All confirmed that the tool had and was being developed in reliable and valid ways.

- In a recent 2010 study of 102 school climate surveys, three met *American Psychobiological Association* criteria for being reliable and valid. The CSCI was one of these three (Gangi, 2010).

- In a 2011 study of 73 middle school measures, ten were identified and recommended as being reliable, valid and aligned with SEL research. The CSCI was the only school climate measure recommended. (Haggerty, Elgin, & Woolley, 2011).

Analysis Relevant For School-Level Evaluation

- On the importance of recognizing student, parent/guardian and school personnel voice

- Understanding school-wide patterns of strength and needs as well as particular sub-group and population findings

- Consensual findings (e.g. disrespect for diversity) and discrepant findings/patterns (e.g. student vs. adult reports about feeling safe)

Methods For Reporting to Different Stakeholders

- **Setting the stage**: Stage One tasks/challenges (e.g. representative leadership teams; moving from a culture of blame/distrust to a more trusting, collaborative problem solving and "No Fault" framework) that create a platform for reporting, learning and working together as a school community.
- **Reporting, learning and action planning**: Stage Three tasks/challenges – *the whole community learning and working together to*:
  - ✓ Understand the findings
  - ✓ Digging deeper
  - ✓ Prioritizing goals
  - ✓ Researching evidence-based instructional and/or systemic interventions that will actualize the goals
  - ✓ Developing an action plan with SMART goals

Using Cross-walking Items: how to interpret

Crosswalking - mapping standards for one dataset to another. Or, how can we create alignment between multiple datasets a school or district or state may collect, so that addressing core issues and allocating resources becomes more effective.

What sets of standards?

• Current academic standards

• National School Climate Standards: A unified framework that recognizes the social, emotional, civic and intellectual/academic aspects of (i) learning and (ii) the community's ability to learn and work together.

• Making school climate a core element of their strategic plans and tracking data from a measurement tool along with other incident data to get a complete picture of needs and strengths in given areas (i.e. suspension rates and incident reports as well as physical, social, emotional and intellectual safety related findings.

Methods For Fostering Continuous Improvement

For the school and for the field:

• On the importance of being clear about our (i) School Climate Improvement Model, (ii) Implementation Strategy and using measurement tools and "road maps" that are research based and user friendly.

• The National School Climate Center's *School Climate Improvement Model, Implementation Strategy* and set of policy, measurement and practice guidelines and tools

• Promoting authentic learning communities that develop social, emotional, civic as well as intellectual goals, implementation strategies designed to actualize these goals and assessment procedures to learn and refine our policies, goals and implementation efforts.

How To Select Survey Instruments?

- Reliable and valid
- Recognize student, parent/guardian and school personnel voice
- Can be taken in under 20 minutes
- Assessing various aspects of safety, relationships (e.g. connectedness), teaching and learning (e.g. prosocial education? support? engaged?), and the institutional environment.
- Supports customization and language needs of populations
- Yoked to resources that support (i) understanding what you need to consider before survey administration, (ii) actual administration, (iii) interpretation of results and the creation of action plans.

Resources

Cohen, J, McCabe, E.M, Michelli, N.M & Pickeral, T. (2009). School Climate: Research, Policy, Teacher Education and Practice. *Teachers College Record,* Volume 111: Issue 1: pp. 180-213.

Gangi,T.A. (2010). *School climate and faculty relations: Choosing an effective assessment tool* (http://gradworks.umi.com/33/88/3388261.html

Haggerty, K., Elgin, J., & Woolley (2011). *Social-emotional learning and school climate assessment measures for middle school youth*. Social Development Research Group, University of Washington and the Raikes Foundation

National School Climate Council (2007). *The School Climate Challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy*. On www.schoolclimate.org/climate/policy.php

National School Climate Standards: Benchmarks to promote effective teaching, learning and comprehensive school improvement –(www.schoolclimate. org/climate/standards.php)

*School Climate Guide for District Policy Makers and Educational Leaders – (*www.schoolclimate.org/climate/process.php)

School Climate Matters – quarterly e-newsletter (www.schoolclimate.org).

