Monitoring School Climate and School Safety at the National, Regional and Local Levels:
Lessons Learned from Israel

Presented by:

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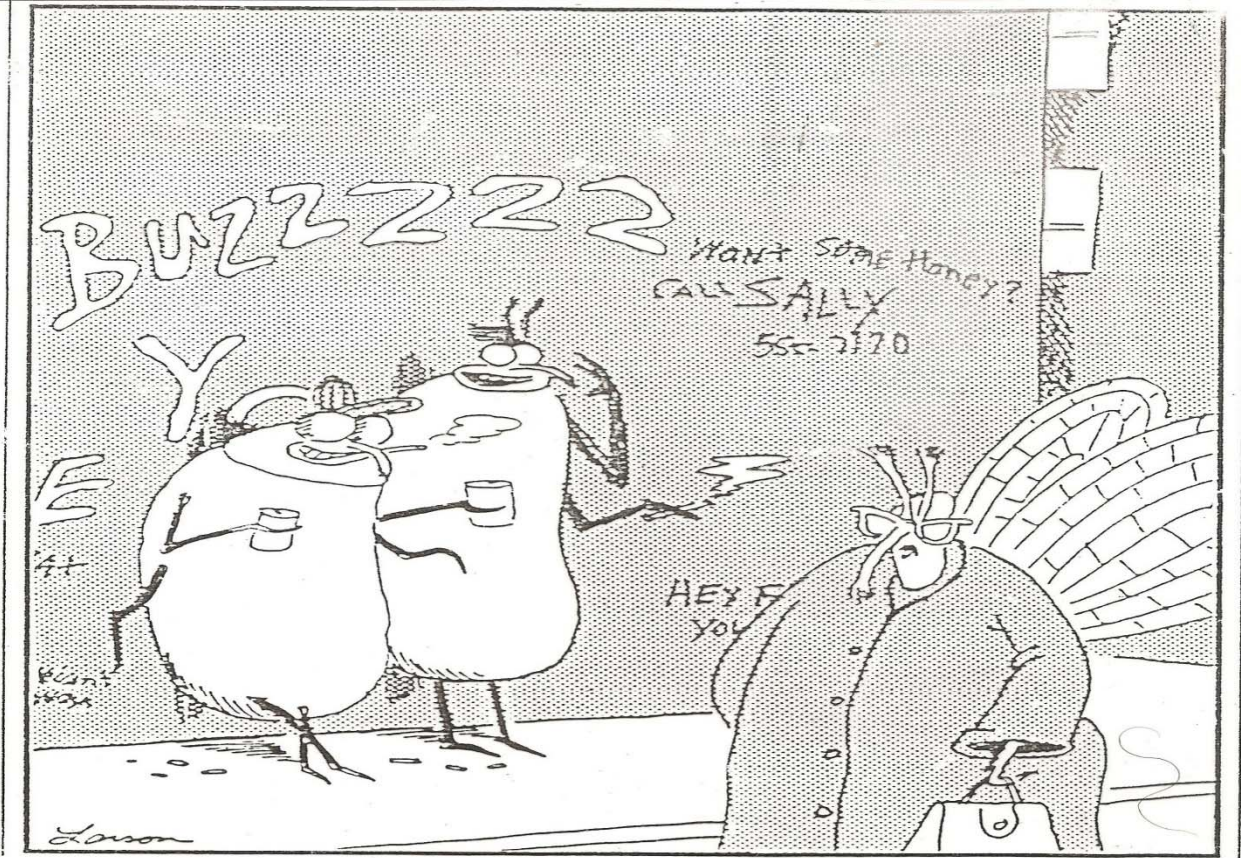# Materials from RR with PDF's after the workshop

- List of Publications to date

- The Healthy Kids School Climate Survey Website

- PDF and Word Publications that focus on the topic of the lecture

Measurement of School Climate

Front porch forecasters

Primary Prevention Public Health Model

Killer bees are generally described as starting out as larvae delinquents.

Lecture

- Four parts
  - Theory and conceptual issues related to national, regional, local monitoring
  - Historical story on how monitoring in Israel came about, lessons learned, and
  - US implementation in Military-Connected Schools
  - Details on the process of local and regional monitoring. E.g. Knowing about each school: Matching programs to each school needs

Shifts in thinking about climate and safety in context over time

- <u>School Climate and School Safety, where did we come from?</u>
  - It's in the individual, of course

  - Context, context and more context, please

  - The birth of school safety and climate as a concept

  - More behaviors are considered in the idea of school climate and school safety

  - A shift to understanding school climate and violence from a public health approach

Shifts in thinking about safety in the school context over time (cont.)

– A shift towards "proven programs" that are "evidence based" anti-violence programs

– A shift towards school wide approaches rather than separate smaller interventions/ approaches

– A promulgation of policy, legislation, regulations, surrounding issues of school violence

– A move towards uniform educational accountability and standards

What Is a School Climate School Safety Outcome (student level)?

- What makes students feel safe?
- What makes students feel unsafe?
- Is it related to the number of events in the school?
- Is it related to the response of the school?
- Is it related to students own victimization?

Media Myth or No Myth?
Potential Uses of Monitoring Behaviors
No Similar Measurement of Climate over Time

Violence in schools and in society are continually going up. These are the worst of times—these are the best of times? Which is it?

- HUGE and HISTORIC REDUCTIONS in School Violence rates.

  - More than a 50% reduction in violent deaths since 1992
  - More than a 50% reduction in weapons on school grounds
  - More than a 60% reduction in school crime overall
  - More than a 45% reduction in gang activity
  - More than a 25% reduction in teacher victimization
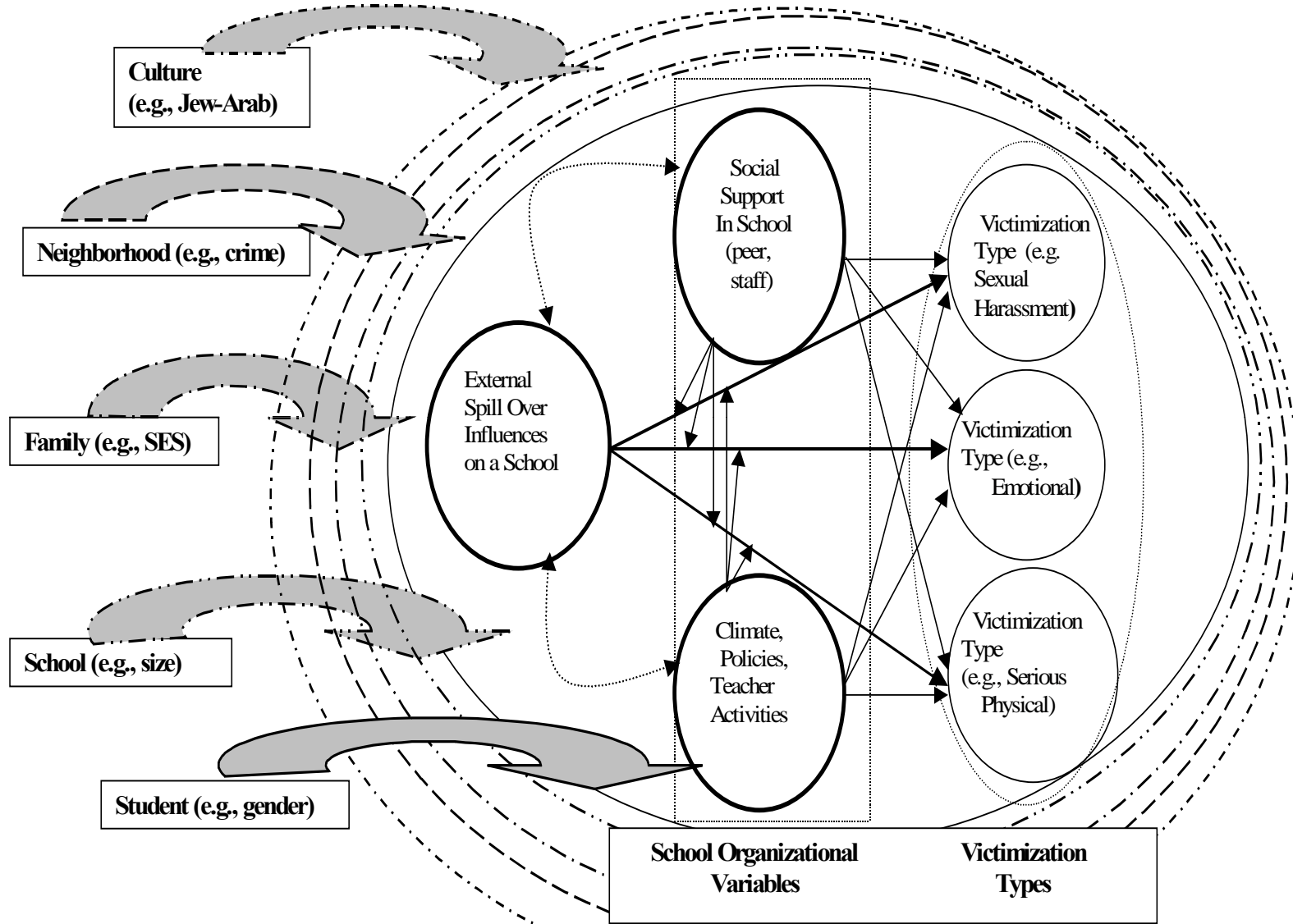 - Much more……..

A scientific method of monitoring is critical or we are vulnerable to media reports only. USA has not used these data effectively with the public to create an awareness.

