The Comprehensive School Climate Inventory

Measuring the Climate for Learning

Prepared for Hatboro-Horsham High School, June 2008

The CSCI has been developed by the Center for Social and Emotional Education (CSEE)
schoolclimate.org
If you need to see a simple overview of your survey results:

- Review the response rates for your school on pages 8-9. Also look at the demographic graphs on pages 121-135.
- Identify any under-represented populations or demographic groups, and keep this in mind as you read.
- Be sure you understand the ten dimensions of school climate, as measured by the CSCI. See page 5 for an explanation.
- Look at the summary graphs on pages 12-19 to see how each group perceives the dimensions of climate in your school.
- Look at the relative rankings for each school group on pages 18-19, 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 71-74 to begin working toward school climate change.

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

- Review the overview information in the left-hand column.
- To get a fuller picture of the range of perceptions about each factor within each school group, view the response patterns for each of the ten dimensions. For each dimension, there will be one distribution graph for each school group.
- On pages 24-41, you can see graphs for each group organized by school climate dimension.
- On pages 42-49, the same graphs are organized by school group (all student graphs together, etc.).
- Examine how different sub-groups within each school group viewed the various dimensions beginning on page 50. 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 95-120, you’ll find a detailed breakdown of how each group responded to each individual survey question. 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, CSEE does not recommend making decisions based on this data alone.
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I. Introduction

What is school climate?

- School climate refers to the quality of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.

- The school climate **sets the tone for all the learning and teaching** done in the school environment, and is predictive of students’ ability to learn and develop in healthy ways.

- All schools, like all people, have a range of strengths and weaknesses, as well as a distinctive vision for the kind of school they aspire to be.

Measuring school climate: the CSCI

- The CSCI (Comprehensive School Climate Inventory) is a scientifically developed survey based on research and theory defining what contributes to positive climates for learning.

- The CSCI measures the shared perceptions of the school community and reveals how the populations whose perceptions were measured (e.g. students, school personnel, and parents) feel about the school environment.

Who developed the CSCI?

- The CSCI was developed by the Center for Social and Emotional Education (CSEE), a non-profit organization dedicated to measuring and improving the climate for learning in schools. CSEE’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.
# The 10 Dimensions of School Climate Measured by the CSCI

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Major Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>1 Physical</td>
<td>Crisis plan; clearly communicated rules; clear and consistent violation response; people in the school feel physically safe; attitudes about violence.</td>
</tr>
<tr>
<td>2 Social-Emotional</td>
<td>Rules and norms related to verbal abuse; harassment, and teasing; clearly communicated rules; clear and consistent response for violations; attitudes about and responses to verbal and emotional bullying; conflict resolution taught in school; belief in school rules.</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>3 Quality of Instruction</td>
<td>High expectations for student achievement; all learning styles honored; help provided when needed; learning linked to “real life”; engaging materials; use of praise/reward; opportunities for participation; varied teaching methods.</td>
</tr>
<tr>
<td>4 Social, Emotional and Ethical Learning</td>
<td>Feel social, emotional, and ethical—as well as academic—learning is important; staff are invested in helping students develop these skills; social, emotional, and ethical skills are explicitly and implicitly taught in the school.</td>
</tr>
<tr>
<td>5 Professional Development (school personnel only)</td>
<td>Standards and measures used to support learning and continuous improvement; professional development systematic and ongoing; data-driven decision making linked to learning; school systems evaluated; teachers feel that this is relevant and helpful.</td>
</tr>
<tr>
<td>6 Leadership (school personnel only)</td>
<td>Compelling and clearly communicated vision; administrative accessibility and support.</td>
</tr>
<tr>
<td>Relationships</td>
<td></td>
</tr>
<tr>
<td>7 Respect for Diversity</td>
<td>Positive adult-adult relationships between/among teachers, administrators, and staff; positive adult-student relationships; positive student-student relationships; shared decision-making; common academic planning opportunities; diversity valued; student participation in learning and discipline.</td>
</tr>
<tr>
<td>8 School Community and Collaboration</td>
<td>Students/adults feel and demonstrate sense of community in the school. Mutual support and ongoing communication; school-community involvement; parent participation in school decision-making; shared parent-teacher norms vis-à-vis learning and behavior.</td>
</tr>
<tr>
<td>9 Morale</td>
<td>Students are engaged learners; staff are enthusiastic about their work; students connected to one or more adults; students/staff feel good about school.</td>
</tr>
<tr>
<td>Environment</td>
<td>Cleanliness and order of facilities; adequate space, materials and time.</td>
</tr>
</tbody>
</table>
I. Introduction

Goals for this Report

The report will show you:

- How members of your school community who were surveyed —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 each 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.
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

<table>
<thead>
<tr>
<th>Group</th>
<th>Population Size</th>
<th># Respondents</th>
<th>% of Population Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>1825*</td>
<td>1500</td>
<td>82%</td>
</tr>
<tr>
<td>School Personnel</td>
<td>250*</td>
<td>194</td>
<td>78%</td>
</tr>
<tr>
<td>Parents</td>
<td>1550*</td>
<td>402</td>
<td>26%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Median</th>
<th>Score Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical</td>
<td>3.64</td>
<td>4% 35% 61%</td>
</tr>
<tr>
<td>Social - Emotional</td>
<td>3.25</td>
<td>8% 71% 22%</td>
</tr>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Instruction</td>
<td>3.14</td>
<td>10% 70% 19%</td>
</tr>
<tr>
<td>Social, Emotional, &amp; Ethical Learning</td>
<td>3.00</td>
<td>20% 61% 19%</td>
</tr>
<tr>
<td><strong>Relationships</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect for Diversity</td>
<td>3.00</td>
<td>18% 68% 13%</td>
</tr>
<tr>
<td>School Community &amp; Collaboration</td>
<td>3.20</td>
<td>14% 51% 35%</td>
</tr>
<tr>
<td>Morale</td>
<td>3.14</td>
<td>19% 55% 26%</td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td>3.11</td>
<td>12% 62% 26%</td>
</tr>
</tbody>
</table>

- = % 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)
## Median Scores and Rating Patterns — School Personnel

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Median</th>
<th>Score Distribution</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical</td>
<td>4.00</td>
<td>1% 17%</td>
<td>83%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social - Emotional</td>
<td>3.30</td>
<td>5% 62%</td>
<td>32%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Instruction</td>
<td>3.77</td>
<td>2% 31%</td>
<td>67%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social, Emotional,</td>
<td>4.00</td>
<td>1% 20%</td>
<td>79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp; Ethical Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Relationships</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect for Diversity</td>
<td>3.00</td>
<td>22% 55%</td>
<td>23%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Community &amp; Collaboration</td>
<td>3.33</td>
<td>9% 57%</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morale</td>
<td>3.56</td>
<td>9% 40%</td>
<td>52%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td>3.50</td>
<td>2% 52%</td>
<td>46%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>3.50</td>
<td>10% 50%</td>
<td>40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>3.67</td>
<td>12% 33%</td>
<td>55%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- % 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

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Median</th>
<th>Score Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td>3.82</td>
<td>33.3%</td>
</tr>
<tr>
<td>Physical</td>
<td>5%</td>
<td>26%</td>
</tr>
<tr>
<td>Social - Emotional</td>
<td>6%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Instruction</td>
<td>3.43</td>
<td>33.3%</td>
</tr>
<tr>
<td>Social, Emotional, &amp; Ethical Learning</td>
<td>15%</td>
<td>60%</td>
</tr>
<tr>
<td><strong>Relationships</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect for Diversity</td>
<td>3.33</td>
<td>33.3%</td>
</tr>
<tr>
<td>School Community &amp; Collaboration</td>
<td>12%</td>
<td>52%</td>
</tr>
<tr>
<td>Morale</td>
<td>9%</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td>3.75</td>
<td>33.3%</td>
</tr>
<tr>
<td><strong>Note:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- darkest blue = % of individual ratings in the negative range (scores lower than 2.5 on a 5-point scale)
- blue = % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
- light blue = % of individual ratings in the positive range (scores above 3.5 on a 5-point scale)
II. School Climate Overview

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

Students

- Physical Safety: 3.64
- Social - Emotional Safety: 3.25
- Quality of Instruction: 3.14
- Social, Emotional Learning: 3.00
- Respect for Diversity: 3.00
- Community & Collaboration: 3.20
- Morale: 3.14
- Environment: 3.11

School Personnel

- Physical Safety: 4.00
- Social - Emotional Safety: 3.30
- Quality of Instruction: 3.77
- Social, Emotional Learning: 4.00
- Respect for Diversity: 3.00
- Community & Collaboration: 3.33
- Morale: 3.56
- Environment: 3.50
- Professional Development: 3.50
- Leadership: 3.67

Parents

- Physical Safety: 3.82
- Social - Emotional Safety: 3.40
- Quality of Instruction: 3.43
- Social, Emotional Learning: 3.11
- Respect for Diversity: 3.33
- Community & Collaboration: 3.25
- Morale: 4.00
- Environment: 3.75
- Professional Development: 
- Leadership: 

Legend:
- dark blue: median rating in the negative range (scores lower than 2.5 on a 5-point scale)
- blue: median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
- light blue: median rating 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 that 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.

• CSEE 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.
## Comparative Ratings — Another View

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>School Personnel</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Safety</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social-Emotional Safety</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quality of Instruction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social, Emotional, Ethical Learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respect for Diversity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community &amp; Collaboration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Morale</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>--- N/A ---</td>
<td></td>
<td>--- N/A ---</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>--- N/A ---</td>
<td></td>
<td>--- N/A ---</td>
</tr>
</tbody>
</table>

- = 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.

- CSEE 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

Relative Strengths and Weaknesses

Median Scale Scores - Rank Order
### II. School Climate Overview

#### Group Differences

## Comparative Rankings for Shared School Climate Dimensions

<table>
<thead>
<tr>
<th>School Climate Dimensions</th>
<th>Students</th>
<th>School Personnel</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Safety</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Social-Emotional Safety</td>
<td>2</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Community &amp; Collaboration</td>
<td>3</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Quality of Instruction</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Morale</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Environment</td>
<td>6</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Social, Emotional, Ethical Learning</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Respect for Diversity</td>
<td>7</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

**Note:** If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."
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 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. How you interpret and act on information may be very different depending upon the response patterns.

The Sub-Group Profiles section focuses on comparative ratings for key sub-groups of the surveyed populations. This includes students (grade, gender, race/ethnicity, language status); school personnel (grade and experience); and parents (grade, race/ethnicity). This should help you see whether there are identifiable groups that perceive school climate dimensions in consistently different ways.

- Introduction
- School Climate Dimensions:
  - Physical Safety
  - Social-Emotional Safety
  - Quality of Instruction
  - Social, Emotional & Ethical Learning
  - Professional Development
  - Leadership
  - Respect for Diversity
  - School Community & Collaboration
  - Morale
  - Environment
- Comparative Rating Patterns Across Dimensions:
  - Students
  - School Personnel
  - Parents
- Sub-Group Profiles:
  - Students
  - School Personnel
  - Parents
III. In-Depth Profiles

Introduction

- The findings in the School Climate Dimensions section are organized around the ten (School Personnel) or eight (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 the 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 ten 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.
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 perceive physical safety issues differently from boys? Do school personnel with greater experience see physical safety 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 physical safety higher than another, is this primarily because more individuals see physical safety in a very positive way, or fewer see it in a very negative light? What might be affecting these ratings?
  - 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: Physical Safety

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. In recent years, we have become more attuned to how social safety and the problem of bullying shapes learning and development. Too often, we are less sensitive to emotional safety. The CSCI looks at two aspects of safety: physical safety and social-emotional safety.

Safety: Physical

This scale focuses on the degree to which people feel physically safe in the school building and in the area surrounding the school. It also focuses on the clarity of the rules that the school has for maintaining safety and the consistency and fairness with which they’re enforced. For example, to what extent do people feel safe on their way to school? Is it clear that there are fairly enforced rules about physical bullying? Do individuals act when they witness others being bullied?

As a result of rounding, percentages may differ slightly from those on pages 11-13.
III. In-Depth Profiles

School Climate Dimensions: Physical Safety

Rating Pattern - Physical Safety - School Personnel

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Distribution</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 - 1.5</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>1.5 - 2.0</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>2.0 - 2.5</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>2.5 - 3.0</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>3.0 - 3.5</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>3.5 - 4.0</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>4.0 - 4.5</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>4.5 - 5.0</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Median Score = 4.00

Distribution of individual scale scores by range
Negative = 1%  Neutral = 17%  Positive = 83%

Rating Pattern - Physical Safety - Parents

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Distribution</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 - 1.5</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>1.5 - 2.0</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>2.0 - 2.5</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>2.5 - 3.0</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>3.0 - 3.5</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>3.5 - 4.0</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>4.0 - 4.5</td>
<td>8%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Median Score = 3.82

Distribution of individual scale scores by range
Negative = 5%  Neutral = 26%  Positive = 70%
Safety: Social and Emotional

This scale focuses on the degree to which people feel safe in social-emotional terms. As was the case for physical safety, this encompasses both feelings about safety and judgments about rules and enforcement. Questions on this scale probe perceptions about expectations and rules related to behavior, including verbal bullying and harassment. They also ask about the prevalence of verbal bullying and harassment in the school.

As a result of rounding, percentages may differ slightly from those on pages 11-13.
III. In-Depth Profiles

School Climate Dimensions: Social and Emotional Safety

Rating Pattern - Social-Emotional Safety - School Personnel

Median Score = 3.30

Distribution of individual scale scores by range
Negative = 5%  Neutral = 62%  Positive = 33%

Rating Pattern - Social-Emotional Safety - Parents

Median Score = 3.40

Distribution of individual scale scores by range
Negative = 7%  Neutral = 50%  Positive = 43%
III. In-Depth Profiles

School Climate Dimensions: Quality of Instruction

TEACHING AND LEARNING

The goal of schooling is to foster helpful learning. Educational research has identified factors that influence student achievement and school success: instructional strategies, classroom management, curriculum, and student decision-making. Our expectations for students—and our ability to communicate this to them—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 promotes student achievement and school success. Students are also more able learners when they are made comfortable taking risks, when they feel safe “not knowing” and allow themselves to be “confused” and to genuinely ask for help in understanding. For school personnel, there are two additional dimensions that contribute to a healthy climate for teaching and learning – Professional Development and Leadership.

Teaching and Learning: Quality of Instruction

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? Is schoolwork engaging? Is there support for learning from mistakes?

As a result of rounding, percentages may differ slightly from those on pages 11-13.
III. In-Depth Profiles

School Climate Dimensions: Quality of Instruction

Rating Pattern - Quality of Instruction - School Personnel

<table>
<thead>
<tr>
<th>Score Range</th>
<th>1.0 - 1.5</th>
<th>1.5 - 2.0</th>
<th>2.0 - 2.5</th>
<th>2.5 - 3.0</th>
<th>3.0 - 3.5</th>
<th>3.5 - 4.0</th>
<th>4.0 - 4.5</th>
<th>4.5 - 5.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>2%</td>
<td>3%</td>
<td>26%</td>
<td>45%</td>
<td>19%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Median Score = 3.77

Distribution of individual scale scores by range
- Negative = 2%
- Neutral = 31%
- Positive = 67%

Rating Pattern - Quality of Instruction - Parents

<table>
<thead>
<tr>
<th>Score Range</th>
<th>1.0 - 1.5</th>
<th>1.5 - 2.0</th>
<th>2.0 - 2.5</th>
<th>2.5 - 3.0</th>
<th>3.0 - 3.5</th>
<th>3.5 - 4.0</th>
<th>4.0 - 4.5</th>
<th>4.5 - 5.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>1%</td>
<td>1%</td>
<td>7%</td>
<td>15%</td>
<td>37%</td>
<td>29%</td>
<td>10%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Median Score = 3.43

Distribution of individual scale scores by range
- Negative = 9%
- Neutral = 52%
- Positive = 40%
III. In-Depth Profiles
School Climate Dimensions: Social, Emotional, and Ethical Learning

Teaching and Learning: Social-Emotional-Ethical Learning

This scale describes the extent to which social and emotional skills are explicitly taught in school and how ethical dispositions are recognized and valued. To what extent, for example, do students learn to listen and cooperate with others? To what extent are they encouraged to think about “right” and “wrong”? As a result of rounding, percentages may differ slightly from those on pages 11-13.
III. In-Depth Profiles

School Climate Dimensions: Social, Emotional, and Ethical Learning

Rating Pattern - Social, Emotional, Ethical Learning - Personnel

Median Score = 4.00

Distribution of individual scale scores by range
Negative = 1%  Neutral = 20%  Positive = 80%

Rating Pattern - Social, Emotional, Ethical Learning - Parents

Median Score = 3.11

Distribution of individual scale scores by range
Negative = 15%  Neutral = 61%  Positive = 25%
Teaching and Learning: Professional Development (School Personnel Only)

This scale focuses on the support in school for professional development programs and the degree to which teachers have input in defining their needs and their evaluations of professional development programs. Questions also address the nature of professional development programs—the focus and the approaches. For example, do programs address social, emotional and ethical as well as academic skills and methods? Are they connected to what teachers believe they need to promote student learning?

As a result of rounding, percentages may differ slightly from those on pages 11-13.
Teaching and Learning: Leadership (School Personnel Only)

This scale focuses on the school's administration and their relationship with other school personnel. For example, do school leaders set and communicate a clear vision? Are they accessible, open, supportive and appreciative of school staff?
III. In-Depth Profiles

School Climate Dimensions: Respect for Diversity

RELATIONSHIPS

School experiences are based on relationships. The extent to which individuals feel “listened to” and respected shapes the school community. How we communicate and collaborate profoundly shapes learning, teaching and how we feel about being in school. Parent and community involvement in school life also promotes student achievement.

Relationships: Respect for Diversity

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

As a result of rounding, percentages may differ slightly from those on pages 11-13.
III. In-Depth Profiles

School Climate Dimensions: Respect for Diversity

Rating Pattern - Respect for Diversity - School Personnel

Median Score = 3.00

Rating Pattern - Respect for Diversity - Parents

Median Score = 3.33

Distribution of individual scale scores by range

For School Personnel:
- Negative = 22%
- Neutral = 56%
- Positive = 23%

For Parents:
- Negative = 12%
- Neutral = 52%
- Positive = 36%
III. In-Depth Profiles

School Climate Dimensions: Community and Collaboration

Relationships: Community and Collaboration

This scale deals with the nature of the school community and adult collaborations. To what extent do people feel that the school is a community? To what extent do parents and educators work together to support student learning and development? To what extent does the school keep parents/guardians informed and helpfully involved?

As a result of rounding, percentages may differ slightly from those on pages 11-13.
III. In-Depth Profiles

School Climate Dimensions: Community and Collaboration

Rating Pattern - Community & Collaboration - School Personnel

- Median Score = 3.33

Distribution of individual scale scores by range:
- Negative = 10%
- Neutral = 58%
- Positive = 33%

Rating Pattern - Community & Collaboration - Parents

- Median Score = 3.25

Distribution of individual scale scores by range:
- Negative = 11%
- Neutral = 61%
- Positive = 27%
III. In-Depth Profiles

School Climate Dimensions: Morale

Relationships: Morale

This scale focuses on how we feel about being in school. Do we look forward to coming to school and feel there is a positive sense of purpose? To what extent do we feel engaged in school life?

As a result of rounding, percentages may differ slightly from those on pages 11-13.
III. In-Depth Profiles

School Climate Dimensions: Morale

Rating Pattern - Morale - School Personnel

Median Score = 3.56

Rating Pattern - Morale - Parents

Median Score = 4.00

Distribution of individual scale scores by range:
- Negative = 9%
- Neutral = 39%
- Positive = 51%

Distribution of individual scale scores by range:
- Negative = 9%
- Neutral = 24%
- Positive = 66%
III. In-Depth Profiles
School Climate Dimensions: Environment

ENVIRONMENT

The physical condition of the school is important. Naturally, how clean, well-repaired, cared for, and orderly the school is affects teaching, learning, relationships and development. Does the daily schedule provide adequate time for optimal work and time for relaxation? Students and school personnel must also be provided with classroom, storage, planning, and recreational space.