Contact Information

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How Data from California's School Climate Surveys are Used
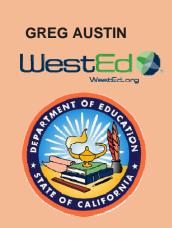
CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction

Overview

- How California has reported school climate survey results to districts.

- How it has assisted schools in understanding, disseminating, and using their survey results.

- How schools have used their data.

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What Is Cal-SCHLS?

- The California School Climate, Health, and Learning Surveys Data System

- Three linked assessment tools:
  - California <u>Healthy Kids</u> Survey (CHKS) for students
  - California <u>School Climate</u> Survey (CSCS) for teachers and other staff
  - California <u>School Parent</u> Survey (CSPS)

- Funded/supported by California Depart of Ed

- Outside CA:

What is Cal-SCHLS? (2)

- The largest, oldest effort in the nation to provide schools/communities with <u>local</u> data to promote school success and youth well being:
  - Identify the needs of key stakeholders: students, staff, and parents
  - <u>Compare</u> school perceptions and experiences among stakeholders
  - A modular data collection system that can be <u>customized</u> to meet local needs.

- Identified as a model system by the US Dept of Ed (*Successful, Safe, and Healthy Students*)

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History & Overview

- Began 1999 with CHKS

- 2003-2011, CHKS/CSCS required for NCLB Title IV compliance and state tobacco grant funding

- Students: grades 5, 7, 9, 11, & Continuation
  Staff and parents: all grades

- District representative sample and report

- Administered by 85% of districts with secondary schools = 98% of state enrollment
  - 850 districts (90% at school-level)
  - 7,100 schools
  - 500,000 students and 49,000 staff annually (av.)

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Funding Partners

- CDE Coordinated School Health & Safety Office
  - Supt's Office (Closing Achievement Gap)
  - Division of Special Education
  - English Learner &Curriculum Support Division
    - Migrant, Indian, International Education
  - Learning Support and Partnerships Division
    - After School Programs
    - Counseling, Student Support, &Service Learning Office
- Department of Alcohol and Drug Programs
- Reflects growth in recognition of value of survey data over a decade among educators

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Reporting

- CDE provides reports at the district, county, and state level

- Publicly posted since 2004 on survey website http://chks.wested.org/reports
  - Response to requests from users

- School reports on request (c. 60%)

- Dataset for analysis

- Key indicators online through Query CHKS

- Factsheets on key topics (aggregated dataset)

- Special topic state reports
  - Mental health series

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Main District Reports

- Key findings for public dissemination
- Main Report of tables with all results
  - CHKS by grade
    - By race/ethnicity for key indicators
  - Staff by school level
  - Aggregated at county and state levels for normative comparisons
- Staff results online in real time

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Supplementary Reports

- Race/Ethnicity (CHKS/CSCS) — 8 subgroups
  - If administer CTAG Module
  - All S3 participants
  - Otherwise request
- Migrant Ed (CHKS/CSCS)
  - Students and staff in migrant ed program vs. all others
- Special Ed (CSCS)
  - SE staff vs. general ed
- Minimum 10 students and 5 staff to preserve confidentiality
- Every two years, prepared on regional and state levels.
  - Regional Migrant Ed Centers
  - Special Education Local Planning Areas

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Public Availability —
Query CHKS

- Key indicator data at district, county, and state level available online

- Disaggregated by gender, race/ethnicity, school connectedness

- Create and download own tables, graphs, figures, trend lines

- Discussion of why indicator important

- Links to readings

- A joint project with kidsdata.org

- http://chks.wested.org/indicators

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Query CHKS

- AOD use (lifetime, 30-day, at school, use level, driving)

- School connectedness,

- Developmental supports (caring relations, high expectations, meaningful participation) — school & community

- School safety, fighting, weapons possession, harassment & victimization

- Dating violence

- Gang membership

- Mental health needs (sad/hopeless; suicide soon)