Summary of the historical perspective

- Accountability

- Data driven

- Evidence based

- Academic Accountability:

- International comparisons --- > National --$\rightarrow$ Regional -$\rightarrow$ school site
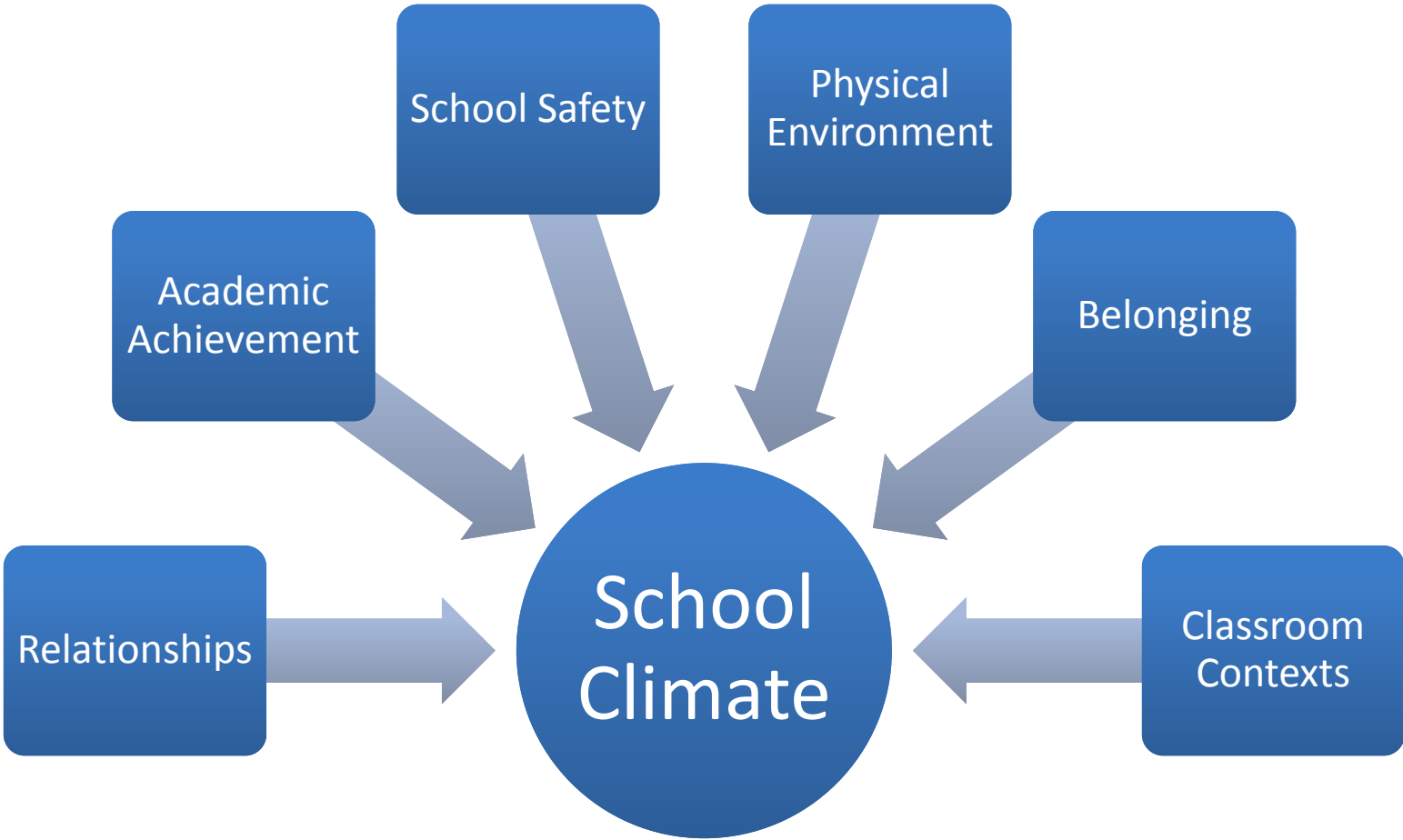
Basis of Theory

- Studies on mapping internal and external school environments

- Studies on monitoring school safety in schools, school districts, regions and countries

**Culture
(e.g., Jew-Arab)**

Neighborhood (e.g., crime)

Family (e.g., SES)

School (e.g., size)

Student (e.g., gender)

Social
Support
In School
(peer,
staff)

External
Spill Over
Influences
on a School

Climate,
Policies,
Teacher
Activities

Victimization
Type (e.g.
Sexual
Harassment)

Victimization
Type (e.g.,
Emotional)

Victimization
Type
(e.g., Serious
Physical)

**School Organizational
Variables**

**Victimization
Types**

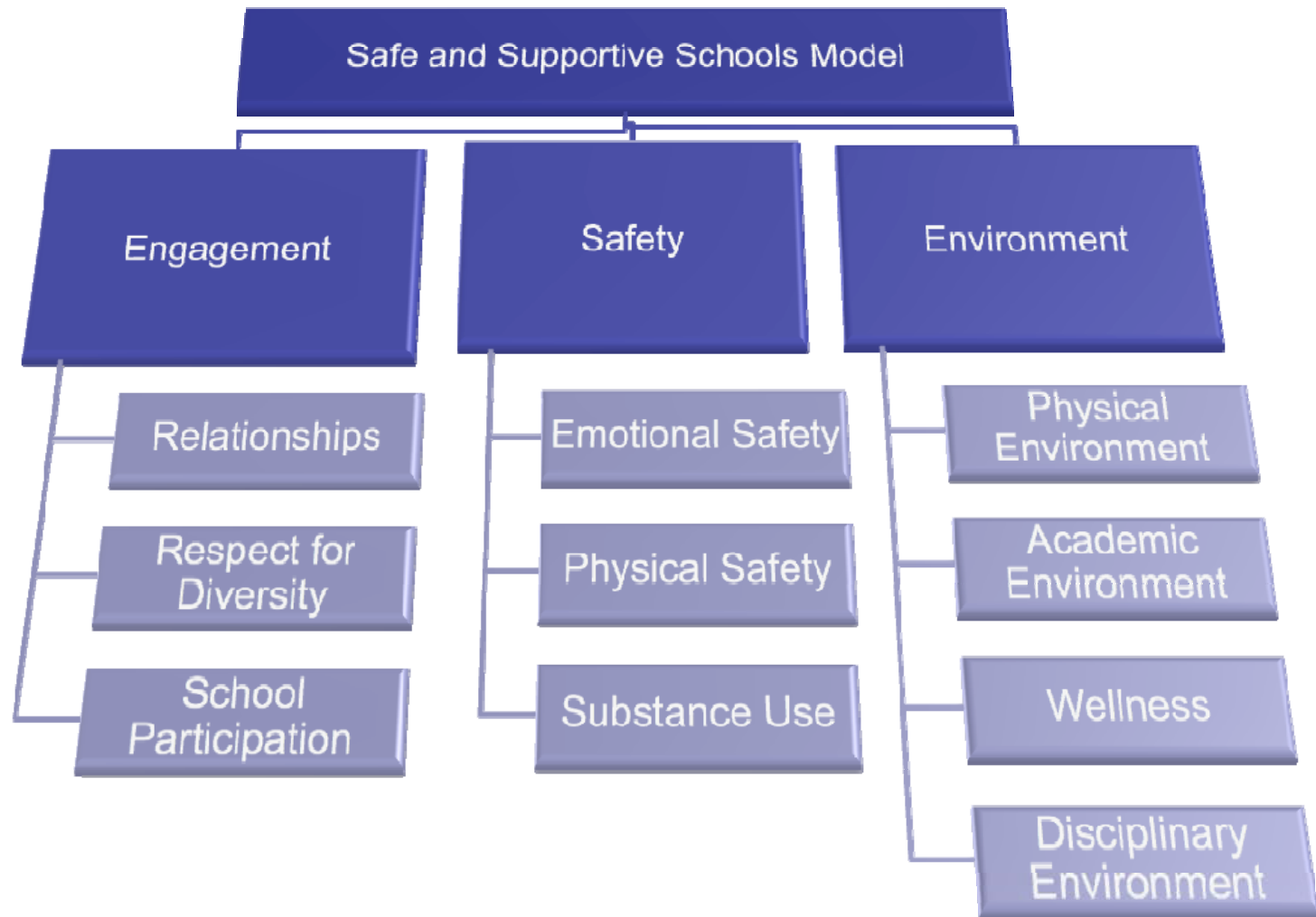**A Model of Social-Ecological Influences on Student Victimization**

Dimensions of School Climate

Dimensions	Sub Variables Assessed in Past Studies
Relationships	Teacher-Student Relationships, Peer Relationships, Staff Relationships, Social Trust, Interpersonal Trust, Teacher Intervention in Harassment, Openness, Teacher Support, Student Support
Academic Achievement	Instructional Innovation, Motivation, Instructional Relevance, Performance Goal Structure, Mastery Goal Structure, Teachers Teach about Trust, Teacher Academic Support, Homework, Teacher/Staff/Student Academic Expectations
School Safety	Handling Conflict, Disciplinary Harshness, Consistency of Rules/Expectations, Knowledge and Fairness of Discipline Policies, Positive/Negative Peer Interactions, Disciplinary Harshness, Structure/Clarity of Rules and Expectations, Safety Problems, Authority Structure, Presence of Gangs
Physical Environment	Condition of Campus, Order of School Facilities
Belonging	Parental Involvement, Support for Cultural Pluralism, School Connectedness
Classroom Contexts	Promotion of Discussion, Open Exchange, Voicing Opinions, Promotion of Autonomy, Collaboration, Student Participation in Decision Making, Autonomy

Dimensions	School Level Practices
Relationships	Extracurricular activities, teacher retention, orientation strategies for new students, team teaching/team centered approaches to curricular planning
Academic Achievement	Response to intervention models, data-driven decision making (e.g. use of online tools like Power School) by parents, teachers, principals, and students, cooperative learning models, Test Prep, Teacher Expertise, academic press, performance/competitive vs. effort/mastery oriented environments
School Safety	Rules posted/students know about school policies/procedures, school wide discipline plans, behavior contracts, bullying/victimization, before and after school services for parent, zero tolerance policies, risky peers/strong gang presence, staff with designated clear responsibilities, neighborhood safety
Physical Environment	Clean facilities, classrooms with much resources (i.e. computers, Smart Boards), school size, cultural displays
Belonging	School uniforms, religious/cultural identity and practices (e.g. mass), school selectivity/admissions process, clear moral/ethical norms operationalized by school staff and students, culturally relatively pedagogy, culturally response teaching practices, systematic linkage to wrap around services
Classroom Contexts	Teacher praise/reinforcement, clear behavioral expectations, classroom routines, cultural discontinuity, awareness of cultural gap

U.S. Education Dept S3 Model

School Community Map
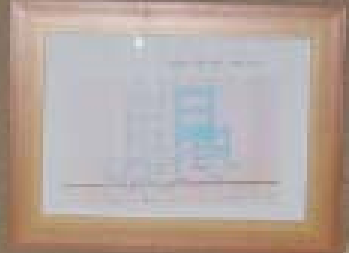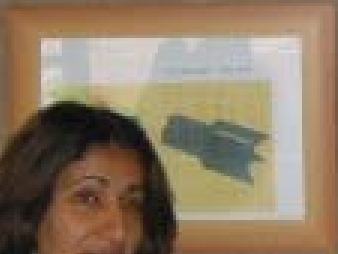

Map labels:
Middle School · Elementary School · PARK · Elementary School · Middle School · PARK · Middle School · Elementary School · Elementary School · Elementary School · PARK · Elementary School · High School · Elementary School · Elementary School · Elementary School · Middle School · Elementary School · Planned New Primary Center · Elementary School · PARK · PARK · PARK