These questions ask about the cleanliness and repair of the school facilities and the adequacy of the space, resources and schedule.

As a result of rounding, percentages may differ slightly from those on pages 11-13.
III. In-Depth Profiles

School Climate Dimensions: Environment

Rating Pattern - Environment - School Personnel

Median Score = 3.50

Distribution of individual scale scores by range
Negative = 2%  Neutral = 52%  Positive = 46%

Rating Pattern - Environment - Parents

Median Score = 3.75

Distribution of individual scale scores by range
Negative = 2%  Neutral = 35%  Positive = 62%
III. In-Depth Profiles
Comparative Rating Patterns Across Dimensions

Why is this important?

- Looking at all the graphs for each school group should help you understand how consistently the group perceives the elements that contribute to school climate.

How should you look at this data:

- Look at the distribution of scores across all dimensions:
  - Does the group tend toward similar distribution patterns for all?
  - Is the pattern one of greater consistency or a wide range of opinion?
  - Does the pattern skew toward the extremes more on the positive or negative side?
  - Are the distribution patterns very different from one dimension to the next? Are there any that stand out as being particularly divergent from the norm?

How do patterns compare for dimensions that you might want to consider together? For example, is there more agreement about physical safety than about social-emotional safety? If one has a higher median score, is that primarily because more individuals see that one as very positive or because not as many see it as very negative?

As a result of rounding, percentages may differ slightly from those on pages 11-13.
III. In-Depth Profiles

Comparative Rating Patterns Across Dimensions: Students

Rating Pattern - Physical Safety - Students

Median Score = 3.64

Rating Pattern - Social-Emotional Safety - Students

Median Score = 3.25

Rating Pattern - Quality of Instruction - Students

Median Score = 3.14

Rating Pattern - Social, Emotional, Ethical Learning - Students

Median Score = 3.00
III. In-Depth Profiles

Comparative Rating Patterns Across Dimensions: Students

**Rating Pattern - Respect for Diversity - Students**

- Median Score = 3.00
- Distribution of individual scale scores by range:
  - Negative = 18%
  - Neutral = 68%
  - Positive = 13%

**Rating Pattern - Community & Collaboration - Students**

- Median Score = 3.20
- Distribution of individual scale scores by range:
  - Negative = 14%
  - Neutral = 51%
  - Positive = 35%

**Rating Pattern - Morale - Students**

- Median Score = 3.14
- Distribution of individual scale scores by range:
  - Negative = 19%
  - Neutral = 55%
  - Positive = 26%

**Rating Pattern - Environment - Students**

- Median Score = 3.11
- Distribution of individual scale scores by range:
  - Negative = 13%
  - Neutral = 61%
  - Positive = 26%
III. In-Depth Profiles

Comparative Rating Patterns Across Dimensions: School Personnel

### Rating Pattern - Physical Safety - School Personnel

- Median Score: 4.00
- Distribution of individual scale scores by range:
  - Negative: 1%
  - Neutral: 16%
  - Positive: 83%

### Rating Pattern - Social-Emotional Safety - School Personnel

- Median Score: 3.30
- Distribution of individual scale scores by range:
  - Negative: 5%
  - Neutral: 62%
  - Positive: 33%

### Rating Pattern - Quality of Instruction - School Personnel

- Median Score: 3.77
- Distribution of individual scale scores by range:
  - Negative: 2%
  - Neutral: 28%
  - Positive: 67%

### Rating Pattern - Social, Emotional, Ethical Learning - Personnel

- Median Score: 4.00
- Distribution of individual scale scores by range:
  - Negative: 1%
  - Neutral: 17%
  - Positive: 80%
III. In-Depth Profiles
Comparative Rating Patterns Across Dimensions: School Personnel

Rating Pattern - Respect for Diversity - School Personnel
Median Score = 3.00

Rating Pattern - Community & Collaboration - School Personnel
Median Score = 3.33

Rating Pattern - Morale - School Personnel
Median Score = 3.56

Rating Pattern - Environment - School Personnel
Median Score = 3.50

Distribution of individual scale scores by range:
- Negative = 22% for Respect for Diversity
- Neutral = 56%
- Positive = 23%

Distribution of individual scale scores by range:
- Negative = 10% for Community & Collaboration
- Neutral = 58%
- Positive = 33%

Distribution of individual scale scores by range:
- Negative = 9% for Morale
- Neutral = 39%
- Positive = 51%

Distribution of individual scale scores by range:
- Negative = 2% for Environment
- Neutral = 52%
- Positive = 46%
III. In-Depth Profiles

Comparative Rating Patterns Across Dimensions: School Personnel

Rating Pattern - Professional Development - School Personnel

- Median Score = 3.50

- Distribution of individual scale scores by range:
  - Negative = 10%
  - Neutral = 50%
  - Positive = 40%

Rating Pattern - Leadership - School Personnel

- Median Score = 3.67

- Distribution of individual scale scores by range:
  - Negative = 12%
  - Neutral = 33%
  - Positive = 55%
III. In-Depth Profiles
Comparative Rating Patterns Across Dimensions: Parents

Rating Pattern - Physical Safety - Parents

Median Score = 3.82

Distribution of individual scale scores by range
Negative = 5%
Neutral = 26%
Positive = 70%

Rating Pattern - Social-Emotional Safety - Parents

Median Score = 3.40

Distribution of individual scale scores by range
Negative = 7%
Neutral = 50%
Positive = 43%

Rating Pattern - Quality of Instruction - Parents

Median Score = 3.43

Distribution of individual scale scores by range
Negative = 9%
Neutral = 52%
Positive = 40%

Rating Pattern - Social, Emotional, Ethical Learning - Parents

Median Score = 3.11

Distribution of individual scale scores by range
Negative = 15%
Neutral = 61%
Positive = 25%
III. In-Depth Profiles

Comparative Rating Patterns Across Dimensions: Parents

**Rating Pattern - Respect for Diversity - Parents**
- Median Score = 3.33
- Distribution of individual scale scores by range:
  - Negative = 12%
  - Neutral = 52%
  - Positive = 36%

**Rating Pattern - Community & Collaboration - Parents**
- Median Score = 3.25
- Distribution of individual scale scores by range:
  - Negative = 11%
  - Neutral = 61%
  - Positive = 27%

**Rating Pattern - Morale - Parents**
- Median Score = 4.00
- Distribution of individual scale scores by range:
  - Negative = 9%
  - Neutral = 24%
  - Positive = 66%

**Rating Pattern - Environment - Parents**
- Median Score = 3.75
- Distribution of individual scale scores by range:
  - Negative = 2%
  - Neutral = 35%
  - Positive = 62%
### 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

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 121.

School Climate Dimensions - Students by Grade

- **Grade 9**
  - Physical Safety: 3.64
  - Social-Emotional Safety: 3.17
  - Quality of Instruction: 3.14
  - Social, Emotional, Ethical Learning: 3.00
  - Respect for Diversity: 2.83
  - Community & Collaboration: 3.40
  - Morale: 3.14
  - Environment: 3.11

- **Grade 10**
  - Physical Safety: 3.55
  - Social-Emotional Safety: 3.25
  - Quality of Instruction: 3.14
  - Social, Emotional, Ethical Learning: 3.00
  - Respect for Diversity: 3.00
  - Community & Collaboration: 3.20
  - Morale: 3.14
  - Environment: 3.11

- **Grade 11**
  - Physical Safety: 3.64
  - Social-Emotional Safety: 3.17
  - Quality of Instruction: 3.07
  - Social, Emotional, Ethical Learning: 2.89
  - Respect for Diversity: 2.83
  - Community & Collaboration: 3.20
  - Morale: 3.00
  - Environment: 3.06

- = 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)
III. In-Depth Profiles

Sub-Group Ratings: Students

School Climate Dimensions - Students by Grade

- Physical Safety: 3.78
- Social - Emotional Safety: 3.33
- Quality of Instruction: 3.21
- Social, Emotional Ethical Learning: 3.11
- Respect for Diversity: 3.17
- Community & Collaboration: 3.40
- Morale: 3.29
- Environment: 3.33

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 121.
Sub-Group Ratings: Students

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 121.

School Climate Dimensions - Students by Gender

- Physical Safety: Female 3.73, Male 3.55
- Social, Emotional Safety: Female 3.25, Male 3.17
- Quality of Instruction: Female 3.14, Male 3.14
- Social, Emotional Ethical Learning: Female 3.00, Male 3.00
- Respect for Diversity: Female 3.00, Male 3.00
- Community & Collaboration: Female 3.20, Male 3.20
- Morale: Female 3.14, Male 3.14
- Environment: Female 3.22, Male 3.11

# 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)
III. In-Depth Profiles

Sub-Group Ratings: Students

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 121.
III. In-Depth Profiles

Sub-Group Ratings: Students

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 121.

School Climate Dimensions - Students by Race/Ethnicity

Latino/Latina Hispanic

- Physical Safety: 3.45
- Social - Emotional Safety: 3.00
- Quality of Instruction: 3.07
- Social, Emotional, Ethical Learning: 2.84
- Respect for Diversity: 2.67
- Community & Collaboration: 3.00
- Morale: 2.71
- Environment: 3.00

White/Caucasian

- Physical Safety: 3.64
- Social - Emotional Safety: 3.25
- Quality of Instruction: 3.14
- Social, Emotional, Ethical Learning: 3.00
- Respect for Diversity: 3.00
- Community & Collaboration: 3.40
- Morale: 3.14
- Environment: 3.11

Not Listed

- Physical Safety: 3.91
- Social - Emotional Safety: 3.25
- Quality of Instruction: 3.00
- Social, Emotional, Ethical Learning: 2.56
- Respect for Diversity: 2.83
- Community & Collaboration: 3.20
- Morale: 3.00
- Environment: 3.22

* 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)
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 121.

School Climate Dimensions - School Personnel by Grade

Grade 9

- Physical Safety
- Social - Emotional Safety
- Quality of Instruction
- Social, Emotional Ethical Learning
- Respect for Diversity
- Community & Collaboration
- Morale
- Environment
- Professional Development
- Leadership

Grade 10

Grade 11

- Physical Safety
- Social - Emotional Safety
- Quality of Instruction
- Social, Emotional Ethical Learning
- Respect for Diversity
- Community & Collaboration
- Morale
- Environment
- Professional Development
- Leadership

= 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)
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 121.

- 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)
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 121.

### School Climate Dimensions - School Personnel by Position

#### Teacher

<table>
<thead>
<tr>
<th>Physical Safety</th>
<th>Social - Emotional Safety</th>
<th>Quality of Instruction</th>
<th>Social, Emotional Ethical Learning</th>
<th>Respect for Diversity</th>
<th>Community &amp; Collaboration</th>
<th>Morale</th>
<th>Environment</th>
<th>Professional Development</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00</td>
<td>3.40</td>
<td>3.77</td>
<td>4.00</td>
<td>3.00</td>
<td>3.33</td>
<td>3.56</td>
<td>3.50</td>
<td>3.50</td>
<td>3.67</td>
</tr>
</tbody>
</table>

#### Other Professional

<table>
<thead>
<tr>
<th>Physical Safety</th>
<th>Social - Emotional Safety</th>
<th>Quality of Instruction</th>
<th>Social, Emotional Ethical Learning</th>
<th>Respect for Diversity</th>
<th>Community &amp; Collaboration</th>
<th>Morale</th>
<th>Environment</th>
<th>Professional Development</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.80</td>
<td>3.20</td>
<td>3.46</td>
<td>3.89</td>
<td>3.00</td>
<td>3.25</td>
<td>3.33</td>
<td>3.50</td>
<td>3.50</td>
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</tr>
</tbody>
</table>

#### Paraprofessional

<table>
<thead>
<tr>
<th>Physical Safety</th>
<th>Social - Emotional Safety</th>
<th>Quality of Instruction</th>
<th>Social, Emotional Ethical Learning</th>
<th>Respect for Diversity</th>
<th>Community &amp; Collaboration</th>
<th>Morale</th>
<th>Environment</th>
<th>Professional Development</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.70</td>
<td>2.70</td>
<td>3.77</td>
<td>4.56</td>
<td>2.83</td>
<td>3.34</td>
<td>3.56</td>
<td>3.40</td>
<td>3.33</td>
<td>3.42</td>
</tr>
</tbody>
</table>

- **= 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)**
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 59.

- 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)
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

School Climate Dimensions - School Personnel by Gender

- Female
- School Climate Dimensions
- Physical Safety
- Social - Emotional Safety
- Quality of Instruction
- Social, Emotional Ethical Learning
- Respect for Diversity
- Community & Collaboration
- Morale
- Environment
- Professional Development
- Leadership

- Male
- School Climate Dimensions
- Physical Safety
- Social - Emotional Safety
- Quality of Instruction
- Social, Emotional Ethical Learning
- Respect for Diversity
- Community & Collaboration
- Morale
- Environment
- Professional Development
- Leadership

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 121.
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

Details on subgroup sizes can be seen in the Demographic Profiles starting on page 121.

School Climate Dimensions - School Personnel by Years Experience

2-5 years

- Physical Safety
- Social - Emotional Safety
- Quality of Instruction
- Social, Emotional, Ethical Learning
- Respect for Diversity
- Community & Collaboration
- Morale
- Environment
- Professional Development
- Leadership

6-10 years

11-20 years

- Physical Safety
- Social - Emotional Safety
- Quality of Instruction
- Social, Emotional, Ethical Learning
- Respect for Diversity
- Community & Collaboration
- Morale
- Environment
- Professional Development
- Leadership

Legend:
- 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)
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 121.

- 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)
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 121.

School Climate Dimensions - School Personnel by Years Experience at Hatboro High School

2-5 years

- Physical Safety: 3.90
- Social - Emotional Safety: 3.20
- Quality of Instruction: 3.69
- Social, Emotional, Ethical Learning: 4.06
- Respect for Diversity: 2.92
- Community & Collaboration: 3.50
- Morale: 3.72
- Environment: 3.70
- Professional Development: 3.58
- Leadership: 3.75

6-10 years

- Physical Safety: 3.95
- Social - Emotional Safety: 3.20
- Quality of Instruction: 3.73
- Social, Emotional, Ethical Learning: 4.00
- Respect for Diversity: 2.83
- Community & Collaboration: 3.25
- Morale: 3.38
- Environment: 3.40
- Professional Development: 3.08
- Leadership: 3.67

11-20 years

- Physical Safety: 4.00
- Social - Emotional Safety: 3.40
- Quality of Instruction: 3.77
- Social, Emotional, Ethical Learning: 3.67
- Respect for Diversity: 3.00
- Community & Collaboration: 3.46
- Morale: 3.44
- Environment: 3.50
- Professional Development: 3.50
- Leadership: 3.50

- 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)
III. In-Depth Profiles

Sub-Group Ratings: School Personnel

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 121.
III. In-Depth Profiles

Sub-Group Ratings: Parents

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 121.

School Climate Dimensions - Parents by Child’s Grade

Grade 9

- Physical Safety: 3.73
- Social - Emotional Safety: 3.40
- Quality of Instruction: 3.43
- Social, Emotional, Ethical Learning: 3.11
- Respect for Diversity: 3.33
- Community & Collaboration: 3.38
- Morale: 4.00
- Environment: 3.63

Grade 10

- Physical Safety: 3.73
- Social - Emotional Safety: 3.50
- Quality of Instruction: 3.43
- Social, Emotional, Ethical Learning: 3.22
- Respect for Diversity: 3.33
- Community & Collaboration: 3.25
- Morale: 4.00
- Environment: 3.75

Grade 11

- Physical Safety: 3.73
- Social - Emotional Safety: 3.40
- Quality of Instruction: 3.36
- Social, Emotional, Ethical Learning: 3.00
- Respect for Diversity: 3.17
- Community & Collaboration: 3.25
- Morale: 3.75
- Environment: 3.75

- 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)
III. In-Depth Profiles

Sub-Group Ratings: Parents

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 121.
III. In-Depth Profiles

Sub-Group Ratings: Parents

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 121.

School Climate Dimensions - Parents by Gender

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Safety</td>
<td>3.73</td>
<td>3.82</td>
</tr>
<tr>
<td>Social - Emotional Safety</td>
<td>3.40</td>
<td>3.50</td>
</tr>
<tr>
<td>Quality of Instruction</td>
<td>3.43</td>
<td>3.32</td>
</tr>
<tr>
<td>Social, Emotional Ethical Learning</td>
<td>3.11</td>
<td>3.11</td>
</tr>
<tr>
<td>Respect for Diversity</td>
<td>3.33</td>
<td>3.50</td>
</tr>
<tr>
<td>Community &amp; Collaboration</td>
<td>3.25</td>
<td>3.38</td>
</tr>
<tr>
<td>Morale</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>Environment</td>
<td>3.75</td>
<td>3.75</td>
</tr>
</tbody>
</table>

- = 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)
III. In-Depth Profiles

Sub-Group Ratings: Parents

School Climate Dimensions - Parents by Race/Ethnicity

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 121.

= 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)
III. In-Depth Profiles

Sub-Group Ratings: Parents

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 121.
This Recommended Guidelines and Resources section should help you understand how to approach the process of change and where to start based on the feedback in this report. There are two recommendations sections in this report.

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

For More Information, Visit our website [www.csee.net]. At CSEE’s website you’ll also find more comprehensive information and extensive resources. These include: a summary of research and best practices for addressing each dimension, case studies, recommended readings, professional development workshops, and opportunities to share information with other practitioners.

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

www.csee.net
IV. Recommended Guidelines and Resources
Process Recommendations: How To Do It and Where to Start

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

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

1) **Form a representative and inclusive leadership team.** If it has not been done already, it is strongly recommended that you form a representative and inclusive leadership team to shepherd your school climate improvement initiative. When all members of the school community are represented, school improvement plans have a greater likelihood of success. There are a variety of ways that leadership teams can convene forums where students, staff, administrators, teachers, community members and parents have an opportunity to share their perceptions, prioritize goals, and develop and implement action plans.

2) **Designate a coordinator for the school climate improvement process.** Sustained school climate improvement efforts depend on a well-developed plan and a skilled coordinator who is visible to the school community. Ideally, the school principal is involved in the initiative, but most of the day-to-day work is handled by the coordinator. This frees up the principal to continue his or her tasks, and also ensures that the process is overseen by someone who can devote the necessary time and attention. The skills you look for in a coordinator will depend on your school climate improvement plan. For example, a plan that is focused around integrating the teaching of social and emotional skills into regular classroom instruction may require a different coordinator than a plan that begins with a focus on student safety interventions. It’s also important not to overlook social and emotional skill development in adults when developing a plan and hiring a coordinator.
IV. Recommended Guidelines and Resources

Process Recommendations: How To Do It and Where to Start

3) **Educators, students, parents, and mental health professionals must work together.** Substantive school reform efforts must involve ongoing and vital partnerships between members of the school community. How can you promote parent as well as student participation? How can educators and mental health professionals work together to anticipate barriers to learning and healthy development?

4) **Adult Learning: How teachers and parents act is often more important than what they say.** Effective K-12 social, emotional, ethical and academic learning necessitates that **adults be involved with social, emotional and ethical learning themselves.** How will you make this process meaningful for adults in your school community?

5) **Promoting authentic learning communities.** This is a goal for virtually all school reform efforts. All of these process recommendations will promote learning communities. How can you make this an explicit goal? What are the specific ways that educators reveal that they are “learners”?