- Breakfast consumption

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Query CHKS—Search Result

Alcohol, Tobacco, & Other Drugs

Back to Categories/Topics

Current Use of Tobacco

Select Other Topic Indicators

| Table | Trend | Map | Bar | Pie |

➕ Customize This Table

➕ Choose Counties and School Districts

Cigarette Use (Current), by Grade Level, Gender, and Number of Days: 2006-2008

California	Female					Male				
	0 days	1-2 days	3-9 days	10-19 days	20 days or more	0 days	1-2 days	3-9 days	10-19 days	20 days or more
7th Grade	95.8%	2.7%	0.7%	0.3%	0.5%	94.8%	3.1%	0.8%	0.4%	0.8%
9th Grade	91.6%	4.4%	1.9%	0.9%	1.2%	90.6%	4.5%	2.0%	1.1%	1.9%
11th Grade	88.4%	5.3%	2.5%	1.4%	2.4%	85.0%	6.1%	3.2%	1.9%	3.8%
Non-Traditional	65.7%	9.9%	6.0%	4.5%	13.8%	58.4%	11.7%	7.7%	5.3%	16.9%

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Why This Topic Is Important

While tobacco, alcohol, and other drugs can lead to serious public health issues for people of all ages, children and teens who use these substances are particularly vulnerable to addiction and detrimental health effects throughout their lives. Among youth, for example, the use of alcohol and other drugs has been linked to unintentional injuries, social and emotional difficulties, physical violence, academic problems, and illegal behavior. Substance use also is correlated with risky youth behaviors, such as truancy, drunk driving, and sexual activity. More

How Children Are Faring

Most 7th, 9th, and 11th graders in California in 2006-08 said that they had not used alcohol, cigarrettes, or marijuana in the month preceding the survey. Students were more likely to use alcohol than tobacco or other drugs. In 2006-08, 29% of 9th-grade girls and 24% of 9th-grade boys reported using alcohol in the past 30 days, compared to 9-10% for cigarettes, and 11-14% for marijuana. Non-traditional students, who are those enrolled in Community Day Schools or continuation education, are at highest risk for using all of these drugs. Students who report feeling less connected to their schools also report higher levels of alcohol, tobacco, and other drug use. Although a small percentage of students report the very highest level of use of alcohol, cigarettes, and marijuana (20 days or more of use in the past 30 days), that proportion increased statewide from the 2005-07 period to 2006-08; this was true for nearly all grades and types of drugs, as well as for both boys and girls. More

Reading Room

- Study: Teens Say Drugs Readily Available, Thanks to Parents' Medicine Cabinet (SF Chronicle, 8/15/2008, Fernandez)
- Study: Girls, Not Boys, Less Likely to Drink or Smoke if They Eat Meals with Family (Star Tribune, 7/22/2008, Marcotty)
- Trend in Declining Numbers of Teens Smoking Slows as Anti-Tobacco Programs Lose Federal Funding (Reuters, 6/26/2008, Fox)

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DATA USE TECHNICAL ASSISTANCE

Data Use TA Overview

- Using data to guide policy and practice
  - Being expanded under S3

- On-call TA & tele-workshops (webinars)
  - Onsite workshops as custom service

- *Content Guides* that discuss significance and program implication of each question —
  - Why asked; what research says; relevance to practice and policy
  - Recommendations for further analysis

- *Guidebook to Data Use and Dissemination*

- *Workbook for Improving School Climate and Closing the Achievement Gap*
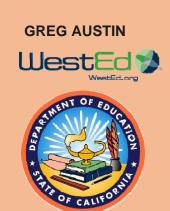
Data Use Webinars

- Need a verbal walk-through not just guidebook

- Very basic
  - Not ready of detailed statistical and methodological issues

- Regularly offered: High staff turn-over

- Open to all members of school-community team

- Sets stage for onsite workshops on request

- Download PPT slides: http://chks.wested.org/training_support/workshops/presentations

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Data Guidelines

- Results just a snap-shot of student and staff responses.

