

Promoting Healthy and Positive School Climates

2017-18 Pilot

NYS Education Department

Climate Survey
Technical
Implementation for
Survey
Administrators

- Date/Time:
January 25, 2018, 11:00 am
- URL:
 - <https://meetnydirect.webex.com/meetnydirect/j.php?MTID=mc95e7cf1c64965697d8aba2340c3f1ed>
 - Meeting number: 800 233 995
 - Password: pVhVqnFM
- Audio:
 - US Toll Free: 1-844-633-8697
 - Access code: 800 233 995



Agenda

1. Background
2. Every Student Succeeds Act (ESSA)
3. School Climate Index (SCI)
4. US Department of Education School Climate Surveys
5. Promoting Healthy and Positive School Climates
NYS Education Department
2017-18 Pilot
6. Promoting Healthy and Positive School Climates – Funding Sources
7. Survey Outcomes
8. Next Steps
9. Resources

Background

NYSED Promoting School Climate Pilot

[Safe Schools Task Force Vision](#) (Reconvened in 2013):

“School environments in New York State will effectively promote and protect the well-being of ALL students and personnel each day and into the future.”

Two themes evident throughout 36 Task Force Recommendations

- Promote and measure school climate rather than focus exclusively on measuring school violence, and
- Focus on Social Emotional Learning to help students learn the essential skills that affect every area of our lives, including how to understand and manage emotions, and how to establish and maintain positive relationships.

Why Measure School Climate?

Research suggests that:

*The **quality of the school climate** may be the **single most predictive factor in any school's capacity to promote student achievement**;*

If we want achievement gains, we need to begin by improving the school climate.

Why Measure School Climate?

- School climate has been shown to affect middle school students' self-esteem and affects many emotional and mental health outcomes.
- Positive socio-emotional climate of a school is related to the frequency of substance abuse and psychiatric problems among high school students.
- Positive school climate is correlated with decreased student absenteeism in middle and high school and lower suspension rates in high school.
- For both victims and offenders, when bullying behavior occurs repeatedly it dramatically increases the likelihood of developing significant psychosocial problems over time

Why Measure School Climate?

- Adults in the school community (school personnel and parents/guardians) typically believe that bullying and social violence are mild or moderately severe even in situations where students report that it is a severe problem
- Bullying adversely affects both victims and bystanders and lowers student engagement and commitment to schoolwork
- Measuring School Climate provides administrators information to better understand how students, staff and parents feel about your school environment....improving the school climate helps students learn and succeed.



Every Student Succeeds Act (ESSA)

Every Student Succeeds Act (ESSA)

*School Conditions (ESEA section 1111(g)(1)(C)):
Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to **improve school conditions for student learning**, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.*

New York State's ESSA Plan

*“It is a priority of the Board of Regents that New York State schools **foster a culture and climate that makes school a safe haven where every student feels welcome and free from bias; harassment; discrimination; and bullying, especially for traditionally marginalized youth, including, but not limited to youth of color; LGBTQ youth; and youth with disabilities.**”*

New York State's ESSA Plan

*“...the Department will support districts in **creating conditions that maximize all students' learning**, especially for traditionally marginalized youth...through activities, policies, and strategies that reduce bullying, harassment, and the overuse of punitive and exclusionary responses to student misbehavior...will also **promote** the **understanding of diverse cultural characteristics, positive disciplinary practices, improving school climate, and providing students with social-emotional support**. The Department continues to develop and build upon existing guidance and resources to **combat harassment, bullying, and discrimination**, and to **enhance efforts to build and maintain positive and healthy school climates**. Efforts will be expanded to provide capacity-building guidance; strategies; best-practice resources; and professional development for school administrators, instructional staff, and non-instructional staff in the following areas to advance these initiatives:*

..Dignity for All Students Act (DASA)

..Social-Emotional Wellness and Adverse Childhood Experiences (ACES)

..Reduce Exclusionary Discipline and Implement Restorative Practices

..Measure School Climate by Using School Climate Surveys “

School Climate Index (SCI)