6) **Time frame: Substantive school improvement is, at a minimum, a three to five year process.** School improvement efforts that are designed to “bear fruit” within a year or two tend to fail. Often, there is pressure to increase reading and math scores this year. How can your community develop three to five year plans that have the potential to result in substantive school climate improvement and also “stay the course”?

7) **Be sure your school climate improvement plan is well-designed and realistic.** It is easy to be overly enthusiastic and attempt to do too much too soon. It can also be tempting to develop a plan quickly and finalize it without much serious discussion about whether it will be effective. The plan must be integrated into school life, and it must be supported by every member of the school community. If you have not developed these aspects of your plan, it is likely that your efforts will not be successful.

8) **Research and use evidence-based curricula to support change in your school.** Naturally, it is important that the process of school improvement build on instructional and programmatic efforts that work. As your school begins to define goals, what evidence-based curriculum might best serve learners and teachers?
9) **Continuous evaluation is an essential part of effective school improvement efforts.** How can your community develop methods of evaluation about what is and is not working? How can evaluation become the basis for authentic learning rather than another administrative burden?

10) **Setting Goals: Focus on areas of strength and weakness.** School climate improvement efforts—naturally—tend to focus on areas of relative need or weakness. However, it is often best to begin goal setting around areas of relative strength. When the school community focuses on change projects that yield results, it becomes significantly easier to address major areas of challenge in ways that result in systemic change. This strategy of “small wins” can be very effective. Change is difficult. We suggest that your initial implementation efforts build on spheres of strength and/or represent areas where you—realistically—believe you will be able to make an impact in the first year. When schools elect to address their most challenging areas first, there can be little or no change in the first year and, this can be demoralizing to the school community. If your school does decide to do this, you should take care to set up realistic expectations.

One last point on goal setting is to stress the fundamental importance of feeling safe in schools. To the extent that members of the school community do not feel safe in your school, we suggest that this become a focus for initial action.
On the pages that follow, you will find a chart for each dimension of school climate. If your survey data suggest that one or more school groups perceive challenges with a given dimension, the charts are designed to help you develop a plan to make improvements. The dimensions do overlap with one another, and you will see similarities in some charts, especially for closely-related dimensions such as physical and social-emotional safety.

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

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

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

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

Physical Safety

<table>
<thead>
<tr>
<th>School Group</th>
<th>Developing a Deeper Understanding of the Problem</th>
<th>Identifying Some Common Sources of the Problem</th>
<th>Approaches/Programs that Schools and Research Have Found to Be Successful</th>
</tr>
</thead>
</table>
| Students     | How does student response to this dimension compare to other information about safety that you collect in your school, such as Incident Reports or student complaints? | Rules and Systems:  
• 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 | 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) or frequent instigators among students (specialized services can be provided), as well as analyze data by type of infraction, date, frequency, and consequences imposed. |
|              | Are there sub-groups of students who feel particularly unsafe?  
• Look at Section III C to see if there are differences by gender, grade or race/ethnicity. | Supervision:  
• Insufficient adult presence  
• Adults insufficiently trained in crisis management and/or in socially & emotionally informed discipline | 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 convey them to the appropriate person. It may also help to provide boxes where students can report problems anonymously. |
|              | Are there particular aspects of safety that students perceive to be a problem?  
• Look at Section V for details on how students responded to each item that makes up the Physical Safety scale. |  | 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. |
|              | Can you dig deeper through focus groups, follow-up surveys, or more informal forums for conversations with specific groups about specific issues?  
• 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? |  | 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. |
|              |  |  | Train school personnel in dealing effectively with children in crisis. All adults in the school can be trained, or specific adults who deal with students in crisis can be targeted. Many of these programs provide excellent training for developing social-emotional skills and ethical dispositions in school personnel, as well as becoming aware of the ways in which conflicts can escalate unnecessarily. |
|              |  |  | Address the issue of bullying. In staff/faculty meetings, educators consider and plan what to do when they see students being bullied in hallways, classrooms, etc. An anti-bullying program that focuses on the bully-victim-bystander dynamic, encouraging bystanders to stand up to bullying behavior, can help address the problem. |

Continued on next page
<table>
<thead>
<tr>
<th>School Group</th>
<th>Developing a Deeper Understanding of the Problem</th>
<th>Identifying Some Common Sources of the Problem</th>
<th>Approaches/Programs that Schools and Research Have Found to Be Successful</th>
</tr>
</thead>
</table>
| **School Personnel** | How does school personnel response to this dimension compare to other information related to the way school personnel perceive student safety? Their own safety? | Individual Competencies:  
- 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 | School-wide efforts to teach coping with stress, problem-solving, communication, conflict resolution, and other important social-emotional skills. |
| | Are there sub-groups of school personnel who perceive the school to be particularly unsafe?  
- 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? | Peer/School Culture:  
- Unhealthy norms for behavior among students and/or school personnel  
- Insufficient modeling of supportive behavior, including up-stander norms  
- Low levels of group support & trust | 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. |
| | Are there particular aspects of safety that school personnel perceive to be a problem?  
- Look at Section V for details. | | Incorporate subjects of safety and social justice in academic classes. Several programs provide techniques for this, and/or whole educational units built around it. |
| | Can you dig deeper through staff meetings or more formal means such as follow-up surveys or focus groups? | | 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 that have been rigorously tested for effectiveness: |
| **Parents** | How does parent response to this dimension compare to prior parent feedback about safety? | | Blueprints for Violence Prevention  
http://www.colorado.edu/cspv/blueprints/index.html |
| | Are parent respondents representative of your school body as a whole? If not, can you reach out more to under-represented groups? | | SAMHSA Model Programs  
http://www.modelprograms.samhsa.gov |
| | Are there sub-groups of parents who feel that their children may be unsafe in and around school?  
- Look at Section III C to see if there are differences by grade, gender, 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, race/ethnicity? | | CSEE can help—in the Resource section of your School Portal as well as on our web site (www.csee.net) we have a growing body of professional development and training in areas related to physical safety. This includes resources from a range of organizations, including CSEE (which offers trainings in ‘Breaking the Bully-Victim-Bystander Cycle,’ ‘Infusing Social-Emotional Learning,’ ‘Recognizing and Dealing with Trauma in Children,’ and ‘Building Social-Emotional Competencies,’ among others), information, expected outcomes, essential elements, and more. |
| | Are there particular aspects of safety that parents perceive to be a problem?  
- Look at Section V for details. | | |
## V. Action Charts

### Social-Emotional Safety

Social-Emotional Safety: When Social-Emotional Safety is perceived as a problem in your school, here are some steps you can take:

<table>
<thead>
<tr>
<th>School Group</th>
<th>Developing a Deeper Understanding of the Problem</th>
<th>Identifying Some Common Sources of the Problem</th>
<th>Approaches/Programs that Schools and Research Have Found to Be Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>How does student response to this dimension compare to other indicators of social-emotional safety in your school? How does this relate to physical safety?</td>
<td>Note: physical and social-emotional safety are closely linked. Therefore, you will see similarities in the “common sources” and “successful approaches” columns for these two dimensions.</td>
<td>Make it easy and safe to report problems. All adults should be prepared to receive reports (written or oral) from students in a sensitive manner, and convey them to the appropriate person. It may also help to provide ways for students to report anonymously.</td>
</tr>
<tr>
<td>Are there sub-groups of students who feel particularly vulnerable to social-emotional threats?</td>
<td>Rules and Systems (especially those related to social bullying, teasing, and respectful behavior):</td>
<td>Increase visibility and availability of adults in unstructured or “problem” areas of the school. This will help students feel safer and also lead to more student-adult conversations, increasing the probability that adults will hear about student concerns and understand where problems are coming from.</td>
<td></td>
</tr>
<tr>
<td>Look at Section III C to see if there are differences by gender, grade or race/ethnicity.</td>
<td>• Not clearly defined</td>
<td>Train school personnel in dealing effectively with children in crisis. All adults in the school can be trained, or specific adults who deal with students in crisis can be targeted. Many of these programs provide excellent training for developing social-emotional skills and ethical dispositions in school personnel, as well as becoming aware of the ways in which conflicts can escalate unnecessarily.</td>
<td></td>
</tr>
<tr>
<td>• How does this compare to reports from guidance counselor/teachers, parent concerns?</td>
<td>• Not fairly enforced</td>
<td>Address the issue of bullying. In staff/faculty meetings, educators consider and plan what to do when they see bullying, teasing, and other forms of social harassment. Adults need to know that these behaviors are detrimental to kids’ health, and harm their ability to learn. An anti-bullying program that focuses on the bully-victim-bystander dynamic (and encourages bystanders to respond to bullying behavior) can help address this.</td>
<td></td>
</tr>
<tr>
<td>• Are patterns similar to physical safety, or do different groups feel more at-risk from one vs. the other?</td>
<td>• Not strongly enforced</td>
<td>• Can you dig deeper through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about specific issues?</td>
<td></td>
</tr>
<tr>
<td>Are there particular aspects of social-emotional safety that students perceive to be a problem?</td>
<td>• Not well aligned with consequences</td>
<td>• For example, if name calling is a particular problem, can you find out more about when this occurs? Are there issues related to online media?</td>
<td></td>
</tr>
<tr>
<td>Look at Section V for details on how students responded to each item that makes up the Social-Emotional Safety scale.</td>
<td>Supervision:</td>
<td>• Can you probe more to identify whether threatening behavior is tied to certain groups, or whether threatening behavior is tied to intolerance for certain groups?</td>
<td></td>
</tr>
<tr>
<td>• How does this relate to Respect for Diversity?</td>
<td>• Insufficient adult presence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you dig deeper through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about specific issues?</td>
<td>• Adults insufficiently trained in socially &amp; emotionally informed discipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• For example, if name calling is a particular problem, can you find out more about when this occurs? Are there issues related to online media?</td>
<td>• More difficult to monitor vs. infractions for physical safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Can you probe more to identify whether threatening behavior is tied to certain groups, or whether threatening behavior is tied to intolerance for certain groups?</td>
<td>• Adults don’t realize these problems require intervention</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: physical and social-emotional safety are closely linked. Therefore, you will see similarities in the “common sources” and “successful approaches” columns for these two dimensions.

Rules and Systems (especially those related to social bullying, teasing, and respectful behavior):
- Not clearly defined
- Not fairly enforced
- Not strongly enforced
- Not well aligned with consequences

Supervision:
- Insufficient adult presence
- Adults insufficiently trained in socially & emotionally informed discipline
- More difficult to monitor vs. infractions for physical safety
- Adults don’t realize these problems require intervention

Make it easy and safe to report problems. All adults should be prepared to receive reports (written or oral) from students in a sensitive manner, and convey them to the appropriate person. It may also help to provide ways for students to report anonymously.

Increase visibility and availability of adults in unstructured or “problem” areas of the school. This will help students feel safer and also lead to more student-adult conversations, increasing the probability that adults will hear about student concerns and understand where problems are coming from.

Train school personnel in dealing effectively with children in crisis. All adults in the school can be trained, or specific adults who deal with students in crisis can be targeted. Many of these programs provide excellent training for developing social-emotional skills and ethical dispositions in school personnel, as well as becoming aware of the ways in which conflicts can escalate unnecessarily.

Address the issue of bullying. In staff/faculty meetings, educators consider and plan what to do when they see bullying, teasing, and other forms of social harassment. Adults need to know that these behaviors are detrimental to kids’ health, and harm their ability to learn. An anti-bullying program that focuses on the bully-victim-bystander dynamic (and encourages bystanders to respond to bullying behavior) can help address this.
### V. Action Charts

#### Social-Emotional Safety

When Social-Emotional Safety is perceived as a problem in your school, here are some steps you can take:

<table>
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<tr>
<th>School Group</th>
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<th>Identifying Some Common Sources of the Problem</th>
<th>Approaches/Programs that Schools and Research Have Found to Be Successful</th>
</tr>
</thead>
</table>
| School Personnel | How does school personnel response to this dimension compare to other information about social-emotional safety as it is perceived by and/or affects teachers? | Individual Competencies:  
- Students’ lack of development in social & emotional skills, such as self-regulation, communication, conflict resolution  
- Room for adults to improve self-reflective capacity and ability to model positive behaviors | School-wide efforts to teach important social-emotional skills to both students and school personnel, including coping with stress, problem-solving, communication, and conflict resolution. |
| | Are there sub-groups of school personnel who perceive the problem to be particularly serious?  
- Look at Section III C to see if there are differences by grade, role, or experience.  
- How does this relate to Respect for Diversity? | Peer/School Culture:  
- Unhealthy norms for behavior (social bullying and other problems are common)  
- Insufficient modeling of supportive behavior, including up-stander norms  
- Low levels of group support & trust | 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. |
| | Are there particular aspects of social-emotional safety that school personnel perceive to be a problem?  
- Look at Section V for details.  
- Are problems centered on certain kinds of behaviors? | | Incorporate subjects of safety and social justice in academic classes. Several programs provide techniques for this, and/or whole educational units built around it. |
| | Can you dig deeper in staff meetings or through more formal means such as follow-up surveys or focus groups? | | 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. |

| Parents | How does this compare to prior feedback from parents in general about social-emotional safety? | | Below is an excellent site that provides information on programs that have been rigorously tested for effectiveness in addressing a wide range of issues: |
| | Are there sub-groups of parents who feel that their children may be unsafe in and around school?  
- Look at Section III C to see if there are differences by grade, gender, 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, race/ethnicity?  
- How does this compare to patterns for physical safety? | | SAMHSA Model Programs  
http://www.modelprograms.samhsa.gov |
| | Are there particular aspects of social-emotional safety that parents perceive to be a problem?  
- Look at Section V for details. | | CSEE can help—in the Resource section of your School Portal as well as on our web site [www.csee.net](http://www.csee.net) we have a growing body of professional development and training in areas related to social-emotional safety. This includes resources from a range of organizations, including CSEE (which offers trainings in ‘Breaking the Bully-Victim-Bystander Cycle,’ ‘Infusing Social Emotional Learning,’ ‘Recognizing and Dealing with Trauma in Children,’ ‘Adolescent Development for Educators,’ and ‘Developing a Middle School Advisory Program,’ among others). |
| | Can you dig deeper through parent outreach? | | |
### V. Action Charts

**Quality of Instruction**

<table>
<thead>
<tr>
<th>School Group</th>
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<th>Approaches/Programs that Schools and Research Have Found to Be Successful</th>
</tr>
</thead>
</table>
| Students     | How does student response to this dimension compare to information on students’ academic performance? | Challenges in Curriculum & Instruction:  
  - Limitations of instructional methods/curriculum in relation to student needs  
  - Need for additional professional development | Develop a concrete way of soliciting your teachers’ feelings (anonymously, if possible) about the curriculum. If your teachers have considerable concerns about the curriculum or the way students interact with it, those concerns should be explored. Work to gain their help and support in choosing and implementing quality lessons. Remember that teachers impact learning in the classroom far more than the planned curriculum. |
|              | Are there sub-groups of students who feel particularly unsupported in their academic work?  
  - Look at Section III C to see if there are differences by gender, grade or race/ethnicity.  
  - How does this compare to academic measures for these same groups? | Support for Instruction:  
  - Teachers are not able/willing to provide extra help, or students are not able/willing to take advantage of it  
  - School personnel not trained in effective classroom management techniques  
  - Learning is disconnected from the real world; students do not see its value | Support teachers in continuing their education through professional development and other opportunities. Make every effort to include teachers in decisions about professional development, and be sure a range of techniques are used (mentoring, peer observation, collaborative work groups). |
|              | Are there particular aspects of the quality of instruction that students perceive to be a problem?  
  - Look at Section V for details on how students responded to each item that makes up the Social-Emotional Safety scale.  
  - How does this relate to School Personnel perceptions? | | Ensure that extra help is easily available to all students. It should be easy for students to take advantage of the extra help—transportation should be available, if before or after school. Depending upon your school, you may be able to provide extra help in a variety of ways—teachers, parents, community groups, peer tutoring, or matching younger and older students. |
|              | Can you dig deeper through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about specific issues?  
  - For example, if these issues are particularly acute for specific grades, do you have any theories about aspects of teaching and learning that may be contributing to these issues, e.g. curriculum, scheduling, or testing, in those grades?  
  - Can you test out these theories with further research? | | Professional development is consistently identified by teachers as the most frustrating part of their jobs in the classroom. Working with teachers, research some programs that have been successful in helping teachers learn and use effective classroom management techniques. This helps teachers feel more competent and less stressed, and good classroom management enables them to spend more time and energy on instruction. |

Continued on next page
# V. Action Charts

## Quality of Instruction

When Quality of Instruction is perceived as a problem in your school, here are some steps you can take:

<table>
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</tr>
</thead>
</table>
| School Personnel | How does the school personnel response to this dimension compare to other information about teachers’ feelings of success in the classroom? | Behavioral/Attitudinal Barriers:  
  - Behavioral patterns and attitudes that impede ability of students to constructively ask for or receive help  
  - Behavioral patterns or attitudes that impede ability of teachers to constructively give help to all students | Consider how adult attitudes related to learning impact the school experience for students. Be clear in your own mind about the school environment you’d like to see. Take time to define your goals as specifically as possible, and think about what kind of school personnel it would take to create the environment you seek. For example, do school personnel make it clear that risk-taking and mistakes are part of the learning process? Do they support independent student inquiry? Be specific about this in recruiting potential new staff members, as well as with current school personnel. |
|              | Are there sub-groups of school personnel who rate this dimension less positively than others?  
  - Look at Section III C to see if there are differences by grade, role, or experience. | Structural Barriers/Resource Constraints:  
  - Problematic student/teacher ratios  
  - Pacing of curriculum  
  - Scheduling constraints  
  - Length of school day/school year  
  - Testing pressure | All schools deal with structural barriers, including budget, physical space, and state or federal education/testing requirements. Often, a school leader has minimal power to change those circumstances. Evaluate your own structural barriers and how they influence your school community. This might include student/teacher ratios, classroom space, required curriculum, mandated testing, and professional contracts. Consider how students, parents, and school personnel may be affected by these aspects of school life. You may consider working to change some of these factors if they’re having a significant negative effect on your school, and if you feel you may be able to have some effect. You could also work to develop solutions within these constraints. |
|              | Are there particular aspects of quality of instruction that school personnel rate poorly?  
  - Look at Section V for details.  
  - Are problems aligned with student perceptions? | | Research programs that will provide additional support for building academic, social, emotional, and ethical skills in your school. Below you’ll find one excellent website that identifies evidence-based programs that have been rigorously tested for effectiveness in addressing a wide range of issues. |
| Parents      | How does the parent response to this dimension compare to ongoing feedback from parents about teaching and instruction? | | SAMHSA Model Programs  
|              | Are there sub-groups of parents who feel that their children are less well-supported academically?  
  - Look at Section III C to see if there are differences by grade, gender, 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, race/ethnicity? | | CSEE can help—In the Resource section of your School Portal as well as on our web site ([www.csee.net](http://www.csee.net)) we have a growing body of professional development and training in areas related to quality of instruction. This includes resources from a range of organizations, including CSEE (which offers trainings in ‘Creating a Climate for Learning,’ ‘Infusing Social-Emotional Education,’ and ‘Investigating Their Own School Climate: Students as Participatory Action Researchers,’ among others). |
|              | Are there particular aspects of quality of instruction that parents perceive to be a problem?  
  - Look at Section V for details. | | |
### V. Action Charts

#### Social, Emotional, and Ethical Learning

**Social, Emotional, Ethical Learning: When Social, Emotional, Ethical Learning is perceived as a problem in your school, here are some steps you can take:**