- Data a starting point for discussion
  - Report is the beginning not end of process

- Compare with other data

- Each school and district has to decide what the results mean to them

- Involve student, parents, and community for insight, ownership, and consensus

Student Voice Fishbowl

- Facilitated discussion of survey results with students with adults listening in circle around them.
  - What would they advise to create a safer, more supportive, and more engaging school?

- Obtain student input into program improvement

- A youth-development and school climate improvement strategy
  - meaningful participation
  - communicates caring

- Adds context to peer responses

- Follow with collaborative student-staff planning.

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Data Questions

- Were results representative?
  - Look at the response rate
  - Even if uncertain, still has value; reflects view of those that did respond

- What patterns, consistencies exist across results?
  - Patterns more important than single results

- What are the trends?

- What standards/goals you hope to achieve?

- Are current program strategies and resource allocations consistent with survey results?

Source: CHKS Guidebook to Data Use and Dissemination

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Issues in Data Comparison

- Comparison to another survey (district, state, national) is useful as benchmark

- Be cautious
  – Keep in mind differences in survey administration, method, sample, and wording

- Most important is the meaning of the results to you — Are they acceptable?

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Assessing Change Over Time

- Is a change real?

- Has sample differed?
  - response rate, characteristics

- Did administration procedures differ?
  - Different time of year
  - Active vs. passive consent

- Did the survey question change?

- Two percent noise guideline

Next Steps

- Request school reports
  - What differences exist?
  - Implications for resource allocation and programs

- Add questions to next survey that provide more detailed information on areas of concern

- Conduct more detailed analysis of dataset
  - Subgroup differences
  - Relationships between variables
  - Characteristics of at risk populations
    - Identify community research support

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Dissemination Strategies

- NCLB and CDE require reporting out of results

- Be selective

- Emphasize the positive

- Involve community and emphasize results reflect the community, not just the schools

- Highlight your program and its successes

- Highlight your response to the results and show the links

Source: CHKS Guidebook to Data Use and Dissemination

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school climate
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school parent
SURVEY

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WORKBOOK FOR
IMPROVING SCHOOL CLIMATE &
CLOSING THE ACHIEVEMENT GAP

Using your California Healthy Kids & California School Climate Surveys

CHKS
Main Report
MetroTown Unified

CSCS
Main Report
MetroTown Unified

http://www.wested.org/chks/pdf/CTAGWorkbook-complete.pdf

School Climate Workbook

- Tool to help identify student needs and link needs to strategies (practice).

- Built around key questions about data.

- Emphasis on strength-based assessment and meeting developmental needs.

- First version focused on:

  - Ethnic groups

  - Special education

  - Migrant education

- Being expanded, revised, and interactive (online) for S3.

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SURVEY

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PROCESS

#1 SELECT SUBJECT
- Select an area of interest—Closing The Achievement Gap overall, Special Education or Migrant Education.

#2 SELECT AREA
- Choose a relevant Area of Focus.

#3 LOCATE DATA
- Have your CHKS/CSCS Reports handy.*
- Enter the results from the CHKS/CSCS into the relevant blank Tables in this Workbook.
- If you do not have the results handy answer the Self-Assessment question as a starting point.

#4 DISCUSS RESULTS
- What do your results show?
- Is there something that needs to be looked at further?
- Start a discussion and ask more questions.

#5 CHOOSE SETTINGS
- Select your setting: Classroom, School, or District.

#6 TAKE NEXT STEPS
- Read through the Next Steps strategies.
- Which of the strategies are most relevant/pertinent?
- Which appear to be the most straight forward to address?
- Which appear the most critical to address?

#7 FIND SUPPORT
- Classroom strategies can be implemented easily by individuals or a small team.
- School-wide or district-wide initiatives will need to consider gathering support; such as:
  - Develop a Task-force;
  - Present results;
  - Organize Focus Groups; or
  - Invite input from stakeholders.

#8 IMPLEMENT
- Gather support, start with easy to implement steps.