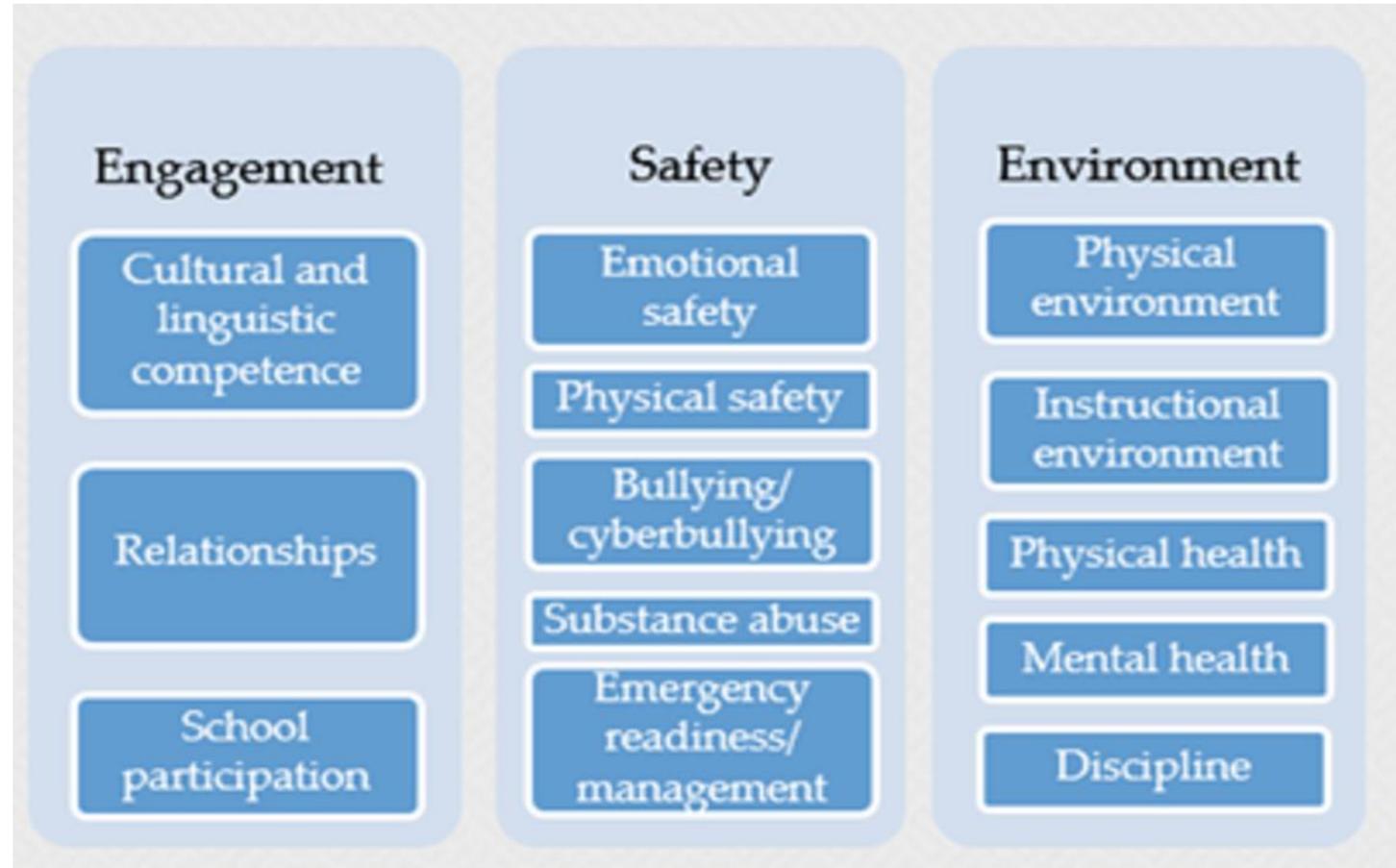
New York State's School Climate Index (SCI)

1. **School Climate Surveys:** implement evidenced-based, valid and reliable surveys to:
 - Students
 - Parents/Guardians
 - School Personnel
2. **School Violence Index:** Based on revised VADIR/DASA categories
3. **Chronic Absenteeism** – Calculate percentage of students who miss 10% or more of instructional days.



