Westbrook District Report

Comprehensive School Climate Inventory (CSCI) Measuring the Climate for Learning

July 2015

What is school climate?

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

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

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

Measuring school climate: the CSCI

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

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

Who developed the CSCI?

- The CSCI was developed by the National School Climate Center (NSCC), a non-profit organization dedicated to measuring and improving the climate for learning in schools. NSCC's mission is to help schools integrate crucial social, emotional, and ethical learning with academic instruction to enhance student performance, prevent dropouts, reduce violence, and develop healthy and positively engaged adults.

Dimensions	Major Indicators
Safety	
1 Rules and Norms	Clearly communicated rules about physical violence; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention.
2 Sense of Physical Security	Sense that students and adults feel safe from physical harm in the school.
3 Sense of Social-Emotional Security	Sense that students feel safe from verbal abuse, teasing, and exclusion.
Teaching and Learning	
4 Support for Learning	Use of supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention.
5 Social and Civic Learning	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making.
Interpersonal Relationships	
6 Respect for Diversity	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
7 Social Support—Adults	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems.
8 Social Support—Students	Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students.
Institutional Environment	
9 School Connectedness/Engagement	Positive identification with the school and norms for broad participation in school life for students, staff, and families.
10 Physical Surroundings	Cleanliness, order, and appeal of facilities and adequate resources and materials.
Staff Only	
11 Leadership	Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.
12 Professional Relationships	Positive attitudes and relationships among school staff that support effectively working and learning together.

This report is intended to provide overall school climate trends for the Westbrook Public Schools District. Please refer to the individual school reports for more in-depth information on particular school-level trends and areas of strength and need.

This report will analyze district trends among student, staff and parent populations on the elementary, middle and high school levels. It is organized around the following sections: (1) differences among the three populations by school level; (2) differences within each population; (3) breakdown of relative rankings; (4) concluding thoughts and questions.

The purpose of this report is to identify the meaningful trends across the district. Incomplete or inadequate data due to population size have been omitted. This includes district-wide charts on activity participation, since participation rates vary widely among different schools. In order to protect anonymity, we only share out sub-group information when the sub-group contains 10 or more constituents.

District-wide Response Rates

The chart on the next page shows the response rates for each population by school. The survey responses are most valuable when they capture the perceptions of all school community members. Where response rates are particularly low, it is important to note that the voice represented may be skewed or reflect a particular subset of your overall community. In these cases, it is critical to be careful when interpreting findings or making decisions for next steps. For schools where the response rates are low, it will be important to review the demographic profile of the respondents in the individual school report, and compare that to your school's profile. Please keep in mind that even where response rates are low, the overall findings can be used to engage the community in collaborative efforts for school climate improvement. Additionally, future survey efforts can include specific plans to reach out to groups that appear to have been under-represented here.

The ideal thresholds for response rates are:

- Aim for as close to 100% completion as possible from student body and total staff. (Goal should not be lower than 85%.)

- Aim for at least 40% for parents. (Goal should not be lower than 30%.)

School	Student Response #/Total (%)	Staff Response #/Total (%)	Parent Response #/Total (%)
Daisy Ingraham	87*/105 (82.86%)	51*/45 (113.33%)	48*/250 (19.20%)
Westbrook High School	143*/294 (48.64%)	39*/64 (60.94%)	30*/290 (10.34%)
Westbrook Middle School	219*/232 (94.40%)	45*/57 (78.95%)	60*/196 (30.61%)

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

Differences between School Levels

The following three charts show the differences among Westbrook Public Schools populations for students, staff and parents. All schools follow a similar pattern, displaying common areas of high strength and/or need across the district. As you will see in the chart at right, students at Daisy Ingraham have slightly higher perceptions than other students. At all schools, Respect for Diversity is an overall strength. Safety Rules and Norms is another key strength across students in all schools. Two key areas of need represented by students at all schools are Social and Civic Learning and Social-Emotional Security, which represents how safe students feel in terms of the teasing, harassment, and bullying within the school. Students across all buildings rate these dimensions at the bottom overall.