*District Reports CHKS reports can be accessed at: www.wested.org/cs/chks/print/docs/chks_bsearch.html. CSCS reports can be accessed on the previous website or at: http://cscs.wested.org/reports/search. Alternatively these reports can be accessed through CDE Data Quest: http://dq.cde.ca.gov/dataquest

School Level Reports Ask your school principal if a copy is available at school. If not, your district CHKS coordinator can order a copy from WestEd for a nominal fee.

AREAS OF FOCUS

1 EQUITY OF EXPECTATIONS & SUPPORT

SELECT AREA
• Choose a relevant Area of Focus.

2 RACE: EQUITY & RESPECT

3 CULTURAL RELEVANCE: EDUCATION & CURRICULUM

B5

Achievement Gap Focus Area

1 AREA OF FOCUS

EQUITY OF EXPECTATIONS & SUPPORT

Turn to Summary Table S1 of your CSCS CTAG Report.

Hint:
It may be worthwhile to write/enter your scores into the following blank Tables so you can refer back to them as you use this Workbook.

If you are viewing the pdf online, you can type directly into the result boxes, save, and print out the page for your reference or to e-mail to others.

Note: The below survey questions are from the 2008/2009 CHKS and CSCS reports. If you are looking at reports from a different year, there may be differences in the survey questions and numbering.

Table S1
Positive Learning and Working Environment

This School...	Percent Strongly Agreeing					
	AA %	AI/AN %	A/PI %	W %	H/L %	O/ME %
Is a supportive and inviting place for students to learn (T2.1)						
Sets high standards for academic performance for all (T2.2)						
Encourages students to enroll in rigorous courses (T4.9)						

Key: AA=African American, AI/AN=American Indian or Alaska Native, A=Asian, PI=Pacific Islander, W=White, H/L=Hispanic or Latino/a, O/ME=Other or Multi-ethnic

Compare this to the student responses in Tables G2 and G3 of your CHKS CTAG Report.

G2
Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose.

	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
Strongly Disagree								
Disagree								
Neither disagree nor agree								
Agree								
Strongly agree								

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, Asian=Asian, AA=African American, H/L=Hispanic or Latino/a, White=White, Other=Other not listed, Mix=Multi-ethnic
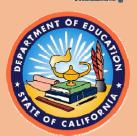
Review Your Data

1 AREA OF FOCUS

EQUITY OF EXPECTATIONS & SUPPORT
RECOGNIZE, STRENGTHEN, EXPAND, & SHARE ✱ CLASSROOM

classroom

The objective at the classroom level is to address ways to increase student success.

Protective Factors:
- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation

Check applicable:

Done	To Do	STRATEGIES FOR CLASSROOMS
☐	☐	Teachers should consistently make it a point to tell every student, (regardless of SES, race, gender, lack of parental involvement, etc.) that they will succeed (HE)
☐	☐	Provide pictures, and stories of students and adults that resemble ethnic and cultural makeup of the class in successful endeavors (MP)
☐	☐	Differentiate instruction to accomodate different learning styles (MP)
☐	☐	Pause for 2 minutes every 5-10 minutes of a lecture/lesson to allow students to write and consolidate notes (HE, MP)
☐	☐	Habitualize daily praise and encouragement of efforts - simple phrases/notes such as "well done" (CR, HE)
☐	☐	Encourage students to acknowledge the contribution of others by promoting discussion and debate about each other's work (MP)
☐	☐	Have a team teacher observe and list which students receive your attention during a class lesson. Sometimes teachers can unwittingly ignore some students from warranted praise (CR)
☐	☐	Inform students of lesson objectives and what is expected of them (HE)
☐	☐	Group students in a heterogeneous manner, promoting cooperation, shared responsibility, and a sense of belonging (HE, MP)

For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.

Check applicable:

Done	To Do	LINKS TO RESOURCES
☐	☐	Schools Moving Up (Archived Webinar)—Promising Practices for African American and Hispanic Students www.schoolsmovingup.net/cs/smu/view/e/61

How Data Used — Local
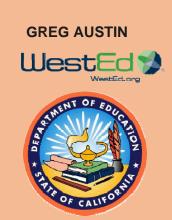
The data has made a difference:

- Identify and raise awareness of needs
    - Increase program support & attention
    - School differences (report requests)
- Increased outside funding by demonstrating need
- Enhanced school-community collaboration in program decision making
    - Differences based on program status — integration into program evaluation efforts

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How Data Used — Local

- Enhanced data culture and capacity

  - User requests for public posting

  - Reduction of concerns about assessment

- Detailed analysis of dataset still largely related to program evaluation efforts (SSHS, GRAA, etc.)