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>How does student response to this dimension compare to other information about whether students are learning useful social and emotional skills in school? <strong>Does social, emotional, and ethical education appear to be lacking for all students, or for particular subgroups of students?</strong> Conversely, does it appear to be particularly strong for certain groups of students? • Look at Section III C to see if there are differences, particularly by grade. <strong>Are there particular aspects of social, emotional &amp; ethical learning that are missing?</strong> • Look at Section V for details on how students respond to each item that makes up the Social-Emotional Safety scale. • How does this relate to perceptions of school personnel?</td>
<td>Structural: • Pressures related to time and testing • Inadequate personnel to support these efforts</td>
<td>Review what your school is already doing to teach social and emotional skills to students, and consider how it may be standardized, adapted, or expanded in order to be more effective. Remember, we are always teaching ways of handling social, emotional and ethical challenges, whether consciously, helpfully, or not. “Social-emotional education” covers a broad array of important skills that can be successfully learned in a variety of ways. School programs can range from stand-alone classes on mediation or listening skills to a school-sponsored community service activity. Look for more ideas and resources on CSEE’s website. <strong>Appoint a Social-Emotional/Character Education Coordinator</strong> to be responsible for organizing and implementing these initiatives, as well as supporting school personnel in their efforts. Also, <strong>develop a committee or task force</strong> made up of administrators and teachers from all grade levels to review materials and curricula. They can be responsible for overseeing the implementation of social and emotional/character education in the school. Research some successful programs and choose one that seems to be a good fit for your school. There are many excellent curricula available that provide guidelines and lesson plans for teaching social-emotional skills and ethical dispositions. Determine what outcomes you’re looking for, and find a way to evaluate the success of the program after some time has passed. Below is an excellent site that provides information on programs that have been rigorously tested for effectiveness in addressing a wide range of issues. <strong>SAMHSA Model Programs</strong> <a href="http://www.modelprograms.samhsa.gov">http://www.modelprograms.samhsa.gov</a></td>
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### V. Action Charts

#### Social, Emotional, and Ethical Learning

When Social, Emotional, Ethical Learning is perceived as a problem in your school, here are some steps you can take:

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</tr>
</thead>
<tbody>
<tr>
<td>School Personnel</td>
<td>How does the response to this dimension compare to other indications of feedback?</td>
<td>Are there sub-groups of school personnel who rate this dimension less positively than others? &lt;br&gt;• Look at Section III C to see if there are differences by grade or experience.</td>
<td>Work to educate students, parents, and school personnel on the value of social and emotional skills and ethical dispositions. There are a number of research studies supporting the importance of these skills, which may be helpful to you in making your argument. At meetings or other gatherings, you can also try some simple exercises to show the value of these skills. Ask people to describe a person they admire. Most likely, the qualities they name will be social, emotional, and ethical strengths.</td>
</tr>
<tr>
<td>School Personnel</td>
<td>Are there particular aspects of social, emotional, and ethical learning that school personnel identify as lacking, or others that appear to be especially well supported? &lt;br&gt;• Look at Section V for details.</td>
<td>Training:  &lt;br&gt;• Insufficient professional development for delivering stand-alone curriculum and/or for infusing principles into classroom practice and instruction of academic subjects</td>
<td>Institute a student peer mediation program. This can help resolve student conflicts while also teaching important skills in dealing with disagreements.</td>
</tr>
<tr>
<td>School Personnel</td>
<td>Can you dig deeper through staff meetings to understand patterns and potential barriers?</td>
<td></td>
<td>Encourage service learning projects and other activities that help students apply their knowledge in new ways. A service learning project can help students become more conscious members of their own community, and also help them translate their knowledge into real-world challenges. These can be school-wide projects, classroom-based, or connected to after-school clubs. Other types of activities can also help develop students’ social-emotional skills, and schools should strongly encourage students to take part in sports, art, clubs, and other extracurricular activities.</td>
</tr>
<tr>
<td>Parents</td>
<td>How does the parent response to this dimension compare to ongoing feedback from parents about social, emotional, and ethical learning? Are parents in your school typically aware of and/or concerned about this issue?</td>
<td>Are there sub-groups of parents who feel that their children are less well-supported by this kind of instruction? &lt;br&gt;• Look at Section III C to see if there are differences by grade, gender, race/ethnicity.</td>
<td>Provide professional development, mentoring, and other opportunities for school personnel to develop their own social and emotional skills as well as their ability to infuse these principles into their classroom practice. These skills can be taught separately from academic subjects, for example, through a community service project. They can also be taught along with academics, for example, through a classroom discussion about the emotional motivations of a particular fictional character, or an assignment to come up with a creative new solution to a scientific problem that had been discussed in class.</td>
</tr>
<tr>
<td>Parents</td>
<td>Are there particular aspects of social, emotional, and ethical learning that parents perceive to be present or missing? &lt;br&gt;• Look at Section V for details.</td>
<td>Can you dig deeper through parent outreach? Might this be a subject for further discussion and/or research on Curriculum or Teacher-Conference Nights?</td>
<td>CSEE can help—In the Resource section of your School Portal as well as on our web site <a href="http://www.csee.net">www.csee.net</a> we have a growing body of professional development and training in areas related to social, emotional, and ethical learning. This includes resources from a range of organizations, including CSEE (which offers trainings in ‘Infusing Social-Emotional Learning’ and ‘Building our Social-Emotional Competencies (for adults),’ among others).</td>
</tr>
</tbody>
</table>
### V. Action Charts

#### Respect for Diversity

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

<table>
<thead>
<tr>
<th>School Group</th>
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<th>Approaches/Programs that Schools and Research Have Found to Be Successful</th>
</tr>
</thead>
</table>
| Students     | How does the student response to this dimension compare to other information about respect for diversity that you may monitor in your school? How does this relate to issues of safety? What do the student’s responses to this dimension compare to other information you monitor in your school? How does this relate to issues of safety? | Peer/School Culture:  
- Insufficient exposure to diversity  
- Insufficiently supportive norms for respecting differences and for inclusion  
- Insufficient modeling of supportive attitudes and behavior  
- Low levels of trust for discussion of differences  
- Diversity issues not regarded as a problem  
- Overt signs of respect for diversity (posters, mission statements) at odds with school experience | Further investigation is particularly important when schools become aware of problems in this area, so focus on the first column of this chart. Also, take a close look at the survey items to see exactly what the school community was responding to. The survey items specifically mention several differences, although this question is worded differently in different versions of the survey. Remember that people will interpret these questions in different ways. |

- Are there sub-groups of students who feel particularly sensitive about the level of tolerance and support for diversity in the school? Look at Section III C to see if there are differences by gender, grade or race/ethnicity. How does this compare to reports from guidance counselors, teachers, and parents? Are patterns similar to those for safety? Are there particular aspects of respect for diversity that are perceived to be a problem? Look at Section V for details on how students responded to each item that contribute to Respect for Diversity. Is there any suggestion that problems relate more to peer interaction among students or adult/adult or adult/student relations? Can you dig deeper through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about specific issues? Can you probe more to identify whether there are specific issues related to diversity that are especially problematic? Gender? Race/ethnicity? For older students, sexual orientation? Can you dig deeper through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about specific issues? Can you probe more to identify whether there are specific issues related to diversity that are especially problematic? Gender? Race/ethnicity? For older students, sexual orientation? |

For one week, spend as much time as possible in the hallways, lunchroom, and other unstructured areas. Don't make your presence obvious. Ask school personnel or members of your leadership team to do the same. Listen as objectively as possible, and write down your observations. Based on what you saw and heard, how would you evaluate the culture of your school—particularly in relation to respect for diversity? Discuss the issue of respect for diversity with as many classroom teachers (and others who work directly with students) as possible. Ask for observations and thoughts from their own experiences. Ask them to come to you (or a designated representative) with any incidents they observe in the future. Bring in community groups that deal with issues of discrimination and rights related to race, gender, sexual orientation, and other differences. This can also be the beginning of a beneficial partnership between the school and the community. There are some well-respected national organizations which may have local chapters in your area. Consider contacting: the Anti-Defamation League, National Organization for Women, the NAACP, the Gay and Lesbian Association Against Defamation, the Congress on Racial Equality, and others. Make any incidents easily reportable by both students and school personnel. Consider providing anonymous reporting options. You want to ensure that your behavior is making space for people to inform you about their experiences. |

Continued on next page
## Respect for Diversity

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

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<tbody>
<tr>
<td><strong>School Personnel</strong></td>
<td>How does the school personnel response to this dimension compare to other information about respect for diversity as it is perceived by and/or affects teachers?</td>
</tr>
<tr>
<td></td>
<td>Are there sub-groups of school personnel who perceive the problem to be particularly severe?</td>
</tr>
<tr>
<td></td>
<td>• Look at Section III C to see if there are differences by grade, role, or experience.</td>
</tr>
<tr>
<td></td>
<td>• How does this relate to perceptions of safety?</td>
</tr>
<tr>
<td></td>
<td>Are there particular aspects of respect for diversity that school personnel perceive to be a problem?</td>
</tr>
<tr>
<td></td>
<td>• Look at Section V for details.</td>
</tr>
<tr>
<td></td>
<td>• Are problems centered on specific relationships—students, adults, adult-student interactions?</td>
</tr>
<tr>
<td></td>
<td>Can you dig deeper in staff meetings or through more formal means such as follow-up surveys or focus groups?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent Group</th>
<th>How does the parent response to this dimension compare to prior feedback from parents in general about respect for diversity? How does this relate to parents’ perceptions about School Community &amp; Collaboration?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parents</strong></td>
<td>Are the views of all parents represented in the data (see Response Rates at the beginning of the report)?</td>
</tr>
<tr>
<td></td>
<td>Are there sub-groups of parents who perceive this to be a particularly severe problem?</td>
</tr>
<tr>
<td></td>
<td>• Look at Section III C to see if there are differences by grade, gender, race/ethnicity.</td>
</tr>
<tr>
<td></td>
<td>• How does this compare to other information from parents, such as calls and comments?</td>
</tr>
<tr>
<td></td>
<td>• How does this compare to the student patterns by grade, gender, race/ethnicity?</td>
</tr>
<tr>
<td></td>
<td>• How does this compare to patterns for safety?</td>
</tr>
<tr>
<td></td>
<td>Are there particular aspects of respect for diversity that parents perceive to be a problem?</td>
</tr>
<tr>
<td></td>
<td>• Look at Section V for details.</td>
</tr>
<tr>
<td></td>
<td>• Are problems centered on specific relationships—students, adults, adult-student interactions?</td>
</tr>
<tr>
<td></td>
<td>Can you dig deeper through parent outreach?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Identifying Some Common Sources of the Problem</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Attitudes/Dispositions:</strong></td>
</tr>
<tr>
<td>• Students’ lack of development in social &amp; emotional skills, and ethical dispositions such as empathy &amp; fairness</td>
</tr>
<tr>
<td>• Room for adults to improve self-reflective capacity and ability to model positive behaviors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Approaches/Programs that Schools and Research Have Found to Be Successful</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use any incidents as learning opportunities. Rather than condemning the perpetrators, attempt to create an open dialogue about the source of the problem and different perspectives on the incident. Harshly condemning the behavior without mediation can squelch dialogue and give students the idea that these issues should not be discussed.</td>
</tr>
<tr>
<td>Provide training to school personnel on diversity-related issues. Attend trainings yourself as well, for educational purposes as well as to set a tone for the school. Be sure school personnel understand how these problems can affect feelings of safety in the school as well as students’ ability to learn. Encourage teachers to raise these issues in their classrooms.</td>
</tr>
<tr>
<td>Training in mediation or conflict resolution may help head off potential incidents.</td>
</tr>
<tr>
<td>Provide training and opportunities for students to learn and become more comfortable with all groups within your school community. Remember that adults must take the lead on this issue—students will be paying attention to the adult attitudes and the example that is set. Well-designed interventions can make a difference in your school, as well as authentic celebrations of holidays or other occasions designed to honor individual groups of people.</td>
</tr>
<tr>
<td>Encourage any interested students to form a club focused on awareness and respect for diversity. Let them take the lead on their chosen activities. Students might also take on the task of researching a school climate problem on their own—choosing the topic, gathering information, and proposing solutions.</td>
</tr>
<tr>
<td>CSEE can help—In the Resource section of your School Portal as well as on our web site <a href="http://www.csee.net">www.csee.net</a> we have a growing body of professional development and training in areas related to respect for diversity. This includes resources from a range of organizations, including CSEE (which offers trainings in ‘Breaking the Bully-Victim-Bystander Cycle,’ ‘Students as Participatory Action Researchers,’ and ‘Building our Social-Emotional Competencies (for adults),’ among others).</td>
</tr>
</tbody>
</table>
### V. Action Charts

#### Community and Collaboration

When Community and Collaboration is perceived as a problem in your school, here are some steps you can take:

<table>
<thead>
<tr>
<th>School Group</th>
<th>Developing a Deeper Understanding of the Problem</th>
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<th>Approaches/Programs that Schools and Research Have Found to Be Successful</th>
</tr>
</thead>
</table>
| Students     | How does this compare to other information, in general, about your school community and collaborative partnerships? | Communication:  
  - Communication between and among adults is lacking  
  - Communication between school and home is lacking or unhelpful | Encourage supportive relationships between school personnel and students by instituting an advisory period, during which students would meet in small groups with an adult. This has been shown to improve the quality of individual relationships between adults and students, which has a salutary effect on students’ health and their success in school. This can encourage an exchange of ideas not only between adults and students, but also among students who might not otherwise speak to one another. |
|              | Are there sub-groups of students who perceive the school as less of a community?  
  - Look at Section III C to see if there are differences by gender, grade or race/ethnicity.  
  - How does this compare to reports from guidance counselors/teachers, parent concerns?  
  - Are patterns similar to those for morale? Are they related to respect for diversity? | School Culture and Relationships:  
  - School environment insufficiently supportive or inclusive  
  - School personnel unable to build relationships with one another  
  - School personnel unable to build relationships or connect with students individually; could be related to scheduling and/or to class size | Develop a school-wide service learning program or project. If the entire school is working toward a common goal, and trying to make a difference in the community, students may begin to feel more closely connected to those around them. |
|              | Are there particular aspects of community & collaboration?  
  - Look at Section V for details on how students respond to each item that contribute to School Community & Collaboration.  
  - Is there any suggestion that problems relate more to community feeling within the school or to parental involvement? | | Develop a new school tradition designed to build cohesion in the school community. Include students in the planning of this new tradition, and ensure it is something the entire school community can get excited about. |
|              | Can you dig deeper through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about specific issues?  
  - Can you probe more to identify whether there are specific groups that may feel especially disaffected? | | Offer incentives for involvement in extracurricular activities. This may be as simple as removing barriers to involvement in these activities. Be sure transportation is available, and consider providing food in the cafeteria after school hours, or keeping the school library staffed and open after school. Publicly recognize the hard work and accomplishments of extracurricular groups/activities. |

CSEE can help—In the Resource section of your School Portal as well as on our web site (www.csee.net) we have a growing body of professional development and training in areas related to community and collaboration. This includes resources from a range of organizations, including CSEE (which offers trainings in ‘Reshaping the Culture of the Teachers’ Lounge’ and ‘Developing a Middle School Advisory Program,’ among others).

Continued on next page
### Community and Collaboration: When Community and Collaboration is perceived as a problem in your school, here are some steps you can take:

<table>
<thead>
<tr>
<th>School Group</th>
<th>Developing a Deeper Understanding of the Problem</th>
<th>Identifying Some Common Sources of the Problem</th>
<th>Approaches/Programs that Schools and Research Have Found to Be Successful</th>
</tr>
</thead>
</table>
| **School Personnel** | How does the school personnel response to this dimension compare to ongoing feedback about your school community and collaboration from teachers and other school personnel? How does this compare to indicators such as staff turnover? | Workplace structure & norms:  
- Insufficient opportunities for collaboration within groups of school personnel (e.g. between teachers)  
- Insufficient collaboration and communication between groups of school personnel (e.g., teachers, staff, and administration)  
- Unsupportive norms for mutual trust, collaboration, and collegiality  
- Scheduling pressures | Research team-building activities for school personnel. There are a variety of these available, and they can help build a foundation for better communication. They range from retreats or physical activities to sit-down discussions designed to break down barriers and increase the quality of communication between adults in the school. |
|              | Are there sub-groups of school personnel who perceive the problem most?  
- Look at Section III C to see if there are differences by grade, role, or experience. | Are problems centered on professional collaboration and decision making? Parent involvement? How does this relate to professional development and leadership? | In order to set a tone for better communication among adults, you'll have to open yourself up to sometimes unwelcome feedback, ideas, and opinions you might normally avoid. If school personnel can see that you're listening to them and responding thoughtfully, they will have a greater appreciation for your decisions. In addition, those who are unsupportive will find less support for their positions. |
|              | Are there particular aspects of community and collaboration that school personnel perceive to be a problem?  
- Look at Section V for details.  
- Are problems centered on professional collaboration and decision making? Parent involvement? How does this relate to professional development and leadership? | Can you dig deeper through staff meetings or more formal means such as follow-up surveys or focus groups? | Set up times for school personnel to meet regularly to discuss their work and get help from one another. Teachers often feel isolated, and many say they do not have time to collaborate with coworkers as much as they would like. |
| **Parents** | How does parent response to this dimension compare to prior parent feedback about safety? | Barriers to Parental Involvement:  
- Insufficient outreach and communication or miscommunications, unintended messages  
- School policies and decision-making style  
- Logistical barriers—scheduling, access | Invite parents into the school regularly. Encourage teachers and other school personnel to find ways of including parents in their activities. Make the school easily accessible for parents. |
|              | Are parent respondents representative of your school body as a whole? If not, can you reach out more to under-represented groups? | Are there sub-groups of parents who feel that their children may be unsafe in and around school?  
- Look at Section III C to see if there are differences by grade, gender, 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, race/ethnicity? | Institute a weekly or monthly school newsletter. A website, e-mail list, or blog may also be effective. |
|              | Are there particular aspects of safety that parents perceive to be a problem?  
- Look at Section VI for details. | Are there sub-groups of parents who feel that their children may be unsafe in and around school?  
- Look at Section III C to see if there are differences by grade, gender, 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, race/ethnicity? | Find out what would support parents in becoming more involved with the school. Through parent surveys or other means, discover what parents say are the major obstacles to participation in parents’ night and other school events. Some schools have created community centers to fill important needs for parents (child care, food, medical care, educational offerings, community events) while also drawing them into the school environment. |
|              | | Are there particular aspects of safety that parents perceive to be a problem?  
- Look at Section VI for details. | Take school personnel on a tour of the neighborhood, guided by parents. Consider making this a regular event. |
### Morale

**Morale: When Morale is perceived as a problem in your school, here are some steps you can take:**

<table>
<thead>
<tr>
<th>School Group</th>
<th>Developing a Deeper Understanding of the Problem</th>
<th>Identifying Some Common Sources of the Problem</th>
<th>Approaches/Programs that Schools and Research Have Found to Be Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>How does the student response to this dimension compare to other information about student morale? Which other scales seem to be aligned with low morale? Do they relate more to quality of relationships, teaching &amp; learning, or safety and security?</td>
<td>See Other Scales, especially Relationships, Instruction, and Safety. Problems of morale are typically symptomatic of problems in other areas, and also often exacerbate problems in other areas.</td>
<td>Address other issues that students have identified as problems. As you can see, the factors in the second column are closely related to several other dimensions of school climate measured by the CSCI survey. Closely examine your survey results and take note of the dimensions that are ranked lowest of the ten (or eight) by the three different groups. Begin with those areas when you consider ways of improving school morale.</td>
</tr>
<tr>
<td></td>
<td>Are there sub-groups of students who appear to be particularly disengaged?</td>
<td>• Look at Section V for details.</td>
<td>Morale is closely related to communication and connectedness within the school environment. Work to build those capacities, using the information from the &quot;Community and Collaboration&quot; chart.</td>
</tr>
<tr>
<td></td>
<td>Are there particular aspects of this dimension that are perceived as particularly inadequate?</td>
<td>• Look at Section III C to see if there are differences by gender, grade or race/ethnicity.</td>
<td></td>
</tr>
</tbody>
</table>
### Morale: When Morale is perceived as a problem in your school, here are some steps you can take:

<table>
<thead>
<tr>
<th>School Group</th>
<th>Developing a Deeper Understanding of the Problem</th>
<th>Identifying Some Common Sources of the Problem</th>
<th>Approaches/Programs that Schools and Research Have Found to Be Successful</th>
</tr>
</thead>
</table>
| **School Personnel** | How does the school personnel response to this dimension compare to other information about the morale of school personnel? What other scales seem to be aligned with low morale of teachers, administrators, and other school personnel? How does this compare to indicators such as retention/turnover or absenteeism?  
Are there sub-groups of school personnel who appear to be particularly disengaged?  
- Look at Section III C to see if there are differences by grade, role, or experience. | | If school personnel perceive morale as low, do your best to find out exactly what is making teachers and staff unhappy. Some suggestions for doing this are located in the first column of this chart. You may have limited control over such issues as salary and schedules, but even small gestures can be significant (free food in the teachers' lounge on Fridays, awards for teacher/staff accomplishments, etc).  
Consider implementing some of the ideas described in the “Community and Collaboration” chart, particularly in relation to building relationships among adults in the school.  
Don't hesitate to approach members of your school community and ask for their opinions regarding school morale. Not only will you hear a range of ideas about the problem and potential solutions, you'll also signal to others that you value their opinions and want to improve their experience. If you listen closely and follow up on the responses you receive, you'll find relationships improving.  
If parents perceive school morale to be low, work to find out what might be at the root of the problem, using the suggestions in the first column of this chart.  
Two major factors influencing parent perceptions of school climate are:  
- Parent beliefs about child's experience in school  
- Quality of parent communication with the school  
Therefore, spend time examining student perceptions of school climate, and addressing their concerns as well. In addition, work to improve school-home partnerships and communication with parents. Use the suggestions for the “Community and Collaboration” chart as a starting point for these efforts. |
| **Parents** | How does the parent response to this dimension compare to other indicators of parent satisfaction?  
Are there sub-groups of parents who appear to be less positive about the school?  
- Look at Section III C to see if there are differences by grade, gender, race/ethnicity.  
- How does this compare to patterns of parent comments or complaints?  
- How does this compare to the student patterns by grade, gender, race/ethnicity? | | |
### Environment

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

<table>
<thead>
<tr>
<th>School Group</th>
<th>Developing a Deeper Understanding of the Problem</th>
<th>Identifying Some Common Sources of the Problem</th>
<th>Approaches/Programs that Schools and Research Have Found to Be Successful</th>
</tr>
</thead>
</table>
| **Students** | How does the student response to this dimension compare to other indicators that the school has about the physical environment? Is this perceived consistently by all members of the school community? | Are there sub-groups of students who perceive the environment to be particularly problematic?  
- Look at Section III C to see if there are differences by gender, grade or race/ethnicity.  
- Are facilities/supplies different for any groups of students (for example, by grade)? | Once you've done the follow-up work to find out what aspects of the school environment are most troubling, solicit ideas on what can be done about the problem(s).  
Consider a community meeting to discuss solutions for the problem. Examine all ideas that come from the community, even if they seem implausible at first.  
- Here’s one way to structure such a meeting that has been effective for others: first, ask everyone present to brainstorm all the problems they would like to be fixed. Write down every single one. Begin at the top of the list, and start a discussion on which of the first two items is more important. When you’ve decided on one, compare that item to the next item on the list and discuss which of the two is most important, and so on. This technique is most effective with a skilled and impartial moderator.  
Find a way to upgrade the school environment yourself.  
- Perhaps a large group of parents, school personnel, and students can work together one day on a task such as painting the school, repairing the playground, or cleaning up trash.  
- You can also look for community members with specific skills in these areas that they might be willing to contribute.  
- Physical improvements of this kind can also improve school morale and show the school community that changes are being made. Even small, visible changes can help build excitement and commitment to the school climate improvement process. Aim for some "small triumphs" that will have this effect.  
- Requiring students to help with these jobs can help them to understand the effort involved, and induce them to take better care of the school.  
- Work from the “broken windows” philosophy popularized by the NYPD. Taking care of even small environmental issues can help improve other aspects of school climate. |
| Are there particular aspects of the environment perceived as particularly inadequate?  
- Look at Section V for details.  
- Are problems centered on facilities, supplies, time? | Inadequate facilities:  
- Older schools with structural problems  
- Inadequate space for the size of the student body  
- Poor maintenance  
- Lacking adequate lunchrooms, gyms, libraries, labs  
Structural limitations:  
- Scheduling  
- Supplies  
- Insufficient or dated technology | |

Continued on next page
**Environment**: When Environment is perceived as a problem in your school, here are some steps you can take:

<table>
<thead>
<tr>
<th>School Group</th>
<th>Developing a Deeper Understanding of the Problem</th>
<th>Identifying Some Common Sources of the Problem</th>
<th>Approaches/Programs that Schools and Research Have Found to Be Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Personnel</strong></td>
<td>How does the school personnel response to this dimension compare to other indicators that the school has about the physical environment? Is this perceived consistently by all members of the school community?</td>
<td></td>
<td>Develop fund-raising ideas to support changes and updates in the school. There are several resources available to assist with fund-raising ideas, and literally thousands of creative ideas can be found in books and on websites.</td>
</tr>
<tr>
<td></td>
<td>Are there sub-groups of school personnel who perceive the environment to be particularly problematic?</td>
<td></td>
<td>• Be sure to assign responsibility for this task to a person or group of people. Fund-raising can be an excellent job for a parent or parent-teacher group to take on. Older students often take an active role as well.</td>
</tr>
<tr>
<td></td>
<td>• Look at Section III C to see if there are differences by role, experience, grade.</td>
<td></td>
<td>• The people benefiting from or requesting the changes may be willing to contribute to this effort in some way. This could mean financial contributions or a commitment of labor or time.</td>
</tr>
<tr>
<td></td>
<td>Are facilities/supplies different for any groups of school personnel—by role, subject area, grade?</td>
<td></td>
<td>• There are many funding sources now online, including websites that allow school personnel to post items or funds they need for specific purposes (a field trip, new books, a microscope). Individual donors can view the requests and choose to fund one or more.</td>
</tr>
<tr>
<td></td>
<td>Are there aspects of the environment that are perceived as particularly inadequate?</td>
<td></td>
<td>• Don’t forget the usual financial channels when seeking funds for school improvements. Even budget requests that have been previously denied might be reconsidered if the school community is willing to contribute a specific amount of time, money, or labor to get the work done.</td>
</tr>
<tr>
<td></td>
<td>• Look at Section V for details.</td>
<td></td>
<td>If nothing can immediately be done about a problem in the school environment (for example, overcrowding or a design flaw in the building), you can still look for ways to make the issue easier to deal with. Solicit ideas from the school community.</td>
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<td>• Are problems centered on facilities, supplies, time?</td>
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<td>CSEE can help—In the Resource section of your School Portal as well as on our web site (<a href="http://www.csee.net">www.csee.net</a>) we have a growing body of professional development and training in areas related to school environment. This includes resources from a range of organizations, including CSEE (which offers trainings in ‘Reshaping the Culture of the Teachers’ Lounge’ and ‘Investigating Their Own School Climate: Students as Participatory Action Researchers,’ among others).</td>
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</table>

<table>
<thead>
<tr>
<th>Parents</th>
<th>How does the parent response to this dimension compare to other indicators that the school has about the physical environment? Is this perceived consistently by all members of the school community?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>• Look at Section III C to see if there are differences by gender, race/ethnicity, grade.</td>
<td></td>
<td>• Be sure to assign responsibility for this task to a person or group of people. Fund-raising can be an excellent job for a parent or parent-teacher group to take on. Older students often take an active role as well.</td>
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<tr>
<td></td>
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<td></td>
<td>• The people benefiting from or requesting the changes may be willing to contribute to this effort in some way. This could mean financial contributions or a commitment of labor or time.</td>
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<td></td>
<td>• Look at Section V for details.</td>
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<td></td>
<td>• Are problems centered on facilities, supplies, time?</td>
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If nothing can immediately be done about a problem in the school environment (for example, overcrowding or a design flaw in the building), you can still look for ways to make the issue easier to deal with. Solicit ideas from the school community.

CSEE can help—In the Resource section of your School Portal as well as on our web site ([www.csee.net](http://www.csee.net)) we have a growing body of professional development and training in areas related to school environment. This includes resources from a range of organizations, including CSEE (which offers trainings in ‘Reshaping the Culture of the Teachers’ Lounge’ and ‘Investigating Their Own School Climate: Students as Participatory Action Researchers,’ among others).
### V. Action Charts

**Professional Development and Leadership**

#### Dimensions Related Specifically to School Professionals: If one or both of these are perceived to be problems in your school, here are some steps you can take:

<table>
<thead>
<tr>
<th>School Personnel: Professional Development</th>
<th>Identifying Some Common Sources of the Problem</th>
<th>Approaches/Programs that Schools and Research Have Found to Be Successful</th>
</tr>
</thead>
</table>
| How does the response to this dimension compare to other scales and indicators related to the quality of teaching and learning? How does this compare to retention or other measures of satisfaction? | Programs:  
- Content of PD mismatched to needs or to full range of needs  
- Limited formats  
- Over-reliance on one-time, isolated workshops removed from day-to-day needs vs. ongoing, onsite, embedded, training and coaching models  
Collaboration:  
- Limited opportunity for schools to define needs and shape PD offerings (dictated by district)  
- Limited opportunity for teachers to have input within school | Consult teachers about the problems they face and the kinds of training that would be most helpful for them. Evaluate the system for choosing PD offerings, and make adjustments if necessary. Don't rely on one-day workshops for all professional development.  
Ask teachers to present successful techniques or programs at staff meetings. This can be a helpful way of passing on knowledge as well as recognizing the accomplishments of teachers and staff members.  
Consider implementing a mentoring program or group discussions for teachers about classroom experiences.  
Make a special effort to provide teachers with professional development related to social-emotional issues. Some topics might include: bullying, socially and emotionally-informed classroom management, valuing diversity, self-reflection, listening skills, incorporating service learning, and others. |
| Are there sub-groups of school personnel who appear to perceive less support in the way of professional development?  
- Look at Section III C to see if there are differences by grade, role, or experience. | | |
| Are there particular aspects of professional development that are perceived as inadequate?  
- Look at Section V for details.  
- Are problems perceived to center on content, methods, degree of input?  
- Examine the response to questions about specific PD experience in Detailed Results section. Have teachers had this training? | Vision:  
- Lack of clarity  
- Lack of consistency  
- Lack of communication regarding the school's vision and mission  
Support:  
- Limited access to school leaders  
- Limited communication from school leaders  
- School personnel does not feel supported/appreciated by administration | Work at learning more about yourself and your working style. Self-assessment inventories, counseling sessions, and frank discussions with colleagues can be helpful. Use this knowledge to inform your working relationships at school.  
Think about your vision for the school. If it is clear to you, consider how you might make it clearer to other members of the school community.  
Consider ways in which you could improve communication with teachers and staff. Follow up by asking them what would be most helpful. Find ways to do this anonymously, if possible. Take advantage of the resources available for improving communication. |

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School Personnel: Leadership

How does this compare to other scales and indicators related to the experience of school personnel? How does this compare to other measures of professional satisfaction and retention?

Are there sub-groups of school personnel who appear to perceive less support in the way of leadership?

- Look at Section III C to see if there are differences by grade, role, or experience.

Are there particular aspects of leadership that are perceived as inadequate?

- Look at Section V for details.
- Are problems perceived to center on vision, accessibility, and support?
This final 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 CSEE does not recommend making decisions based on the item-by-item data alone.
## Comparative Ratings for Shared School Climate Dimensions

<table>
<thead>
<tr>
<th>School Climate Dimension</th>
<th>Students</th>
<th>School Personnel</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Safety</td>
<td>3.64</td>
<td>1.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Social-Emotional Safety</td>
<td>3.25</td>
<td>1.33</td>
<td>4.83</td>
</tr>
<tr>
<td>Quality of Instruction</td>
<td>3.14</td>
<td>1.29</td>
<td>4.79</td>
</tr>
<tr>
<td>Social, Emotional, Ethical Learning</td>
<td>3.00</td>
<td>1.00</td>
<td>4.78</td>
</tr>
<tr>
<td>Respect for Diversity</td>
<td>3.00</td>
<td>1.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Community &amp; Collaboration</td>
<td>3.20</td>
<td>1.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Morale</td>
<td>3.14</td>
<td>1.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Environment</td>
<td>3.11</td>
<td>1.00</td>
<td>4.89</td>
</tr>
<tr>
<td>Professional Development</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Leadership</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### VI. Detailed Findings

**Item-by-Item Survey Responses: Students**

#### Physical Safety

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Median Rating</th>
<th>Min/Max</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don't Know</th>
<th>N/A</th>
<th>Missing Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>If adults in the school see students physically hurting each other (for example, punching, slapping, or hitting), they stop it.</td>
<td>4.0</td>
<td>1/5</td>
<td>0.03 (46)</td>
<td>0.05 (76)</td>
<td>0.16 (244)</td>
<td>0.41 (619)</td>
<td>0.34 (511)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.00 (4)</td>
</tr>
<tr>
<td>Adults in the school are fair about making sure that all students follow the rules against physically hurting other people.</td>
<td>4.0</td>
<td>1/5</td>
<td>0.05 (77)</td>
<td>0.12 (174)</td>
<td>0.28 (413)</td>
<td>0.48 (712)</td>
<td>0.08 (117)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.00 (7)</td>
</tr>
<tr>
<td>I feel physically safe on my way to and from school.</td>
<td>4.0</td>
<td>1/5</td>
<td>0.03 (41)</td>
<td>0.04 (55)</td>
<td>0.17 (247)</td>
<td>0.49 (736)</td>
<td>0.28 (412)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.01 (9)</td>
</tr>
<tr>
<td>I feel physically safe in the schoolyard/area surrounding the school.</td>
<td>4.0</td>
<td>1/5</td>
<td>0.04 (57)</td>
<td>0.05 (72)</td>
<td>0.19 (282)</td>
<td>0.53 (784)</td>
<td>0.20 (292)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.01 (13)</td>
</tr>
<tr>
<td>In my school, there are clearly stated rules against physically hurting other people, including punching, slapping, and hitting.</td>
<td>4.0</td>
<td>1/5</td>
<td>0.04 (56)</td>
<td>0.07 (97)</td>
<td>0.21 (309)</td>
<td>0.46 (691)</td>
<td>0.22 (334)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.01 (13)</td>
</tr>
<tr>
<td>I have seen other students being physically hurt at school repeatedly by the same person or people (for example, punched, slapped, hit, or beaten up).*</td>
<td>3.0</td>
<td>1/5</td>
<td>0.07 (101)</td>
<td>0.25 (370)</td>
<td>0.27 (403)</td>
<td>0.31 (464)</td>
<td>0.09 (139)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.02 (23)</td>
</tr>
<tr>
<td>I feel physically safe in all areas of the school building.</td>
<td>4.0</td>
<td>1/5</td>
<td>0.04 (62)</td>
<td>0.07 (109)</td>
<td>0.23 (334)</td>
<td>0.47 (698)</td>
<td>0.18 (267)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.02 (30)</td>
</tr>
<tr>
<td>There are areas of my school where I do not feel physically safe.*</td>
<td>2.0</td>
<td>1/5</td>
<td>0.23 (336)</td>
<td>0.37 (549)</td>
<td>0.22 (329)</td>
<td>0.14 (202)</td>
<td>0.04 (56)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.02 (28)</td>
</tr>
<tr>
<td>I am unclear about my school’s crisis plan, and about what I would be expected to do in an emergency.*</td>
<td>2.0</td>
<td>1/5</td>
<td>0.14 (204)</td>
<td>0.38 (557)</td>
<td>0.28 (408)</td>
<td>0.15 (219)</td>
<td>0.05 (78)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.02 (34)</td>
</tr>
<tr>
<td>I have been physically hurt at school repeatedly by the same person or people (for example, punched, slapped, hit, or beaten up).*</td>
<td>2.0</td>
<td>1/5</td>
<td>0.43 (625)</td>
<td>0.30 (436)</td>
<td>0.18 (266)</td>
<td>0.06 (90)</td>
<td>0.03 (48)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.02 (35)</td>
</tr>
<tr>
<td>If I see another student being physically hurt, I do something about it (for example, tell an adult or say/do something myself).</td>
<td>3.0</td>
<td>1/5</td>
<td>0.07 (104)</td>
<td>0.16 (233)</td>
<td>0.40 (590)</td>
<td>0.28 (411)</td>
<td>0.08 (123)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.03 (39)</td>
</tr>
</tbody>
</table>

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

#### Item-by-Item Survey Responses: Students

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

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

---

**Social-Emotional Safety**

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Median Rating</th>
<th>Min/Max</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don't Know</th>
<th>N/A</th>
<th>Missing Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my school, there are clearly stated rules against verbally hurting others, including name-calling, harassing, spreading rumors, and inappropriate sexual comments.*</td>
<td>4.0</td>
<td>1/5</td>
<td>0.04 (57)</td>
<td>0.10 (156)</td>
<td>0.20 (305)</td>
<td>0.49 (729)</td>
<td>0.17 (251)</td>
<td>0.00</td>
<td>0.00 (0)</td>
<td>0.00 (2)</td>
</tr>
<tr>
<td>I have seen other students verbally hurt at school more than once by the same person or people (for example, name-calling, harassing, spreading rumors, and inappropriate sexual comments).*</td>
<td>4.0</td>
<td>1/5</td>
<td>0.04 (54)</td>
<td>0.09 (141)</td>
<td>0.19 (287)</td>
<td>0.42 (631)</td>
<td>0.26 (385)</td>
<td>0.00</td>
<td>0.00 (0)</td>
<td>0.00 (2)</td>
</tr>
<tr>
<td>There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.*</td>
<td>4.0</td>
<td>1/5</td>
<td>0.02 (33)</td>
<td>0.08 (122)</td>
<td>0.28 (419)</td>
<td>0.41 (613)</td>
<td>0.20 (305)</td>
<td>0.00</td>
<td>0.00 (0)</td>
<td>0.01 (8)</td>
</tr>
<tr>
<td>I have friends at school who care about me.</td>
<td>4.0</td>
<td>1/5</td>
<td>0.02 (35)</td>
<td>0.02 (29)</td>
<td>0.09 (135)</td>
<td>0.40 (592)</td>
<td>0.47 (702)</td>
<td>0.00</td>
<td>0.00 (0)</td>
<td>0.00 (7)</td>
</tr>
<tr>
<td>If I am feeling confused about something in class, I feel comfortable saying so.</td>
<td>4.0</td>
<td>1/5</td>
<td>0.05 (78)</td>
<td>0.16 (238)</td>
<td>0.27 (405)</td>
<td>0.40 (598)</td>
<td>0.11 (168)</td>
<td>0.00</td>
<td>0.00 (0)</td>
<td>0.00 (13)</td>
</tr>
<tr>
<td>Adults in the school are fair about making sure that all students follow the rules against verbally hurting other people (for example, name-calling, harassing, spreading rumors, and inappropriate sexual comments).</td>
<td>3.0</td>
<td>1/5</td>
<td>0.07 (108)</td>
<td>0.15 (217)</td>
<td>0.30 (447)</td>
<td>0.39 (571)</td>
<td>0.09 (135)</td>
<td>0.00</td>
<td>0.00 (0)</td>
<td>0.01 (22)</td>
</tr>
<tr>
<td>I have been verbally hurt at school more than once by the same person or people (for example, name-calling, harassing, spreading rumors, and inappropriate sexual comments).*</td>
<td>2.0</td>
<td>1/5</td>
<td>0.25 (364)</td>
<td>0.27 (394)</td>
<td>0.23 (337)</td>
<td>0.16 (236)</td>
<td>0.10 (144)</td>
<td>0.00</td>
<td>0.00 (0)</td>
<td>0.02 (25)</td>
</tr>
<tr>
<td>Students have trouble getting the emotional and psychological help they need through the school.*</td>
<td>3.0</td>
<td>1/5</td>
<td>0.08 (112)</td>
<td>0.24 (356)</td>
<td>0.41 (596)</td>
<td>0.21 (307)</td>
<td>0.07 (100)</td>
<td>0.00</td>
<td>0.00 (0)</td>
<td>0.02 (29)</td>
</tr>
<tr>
<td>If I see another student being verbally hurt, I do something about it (for example, tell an adult or say/do something myself).</td>
<td>3.0</td>
<td>1/5</td>
<td>0.07 (104)</td>
<td>0.18 (271)</td>
<td>0.41 (603)</td>
<td>0.25 (371)</td>
<td>0.08 (122)</td>
<td>0.00</td>
<td>0.00 (0)</td>
<td>0.02 (29)</td>
</tr>
<tr>
<td>If I needed to talk to an adult in school about a problem, there is someone I trust who I could talk to.</td>
<td>4.0</td>
<td>1/5</td>
<td>0.09 (133)</td>
<td>0.15 (222)</td>
<td>0.24 (357)</td>
<td>0.37 (535)</td>
<td>0.15 (218)</td>
<td>0.00</td>
<td>0.00 (0)</td>
<td>0.02 (35)</td>
</tr>
<tr>
<td>If I felt emotional or psychological services would be helpful to me, I would feel comfortable seeking those services through my school.</td>
<td>3.0</td>
<td>1/5</td>
<td>0.12 (177)</td>
<td>0.23 (334)</td>
<td>0.36 (529)</td>
<td>0.24 (352)</td>
<td>0.05 (68)</td>
<td>0.00</td>
<td>0.00 (0)</td>
<td>0.03 (40)</td>
</tr>
<tr>
<td>If adults in the school see students verbally hurting each other (for example, name-calling, harassing, spreading rumors, or inappropriate sexual comments), they stop it.</td>
<td>4.0</td>
<td>1/5</td>
<td>0.05 (77)</td>
<td>0.11 (157)</td>
<td>0.31 (449)</td>
<td>0.40 (587)</td>
<td>0.13 (189)</td>
<td>0.00</td>
<td>0.00 (0)</td>
<td>0.03 (41)</td>
</tr>
</tbody>
</table>
## VI. Detailed Findings