Unsafe Places On Way To School

— 1 - 3
— 4 +

0   0.125   0.25   0.5 Miles
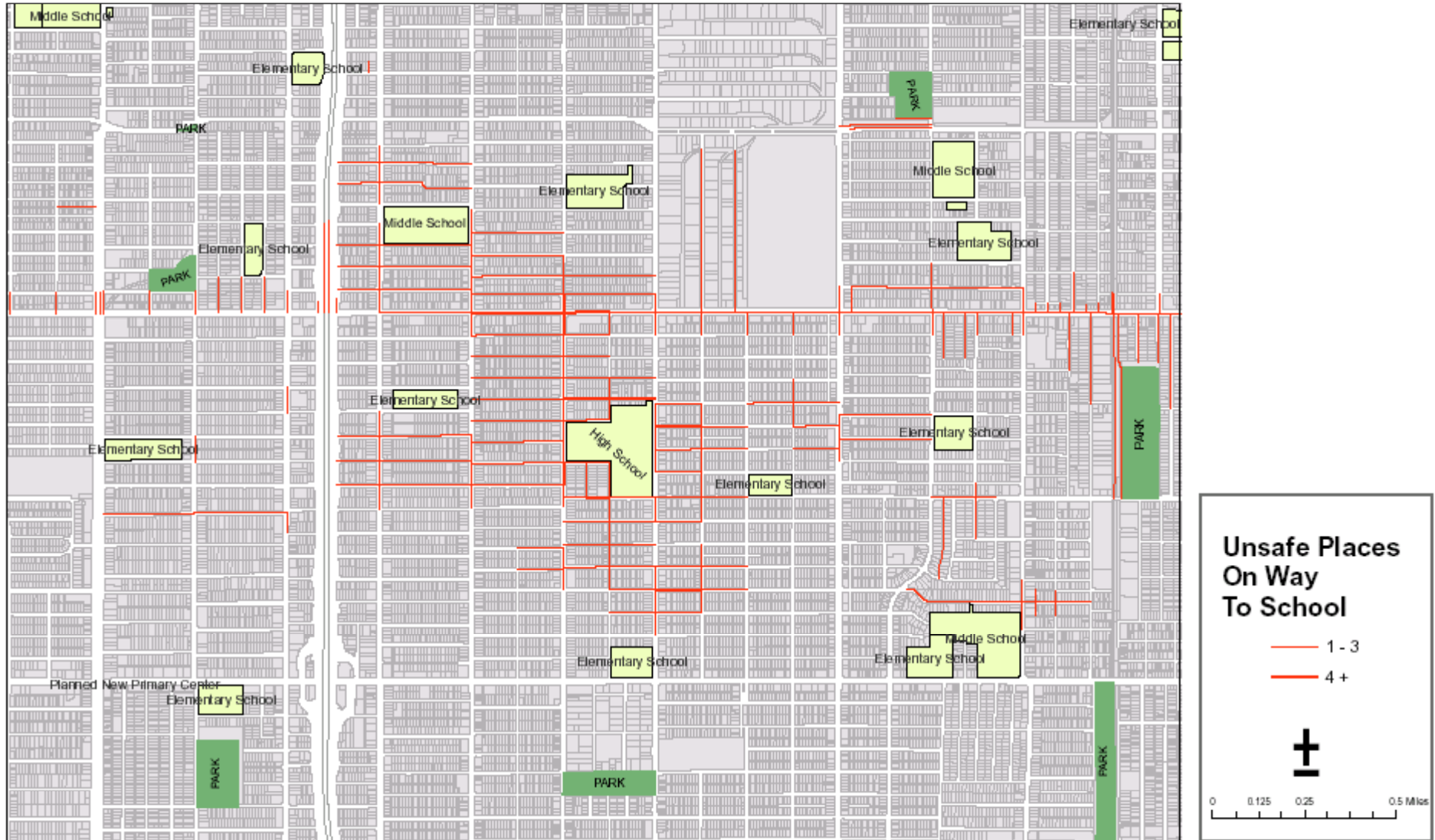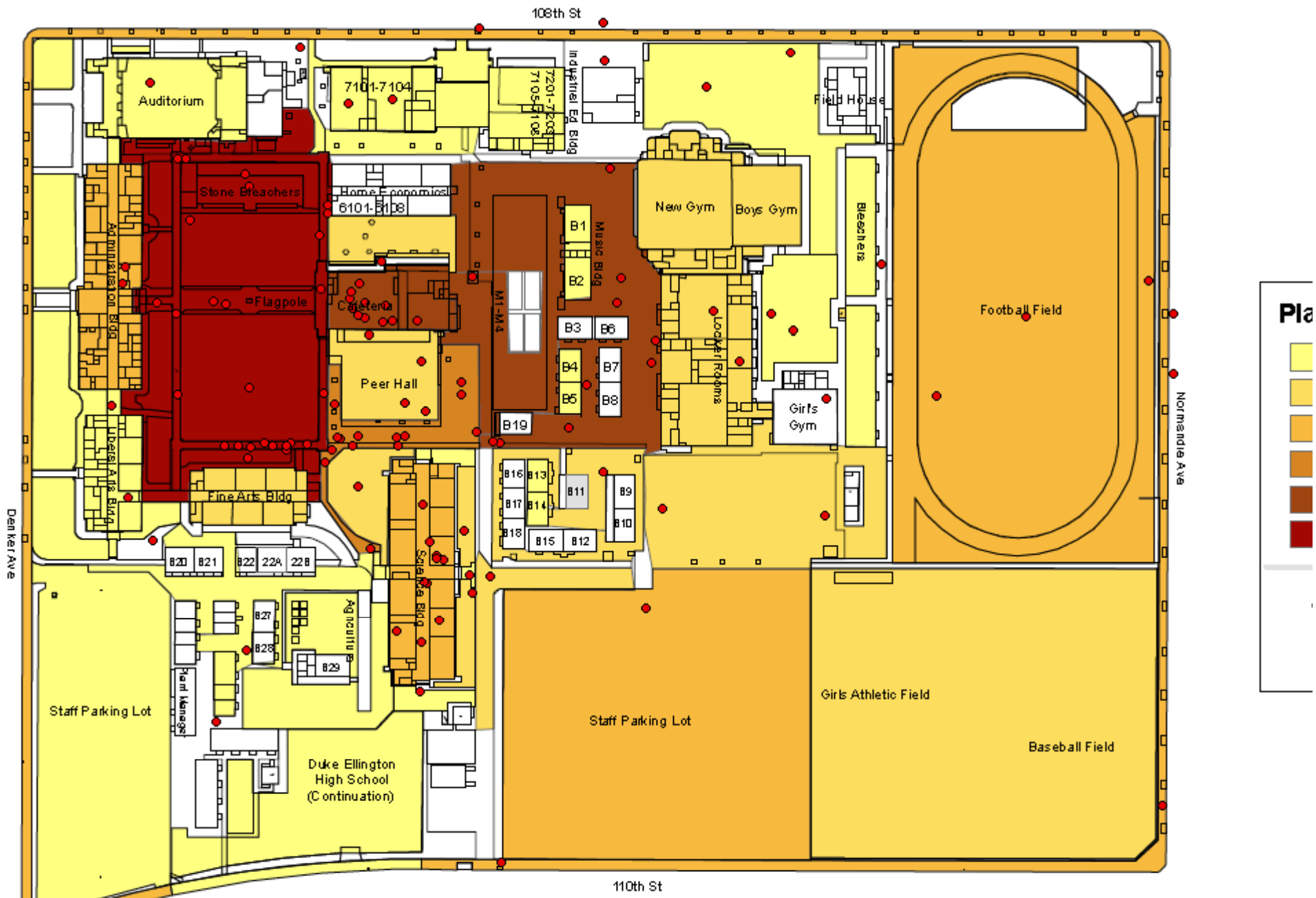
Figure 2. Example of a decayed neighborhood (a) and a computer-enhanced photo of the same neighborhood (b).

Washington Preparatory Senior High Campus Map

108th St

Auditorium

7101-7104

7201-7204
7105-7108

Industrial Ed Bldg

Field House

Stone Bleachers

Home Economics
6101-6108

B1

Music Bldg

B2

New Gym

Boys Gym

Bleachers

Administration Bldg

Flagpole

Cafeteria

M1-M4

B3   B6

Football Field

Liberal Arts Bldg

Peer Hall

B4   B7

Locker Rooms

B5   B8

B19

Girls Gym

Normandie Ave

Fine Arts Bldg

B16 B13

B17 B14

B18

B11

B15   B12

B9

B10

Pla

Denker Ave

B20   B21

B22 22A 22B

B27

B28

B29

Science Bldg

Agriculture

Plant Manager

Staff Parking Lot

Girls Athletic Field

Staff Parking Lot

Baseball Field

Duke Ellington
High School
(Continuation)

110th St

A Journey in Israel

- Ron visits the holy land and brings school violence from the US

- A request for a national study of school violence

- 'National Study' ➡ 'National Monitoring'

- The advantages and shortcomings of a national level monitoring

Monitoring Conditions for Learning

A social feedback system:

Finger on the Pulse

Feedback

Action
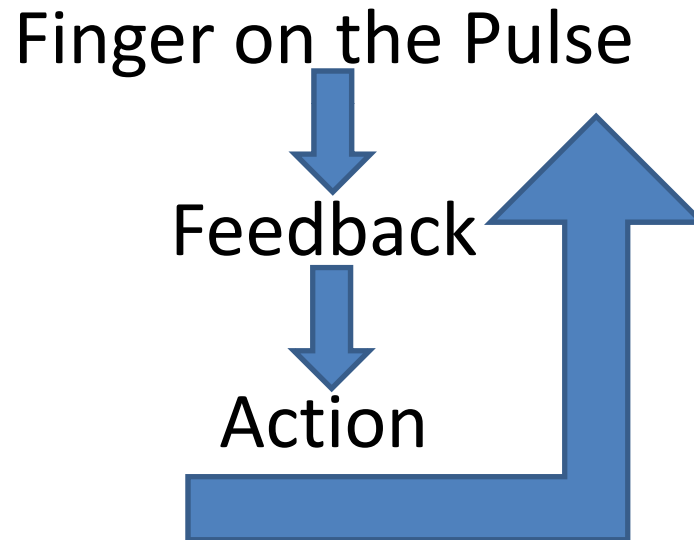
- Systematic
- Ongoing
- Overtime