US Department of Education School Climate Surveys

US Department of Education (USDE) School Climate Survey Domains



US Department of Education (USDE) School Climate Surveys

- Students - 73 questions
- Parents – 43 questions
- Instructional Staff – 83 questions
- Non Instructional Staff – maximum of 104 questions (21 questions are principal only)

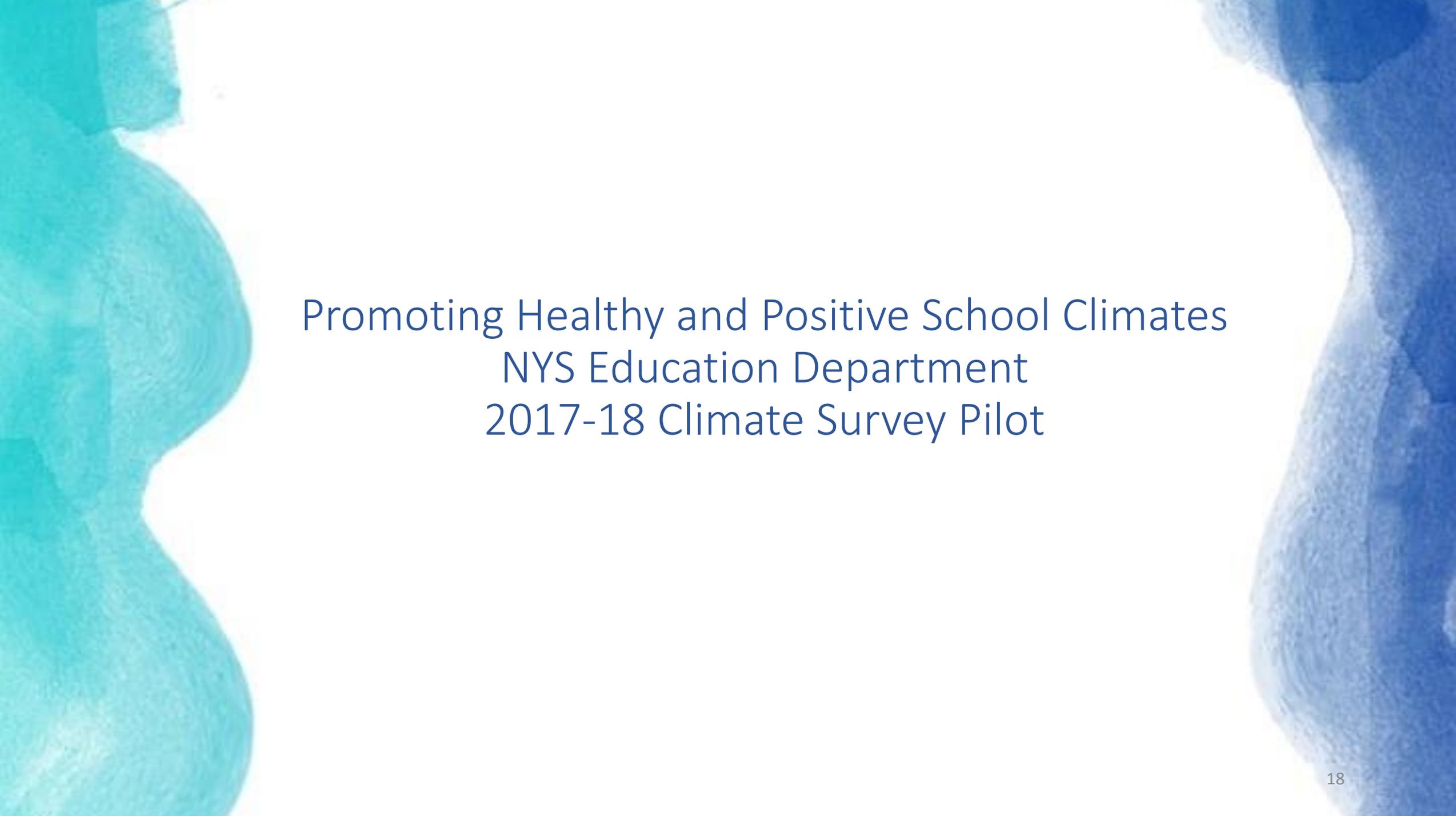
US Department of Education (USDE) Sample Questions **Student** School Climate Survey

9. Adults at this school treat all students respectfully.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

10. People of different cultural backgrounds, races, or ethnicities get along well at this school.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree



Promoting Healthy and Positive School Climates
NYS Education Department
2017-18 Climate Survey Pilot