Student Climate Scores by School
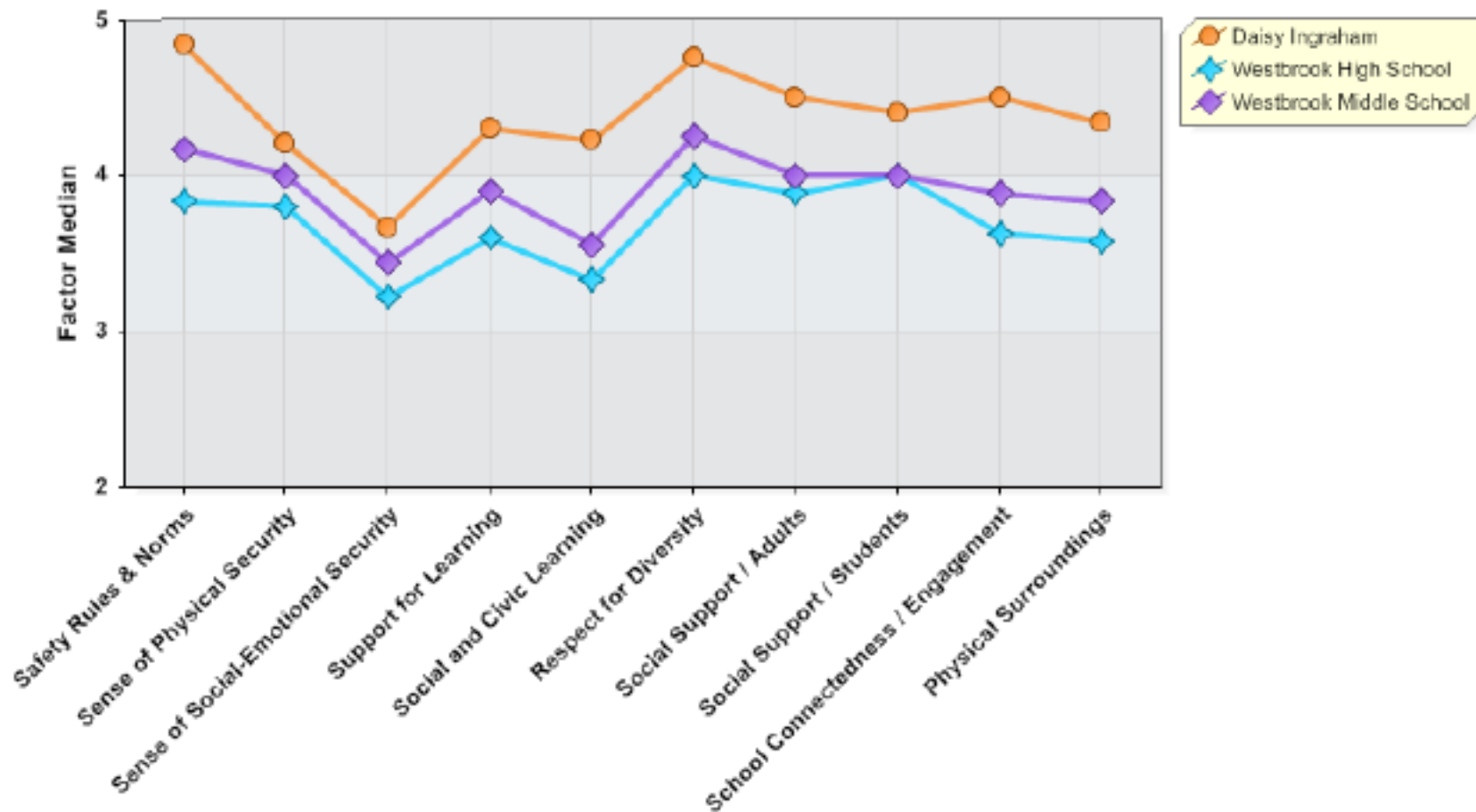
Ratings are overlapping for Daisy Ingraham and Westbrook Middle School faculty members when considering Sense of Physical Security. Daisy Ingraham faculty members shows higher scores on all dimensions with the exception of Sense of Physical Security, Sense of Social Emotional Security, and Physical Surroundings. The middle school and high school tend to cluster together for a number of dimensions, including Support for Learning, Social and Civic Learning, Respect for Diversity, and Physical Surroundings. The schools do show some variability on the personnel only dimensions of Leadership and Professional Relationships by building, which should be explored further in the individual reports.