Data Use Study, Spring 2011

- California Comprehensive Technical Assistance Center Study

- What differentiates high vs. low data users?

- How can Cal-SCHLS reports and data-use TA be improved?

- What barriers do districts encounter in using school climate data in improvement efforts?

- How can CDE help build better capacity to implement data-driven decision-making to improve school climate?

- Guide S3 TA efforts

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How Data Used — County

- Coordination of county-wide survey administration (single year) to obtain representative data for county planning

- Same uses as at district level

- Identify districts/schools and students where needs greatest
  - Allocate resources
  - Help obtain funding
    - Very important for small districts who linked in consortium

- Financial and leadership support of survey with end of Title IV
  - Helping to sustain survey

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How Data Used — Research

- Dataset available and widely used in research
  - Summary of research studies on website

- Trends

- Variations based on program funding

- Geographic variations.

- Examination of group characteristics — identification of high-risk groups, especially under-represented and vulnerable
  - Race/ethnicity (18 subgroups)
  - Foster youth, homeless
  - Continuation school students

- How variables interrelated

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How Data Used — Research

- How health/climate factors related to academic achievement

ENSURING THAT NO CHILD IS LEFT BEHIND

How Are Student Health Risks & Resilience related to the Academic Progress of Schools?

THOMAS L. HANSON
GREGORY AUSTIN
JUNE LEE-BAYHA

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Expansion of Data Use Support in S3

- Onsite Data Use Action Planning workshops and assistance in developing Implementation Plans

- Student Voice fishbowls

- On-call access to S3 Staff TA providers

- Website portal to services, resources, practices

- Webinars on key topics
  - Lay foundation for data workshops; pd

- Link grantees into Learning Community
  - Email listserv
  - Conference calls with S3 Staff
  - Regional meetings

- Consultant pool

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S3 Support Materials

- *Using Cal-SCHLS data to guide school climate improvement* (survey content guide)

- Enhanced school climate data *Workbook*
  – Online template and links to best practices

- *What Works* guide to policies and practices
  – Briefs highlighting major issues

- On-line access to staff survey data (Query CSCS)

- Report on how are school climate indicators and test scores related over time

Office of Safe and Drug Free Schools
S3 School Climate
Technical Assistance Symposium
New Orleans March 2011

**Alliance for the Study of School Climate (ASSC) –
Assessment Support Information and Research Findings**

John Shindler, Ph.D. CSULA/ASSC

School Climate Score (SCAI) by Student Achievement (CA API)

School Climate:
The Eight Dimensions used in the ASSC SCAI

1. Physical Appearance
2. Faculty Relations
3. Student Interactions
4. Leadership and Decision-Making
5. Discipline Environment
6. Learning and Assessment
7. Attitude and Culture
8. Community Relations

Sample Item from the ASSC SCAI-S
(Secondary School Climate Assessment Instrument)

	High (level 3)	Middle (level 2)	Low (Level 1)
From scale 5 re: Discipline	Maximum use of Student Generated Ideas	Occasional use of student generated ideas	Teachers make the rules
	--------------------------5----------4----------3---------2--------1-----		

ASSC SCAI School Climate Levels

	Level 3	Level 2	Level 1
System	Intentional	Semi-intentional	Accidental
Ethos	Sound vision translated into effective practice	Good intentions translated into practices that "work."	Practices defined by the relative self-interest of faculty and staff
Powers Level	System/Principle	Program	Sensory
Effect on Students	**Liberating** Experience changes students for the better	**Perpetuating** Experience has a mixed effect on students	**Domesticating** Experience has a net negative effect on students
Staff relations	Collaborative	Congenial	Competitive
Psychological Outcome	**Promotes a Psychology of Success**	**Promotes a Mixed Psychology**	**Promotes a Psychology of Failure**

The Core of a Sound and Healthy School Climate:

A Psychology of Success (POS)

Success Psychology (POS)	Failure Psychology (POF)
Internal Locus of Control	External Locus of Control
Belonging & Acceptance	Alienation and Worthlessness
Growth–Orientation	Fixed–Ability Orientation

Successful schools (3 level) have a "psychology of success" that pervades every aspect of the school.