2017-18 Pilot: Expectations

- **Pilot Districts should:**

1. Develop a school climate mission statement and choose a **School Climate Framework**
2. **Establish a Community Engagement Team** that is focused on school climate improvement
3. Administer the US Department of Education climate surveys to students, staff (instructional and non-instructional), and parents in **Spring 2018**
4. After the close of the survey window, generate reports that summarize the survey response data, review and **analyze the survey data (and other pertinent data** such as chronic absenteeism data, school discipline or violent incident data, etc.) with the Community Engagement Team
5. **Create and implement an action plan and framework** with the Community Engagement Team to address areas of need

The purpose of the school climate index is to give school administrators a tool to use to better understand how students, staff and parents feel about your school and how to improve the school climate so students are ready to learn and succeed.

Administering the US Department of Education climate surveys

- Plan for a **Spring 2018** Implementation
- The U.S. Department of Education climate survey package includes a platform for administering the surveys and summarizing survey results.
 - LEA may use the USDE platform to host their survey – this will require technical staff in district and a dedicated server, OR
 - LEA may request assistance/support from their Regional Information Center (RIC). RIC staff have been exploring options for supporting districts to make the process of administration and reporting less burdensome for school staff.

Note: The results are intended to be a tool for schools and districts. NYSED has no immediate plan to use the climate survey data as an accountability measure or for identification of persistently dangerous schools.

Technical Considerations

- Will the district be utilizing RIC support, or does district have sufficient resources to deploy the survey application from USDE?
- Determine platform (USDE application or other), hardware and software requirements, and responsible staff
- Will the survey be hosted on intranet or public server (may require Firewall/Security changes)
- Determine additional servers and equipment necessary and associated cost
- How will user names be generated and distributed (postcards, emails, parent portal, etc.)
- How will data privacy/integrity be maintained
- Access to devices that will be used to take the survey for students, staff, parents (laptops, computer room, tablets, other)
- Deploy and test application prior to survey start date
- Technical support that will be needed before and during the survey window