Faculty Climate Scores by School
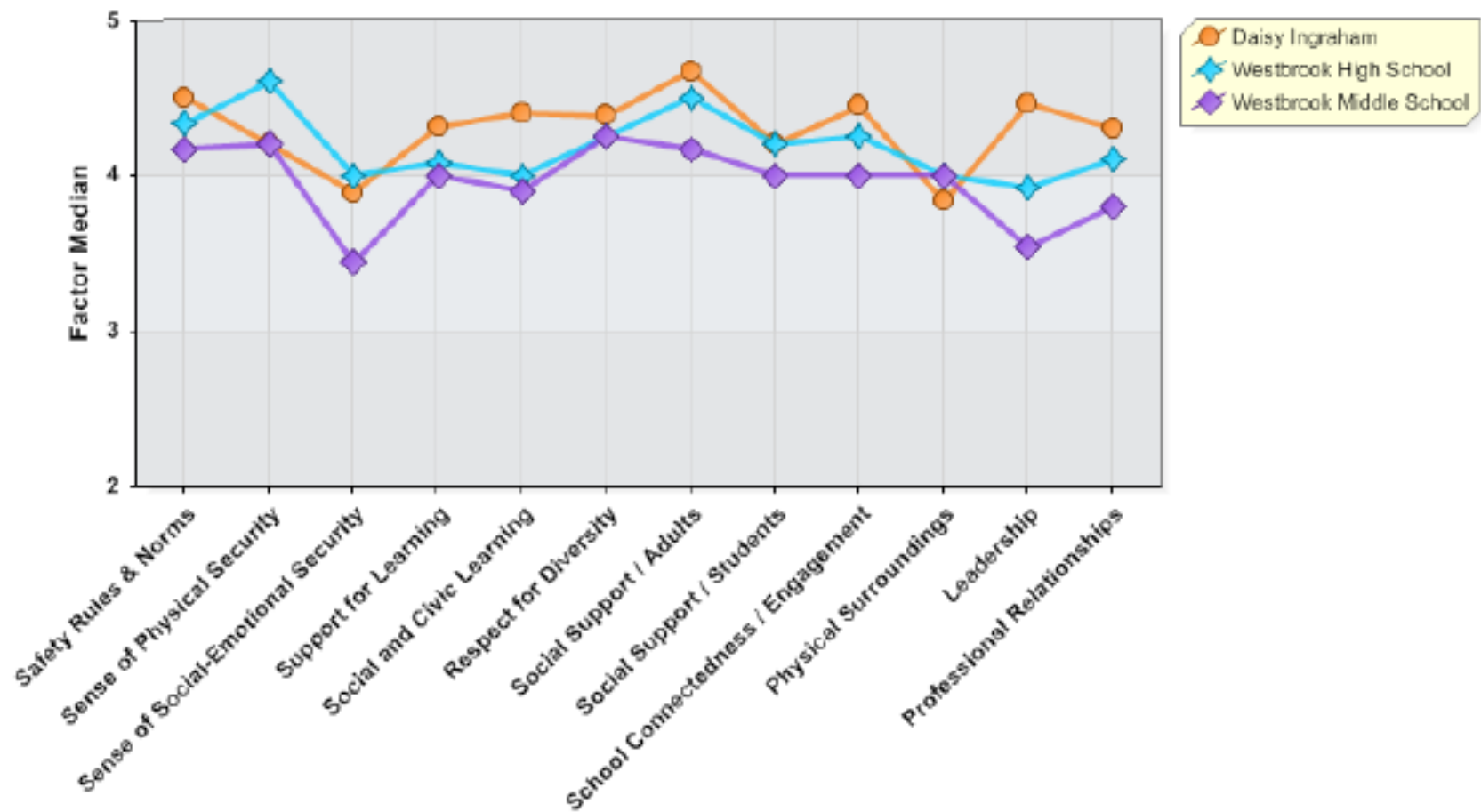
Parents' perceptions track a more even line, and present the most consistent picture across Sense of Physical Security, Social Support Adults, and Physical Surroundings dimensions. Country Meadow Elementary School's parents are more positive about all dimensions. The middle school and high school cluster together on lower scores for Sense of Social Emotional Security. Overall, parents are most positive about Sense of Physical Security.