Psychology of Success (POS)

▶ **INTERNAL vs. EXTERNAL LOCUS OF CONTROL**: This factor is defined by one's sense of internal causality and orientation toward personal responsibility. The more internal our LOC the more we feel that our destiny is in our own hands.

▶ **SENSE OF BELONGING AND ACCEPTANCE vs. ALIENATION**: This factor reflects how much one feels wanted and a part of the group, and how much one likes and accepts themselves as they are. The more one feels accepted and acceptable, the more they are able to express themselves, act authentically, and be fully present to others.

▶ **GROWTH-ORIENTATION vs. FIXED-ABILITY ORIENTATION**: This factor relates to one's thinking related to the root of their competence (Dweck, 2007).

Explained in detail in Chapter 7 of the book *Transformative Classroom Management*

Correlation and Reliability Measures of the ASSC School Climate Assessment Instrument (SCAI-S)

ASSC SCAI Sub-scale	Alpha Reliability measure	Correlation with Student Achievement	Correlation with Overall School Climate
1. Physical Environment	.83	0.6	0.7
2. Teacher Interactions	.89	0.6	0.7
3. Student Interactions	.88	0.7	0.9
4. Leadership and Decisions	.96	0.5	0.7
5. Discipline and Management	.91	0.7	0.9
6. Learning and Assessment	.93	0.7	0.7
7. Attitude and Culture	.92	0.7	0.9
8. Community	.88	0.6	0.7
All dimensions included	.97	0.7	---

Student Achievement (API) by School Climate (SCAI) Correlation Coefficients

	School Climate	API	Similar School	Scale 5 Discipline	Scale 6 Instruction	Scale 7 Att/Cult	Scale 4 Leadership
School Climate/SCAI	---	+0.7	+0.3	+0.9	+0.7	+0.9	+0.7
Achievement/ API	+0.7	----	----	+0.7	+0.6	+0.7	+0.6
Adjusted Achievement	+0.8	----	----	+.08	+0.7	+0.8	+0.6
Similar School Rating	+0.3	----	----	+0.1	+0.1	+0.1	+0.1
Scale 5 Discipline	+0.9	+0.8	+0.1	----	+0.8	+0.8	+0.8
Scale 6 Instruction	+0.7	+0.7	+0.1	+0.8	----	+0.8	+0.7
Scale 7 Att/Culture	+0.9	+0.7	+0.1	+0.8	+0.8	-----	+0.8

School Climate Score (SCAI) by Student Achievement (CA API)

Teaching Style Matrix – Orientation by Function Level

**High Function/Intentional
Internal Locus of Control**

Student–Centered	Teacher–Centered
1-Style **Functional/Student-Centered** Facilitator/Leader Self-Directed Students "Our Class"	**2-Style** **Functional/Teacher-Centered** Conductor /Manager Well Trained Students "My Class"
3-Style **Dysfunctional/Student-Centered** Enabler/Passive Self-Centered/Chaos "The Students"	**4-Style** **Dysfunctional/Teacher-Centered** Authoritarian/Hostile Dominance/Obedience or Rebellion "Those Students"

**Low Function/Accidental
External Locus of Control**

Teaching Style Matrix – Orientation by Function Level

**High Function/Intentional
Internal Locus of Control**

Student–Centered	Teacher–Centered
1-Style Level 3	**2-Style**
Functional/Student-Centered	**Functional/Teacher-Centered**
Facilitator/Leader	Conductor /Manager
Self-Directed Students	Well Trained Students
"Our Class"	"My Class" Level 2
3-Style	**4-Style**
Dysfunctional/Student-Centered	**Dysfunctional/Teacher-Centered**
Enabler/Passive	Authoritarian/Hostile
Self-Centered/Chaos Level 1	Dominance/Obedience or Rebellion
"The Students"	"Those Students"