Survey Outcomes

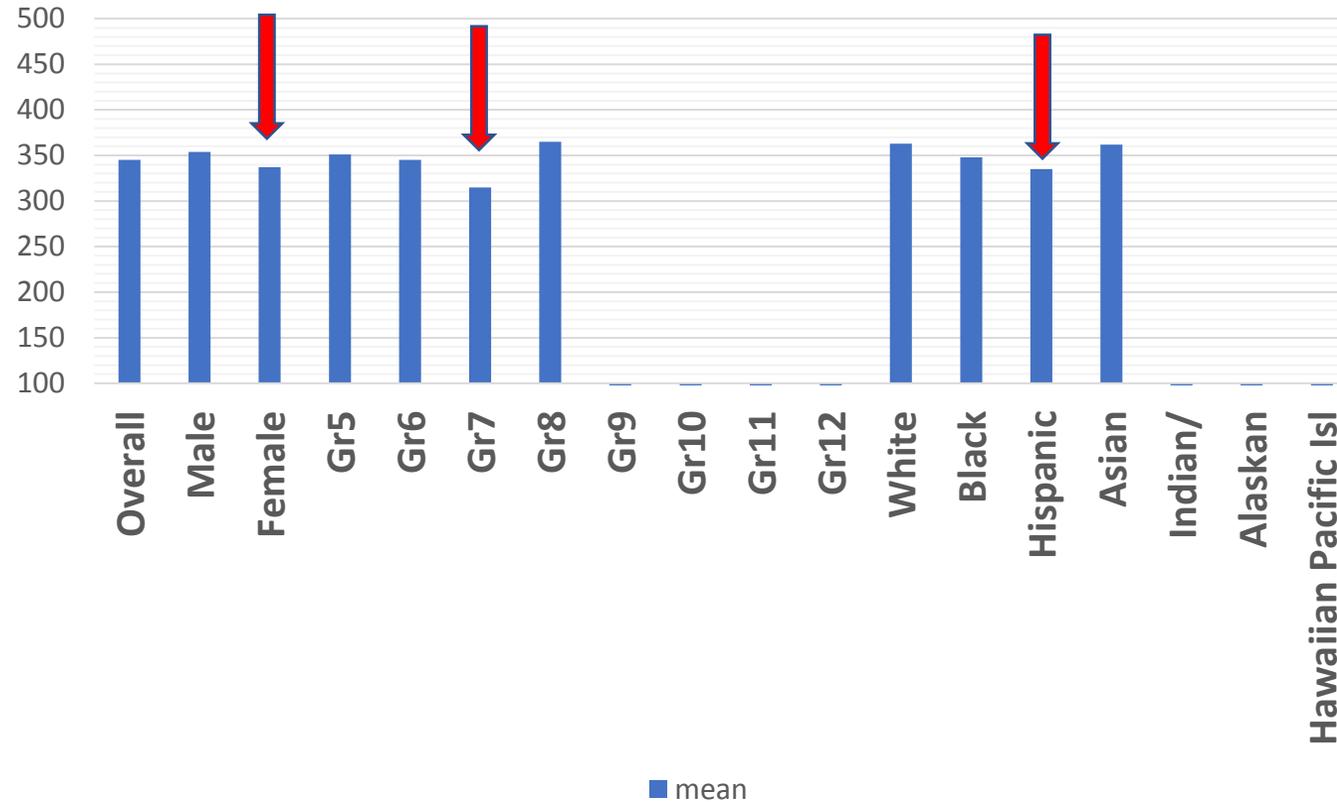
Survey Results

District Survey Administrator or Administrative Team

After survey window closes, the District Survey Administrator generates results and meets with School/District Leadership to discuss the survey outcome.

- Reporting
 - Understand the scale score reports and how to generate them
 - Determine the necessary staff resources, cost, and timeframe to produce reports
- Communication
 - Communicate results to School/District Leadership
 - School/District Leadership communicates results to **Community Engagement Team**