District Level Monitoring

- The District of Herzeliya - An opportunity

National

⬇

District

⬇

School

The shortcomings of a 'stand alone' district-level monitoring

- Public perceptions of a 'problematic district'
- Political pressures (both directions)
- Sustainability
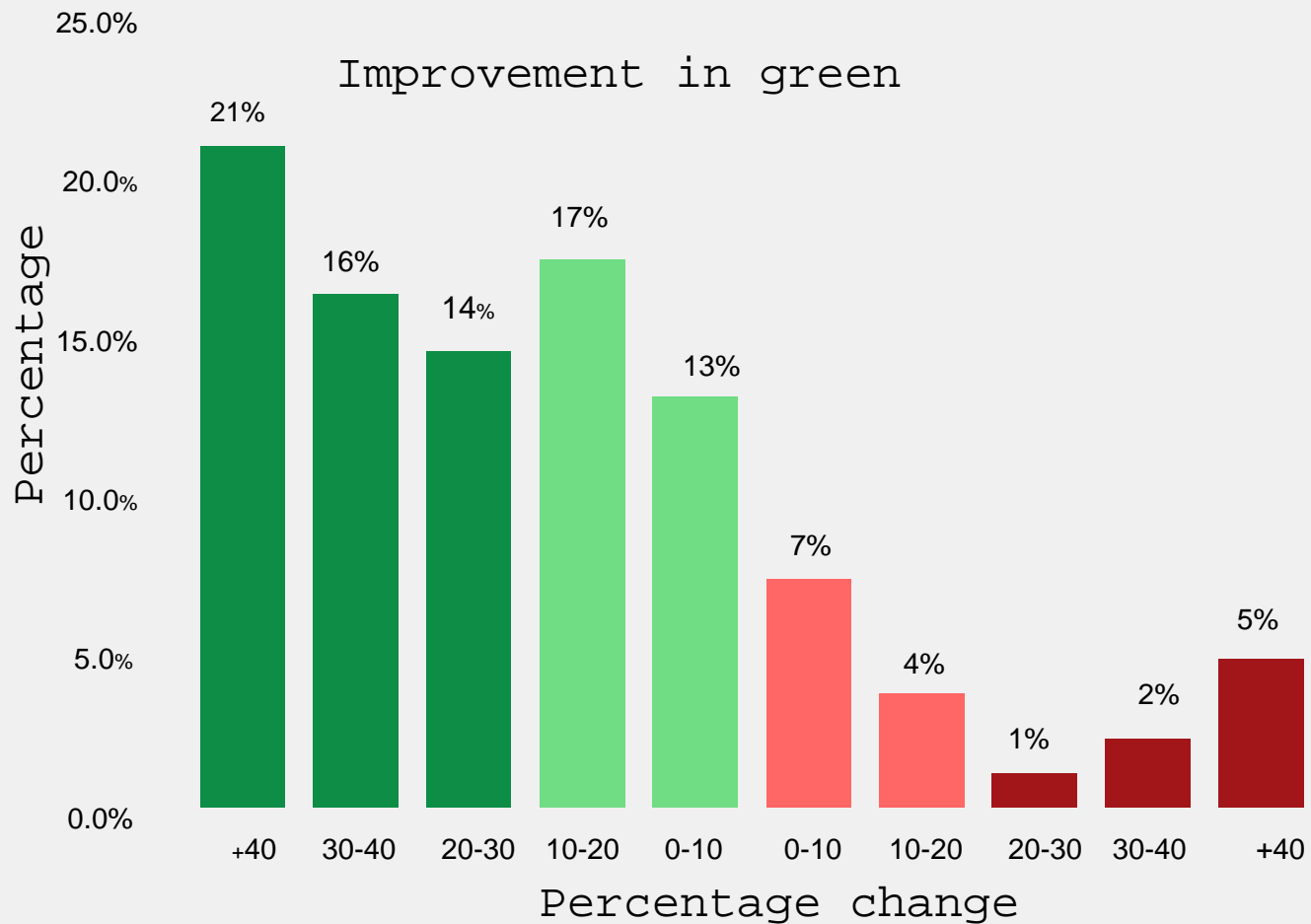
An opportunity to go nationwide

- Existing national system to monitor academic achievements - *MEITZAV*
- Visibility of School Climate
- Rami in the *Meitzav* Steering Committee
- The upgrading of the Evaluation and Assessment arm of the Ministry: *RAMA*
- http://rama.education.gov.il

- The voluntary system **vs./next** to the mandatory system
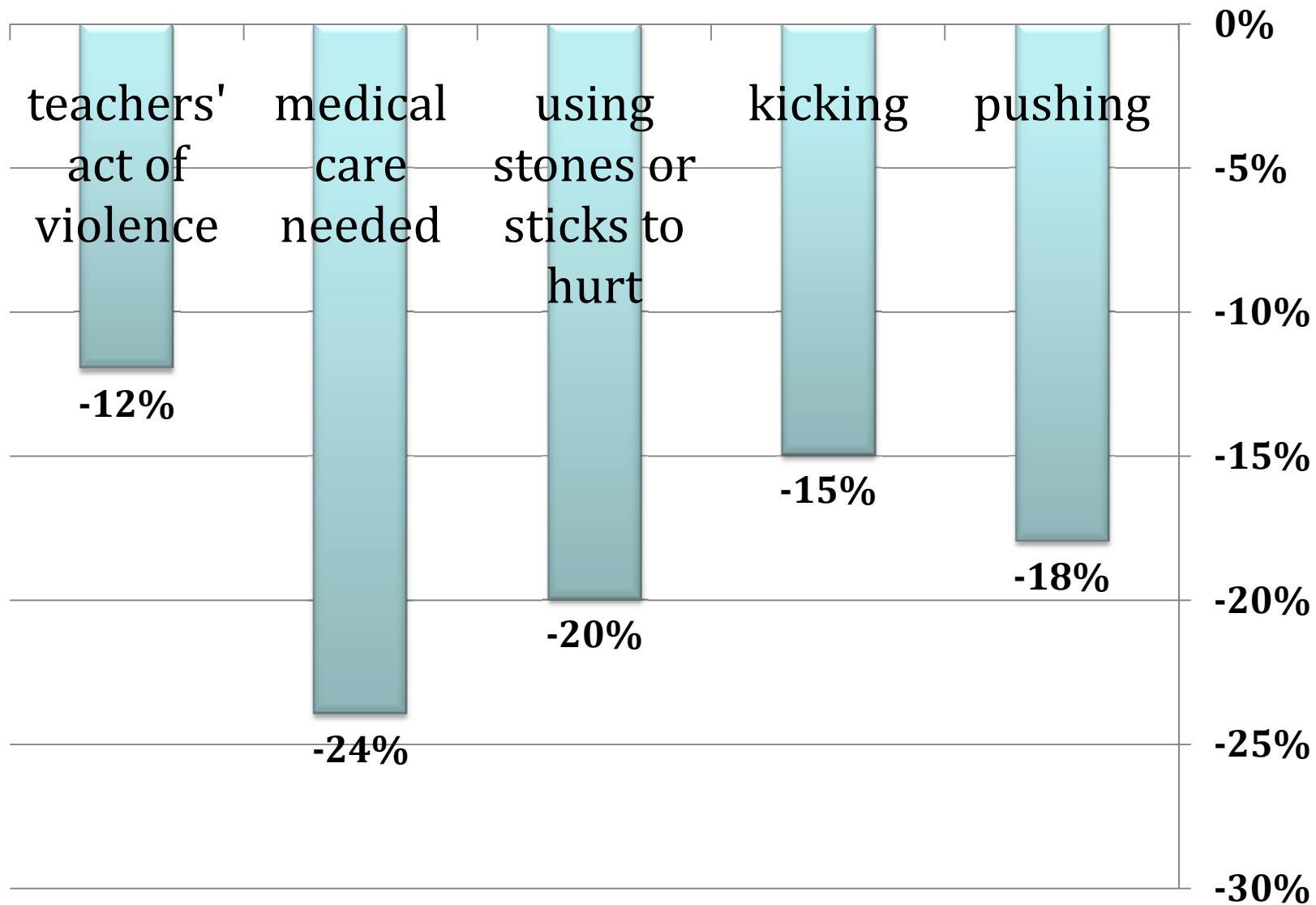
Today's Climate Component

- National Monitoring Instrument as a major source for the new and improved *MEITZAV*
- Social Climate
- Academic Climate/Environment
- Multiple perspectives:
  - Students (paper)
  - Teachers (phone)
  - Principals (phone)
- Every other year – External (mandatory)
- Off years – Internal (optional)

Change of Physical violence Rate

Improvement in 51% schools, withdrawal of 7% of schools

Decrease of Physical violence: Acham 2009-2010, N=279 schools

- teachers' act of violence: -12%
- medical care needed: -24%
- using stones or sticks to hurt: -20%
- kicking: -15%
- pushing: -18%

Social Climate - Students

- **General feeling toward school** (3 items)
  - I feel good in school; I would not change school, I love this school

- **Teachers-students relationships** (4 items)
  - I have good and close relationships with my teachers; When I a sad and feel bad there is a teacher I could talk to; Most teachers want to know how I feel in school

Social and Academic Climate (Cont.)

- **Peer relationships** (4 items)
  - Students in my class care for each other; for most students it is important to help each other;

Social and Academic Climate (Cont.)

- **Involvement in violence** (9 items)
  - **Violence** (moderate) – hit/kicked/punched; pushed
  - **Severe violence** **–** blackmail, hitting with an object
  - **Indirect violence** – spreading rumors; boycotting
- **(Lack of) Safety** (3 items)
  - Sometimes I fear going to school due to violence; places in school that I am afraid to go to;

Social and Academic Climate (Cont.)