### Item-by-Item Survey Responses: Students

#### Quality of Instruction

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Rating Response Given</th>
<th>Rating Response Not Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers encourage me to make decisions about what I learn by offering some choices.</td>
<td>Strongly Disagree: 0.04 (61) Disagree: 0.14 (203) Neutral: 0.31 (459) Agree: 0.44 (658) Strongly Agree: 0.08 (118) Don't Know: 0.00 (0) N/A: 0.00 (1)</td>
<td></td>
</tr>
<tr>
<td>My teachers give me useful feedback on my work.</td>
<td>Strongly Disagree: 0.04 (66) Disagree: 0.11 (169) Neutral: 0.30 (452) Agree: 0.46 (696) Strongly Agree: 0.08 (115) Don't Know: 0.00 (0) N/A: 0.00 (2)</td>
<td></td>
</tr>
<tr>
<td>My teachers encourage me to try out new ideas (think independently) on academic tasks.</td>
<td>Strongly Disagree: 0.04 (60) Disagree: 0.11 (171) Neutral: 0.31 (464) Agree: 0.46 (681) Strongly Agree: 0.08 (116) Don't Know: 0.00 (0) N/A: 0.00 (1)</td>
<td></td>
</tr>
<tr>
<td>My teachers help me to figure out how I learn best.</td>
<td>Strongly Disagree: 0.07 (105) Disagree: 0.21 (317) Neutral: 0.34 (502) Agree: 0.33 (487) Strongly Agree: 0.05 (80) Don't Know: 0.00 (0) N/A: 0.01 (8)</td>
<td></td>
</tr>
<tr>
<td>I get upset when I make mistakes on schoolwork.*</td>
<td>Strongly Disagree: 0.10 (147) Disagree: 0.17 (250) Neutral: 0.29 (430) Agree: 0.33 (485) Strongly Agree: 0.12 (175) Don't Know: 0.00 (0) N/A: 0.01 (13)</td>
<td></td>
</tr>
<tr>
<td>In school, I feel challenged to do more than I thought I could.</td>
<td>Strongly Disagree: 0.06 (92) Disagree: 0.15 (226) Neutral: 0.37 (553) Agree: 0.34 (507) Strongly Agree: 0.07 (108) Don't Know: 0.00 (0) N/A: 0.01 (14)</td>
<td></td>
</tr>
<tr>
<td>In my school, getting good grades is more important than working well with others.*</td>
<td>Strongly Disagree: 0.03 (50) Disagree: 0.14 (209) Neutral: 0.42 (615) Agree: 0.28 (419) Strongly Agree: 0.12 (184) Don't Know: 0.00 (0) N/A: 0.02 (23)</td>
<td></td>
</tr>
<tr>
<td>My teachers let me know when I do a good job.</td>
<td>Strongly Disagree: 0.04 (65) Disagree: 0.09 (134) Neutral: 0.26 (389) Agree: 0.49 (720) Strongly Agree: 0.11 (169) Don't Know: 0.00 (0) N/A: 0.02 (23)</td>
<td></td>
</tr>
<tr>
<td>My teachers give me individual attention on schoolwork.</td>
<td>Strongly Disagree: 0.07 (109) Disagree: 0.21 (302) Neutral: 0.35 (521) Agree: 0.33 (485) Strongly Agree: 0.04 (54) Don't Know: 0.00 (0) N/A: 0.02 (29)</td>
<td></td>
</tr>
<tr>
<td>The work I do in school is boring.*</td>
<td>Strongly Disagree: 0.03 (45) Disagree: 0.08 (117) Neutral: 0.36 (530) Agree: 0.29 (426) Strongly Agree: 0.24 (354) Don't Know: 0.00 (0) N/A: 0.02 (28)</td>
<td></td>
</tr>
<tr>
<td>What I learn in school will not be useful in real life.*</td>
<td>Strongly Disagree: 0.10 (145) Disagree: 0.28 (408) Neutral: 0.33 (483) Agree: 0.20 (296) Strongly Agree: 0.09 (132) Don't Know: 0.00 (0) N/A: 0.02 (36)</td>
<td></td>
</tr>
<tr>
<td>My teachers show me how to learn from my mistakes.</td>
<td>Strongly Disagree: 0.06 (91) Disagree: 0.17 (242) Neutral: 0.37 (547) Agree: 0.34 (504) Strongly Agree: 0.06 (81) Don't Know: 0.00 (0) N/A: 0.02 (35)</td>
<td></td>
</tr>
<tr>
<td>It’s hard for me to get individual help on schoolwork when I need it.*</td>
<td>Strongly Disagree: 0.10 (143) Disagree: 0.39 (568) Neutral: 0.32 (467) Agree: 0.16 (230) Strongly Agree: 0.04 (53) Don't Know: 0.00 (0) N/A: 0.03 (39)</td>
<td></td>
</tr>
<tr>
<td>My teachers care more about my test scores than about me as a person.*</td>
<td>Strongly Disagree: 0.07 (101) Disagree: 0.28 (402) Neutral: 0.36 (522) Agree: 0.19 (272) Strongly Agree: 0.11 (164) Don't Know: 0.00 (0) N/A: 0.03 (39)</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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### Social, Emotional, Ethical Learning

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Rating Response Given</th>
<th>Rating Response Not Given</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Median Rating</strong></td>
<td>Min/Max</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>I have lessons in school that make me think about what is right and wrong.</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>I am better at working with other people because of what I have learned in school.</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>I have lessons in school that help me think about how to be a good person.</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>In my classes, we have talked about the importance of understanding emotions.</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>The main focus of our classes is to prepare us for standardized tests.*</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>In school, I have practiced skills that make me a good listener.</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>In my classes, we have learned skills that help us plan our time so we can get our work done and still do other things we enjoy.</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>In my classes, we work on thinking about the consequences of our actions.</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>In school, I have been taught ways to resolve disagreements so that everyone can be satisfied with the outcome.</td>
<td>3.0</td>
<td>1/5</td>
</tr>
</tbody>
</table>

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

#### Item-by-Item Survey Responses: Students

**Respect for Diversity**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students respect each other's differences (for example, gender, race, religion, physical disability, and sexual orientation).</td>
<td>3.0</td>
<td>1 / 5</td>
<td>0.16 (236)</td>
<td>0.30 (444)</td>
<td>0.29 (433)</td>
<td>0.22 (323)</td>
<td>0.04 (61)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.00 (3)</td>
</tr>
<tr>
<td>Students respect adults' differences (for example, gender, race, religion, physical disability, and sexual orientation).</td>
<td>3.0</td>
<td>1 / 5</td>
<td>0.07 (100)</td>
<td>0.17 (256)</td>
<td>0.34 (512)</td>
<td>0.33 (494)</td>
<td>0.08 (125)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.01 (13)</td>
<td></td>
</tr>
<tr>
<td>I have heard people at this school make insensitive comments related to another person's gender, race, culture, religion, and/or sexual orientation.*</td>
<td>4.0</td>
<td>1 / 5</td>
<td>0.03 (42)</td>
<td>0.06 (83)</td>
<td>0.18 (263)</td>
<td>0.41 (610)</td>
<td>0.32 (475)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.02 (27)</td>
<td></td>
</tr>
<tr>
<td>Adults in the school respect differences in students (for example, gender, race, religion, physical disability, and sexual orientation).</td>
<td>4.0</td>
<td>1 / 5</td>
<td>0.05 (70)</td>
<td>0.07 (106)</td>
<td>0.27 (391)</td>
<td>0.46 (669)</td>
<td>0.16 (229)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.02 (35)</td>
<td></td>
</tr>
<tr>
<td>I have seen people at this school treated unfairly because of their gender, race, culture, religion, and/or sexual orientation.*</td>
<td>4.0</td>
<td>1 / 5</td>
<td>0.06 (82)</td>
<td>0.13 (185)</td>
<td>0.27 (395)</td>
<td>0.39 (572)</td>
<td>0.16 (227)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.03 (39)</td>
<td></td>
</tr>
<tr>
<td>Adults in the school respect each other's differences (for example, gender, race, religion, physical disability, and sexual orientation).</td>
<td>4.0</td>
<td>1 / 5</td>
<td>0.04 (58)</td>
<td>0.07 (104)</td>
<td>0.34 (498)</td>
<td>0.43 (632)</td>
<td>0.12 (168)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.03 (40)</td>
<td></td>
</tr>
</tbody>
</table>

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

**Item-by-Item Survey Responses: Students**

<table>
<thead>
<tr>
<th>Community &amp; Collaboration</th>
<th>Rating Response Given</th>
<th>Rating Response Not Given</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Median Rating</td>
<td>Min/Max</td>
</tr>
<tr>
<td>Adults in my school are friendly with each other.</td>
<td>4.0</td>
<td>1/5</td>
</tr>
<tr>
<td>My teachers notice if I’m having a bad day.</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>My parent(s)/guardian(s) meet with my teachers (for example, on parent-teacher night) or contact them by phone or e-mail to talk about my work in school.</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>My parent(s)/guardian(s) come to school events and activities.</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>I feel like part of the school community.</td>
<td>3.0</td>
<td>1/5</td>
</tr>
</tbody>
</table>
VI. Detailed Findings

Item-by-Item Survey Responses: Students

**Morale**

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Median Rating</th>
<th>Min/Max</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don't Know</th>
<th>N/A</th>
<th>Missing Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I look forward to coming to school in the morning.</td>
<td>2.0</td>
<td>1 / 5</td>
<td>0.28 (412)</td>
<td>0.26 (381)</td>
<td>0.32 (479)</td>
<td>0.12 (184)</td>
<td>0.02 (36)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.01 (8)</td>
</tr>
<tr>
<td>I like my school.</td>
<td>4.0</td>
<td>1 / 5</td>
<td>0.11 (161)</td>
<td>0.09 (128)</td>
<td>0.28 (416)</td>
<td>0.42 (632)</td>
<td>0.10 (155)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.01 (8)</td>
</tr>
<tr>
<td>I think there is good morale among the students at this school.</td>
<td>3.0</td>
<td>1 / 5</td>
<td>0.10 (142)</td>
<td>0.19 (281)</td>
<td>0.41 (614)</td>
<td>0.27 (397)</td>
<td>0.04 (53)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.01 (13)</td>
</tr>
<tr>
<td>I think this is a good school.</td>
<td>4.0</td>
<td>1 / 5</td>
<td>0.07 (110)</td>
<td>0.06 (91)</td>
<td>0.27 (397)</td>
<td>0.45 (663)</td>
<td>0.15 (216)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.02 (23)</td>
</tr>
<tr>
<td>I wish I were going to another school instead of this one.*</td>
<td>2.0</td>
<td>1 / 5</td>
<td>0.20 (296)</td>
<td>0.32 (465)</td>
<td>0.28 (415)</td>
<td>0.10 (148)</td>
<td>0.10 (143)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.02 (33)</td>
</tr>
<tr>
<td>I feel like I belong at this school.</td>
<td>3.0</td>
<td>1 / 5</td>
<td>0.08 (124)</td>
<td>0.09 (134)</td>
<td>0.37 (542)</td>
<td>0.36 (530)</td>
<td>0.09 (131)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.03 (39)</td>
</tr>
<tr>
<td>I feel some students get unfairly favorable treatment from adults in the school.*</td>
<td>4.0</td>
<td>1 / 5</td>
<td>0.04 (54)</td>
<td>0.09 (126)</td>
<td>0.28 (407)</td>
<td>0.32 (466)</td>
<td>0.28 (407)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.03 (40)</td>
</tr>
</tbody>
</table>

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

### Item-by-Item Survey Responses: Students

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

<table>
<thead>
<tr>
<th>Environment</th>
<th>Rating Response Given</th>
<th>Rating Response Not Given</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Survey Item</strong></td>
<td>Median Rating</td>
<td>Min/Max</td>
</tr>
<tr>
<td>I need more time in my daily schedule to eat lunch.*</td>
<td>4.0</td>
<td>1 / 5</td>
</tr>
<tr>
<td>I need more time in my daily schedule to get from one class to another.*</td>
<td>4.0</td>
<td>1 / 5</td>
</tr>
<tr>
<td>We need more basic supplies in school (for example, books, paper, and chalk).*</td>
<td>3.0</td>
<td>1 / 5</td>
</tr>
<tr>
<td>I have enough space at school to play sports and games.</td>
<td>4.0</td>
<td>1 / 5</td>
</tr>
<tr>
<td>My school building is kept clean.</td>
<td>4.0</td>
<td>1 / 5</td>
</tr>
<tr>
<td>My school building is kept in repair.</td>
<td>4.0</td>
<td>1 / 5</td>
</tr>
<tr>
<td>My classroom is overcrowded.*</td>
<td>2.0</td>
<td>1 / 5</td>
</tr>
<tr>
<td>My daily schedule is too rushed.*</td>
<td>3.0</td>
<td>1 / 5</td>
</tr>
<tr>
<td>My school has up-to-date computers and other technological equipment available to students.</td>
<td>4.0</td>
<td>1 / 5</td>
</tr>
</tbody>
</table>

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### Physical Safety

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Median Rating</th>
<th>Min/Max</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don't Know</th>
<th>N/A</th>
<th>Missing Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel physically safe on my way to and from school.</td>
<td>5.0</td>
<td>1 / 5</td>
<td>0.01 (1)</td>
<td>0.01 (1)</td>
<td>0.03 (5)</td>
<td>0.31 (60)</td>
<td>0.62 (119)</td>
<td>0.00 (0)</td>
<td>0.03 (6)</td>
<td>0.01 (2)</td>
</tr>
<tr>
<td>Adults in the school are fair about making sure that all students follow the rules against physically hurting other people.</td>
<td>4.0</td>
<td>1 / 5</td>
<td>0.03 (6)</td>
<td>0.14 (27)</td>
<td>0.12 (23)</td>
<td>0.52 (98)</td>
<td>0.17 (32)</td>
<td>0.00 (0)</td>
<td>0.02 (3)</td>
<td>0.03 (5)</td>
</tr>
<tr>
<td>I feel physically safe in all areas of the school building.</td>
<td>4.0</td>
<td>1 / 5</td>
<td>0.01 (1)</td>
<td>0.02 (3)</td>
<td>0.08 (16)</td>
<td>0.53 (101)</td>
<td>0.35 (67)</td>
<td>0.00 (0)</td>
<td>0.01 (1)</td>
<td>0.03 (5)</td>
</tr>
<tr>
<td>In my school, there are clearly stated rules against physically hurting other people, including pinching, grabbing, hitting, and tripping.</td>
<td>4.0</td>
<td>1 / 5</td>
<td>0.01 (2)</td>
<td>0.13 (25)</td>
<td>0.13 (24)</td>
<td>0.48 (91)</td>
<td>0.22 (42)</td>
<td>0.00 (0)</td>
<td>0.02 (4)</td>
<td>0.03 (5)</td>
</tr>
<tr>
<td>There are areas of my school where I do not feel physically safe.*</td>
<td>2.0</td>
<td>1 / 5</td>
<td>0.32 (59)</td>
<td>0.52 (95)</td>
<td>0.09 (17)</td>
<td>0.05 (10)</td>
<td>0.01 (2)</td>
<td>0.00 (0)</td>
<td>0.01 (1)</td>
<td>0.05 (10)</td>
</tr>
<tr>
<td>I have seen students being physically hurt at school repeatedly by the same person or people (for example, pinched, grabbed, tripped, or hit).*</td>
<td>2.0</td>
<td>1 / 5</td>
<td>0.21 (38)</td>
<td>0.50 (91)</td>
<td>0.10 (19)</td>
<td>0.15 (27)</td>
<td>0.01 (1)</td>
<td>0.00 (0)</td>
<td>0.04 (7)</td>
<td>0.06 (11)</td>
</tr>
<tr>
<td>If I see students physically hurting each other at school, I feel comfortable stepping in to deal with the problem.</td>
<td>4.0</td>
<td>1 / 5</td>
<td>0.03 (5)</td>
<td>0.19 (35)</td>
<td>0.08 (14)</td>
<td>0.49 (90)</td>
<td>0.22 (41)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.05 (9)</td>
</tr>
<tr>
<td>I am unclear about my school’s crisis plan, and about what would be expected of me in an emergency.*</td>
<td>2.0</td>
<td>1 / 5</td>
<td>0.19 (36)</td>
<td>0.55 (101)</td>
<td>0.13 (24)</td>
<td>0.08 (14)</td>
<td>0.04 (8)</td>
<td>0.00 (0)</td>
<td>0.01 (2)</td>
<td>0.05 (9)</td>
</tr>
<tr>
<td>I feel physically safe in the schoolyard/area surrounding the school.</td>
<td>4.0</td>
<td>2 / 5</td>
<td>0.00 (0)</td>
<td>0.01 (1)</td>
<td>0.06 (11)</td>
<td>0.58 (105)</td>
<td>0.33 (60)</td>
<td>0.00 (0)</td>
<td>0.03 (5)</td>
<td>0.07 (12)</td>
</tr>
<tr>
<td>It’s commonplace to see students hitting, shoving, or tripping each other.*</td>
<td>2.0</td>
<td>1 / 5</td>
<td>0.15 (28)</td>
<td>0.50 (91)</td>
<td>0.12 (22)</td>
<td>0.21 (39)</td>
<td>0.01 (1)</td>
<td>0.00 (0)</td>
<td>0.01 (1)</td>
<td>0.07 (12)</td>
</tr>
</tbody>
</table>