 - Analyze the survey data (and other pertinent data such as chronic absenteeism data, suspension and dropout data, violent incident data, etc.) with the **Community Engagement Team**
 - **Create and implement an action plan and framework** with the Community Engagement Team to address areas of need (Social Emotional Learning, Trauma Informed Practices, Restorative Practices, PBIS etc.)

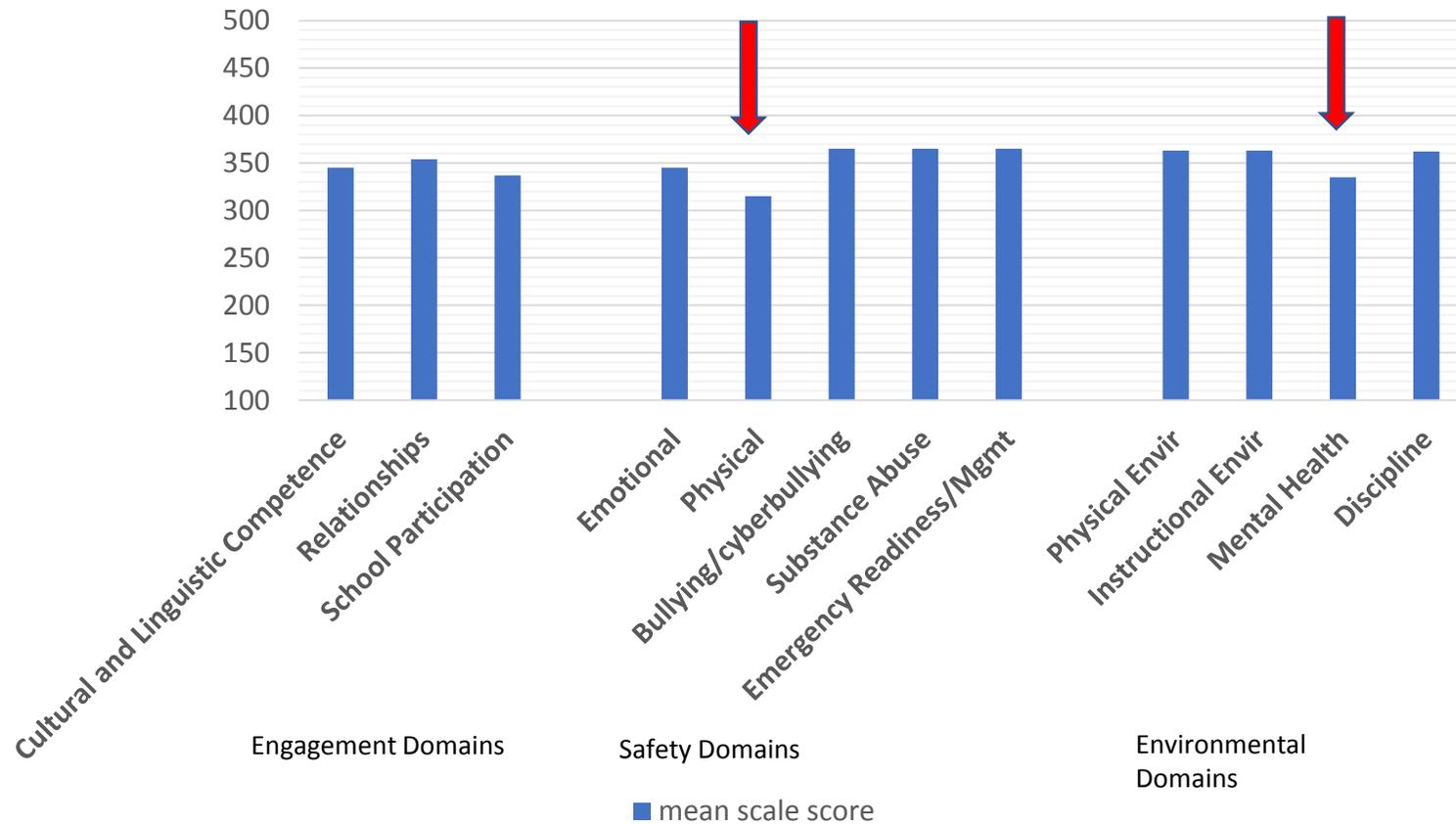
Student Survey Results from a Buffalo Middle School Environment/Mental Health Subdomain