- **(Good) Conduct in class** (4 items)
  - Students respect teachers; students do not make noise in class
- **Teachers high expectations and belief in students' abilities** (5 items)
  - Teachers believe in my ability to succeed; teachers expect academic improvements
- **Student's academic self efficacy** (3 items)
  - When I want, I can succeed in school, when I decide to study something difficult, I can do that

Teachers perceptions

- **General satisfaction**
- **(Positive) Teachers-Parents relationships**
- **(Over) Parental Involvement**
- **Safety**
- **Academic climate:**
  - **Feedback to students**
  - **The use of differential teaching**
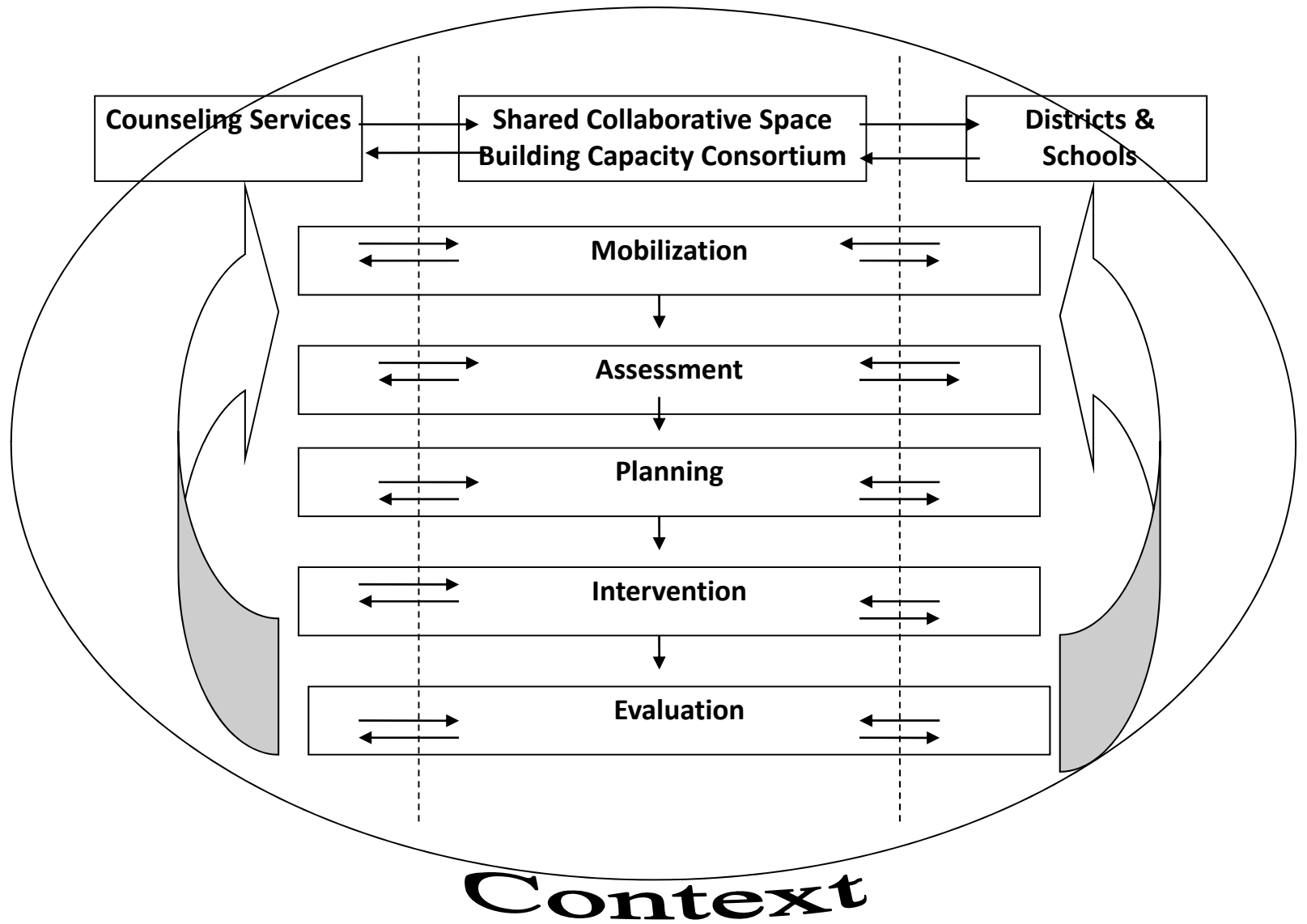 - **Team work in school**

Reports
(and what to do with them)

- Reports on the national, regional and site level
- Academics and climate side-by-side
- Simple, text + Charts
- Comparisons
  - 'Similar' schools
  - Over time
- Connecting with relevant knowledge and intervention ideas

Identifying outstanding schools

- Focus on: The whole school system
- Identifying 'red' and 'green' schools
- Learning from successes
- 'Atypical schools'

	your school			all other schools		
	2008	2009	Gap	2008	2009	Gap
Students' general positive feeling	74%	75%	1%	64%	66%	2%
Teacher student relationships	41%	47%	6%	42%	43%	1%
Teachers' respectful behavior	48%	53%	5%	48%	50%	2%
Positive peer-relations	54%	58%	4%	59%	62%	3%
(Lack of) Safety	6%	7%	1%	9%	8%	1%-
School efforts to increase safety	61%	64%	3%	55%	58%	3%
Violence	10%	8%	2%-	12%	11%	1%-
Conduct in class	25%	33%	8%	26%	28%	2%

| Counseling Services | Shared Collaborative Space Building Capacity Consortium | Districts & Schools |

Mobilization

Assessment

Planning

Intervention

Evaluation

Context

An Organizing Framework

A classification of questions about our school

A. Descriptive	**C. Change over time**
B. Comparisons between:	
1. Groups in our school	
2. Our school and others	

Descriptive

What do we mean?

- In this class of questions we typically ask
  - 'how many', 'how often', 'to what extent',
  - 'what is the proportion of', 'what are the levels of'.

What for?

- Getting basic facts that are the 'building blocks' for our assessment of the current situation in our school so that we can plan interventions.

Examples of Descriptive Questions
Violence

- How many of our students are physically victimized? How many are emotionally victimized? Sexually harassed? How many bring weapons to school?

- **How often** are there fights in the yard?

- **Where** in the yard they tend to occur often?

- **When** do they tend to occur?

- **Who** are the students involved in violent events as victims? as perpetrators? As bully-victims?

Examples of Descriptive Questions
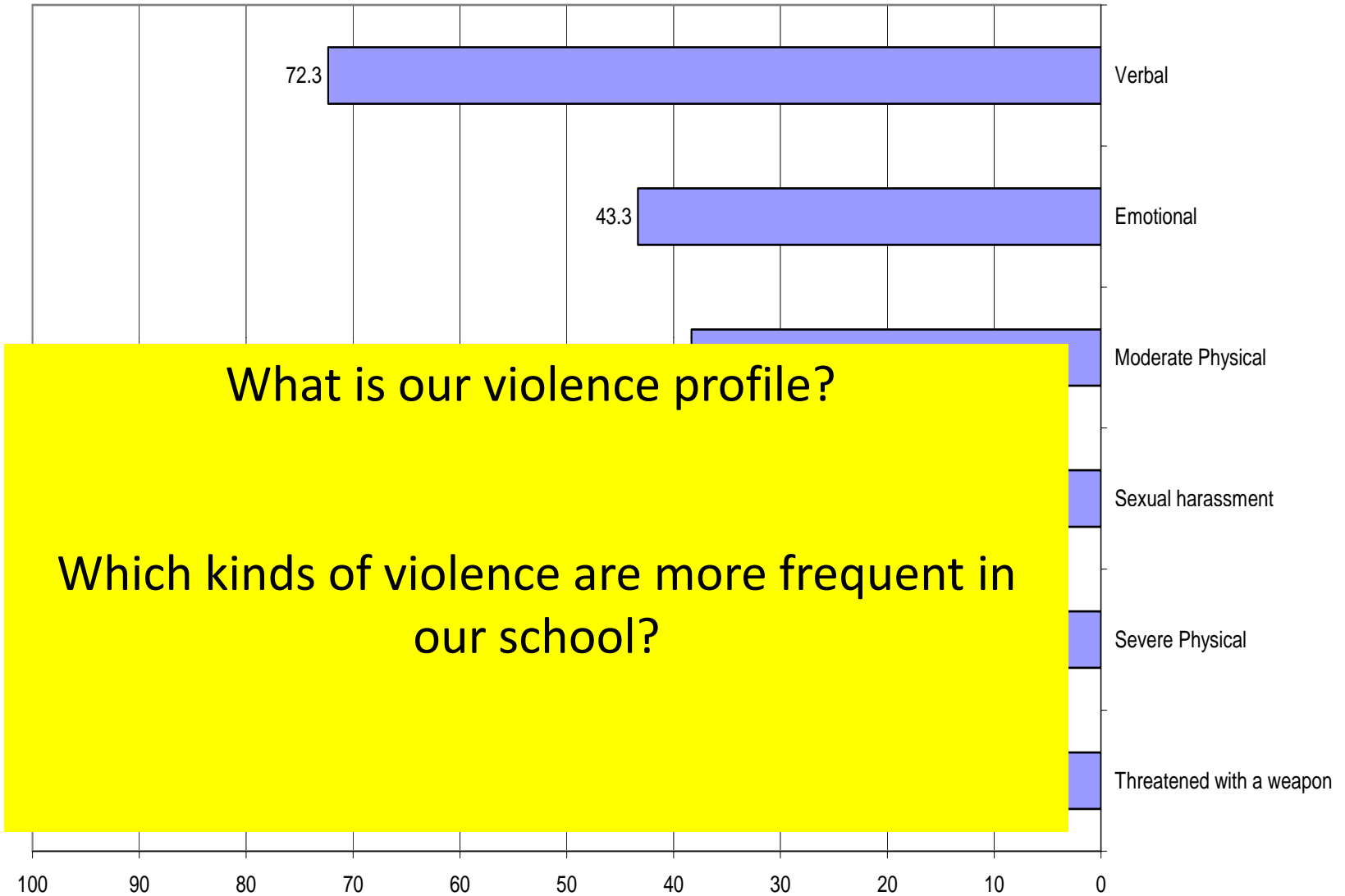## Perceptions of students, staff, & parents

- How many of our students feel unsafe at school?
- How safe do our teachers feel at school?
- What our students think of the ways teachers respond to violence?
- How satisfied are parents with our policies?
- How many express worries about the safety of their children?

Examples of Descriptive Questions
Coping with Violence

- How many detentions, suspensions, expulsions we had each month last year?

- How many of our students participate in individual counseling, group counseling, or the anti-bullying program we have purchased?

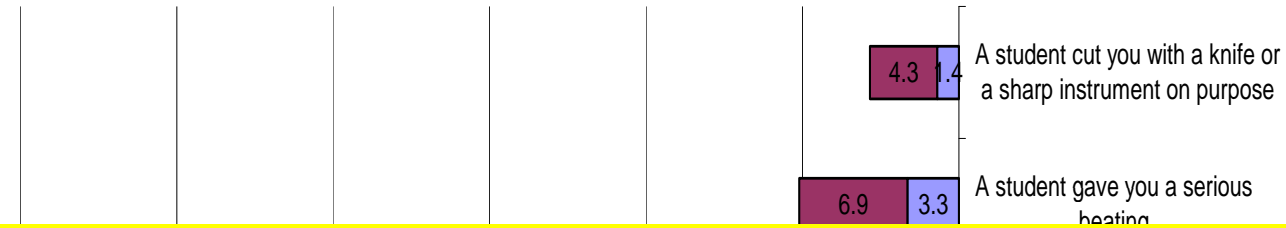- How many of our staff had training in school safety issues?