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VI. Detailed Findings

Item-by-Item Survey Responses: School Personnel

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

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Median Rating</th>
<th>Min/Max</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t Know</th>
<th>N/A</th>
<th>Missing Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s commonplace for students to tease and insult one another.*</td>
<td>4.0</td>
<td>1/5</td>
<td>0.03 (6)</td>
<td>0.22 (43)</td>
<td>0.24 (46)</td>
<td>0.37 (71)</td>
<td>0.13 (25)</td>
<td>0.00</td>
<td>0.01</td>
<td>0.01</td>
</tr>
<tr>
<td>In my school, there are clearly stated rules against verbally hurting others, including teasing, name-calling, and spreading rumors.</td>
<td>4.0</td>
<td>1/5</td>
<td>0.02 (4)</td>
<td>0.15 (28)</td>
<td>0.19 (35)</td>
<td>0.39 (72)</td>
<td>0.24 (45)</td>
<td>0.00</td>
<td>0.02</td>
<td>0.03</td>
</tr>
<tr>
<td>I believe that students who need emotional or psychological help feel comfortable seeking services through the school.</td>
<td>4.0</td>
<td>1/5</td>
<td>0.03 (5)</td>
<td>0.13 (25)</td>
<td>0.29 (55)</td>
<td>0.43 (82)</td>
<td>0.08 (16)</td>
<td>0.00</td>
<td>0.03</td>
<td>0.03</td>
</tr>
<tr>
<td>There are adults or groups of adults in the school who misuse their power over other school personnel.*</td>
<td>3.0</td>
<td>1/5</td>
<td>0.07 (14)</td>
<td>0.24 (46)</td>
<td>0.23 (43)</td>
<td>0.33 (63)</td>
<td>0.11 (20)</td>
<td>0.00</td>
<td>0.02</td>
<td>0.03</td>
</tr>
<tr>
<td>Adults in the school are fair about making sure that all students follow the rules against verbally hurting other people (for example, teasing, name-calling, and spreading rumors).</td>
<td>3.0</td>
<td>1/5</td>
<td>0.05 (9)</td>
<td>0.29 (54)</td>
<td>0.21 (40)</td>
<td>0.37 (70)</td>
<td>0.07 (14)</td>
<td>0.00</td>
<td>0.01</td>
<td>0.03</td>
</tr>
<tr>
<td>Students have trouble getting the emotional and psychological help they need through the school.*</td>
<td>2.0</td>
<td>1/5</td>
<td>0.12 (22)</td>
<td>0.56 (103)</td>
<td>0.15 (27)</td>
<td>0.13 (24)</td>
<td>0.01 (2)</td>
<td>0.00</td>
<td>0.04</td>
<td>0.05</td>
</tr>
<tr>
<td>If I see students being verbally hurt (for example, teasing, name-calling, or spreading rumors), I feel comfortable stepping in to deal with the problem.</td>
<td>4.0</td>
<td>1/5</td>
<td>0.01 (1)</td>
<td>0.09 (16)</td>
<td>0.07 (13)</td>
<td>0.56 (102)</td>
<td>0.25 (46)</td>
<td>0.00</td>
<td>0.02</td>
<td>0.07</td>
</tr>
<tr>
<td>Teachers and staff members are encouraged to connect with students on a personal level.</td>
<td>4.0</td>
<td>1/5</td>
<td>0.02 (3)</td>
<td>0.06 (11)</td>
<td>0.15 (27)</td>
<td>0.59 (106)</td>
<td>0.15 (27)</td>
<td>0.00</td>
<td>0.04</td>
<td>0.07</td>
</tr>
<tr>
<td>I have seen students being verbally hurt at school repeatedly by the same person or people (for example, teasing, name-calling, or spreading rumors).*</td>
<td>2.0</td>
<td>1/5</td>
<td>0.20 (36)</td>
<td>0.38 (70)</td>
<td>0.12 (21)</td>
<td>0.24 (43)</td>
<td>0.04 (8)</td>
<td>0.00</td>
<td>0.02</td>
<td>0.07</td>
</tr>
<tr>
<td>There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.*</td>
<td>4.0</td>
<td>1/5</td>
<td>0.01 (1)</td>
<td>0.07 (13)</td>
<td>0.27 (49)</td>
<td>0.49 (90)</td>
<td>0.12 (22)</td>
<td>0.00</td>
<td>0.04</td>
<td>0.07</td>
</tr>
</tbody>
</table>

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## VI. Detailed Findings

### Item-by-Item Survey Responses: School Personnel

#### Quality of Instruction

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Rating Response Given</th>
<th>Rating Response Not Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults in my school show students how they can learn from their mistakes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In my school, getting good grades is more important than working well with others.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who need extra help in this school have trouble getting it.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults in this school care more about students’ test scores than about their individual growth.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use activities and assignments designed to help me determine which teaching methods work best for each student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults in the school give students individual attention on schoolwork.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers in the school assign work that students find boring.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults in the school encourage students to make decisions about what they learn by offering some choices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students classified as special education have difficulty getting the services they need.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced students are given appropriately challenging work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students in my school are encouraged to try out new ideas (think independently) on academic tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults in the school help students understand how they learn best.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What students learn in this school will not be useful to them in real life.*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### VI. Detailed Findings

#### Item-by-Item Survey Responses: School Personnel

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<table>
<thead>
<tr>
<th>Social, Emotional, Ethical Learning</th>
<th>Rating Response Given</th>
<th>Rating Response Not Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Item</td>
<td>Median Rating</td>
<td>Min/Max</td>
</tr>
<tr>
<td>I take time in my classes to teach students skills for working effectively with other people.</td>
<td>5.0</td>
<td>1 / 5</td>
</tr>
<tr>
<td>As part of my lessons, I help students think about what is right and wrong.</td>
<td>4.0</td>
<td>2 / 5</td>
</tr>
<tr>
<td>As part of my lessons, I help students think about how to be a good person.</td>
<td>4.0</td>
<td>2 / 5</td>
</tr>
<tr>
<td>In school, I teach my students ways to resolve conflicts so that everyone can be satisfied with the outcome.</td>
<td>4.0</td>
<td>2 / 5</td>
</tr>
<tr>
<td>In my classes, I have my students practice skills that make them good listeners.</td>
<td>4.0</td>
<td>2 / 5</td>
</tr>
<tr>
<td>In my classes, I talk with my students about emotions and why they are important.</td>
<td>4.0</td>
<td>2 / 5</td>
</tr>
<tr>
<td>In my classes, I help my students practice thinking about the consequences of their actions.</td>
<td>4.0</td>
<td>2 / 5</td>
</tr>
<tr>
<td>I focus my lessons on what students need to know for standardized tests.*</td>
<td>2.0</td>
<td>1 / 5</td>
</tr>
<tr>
<td>In my classes, I teach time management skills.</td>
<td>4.0</td>
<td>1 / 5</td>
</tr>
</tbody>
</table>

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### Respect for Diversity

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Median Rating</th>
<th>Min/Max</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don't Know</th>
<th>N/A</th>
<th>Missing Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have seen people in this school treated unfairly because of their gender, race, culture, religion, and/or sexual orientation.*</td>
<td>3.0</td>
<td>1 / 5</td>
<td>0.15 (29)</td>
<td>0.27 (51)</td>
<td>0.16 (30)</td>
<td>0.33 (62)</td>
<td>0.08 (16)</td>
<td>0.00 (0)</td>
<td>0.01 (1)</td>
<td>0.03 (5)</td>
</tr>
<tr>
<td>Students treat all adults in the school with respect, regardless of individual differences (for example, gender, race, religion, physical disabilities, and sexual orientation).</td>
<td>2.0</td>
<td>1 / 5</td>
<td>0.18 (34)</td>
<td>0.43 (82)</td>
<td>0.21 (39)</td>
<td>0.16 (30)</td>
<td>0.02 (4)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.03 (5)</td>
</tr>
<tr>
<td>I have heard people at this school make insensitive remarks related to another person's gender, race, culture, religion, and/or sexual orientation.*</td>
<td>4.0</td>
<td>1 / 5</td>
<td>0.06 (12)</td>
<td>0.24 (46)</td>
<td>0.15 (29)</td>
<td>0.36 (68)</td>
<td>0.17 (32)</td>
<td>0.00 (0)</td>
<td>0.01 (1)</td>
<td>0.03 (6)</td>
</tr>
<tr>
<td>Adults in the school treat all students with respect, regardless of individual differences (for example, gender, race, religion, physical disabilities, and sexual orientation).</td>
<td>4.0</td>
<td>1 / 5</td>
<td>0.03 (5)</td>
<td>0.16 (29)</td>
<td>0.14 (26)</td>
<td>0.49 (90)</td>
<td>0.19 (35)</td>
<td>0.00 (0)</td>
<td>0.00 (0)</td>
<td>0.05 (9)</td>
</tr>
<tr>
<td>Students treat each other with respect, regardless of individual differences (for example, gender, race, religion, physical disabilities, and sexual orientation).</td>
<td>3.0</td>
<td>1 / 5</td>
<td>0.05 (9)</td>
<td>0.43 (78)</td>
<td>0.25 (45)</td>
<td>0.25 (45)</td>
<td>0.02 (3)</td>
<td>0.00 (0)</td>
<td>0.01 (2)</td>
<td>0.07 (12)</td>
</tr>
<tr>
<td>Adults in the school treat each other with respect, regardless of individual differences (for example, gender, race, religion, physical disabilities, and sexual orientation).</td>
<td>4.0</td>
<td>1 / 5</td>
<td>0.04 (7)</td>
<td>0.13 (23)</td>
<td>0.17 (31)</td>
<td>0.49 (89)</td>
<td>0.17 (31)</td>
<td>0.00 (0)</td>
<td>0.01 (1)</td>
<td>0.07 (12)</td>
</tr>
</tbody>
</table>

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### VI. Detailed Findings

#### Item-by-Item Survey Responses: School Personnel

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

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Rating Response Given</th>
<th>Rating Response Not Given</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community &amp; Collaboration</strong></td>
<td>Median Rating</td>
<td>Min/Max</td>
</tr>
<tr>
<td>I feel I have little influence over school events or situations that affect me.*</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>I feel uncomfortable asking for help from teachers.*</td>
<td>2.0</td>
<td>1/5</td>
</tr>
<tr>
<td>I feel like part of the school community.</td>
<td>4.0</td>
<td>1/5</td>
</tr>
<tr>
<td>Adults in my school are encouraged to participate actively in decisions that affect students.</td>
<td>4.0</td>
<td>1/5</td>
</tr>
<tr>
<td>I feel uncomfortable asking for help from administrators.*</td>
<td>2.0</td>
<td>1/5</td>
</tr>
<tr>
<td>Adults in my school are unable to discuss individual student progress and needs on a regular basis.*</td>
<td>2.0</td>
<td>1/5</td>
</tr>
<tr>
<td>My colleagues and I have little input regarding the school discipline policy.*</td>
<td>4.0</td>
<td>1/5</td>
</tr>
<tr>
<td>I am uncomfortable sharing my ideas at staff/faculty meetings.*</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>Adults in my school are able to collaborate regularly and systematically.</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>Teachers and parent(s)/guardian(s) meet regularly (for example, on parent-teacher night) or talk on the phone about the child’s work in school.</td>
<td>4.0</td>
<td>1/5</td>
</tr>
<tr>
<td>If I am having a difficult time with a student and need help, I feel confident that I can get support from other school personnel.</td>
<td>4.0</td>
<td>1/5</td>
</tr>
<tr>
<td>Parents and guardians attend school activities.</td>
<td>4.0</td>
<td>1/5</td>
</tr>
</tbody>
</table>
### VI. Detailed Findings

**Item-by-Item Survey Responses: School Personnel**

#### Morale

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Median Rating</th>
<th>Rating Response Given</th>
<th>Rating Response Not Given</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>I like my school.</td>
<td>4.0</td>
<td>0.02 (4)</td>
<td>0.02 (3)</td>
</tr>
<tr>
<td>I find it difficult to balance the demands of parents, students, and the school administration.*</td>
<td>3.0</td>
<td>0.03 (5)</td>
<td>0.32 (60)</td>
</tr>
<tr>
<td>I feel like I belong at this school.</td>
<td>4.0</td>
<td>0.04 (7)</td>
<td>0.06 (11)</td>
</tr>
<tr>
<td>I think this is a good school.</td>
<td>4.0</td>
<td>0.02 (3)</td>
<td>0.02 (4)</td>
</tr>
<tr>
<td>This job is emotionally draining for me.*</td>
<td>3.0</td>
<td>0.07 (13)</td>
<td>0.24 (44)</td>
</tr>
<tr>
<td>I think there is good morale among the teachers and staff at this school.</td>
<td>3.0</td>
<td>0.10 (19)</td>
<td>0.24 (43)</td>
</tr>
<tr>
<td>I would prefer to be working at another school.*</td>
<td>2.0</td>
<td>0.42 (76)</td>
<td>0.37 (67)</td>
</tr>
<tr>
<td>I feel that some school personnel get unfair preferential treatment.*</td>
<td>4.0</td>
<td>0.04 (8)</td>
<td>0.22 (40)</td>
</tr>
<tr>
<td>I look forward to coming to school in the morning.</td>
<td>4.0</td>
<td>0.02 (4)</td>
<td>0.07 (12)</td>
</tr>
</tbody>
</table>

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### VI. Detailed Findings

**Item-by-Item Survey Responses: School Personnel**

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

<table>
<thead>
<tr>
<th>Environment</th>
<th>Survey Item</th>
<th>Median Rating</th>
<th>Min/Max</th>
<th>Rating Response Given</th>
<th>Rating Response Not Given</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Disagree</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Neutral</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Don't Know</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Missing Response</td>
</tr>
<tr>
<td>I have inadequate access to essential supplies in school (for example, textbooks, paper, and chalk).*</td>
<td>2.0  1 / 5</td>
<td>0.28 (53)</td>
<td>0.38 (73)</td>
<td>0.10 (20)</td>
<td>0.13 (25)</td>
</tr>
<tr>
<td>My daily schedule is too rushed.*</td>
<td>3.0  1 / 5</td>
<td>0.03 (6)</td>
<td>0.38 (71)</td>
<td>0.21 (40)</td>
<td>0.26 (49)</td>
</tr>
<tr>
<td>My classroom is overcrowded.*</td>
<td>3.0  1 / 5</td>
<td>0.07 (14)</td>
<td>0.26 (50)</td>
<td>0.21 (40)</td>
<td>0.19 (36)</td>
</tr>
<tr>
<td>I have adequate space in school to prepare for my class(es).</td>
<td>4.0  1 / 5</td>
<td>0.01 (2)</td>
<td>0.05 (9)</td>
<td>0.06 (12)</td>
<td>0.52 (97)</td>
</tr>
<tr>
<td>My school building is kept in repair.</td>
<td>4.0  1 / 5</td>
<td>0.01 (1)</td>
<td>0.06 (11)</td>
<td>0.09 (16)</td>
<td>0.56 (104)</td>
</tr>
<tr>
<td>I need more time in my daily schedule to eat lunch.*</td>
<td>2.0  1 / 5</td>
<td>0.06 (12)</td>
<td>0.45 (83)</td>
<td>0.22 (41)</td>
<td>0.18 (34)</td>
</tr>
<tr>
<td>My school building is kept clean.</td>
<td>4.0  1 / 5</td>
<td>0.03 (5)</td>
<td>0.04 (8)</td>
<td>0.06 (11)</td>
<td>0.54 (99)</td>
</tr>
<tr>
<td>My school has up-to-date computers and other technological equipment available for me to use in my lessons.</td>
<td>4.0  1 / 5</td>
<td>0.07 (12)</td>
<td>0.09 (16)</td>
<td>0.07 (12)</td>
<td>0.37 (67)</td>
</tr>
<tr>
<td>I need more time in my daily schedule to get from one class to another.*</td>
<td>2.0  1 / 5</td>
<td>0.10 (19)</td>
<td>0.42 (77)</td>
<td>0.16 (29)</td>
<td>0.08 (14)</td>
</tr>
<tr>
<td>I have time to reflect on my teaching practice with my colleagues during the day.</td>
<td>2.0  1 / 5</td>
<td>0.13 (23)</td>
<td>0.29 (53)</td>
<td>0.10 (19)</td>
<td>0.27 (49)</td>
</tr>
</tbody>
</table>

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### VI. Detailed Findings

#### Item-by-Item Survey Responses: School Personnel

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Median Rating</th>
<th>Min/Max</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don't Know</th>
<th>N/A</th>
<th>Missing Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school encourages teachers to participate in professional development activities.</td>
<td>4.0</td>
<td>1 / 5</td>
<td>0.01 (2)</td>
<td>0.05 (9)</td>
<td>0.08 (15)</td>
<td>0.41 (79)</td>
<td>0.42 (80)</td>
<td>0.00 (0)</td>
<td>0.04 (7)</td>
<td>0.01 (2)</td>
</tr>
<tr>
<td>The professional development activities that my school offers are helpful to me as a teacher.</td>
<td>3.0</td>
<td>1 / 5</td>
<td>0.06 (12)</td>
<td>0.22 (41)</td>
<td>0.23 (44)</td>
<td>0.26 (49)</td>
<td>0.06 (11)</td>
<td>0.00 (0)</td>
<td>0.17 (32)</td>
<td>0.03 (5)</td>
</tr>
<tr>
<td>I have input regarding what kinds of professional development opportunities are provided by my school.</td>
<td>3.0</td>
<td>1 / 5</td>
<td>0.12 (23)</td>
<td>0.23 (43)</td>
<td>0.27 (51)</td>
<td>0.24 (44)</td>
<td>0.04 (7)</td>
<td>0.00 (0)</td>
<td>0.10 (19)</td>
<td>0.04 (7)</td>
</tr>
<tr>
<td>My school uses a range of methods for professional development in addition to one-day workshops (for example, on-site coaching, peer observation and mentoring, collaborative workgroups).</td>
<td>4.0</td>
<td>1 / 5</td>
<td>0.01 (2)</td>
<td>0.13 (24)</td>
<td>0.22 (40)</td>
<td>0.42 (78)</td>
<td>0.12 (22)</td>
<td>0.00 (0)</td>
<td>0.10 (18)</td>
<td>0.05 (10)</td>
</tr>
<tr>
<td>My school provides opportunities for teachers to participate in professional development activities specifically related to social and emotional issues (for example, conflict resolution, bullying, respect for diversity).</td>
<td>3.0</td>
<td>1 / 5</td>
<td>0.04 (7)</td>
<td>0.25 (46)</td>
<td>0.24 (44)</td>
<td>0.35 (63)</td>
<td>0.04 (8)</td>
<td>0.00 (0)</td>
<td>0.08 (14)</td>
<td>0.07 (12)</td>
</tr>
<tr>
<td>My school provides opportunities for teachers to participate in a wide range of professional development activities (for example, classroom management, subject-specific pedagogy, assessment).</td>
<td>4.0</td>
<td>1 / 5</td>
<td>0.02 (3)</td>
<td>0.15 (28)</td>
<td>0.21 (38)</td>
<td>0.43 (78)</td>
<td>0.09 (17)</td>
<td>0.00 (0)</td>
<td>0.10 (18)</td>
<td>0.07 (12)</td>
</tr>
</tbody>
</table>