The USDE surveys summarize student survey results by subdomain and student gender, race/ethnicity, and grade.

Student Survey Results from a Buffalo Middle School

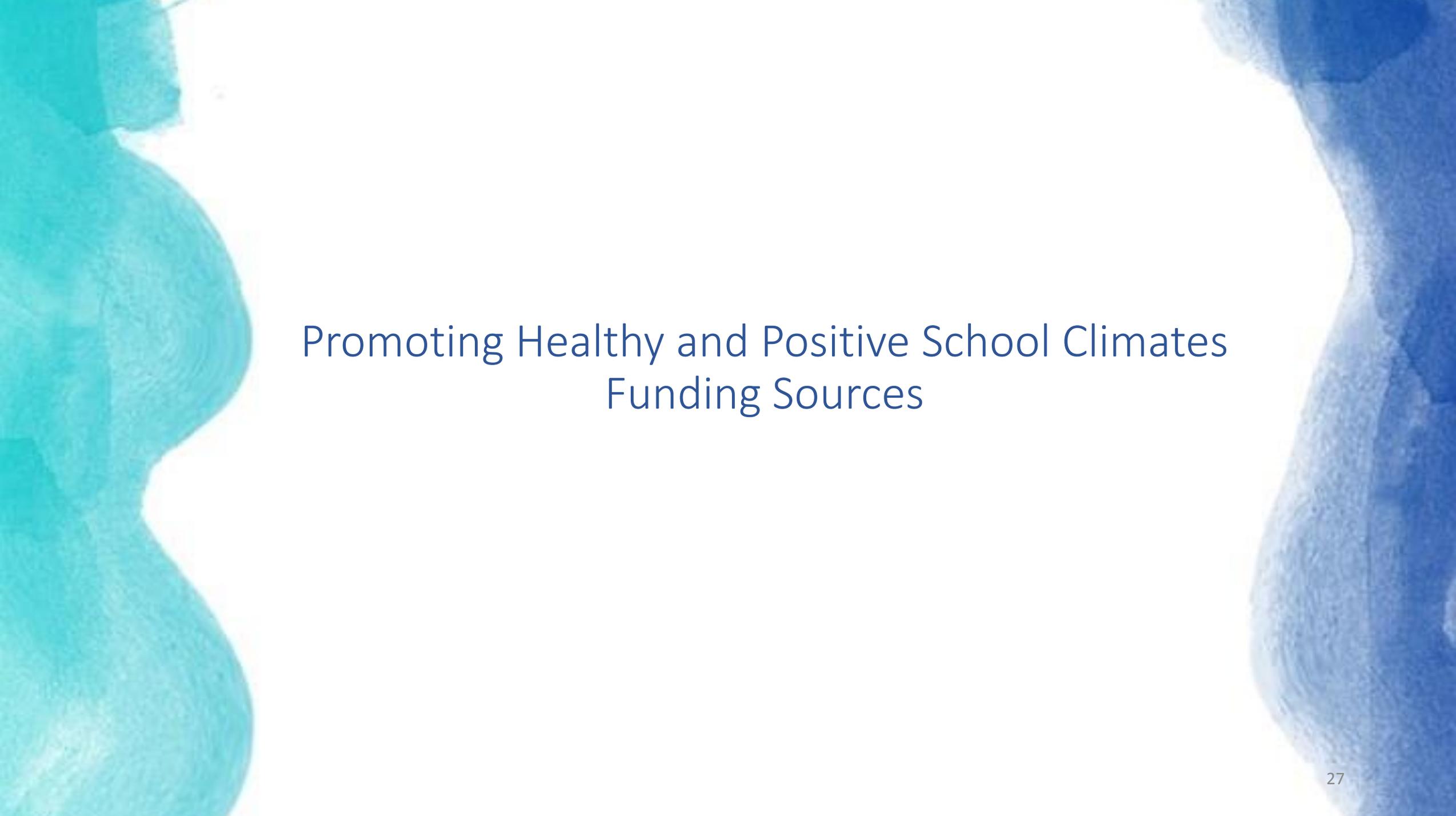
All Subdomains



Schools may compare the results of the USDE surveys across all subdomains, for all students, or for student subgroups.

What are the Expected Outcomes?

- Increased awareness of areas of need in school or district
- Increased dialogue between students, staff, parents about school culture and climate
- Data to inform policy and improvement
- Ultimately, better engaged and happier students, staff and parents – resulting in improved student outcomes



Promoting Healthy and Positive School Climates Funding Sources

Potential Funding Sources for LEAs

- Student Support and Academic Enrichment Grant (ESSA, Title IV Part A)
 - The overarching purpose of this request for proposals (RFP) is to encourage and support eligible districts and public charter schools to increase the capacity of local educational agencies (LEAs) to:
 - Provide all students with access to well-rounded educational opportunities;
 - **Support safe and healthy students;** and/or
 - support the effective use of technology.
 - **Applications must be postmarked by February 16, 2018**

Student Support and Academic Enrichment Grant (ESSA, Title IV Part A)

Safe and Healthy Students:

Increase the capacity of local educational agencies (LEAs) to provide services related to planning and capacity building for the implementation of:

- Culturally responsive teaching and professional learning of implicit bias;
- Restorative practice programs, Trauma-informed strategies, Reducing use of exclusionary discipline practices and promoting supportive school discipline;
- Strategies designed to reduce chronic absenteeism, School dropout prevention, the school climate index;
- Preventing bullying and harassment, Relationship-building skills;
- Re-entry programs and transition services for Justice Involved Youth;
- School readiness and academic success;
- Child sexual abuse awareness and prevention, Preventing human trafficking;
- Suicide prevention, Violence prevention, crisis management, and conflict resolution;
- Building school and community relationships, including planning and capacity building relative to school climate surveys; and/or
- Other strategies designed to improve school conditions for student learning.

Potential Funding Sources for LEAs

- In addition, the [Board of Regents budget request](#) included request for \$10 million in state funds for Supportive Schools grants – if those funds are included in the enacted State Budget, they could prove useful to districts embarking on school climate initiatives
 - *Establish a Supportive Schools Grant Program and Technical Assistance Centers to provide resources for schools to be able to assess their current environment and provide them with the support necessary to develop and implement a plan, derived from evidence-based strategies and best practices, for improving school culture, climate, and safety, including prevention of and responses to bullying and ensuring and enhancing DASA compliance.*

Next Steps

What's Next?

- Districts/Schools participating in the pilot should review the materials from [USDE](#), and [NYS Center for School Safety](#)
- Districts/Schools may opt to work with their Regional Information Center (RIC) for assistance with Survey Implementation
- **Please submit [contact info](#) for your district/charter survey coordinator to NYSED**
- Future webinar/meeting schedule:
 - Interpreting Survey Results and other data: **TBD** (late spring)



Questions?