A school victimization profile

72.3	Verbal
43.3	Emotional
	Moderate Physical
	Sexual harassment
	Severe Physical
	Threatened with a weapon

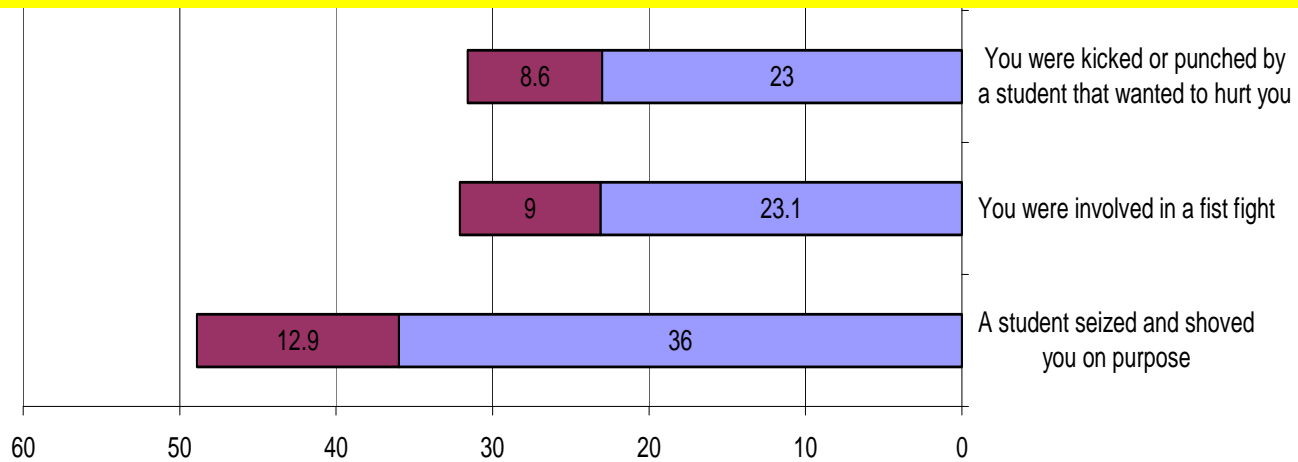100 90 80 70 60 50 40 30 20 10 0

What is our violence profile?

Which kinds of violence are more frequent in our school?

Physical Victimization in our school
Once-Twice and More in the Last Month

A student cut you with a knife or
a sharp instrument on purpose
4.3 | 1.4

A student gave you a serious
beating
6.9 | 3.3

What are the kinds of physical violence behaviors we have in our school

You were kicked or punched by
a student that wanted to hurt you
8.6 | 23

You were involved in a fist fight
9 | 23.1

A student seized and shoved
you on purpose
12.9 | 36

60 50 40 30 20 10 0

Comparisons between groups in our school

What do we mean?

- **Compare between groups**
- **Look for associations, relationships and predictors**

What for?

- **Get more detailed and specific in pinpointing sub groups that may require differential responses and special attention:**
  - **More vulnerable groups**
  - **Groups with different needs**
- **Identify risk and protective factors**

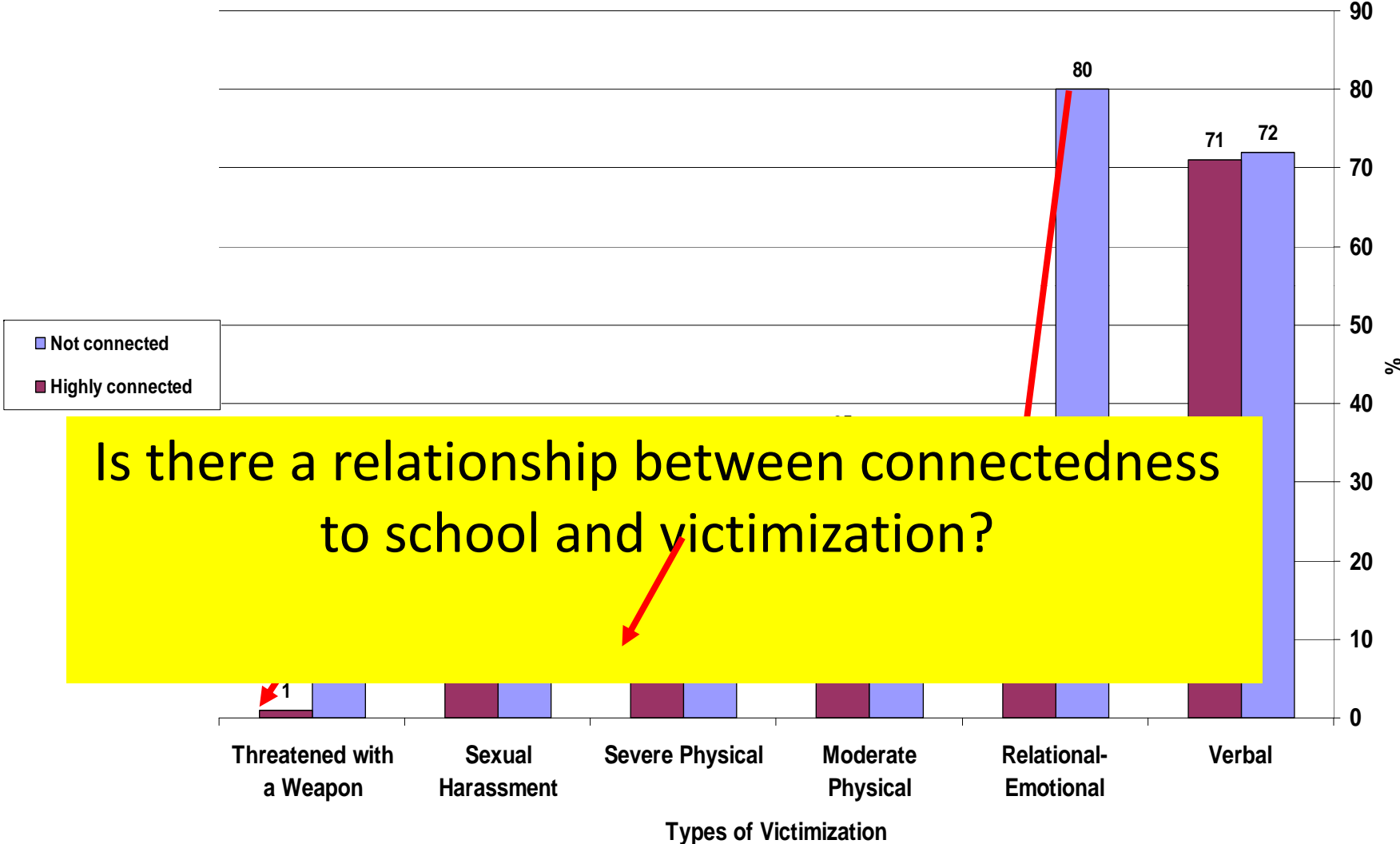# Examples of comparative questions

Comparing between groups:

- Are there gender differences in levels of victimization to sexual harassment?
- Are students in higher grades more violent than younger students?
- Do students, parents and teachers differ in their assessment of violence in school?
- Do experienced teachers respond differently do bullying?

Examples of comparative questions

- **Identifying consequences of violence risk-and protective factors**
  - Is school connectedness associated with victimization?
  - Are students with lower academic achievements at higher risk for violence?
  - Is perceived effectiveness of ant-violence policies associated with feeling safe at school?

The Relationship between Being Connected to the School and Victimization

Not connected
Highly connected

80

71   72

Is there a relationship between connectedness to school and victimization?

1

Threatened with a Weapon   Sexual Harassment   Severe Physical   Moderate Physical   Relational-Emotional   Verbal

Types of Victimization

%

90
80
70
60
50
40
30
20
10
0

Comparisons between our school and others

What do we mean?

- Compare our statistics with the district, the nation, other select benchmarks

What for?

- Getting a perspective on our situation
- Formulating targets

Examples of comparisons with other schools

- How does our rate of 20% of students complaining that staff verbally humiliated them compares with other schools?

- Are our levels of bullying higher than other schools in our district? In the nation?

- Are our parents more worried about school safety than other parents in other urban high schools?

- 10% of our teachers are afraid to come to school, is this worse than in other schools?
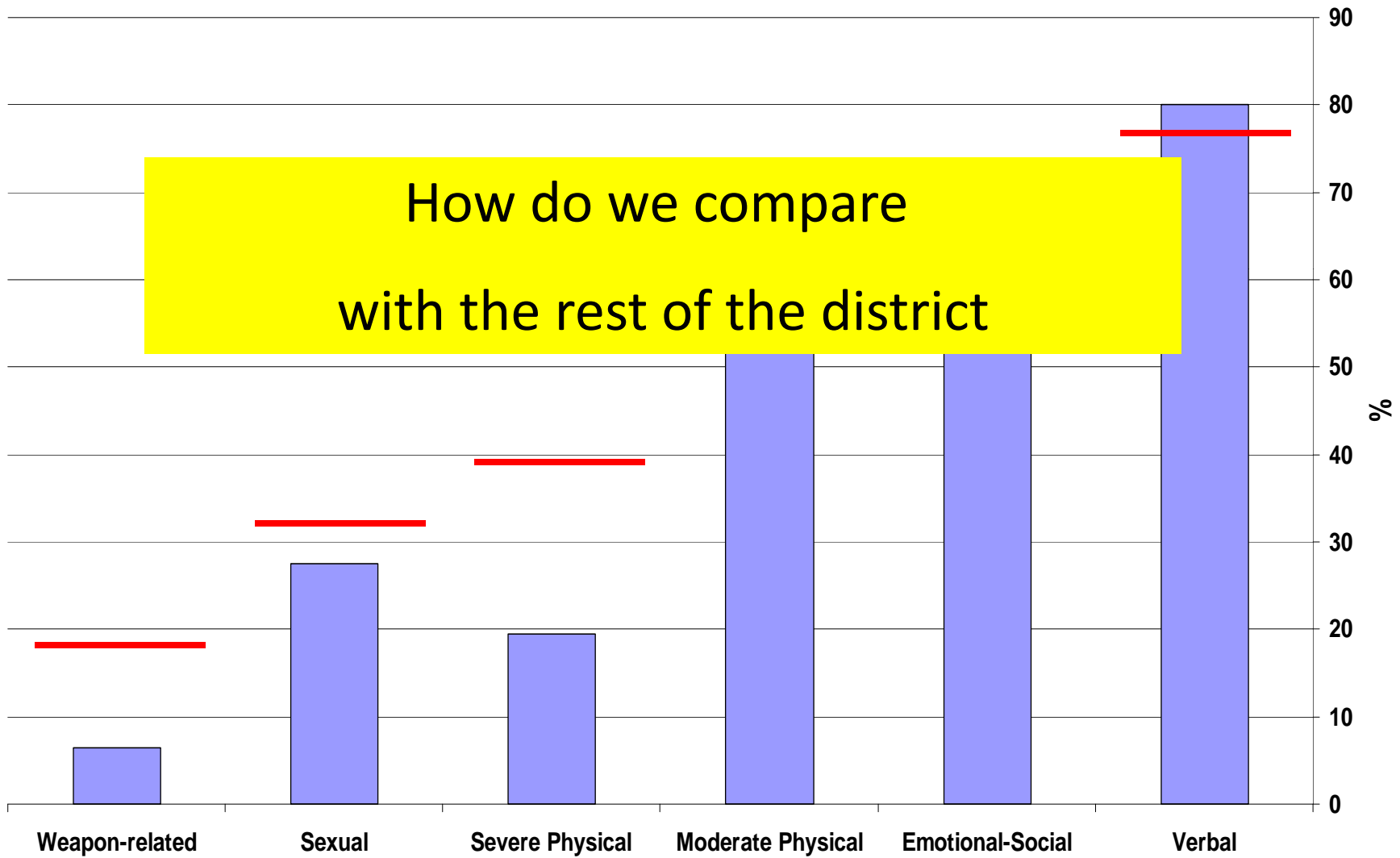
Changes over time