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## VI. Detailed Findings

### Item-by-Item Survey Responses: School Personnel

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<table>
<thead>
<tr>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Item</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>I feel the administration at this school is supportive of teachers and staff members.</td>
</tr>
<tr>
<td>I feel the work I do in this school is unappreciated.*</td>
</tr>
<tr>
<td>The administration at this school effectively communicates a strong and compelling vision for what they want the school to be.</td>
</tr>
<tr>
<td>The administration at this school communicates openly with teachers and staff.</td>
</tr>
<tr>
<td>The administration at this school is accessible to teachers and staff.</td>
</tr>
<tr>
<td>The administration at this school places a high priority on curriculum and instructional issues.</td>
</tr>
</tbody>
</table>
### VI. Detailed Findings

**Item-by-Item Survey Responses: Parents**

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

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Median Rating</th>
<th>Rating Response Given</th>
<th>Rating Response Not Given</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Min/Max</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>I know the rules my child is expected to follow at school.</td>
<td>4.0</td>
<td>0.03 (12)</td>
<td>0.04 (15)</td>
</tr>
<tr>
<td>I believe there are areas of the school where my child does not feel physically safe.*</td>
<td>2.0</td>
<td>0.17 (66)</td>
<td>0.43 (164)</td>
</tr>
<tr>
<td>Adults in my child’s school are fair about making sure that all students follow the rules against physically hurting other people.</td>
<td>4.0</td>
<td>0.06 (23)</td>
<td>0.12 (42)</td>
</tr>
<tr>
<td>In my child’s school, rules for student behavior are clearly communicated to my child.</td>
<td>4.0</td>
<td>0.03 (10)</td>
<td>0.07 (24)</td>
</tr>
<tr>
<td>I am unclear about the crisis plan for my child’s school, and about what would be expected of me in an emergency.*</td>
<td>3.0</td>
<td>0.05 (17)</td>
<td>0.27 (98)</td>
</tr>
<tr>
<td>It’s commonplace to see kids hitting, shoving, or tripping each other.*</td>
<td>2.0</td>
<td>0.15 (55)</td>
<td>0.42 (152)</td>
</tr>
<tr>
<td>I believe my child feels physically safe on his/her way to and from school.</td>
<td>4.0</td>
<td>0.03 (12)</td>
<td>0.05 (17)</td>
</tr>
<tr>
<td>I believe my child feels physically safe in the schoolyard/area surrounding the school.</td>
<td>4.0</td>
<td>0.02 (8)</td>
<td>0.06 (20)</td>
</tr>
<tr>
<td>In my child’s school, there are clearly stated rules against physically hurting other people, including pinching, grabbing, hitting, and tripping.</td>
<td>4.0</td>
<td>0.02 (8)</td>
<td>0.06 (17)</td>
</tr>
<tr>
<td>My child has been physically hurt at school repeatedly by the same person or people (for example, pinched, grabbed, tripped, or hit).*</td>
<td>2.0</td>
<td>0.32 (109)</td>
<td>0.50 (169)</td>
</tr>
<tr>
<td>I believe my child feels physically safe in all areas of the school building.</td>
<td>4.0</td>
<td>0.02 (7)</td>
<td>0.08 (28)</td>
</tr>
</tbody>
</table>

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### VI. Detailed Findings

#### Item-by-Item Survey Responses: Parents

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<table>
<thead>
<tr>
<th>Social-Emotional Safety</th>
<th>Rating Response Given</th>
<th>Rating Response Not Given</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Median Rating</td>
<td>Min/Max</td>
</tr>
<tr>
<td>In my child’s school, there are clearly stated rules against verbally hurting others, including teasing, name-calling, and spreading rumors.</td>
<td>4.0</td>
<td>1/5</td>
</tr>
<tr>
<td>My child has friends at school who care about him/her.</td>
<td>4.0</td>
<td>1/5</td>
</tr>
<tr>
<td>My child has been verbally hurt at school repeatedly by the same person or people (for example, teasing, name-calling, or spreading rumors).*</td>
<td>2.0</td>
<td>1/5</td>
</tr>
<tr>
<td>My child’s teacher(s) notice when he/she is having a bad day.</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>Students have trouble getting the emotional and psychological help they need through the school.*</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>My child trusts and feels close to at least one adult in the school.</td>
<td>4.0</td>
<td>1/5</td>
</tr>
<tr>
<td>If my child needed emotional or psychological help, I believe he/she would feel comfortable seeking services through the school.</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>It’s commonplace for kids to tease and insult one another.*</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>My child has been excluded by other students who make him/her feel bad for not being part of their group.*</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>Adults in my child’s school are fair about making sure that all students follow the rules against verbally hurting other people (for example, teasing, name-calling, and spreading rumors)</td>
<td>3.0</td>
<td>1/5</td>
</tr>
</tbody>
</table>

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## VI. Detailed Findings

### Item-by-Item Survey Responses: Parents

**Quality of Instruction**

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Rating Response Given</th>
<th>Rating Response Not Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child’s teacher(s) give him/her useful feedback on schoolwork.</td>
<td>4.0</td>
<td>0.05</td>
</tr>
<tr>
<td>At my child’s school, getting good grades is more important than working well with others.*</td>
<td>3.0</td>
<td>0.05</td>
</tr>
<tr>
<td>My child finds his/her schoolwork boring.*</td>
<td>3.0</td>
<td>0.11</td>
</tr>
<tr>
<td>My child is encouraged to try out new ideas (think independently) on academic tasks.</td>
<td>4.0</td>
<td>0.10</td>
</tr>
<tr>
<td>My child receives individual attention from his/her teacher(s) concerning schoolwork.</td>
<td>4.0</td>
<td>0.12</td>
</tr>
<tr>
<td>My child’s teacher(s) show my child how to learn from mistakes.</td>
<td>3.0</td>
<td>0.12</td>
</tr>
<tr>
<td>My child’s teacher(s) let him/her know when he/she does a good job.</td>
<td>4.0</td>
<td>0.14</td>
</tr>
<tr>
<td>My child’s teacher(s) encourage my child to make decisions about what he/she learns by offering some choices.</td>
<td>3.0</td>
<td>0.15</td>
</tr>
<tr>
<td>My child’s teacher(s) value his/her test scores more than they value his/her individual growth.*</td>
<td>3.0</td>
<td>0.16</td>
</tr>
<tr>
<td>My child gets upset when he/she makes mistakes on schoolwork.*</td>
<td>3.0</td>
<td>0.17</td>
</tr>
<tr>
<td>My child’s teacher(s) help him/her to understand how he/she learns best.</td>
<td>3.0</td>
<td>0.17</td>
</tr>
<tr>
<td>My child’s teacher(s) challenge him/her.</td>
<td>4.0</td>
<td>0.18</td>
</tr>
<tr>
<td>What my child learns in school will not be useful in real life.*</td>
<td>2.0</td>
<td>0.18</td>
</tr>
<tr>
<td>It’s difficult for my child to get individual help on schoolwork when he/she needs it.*</td>
<td>2.0</td>
<td>0.18</td>
</tr>
</tbody>
</table>

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

### Item-by-Item Survey Responses: Parents

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

<table>
<thead>
<tr>
<th>Social, Emotional, Ethical Learning</th>
<th>Rating Response Given</th>
<th>Rating Response Not Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Item</td>
<td>Median Rating</td>
<td>Min/Max</td>
</tr>
<tr>
<td>In my child’s classroom, students have talked about the importance of understanding emotions.</td>
<td>3.0</td>
<td>1 / 5</td>
</tr>
<tr>
<td>My child’s lessons help him/her to think about what is right and wrong.</td>
<td>3.0</td>
<td>1 / 5</td>
</tr>
<tr>
<td>My child is better at working with other people because of what he/she has learned in school.</td>
<td>3.0</td>
<td>1 / 5</td>
</tr>
<tr>
<td>My child’s academic lessons in school are focused on what he/she needs to know for standardized tests.*</td>
<td>4.0</td>
<td>1 / 5</td>
</tr>
<tr>
<td>My child’s lessons help him/her to think about how to be a good person.</td>
<td>3.0</td>
<td>1 / 5</td>
</tr>
<tr>
<td>My child has learned effective time management skills in school.</td>
<td>3.0</td>
<td>1 / 5</td>
</tr>
<tr>
<td>In school, my child has been taught ways to resolve disagreements so that everyone can be satisfied with the outcome.</td>
<td>3.0</td>
<td>1 / 5</td>
</tr>
<tr>
<td>In school, my child has been taught skills that make him/her a better listener.</td>
<td>3.0</td>
<td>1 / 5</td>
</tr>
<tr>
<td>In my child’s classes, he/she practices thinking about the consequences of his/her actions.</td>
<td>3.0</td>
<td>1 / 5</td>
</tr>
</tbody>
</table>

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## VI. Detailed Findings

### Item-by-Item Survey Responses: Parents

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

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Rating Response Given</th>
<th>Rating Response Not Given</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect for Diversity</strong></td>
<td><strong>Median Rating</strong></td>
<td><strong>Min/Max</strong></td>
</tr>
<tr>
<td>Adults in the school treat each other with respect, regardless of individual differences (for example, gender, race, religion, physical disability, and sexual orientation).</td>
<td>3.0 1/5</td>
<td>0.04 (16) 0.07 (27) 0.42 (155) 0.36 (130) 0.10 (38) 0.00 (0) 0.00 (0) 0.10 (36)</td>
</tr>
<tr>
<td>Adults in the school treat all students with respect, regardless of individual differences (for example, gender, race, religion, physical disability, and sexual orientation).</td>
<td>3.0 1/5</td>
<td>0.07 (26) 0.12 (42) 0.32 (112) 0.40 (142) 0.08 (29) 0.00 (0) 0.00 (0) 0.15 (51)</td>
</tr>
<tr>
<td>Students in my child’s school treat each other with respect, regardless of individual differences (for example, gender, race, religion, physical disability, and sexual orientation).</td>
<td>3.0 1/5</td>
<td>0.10 (34) 0.19 (66) 0.34 (120) 0.33 (115) 0.04 (13) 0.00 (0) 0.00 (0) 0.16 (54)</td>
</tr>
<tr>
<td>I have heard people at my child’s school make insensitive remarks related to another person’s gender, race, culture, religion, and/or sexual orientation.*</td>
<td>3.0 1/5</td>
<td>0.12 (41) 0.32 (109) 0.32 (111) 0.19 (67) 0.05 (18) 0.00 (0) 0.00 (0) 0.16 (56)</td>
</tr>
<tr>
<td>Students treat all adults in the school with respect, regardless of individual differences (for example, gender, race, religion, physical disability, and sexual orientation).</td>
<td>3.0 1/5</td>
<td>0.07 (24) 0.20 (69) 0.44 (149) 0.25 (87) 0.04 (13) 0.00 (0) 0.00 (0) 0.18 (60)</td>
</tr>
<tr>
<td>I have seen people at my child’s school treated unfairly because of their gender, race, culture, religion, and/or sexual orientation.*</td>
<td>2.0 1/5</td>
<td>0.19 (64) 0.41 (140) 0.29 (98) 0.09 (29) 0.02 (8) 0.00 (0) 0.00 (0) 0.19 (63)</td>
</tr>
</tbody>
</table>
## Item-by-Item Survey Responses: Parents

### Community & Collaboration

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Rating Response Given</th>
<th>Rating Response Not Given</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Median Rating</strong></td>
<td><strong>Min/Max</strong></td>
<td><strong>Strongly Disagree</strong></td>
</tr>
<tr>
<td>The school keeps me informed about my child’s academic progress.</td>
<td>4.0</td>
<td>1/5</td>
</tr>
<tr>
<td>I meet regularly with my child’s teacher(s) (for example, on parent-teacher night) or talk with them on the phone about my child’s work in school.</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>I feel welcome in my child’s school whenever I want to visit.</td>
<td>4.0</td>
<td>1/5</td>
</tr>
<tr>
<td>I feel like part of the community at my child’s school.</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>The school contacts me about any behavioral problems my child has.</td>
<td>4.0</td>
<td>1/5</td>
</tr>
<tr>
<td>My child’s school makes important decisions that affect students without consulting parents.*</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>The school keeps me informed about my child’s day-to-day experiences.</td>
<td>2.0</td>
<td>1/5</td>
</tr>
<tr>
<td>The school makes decisions about how to discipline my child without consulting me.*</td>
<td>3.0</td>
<td>1/5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Median Rating</th>
<th>Rating Response Given</th>
<th>Rating Response Not Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like my child’s school.</td>
<td>4.0</td>
<td>0.05 (21)</td>
<td>0.00 (0)</td>
</tr>
<tr>
<td>I think this is a good school.</td>
<td>4.0</td>
<td>0.04 (15)</td>
<td>0.00 (0)</td>
</tr>
<tr>
<td>I feel there is good morale among the teachers and staff at my child’s school.</td>
<td>4.0</td>
<td>0.06 (23)</td>
<td>0.00 (0)</td>
</tr>
<tr>
<td>I would prefer that my child attend another school, instead of this one.*</td>
<td>2.0</td>
<td>0.34 (114)</td>
<td>0.00 (0)</td>
</tr>
</tbody>
</table>

* For this item, a higher score indicates a negative perception rather than a positive one. This has been taken into account in analyzing survey results and creating scale scores for other parts of the report.
VI. Detailed Findings
Item-by-Item Survey Responses: Parents

<table>
<thead>
<tr>
<th>Environment</th>
<th>Rating Response Given</th>
<th>Rating Response Not Given</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Median Rating</td>
<td>Min/Max</td>
</tr>
<tr>
<td>My child’s daily schedule is too rushed.*</td>
<td>3.0</td>
<td>1/5</td>
</tr>
<tr>
<td>My child’s school building is kept in repair.</td>
<td>4.0</td>
<td>1/5</td>
</tr>
<tr>
<td>My child has adequate space at school to play sports and games.</td>
<td>4.0</td>
<td>1/5</td>
</tr>
<tr>
<td>My child’s school needs more basic supplies (for example, books, paper, and chalk).*</td>
<td>2.0</td>
<td>1/5</td>
</tr>
<tr>
<td>My child’s classroom is overcrowded.*</td>
<td>2.0</td>
<td>1/5</td>
</tr>
<tr>
<td>My child’s school has up-to-date computers and other technological equipment.</td>
<td>4.0</td>
<td>1/5</td>
</tr>
<tr>
<td>My child needs more time in his/her daily schedule to eat lunch.*</td>
<td>2.0</td>
<td>1/5</td>
</tr>
<tr>
<td>My child’s school building is kept clean.</td>
<td>4.0</td>
<td>1/5</td>
</tr>
</tbody>
</table>

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

Demographic Profiles

Students by Grade

- Grade 12 (333) 24%
- Grade 11 (325) 24%
- Grade 10 (363) 26%
- Grade 9 (359) 26%

Students by Gender

- Male (688) 48%
- Female (754) 52%
VI. Detailed Findings

Demographic Profiles

Students by Race/Ethnicity

- E. White / Caucasian: 75%
- D. Latino / Latina / Hispanic: 8%
- C. Black / African American: 7%
- B. Asian / Pacific Islander: 3%
- A. American Indian/Alaskan Native: 5%
- F. Not Listed: 4%

Legend:
- E. White / Caucasian
- D. Latino / Latina / Hispanic
- C. Black / African American
- B. Asian / Pacific Islander
- A. American Indian/Alaskan Native
- F. Not Listed
VI. Detailed Findings

Demographic Profiles

Students by First Language - English

If no, receiving instruction in first language?
VI. Detailed Findings

Demographic Profiles

School Personnel by Grade

- Grade 9 (121) - 23%
- Grade 10 (135) - 26%
- Grade 11 (133) - 26%
- Grade 12 (127) - 25%

School Personnel by Position

- Teacher (121) - 68%
- Other Professional (24) - 13%
- Administrator (5) - 3%
- Paraprofessional (14) - 8%
- Non-Cert Support (14) - 8%
VI. Detailed Findings

Demographic Profiles

School Personnel by Gender

- Male (56) 31%
- Female (124) 69%
VI. Detailed Findings

Demographic Profiles

School Personnel by Race/Ethnicity

School Personnel by Years Experience
School Personnel by Years Experience at this school

- A. 54% (2-5 years)
- B. 33% (6-10 years)
- C. 20% (11-20 years)
- D. 9% (>20 years)
VI. Detailed Findings

Demographic Profiles

School Personnel - Professional Development
Participated in classroom management activities.

[Chart showing participation rates]

School Personnel - Professional Development
If yes, when did development activity take place?

[Chart showing time of development activity]

A. No Response
B. While I was teaching at this school
C. While I was teaching at another school
D. Both
School Personnel - Professional Development

The activities on classroom management were useful.

- E. (45) 50%
- D. (Neutral) (25) 28%
- C. (7) 8%
- B. (5) 6%
- A. (1) 1%
- F. (7) 8%

Legend:
- A. No Response
- B. Strongly Disagree
- C. Disagree
- D. Neither Agree Nor Disagree
- E. Agree
- F. Strongly Agree
VI. Detailed Findings

Demographic Profiles

School Personnel - Professional Development

Participated in bullying activities.

- A. (77) 49%
- B. (83) 43%
- C. (34) 18%

School Personnel - Professional Development

If yes, when did development activity take place?

- A. While I was teaching at this school (53%)
- B. While I was teaching at another school (32%)
- C. Both (15%)

A. No Response  B. No  C. Yes
School Personnel - Professional Development

The activities on bullying were useful.

- D. (19) 44%
- C. (Neutral) (11) 32%
- E. (6) 18%
- B. (1) 3%
- A. (1) 3%

Legend:
- A. Strongly Disagree
- B. Disagree
- C. Neither Agree Nor Disagree
- D. Agree
- E. Strongly Agree
VI. Detailed Findings

Demographic Profiles

School Personnel - Professional Development
Participated in diversity and equality activities.

School Personnel - Professional Development
If yes, when did development activity take place?
School Personnel - Professional Development

The activities on diversity and equality were useful.
VI. Detailed Findings

Demographic Profiles

Parents by Gender

- Male (68) 20%
- Female (269) 80%

Parents by Grade

- Grade 9 (90) 22%
- Grade 10 (105) 26%
- Grade 11 (103) 25%
- Grade 12 (111) 27%
Parents by Race/Ethnicity

- E. (305) 78%
- F. (55) 14%
- A. (5) 1%
- B. (11) 3%
- C. (8) 2%
- D. (6) 1%

Legend:
- A. American Indian/Alaskan Native
- B. Asian / Pacific Islander
- C. Black / African American
- D. Latino / Latina / Hispanic
- E. White / Caucasian
- F. Not Listed
The CSCI as a measure is intended to provide information about school climate as specifically measured by eight scales corresponding to eight important dimensions of school climate—Physical Safety, Social-Emotional Safety, Quality of Instruction, Social, Emotional & Ethical Learning, Respect for Diversity, Community & Collaboration, Morale and Physical Environment. For school personnel there are two additional scales that are relevant to school climate—Professional Development and Leadership. Each of these scales consists of a particular subset of individual survey items.

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

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

The scale or dimension scores for each respondent are calculated as the average score across these items. Averages rather than total scores are used to promote understanding and usability. With average scores, all scale scores are comparable to one another regardless of the number of items that contribute to that score. Scores range from 1 to 5 as do the ratings for individual items. However, since the scale scores are calculated as average ratings across all of the survey items that are part of that scale, individual respondents’ scale scores will no longer be in the five original neat categories corresponding to the response categories from 1 to 5, but will vary from 1 to 5 in fractional terms; for example if an individual respondent rated 5 items on a 10-item scale as “3” or “neutral” and 5 as “4” or positive, the scale score for the respondent would be 3.5.) This also helps in the interpretability of the scale scores. In developing the scale scores, any respondents who did not respond to all items in the scale were not given a scale score. This ensures that the scale scores were based on the same items for each person.

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

Further Details on the CSCI Measure

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

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

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

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

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

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