**Low Function/Accidental
External Locus of Control**

SCAI Classroom Management Ratings, and Corresponding Predicted API Score Correlations by Teaching Practice

High Function/Intentional
Internal Locus of Control

Student-Centered		Teacher-Centered

	4.8 SCAI @900	4.5 SCAI @800+					
1–Style	**System**		4 SCAI @800	**Principle**			**2–Style**
				3.5 SCAI @750			
					3 SCAI @650	**Program**	
					2.5 SCAI @550		
					2 SCAI @450		
			1.7 SCAI @400				
3–Style			1.5 SCAI @350	**Sensory**			**4–Style**
			1.0 @250				

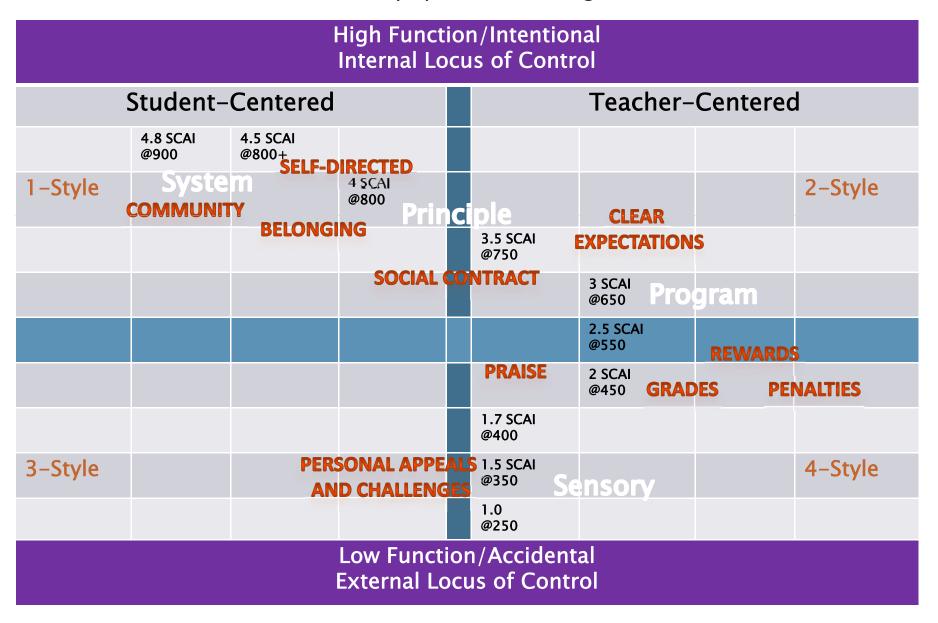**Low Function/Accidental**
External Locus of Control

SCAI Classroom Management Ratings, and Corresponding Predicted API Score Correlations by Specific Teaching Practice

High Function/Intentional
Internal Locus of Control

| Student-Centered | | Teacher-Centered |

1-Style

4.8 SCAI @900

4.5 SCAI @800+

SELF-DIRECTED

4 SCAI @800

System

COMMUNITY

BELONGING

Principle

2-Style

CLEAR EXPECTATIONS

3.5 SCAI @750

SOCIAL CONTRACT

3 SCAI @650

Program

2.5 SCAI @550

REWARDS

PRAISE

2 SCAI @450

GRADES

PENALTIES

1.7 SCAI @400

3-Style

PERSONAL APPEALS AND CHALLENGES

1.5 SCAI @350

Sensory

4-Style

1.0 @250

Low Function/Accidental
External Locus of Control

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Alliance for the **Study of School Climate (ASSC)**

www.calstatela.edu/schoolclimate

(or just Google "School Climate")

Transformative Classroom Management

www.transformativeclassroom.com

(or just Google "Classroom Management Resources")