Descriptive	Do we see changes? In what directions?
Comparing Groups in our school	Are these changes over time different for various groups?
Comparing with other schools	How do the changes in our school compare with changes in other schools and districts?

Examples of questions on change over time

Do we see change?

- Are the numbers of school fights going down?

- Are there changes in our neighborhood that may impact our school?

- Are we seen by students as more consistent and fair in our responses to violence compared with previous years?
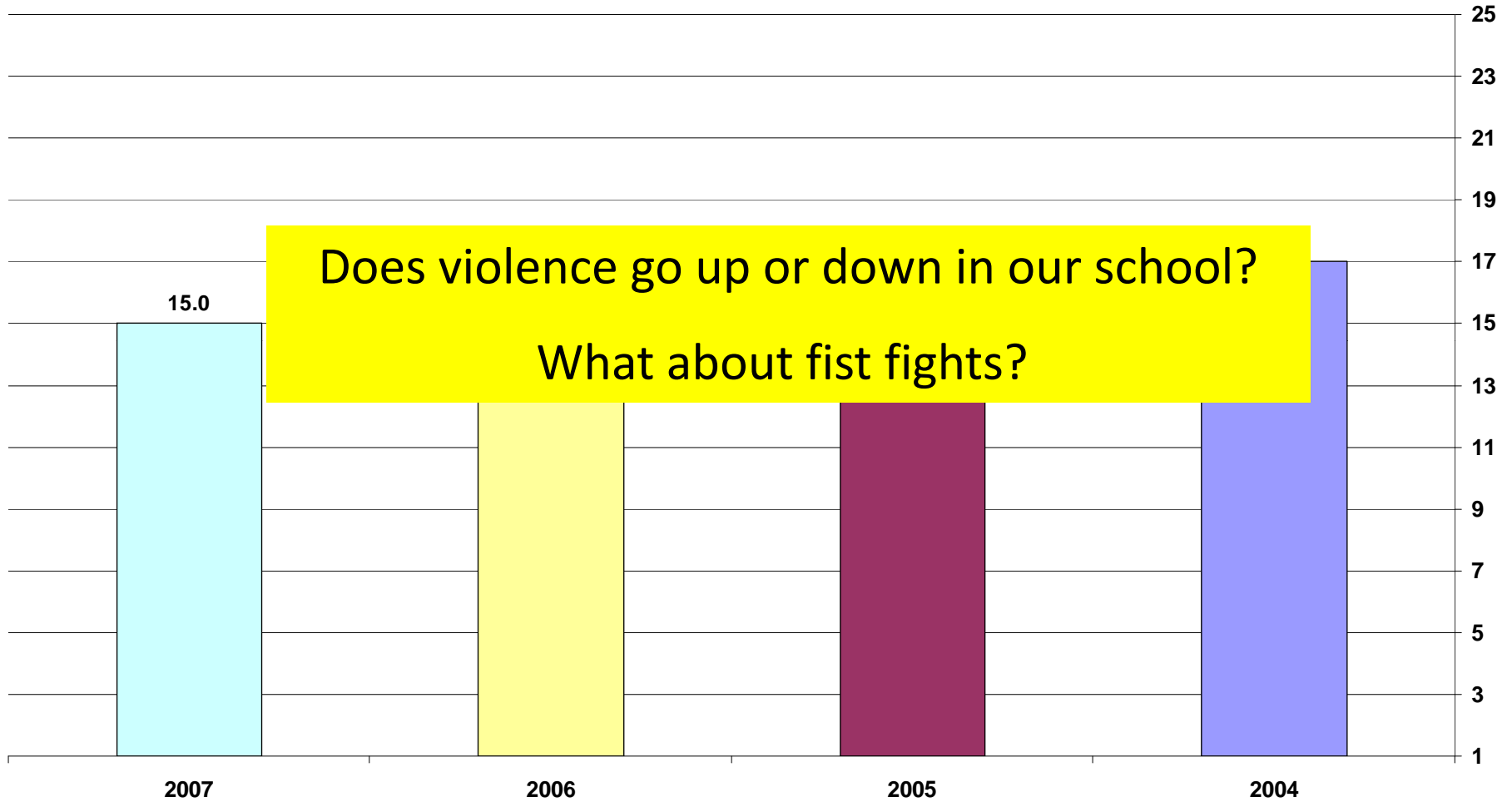
Examples of questions on change over time

Are changes over time different for various groups?

- Are the reductions in sexual harassment bigger/smaller for male students compared with females?

- Are the gains in sense of safety made in the last year bigger/smaller for African-American students compared with Latino students? White students?
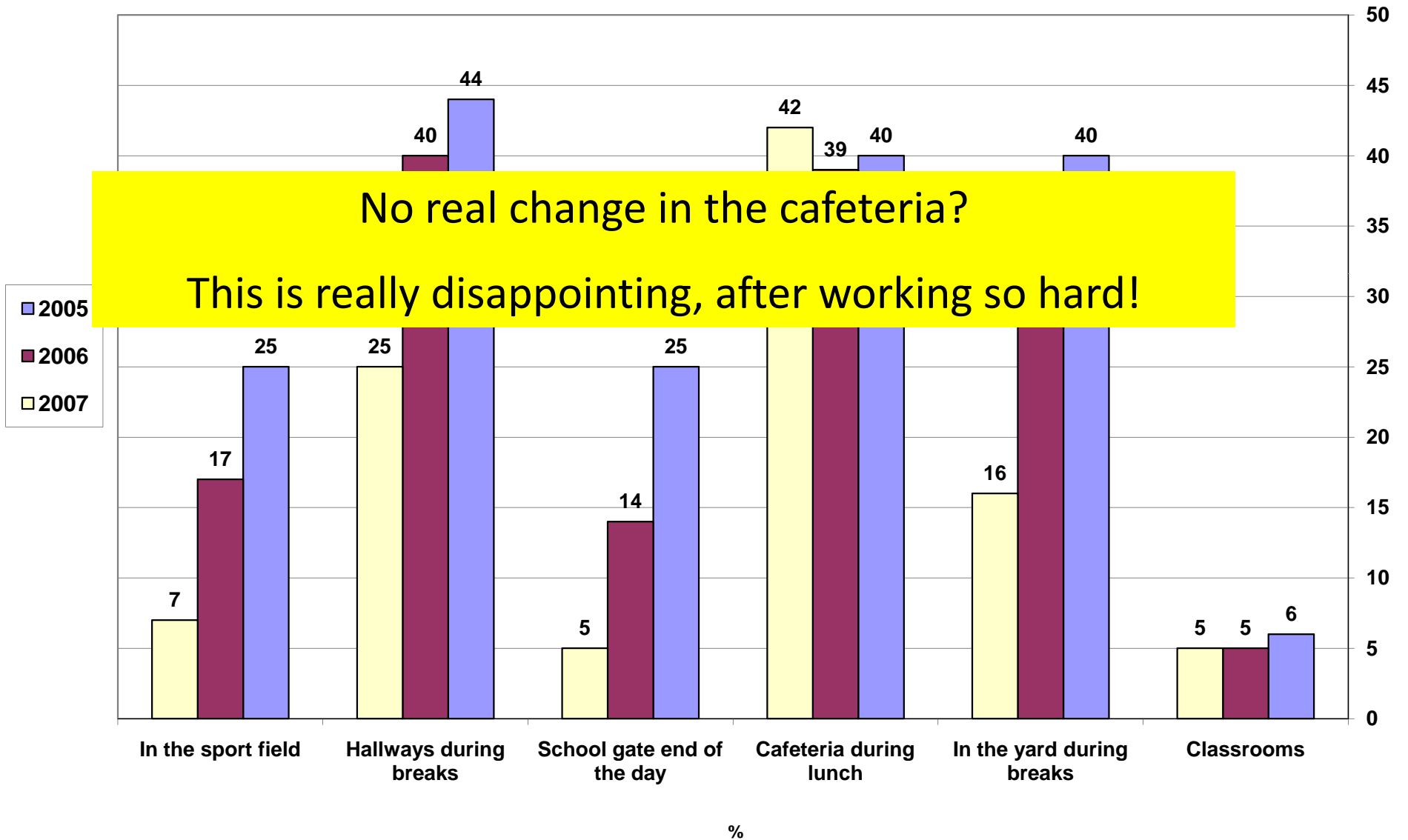
How are changes over time compare with changes made by others?

- In the last two years we have seen a drop of 10% in reports of physical victimization, how does this figure compare with district as a whole?

Changes in % of Students Involved in Fist Fights

Does violence go up or down in our school?

What about fist fights?

15.0

2007   2006   2005   2004

25
23
21
19
17
15
13
11
9
7
5
3
1

No change? Very disappointing!

Somehow I had a different feeling about how successful we were in reducing fist fights!?