Resources

- NYSED Climate Survey email – SchoolClimate@nysed.gov
- Michele Shahan – michele.shahan@nysed.gov
- NYS Center for School Safety/Promoting School Climate Page: <http://www.nyscfss.org/promoting-school-climate-pilot-2017>
- USDOE Climate Surveys: <https://safesupportivelearning.ed.gov/sites/default/files/EDSCLS%20Questionnaires.pdf>
- USDOE Climate Page: <https://nces.ed.gov/surveys/edscls/index.asp>
- [Presentation to the Board of Regents](#) in November 2017 about school climate surveys and school climate improvement
- [Title IV/Student Support and Academic Enrichment Grant Application](#)

USDE Surveys are available at: <https://safesupportivelearning.ed.gov/sites/default/files/EDSCLS%20Questionnaires.pdf>)

Endnotes

- Research suggests that the quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement (Shindler, J., Jones, A.D., Taylor, C., Cardenia, H. (2016). The school climate-student achievement connection: If we want achievement gains, we need to begin by improving the climate. *Journal of School Administration Research and Development* 1(1), 9 - 16)
- School climate has been shown to affect middle school students' self-esteem and affects many emotional and mental health outcomes (Hoge, D.R., Smit, E.K., & Hanson, S.L. (1990). School experiences predicting changes in self-esteem of sixth and seventh-grade students. *Journal of Educational Psychology*, 82, 117-127; Kuperminic, G.P., Leadbeater, B.J., Emmons, C., & Blatt, S.J. (1997). Perceived school climate and difficulties in the social adjustment of middle school students. *Applied Developmental Science*, 1, 76-88)
- Positive socio-emotional climate of a school is related to the frequency of substance abuse and psychiatric problems among high school students (Kasen, S.N., Johnson, P.N., & Cohen, P.N. (1990). The impact of social emotional climate on student psychopathology. *Journal of Abnormal Child Psychology*, 18 (2), 165-177; LaRusso, M., Romer, D., & Selman, R. (2008). Teachers as builders of respectful school climates: Implications for adolescent drug use norms and depressive symptoms in high school. *Journal of Youth & Adolescence*, 37(4), 386-398)
- Positive school climate is correlated with decreased student absenteeism in middle and high school and lower suspension rates in high school (deJung, J. & Duckworth, K. (1986). High school teachers and their students' attendance: Final report. Eugene: University of Oregon Center for Education Policy and Management, College of Education. (ERIC Document Reproduction Service No. ED 266 557); Gottfredson, G.D., & Gottfredson, D.C. (1989). School climate, academic performance, attendance, and dropout. Charleston County School District SC; Effective Schools Battery; Teacher Surveys; Purkey, S., & Smith, M. (1983). Effective schools: A review. *The Elementary School Journal*, 83(4), 427-452; Wu, S., Pink, W., Crain, R., & Moles, O. (1982). Student suspension: A critical reappraisal. *The Urban Review*, 14(4), 245-303)
- Adults in the school community (school personnel and parents/guardians) typically believe that bullying and social violence are mild or moderately severe while students consistently report that it is a severe problem (Cohen, J. (2006). Social, emotional, ethical and academic education: Creating a climate for learning, participation in democracy and well-being. *Harvard Educational Review*, 76(2), Summer, 201-237)
- For both victims and offenders, when the behavior occurs repeatedly it dramatically increases the likelihood of developing significant psychosocial problems over time (Wolke, D., Woods, S., Bloomfield, L., & Karstadt, L. (2000). The Association between direct and relational bullying and behaviour problems among primary school children. *Journal of Child Psychology and Psychiatry*, 41(8), 989 -1002)
- Bullying adversely affects both victims and bystanders and lowers student engagement and commitment to schoolwork (Rivers, I., Poteat, V.P., Noret, N., Ashurst, N. (2009). Observing bullying at school: The mental health implications of witness status. *School Psychology Quarterly*, 24(4), 211-223)
- Bully prevention efforts are associated with improvements in elementary test scores (Twemlow, S.W., Fonagy, P., Gies, M.L., Evans, R., Ewbank, R. (2001). Creating a Peaceful School Learning Environment: A Controlled Study of an Elementary School Intervention to Reduce Violence. *The American Journal of Psychiatry*, 158 (5), 808-810)