Are you sure nothing changed in the past several years?

Changes in % of Students Involved in Fist Fights by Ethnic Groups

Legend:
- 2004
- 2005
- 2006
- 2007

Latino: 12, 14, 19, 22
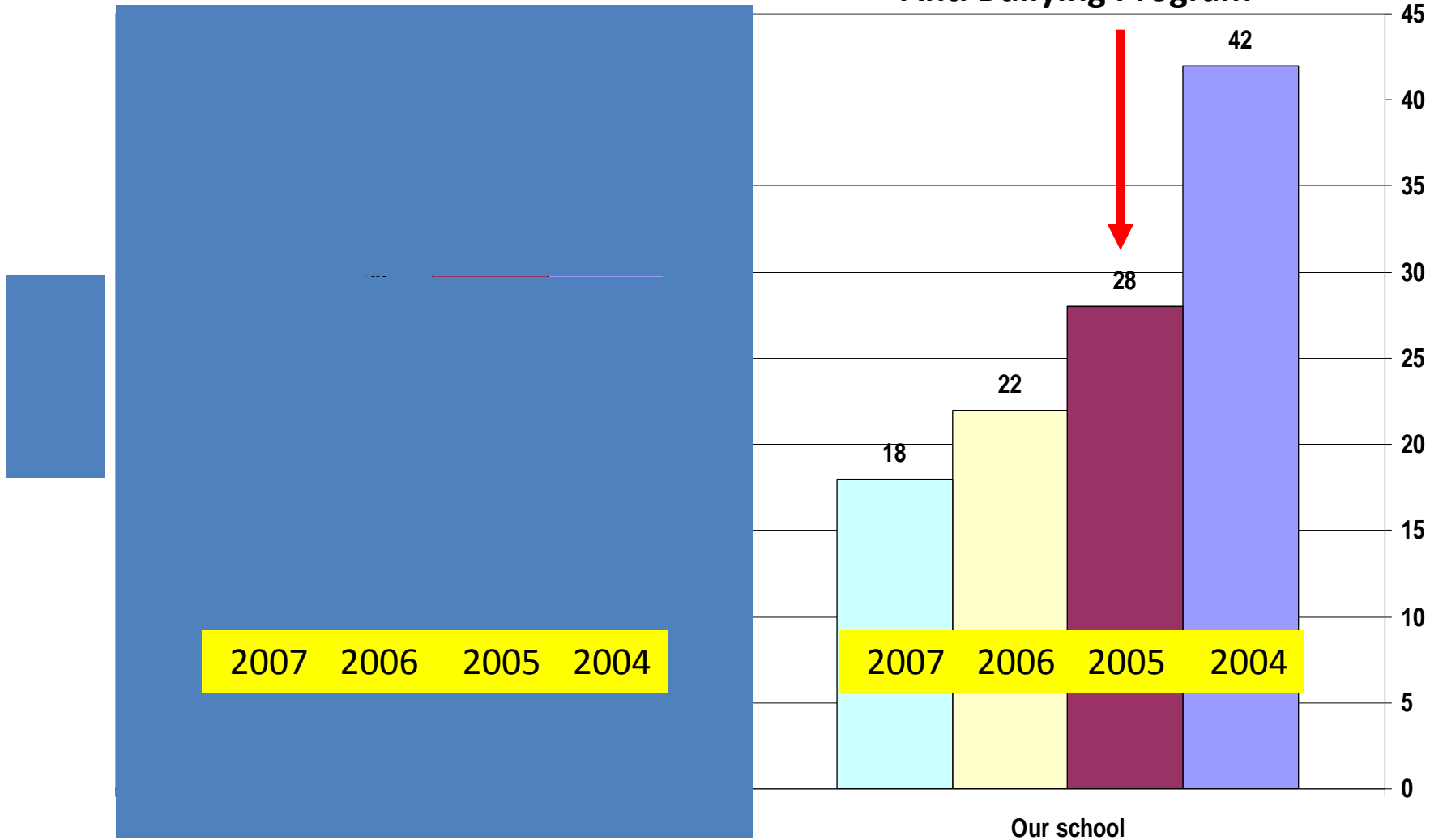African-American: 15, 16, 15, 18
White: 18, 16, 12, 11
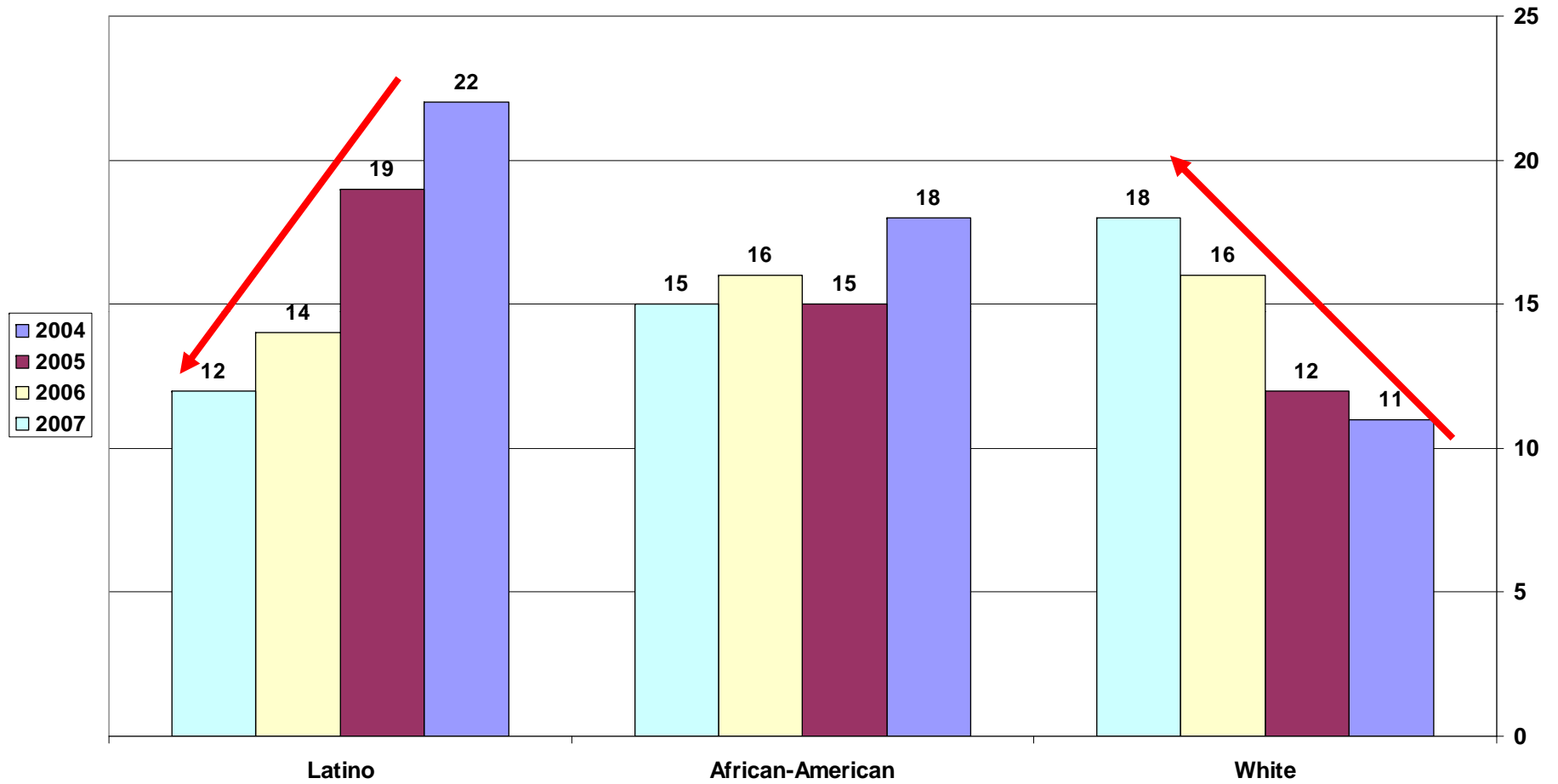
Changes related to interventions

- Do we see any changes after introducing a program? After changing our policies?

- Are the changes larger/smaller for different groups of students

- How these changes compare with other schools/districts which did not have an intervention or used a similar intervention

Changes in % of bullying following an intervention
compared with changes in the district as a whole

Anti Bullying Program

42

28

22

18

2007   2006   2005   2004

2007   2006   2005   2004

45

40

35

30

25

20

15

10

5

0

Our school

Building Capacity Consortium

Building Capacity

- Introduction
  - Military families
  - Children in military families
  - Military connected schools and students
  - Increase awareness and responsiveness
  - Identify needs, strengths, circumstances
  - Use a monitoring system to hear the voices of all constituents and use it to develop and evaluate responses and policies on multiple levels

Healthy Kids School Climate Survey

- A comprehensive, youth risk behavior and resilience survey supported by WestED

- Available to all California local education agencies

- Every school district in California is required to conduct the survey in order to comply with the No Child Left Behind Act, Title IV.

- Funded by the California Department of Education.

What's in it?

- **Modules: Core + Focus Areas + Custom**
- School safety, harassment, and violence
- Nutrition and physical health
- Sexual behavior and attitudes
- Suicide and gang involvement
- Youth resilience and developmental supports
- School-connectedness, truancy, and self-reported grade

Sustainable Collaboration

Military Modules: Students, Staff & Parents

Survey- then what?

- Reports on multiple levels
  - District
  - School
  - Grade levels
  - Military connected- others
- Training to facilitate understanding of reports
- Stimulating internal and collaborative understanding, interpretation and planning

A University-Districts Consortium

- Mutual learning:
  - Sharing best practices and lessons learned among schools and districts
  - Facilitating the dissemination of knowledge of existing evidence-based practices and interventions
  - Generating local-generalizations based on studying local data
  - New academic research stimulated by practice

Monitoring Climate & Academia

- Collaboration with universities could be mutually beneficial. Academia could be useful to:
  - Identify and design instruments
  - Analysis of findings
  - Building capacity to interpret findings
  - Connect with knowledge and existing EBP
  - Generate new knowledge
  - Educate researchers about real life issues
  - Create a fertile environment of creative disagreements and critical look at both sides

Major issues and challenges

- School level confidentiality and political vulnerability
  - Child level identifier
  - Public access to school data
- A constructive use of monitoring
  - Schools in focus – positive and negative highlighted schools
- Parents and staff- multiple perspectives
- Multiple groups: issues of language and differential reliability

Thank You!!!! תודה רבה

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- http://buildingcapacity.usc.edu/