Parent Climate Scores by School
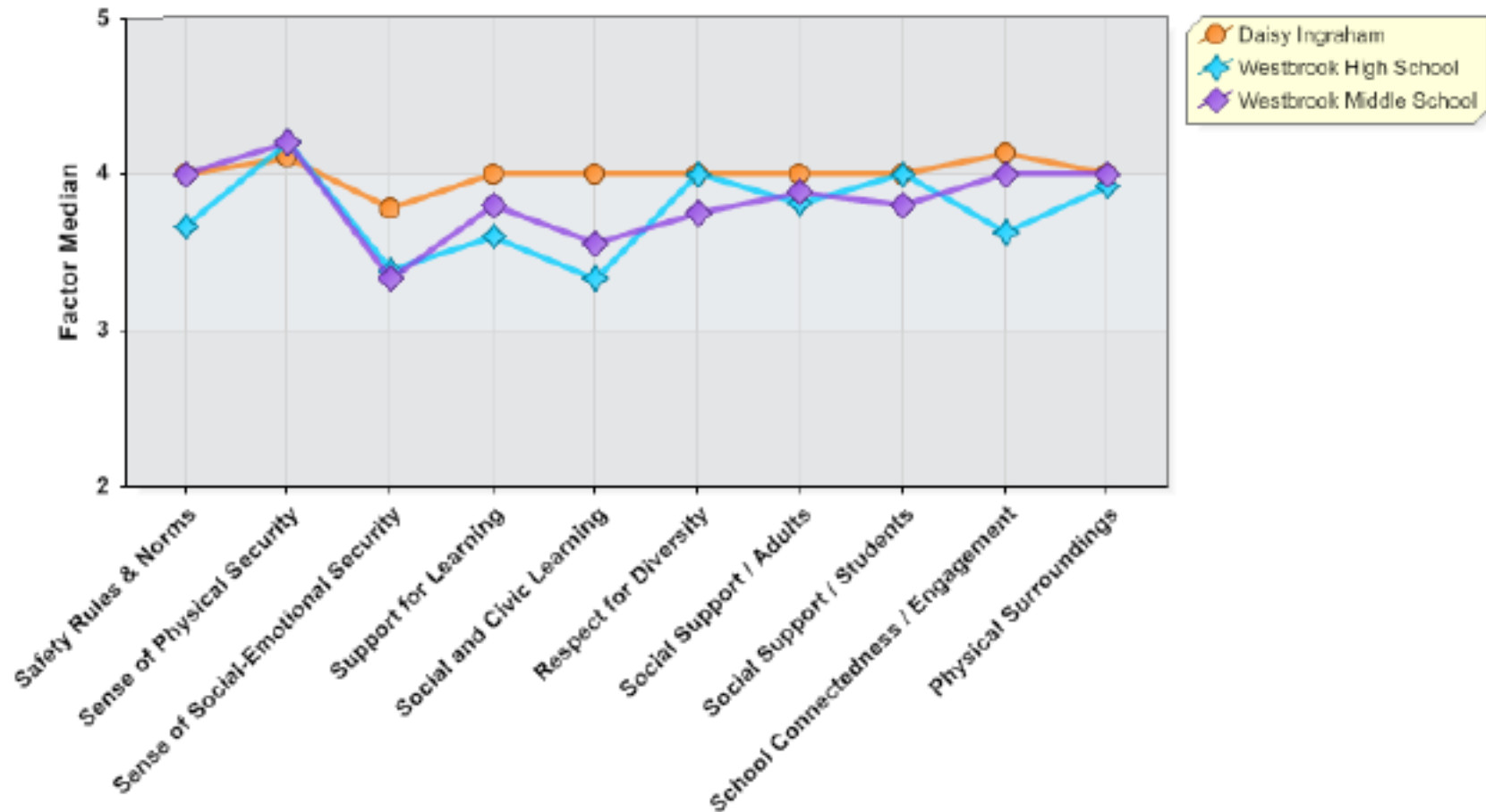
Overall

Students, staff and parents follow a similar trend, but exhibit systematic differences in ratings. The community agrees most about the core strengths and needs district-wide, with Social-Emotional Security noted as a key area of need, and Respect for Diversity, Safety Rules and Norms and Sense of Physical Security highlighted as three key strengths. In particular, staff holds more positive views of Sense of Physical Security, Sense of Social Emotional Security, Support for Learning, Social and Civic Learning, Social Support Adults, and School Connectedness Engagement. Students and staff are in more agreement about Safety Rules and Norms and Respect for Diversity than parents.

Climate Scores by Population
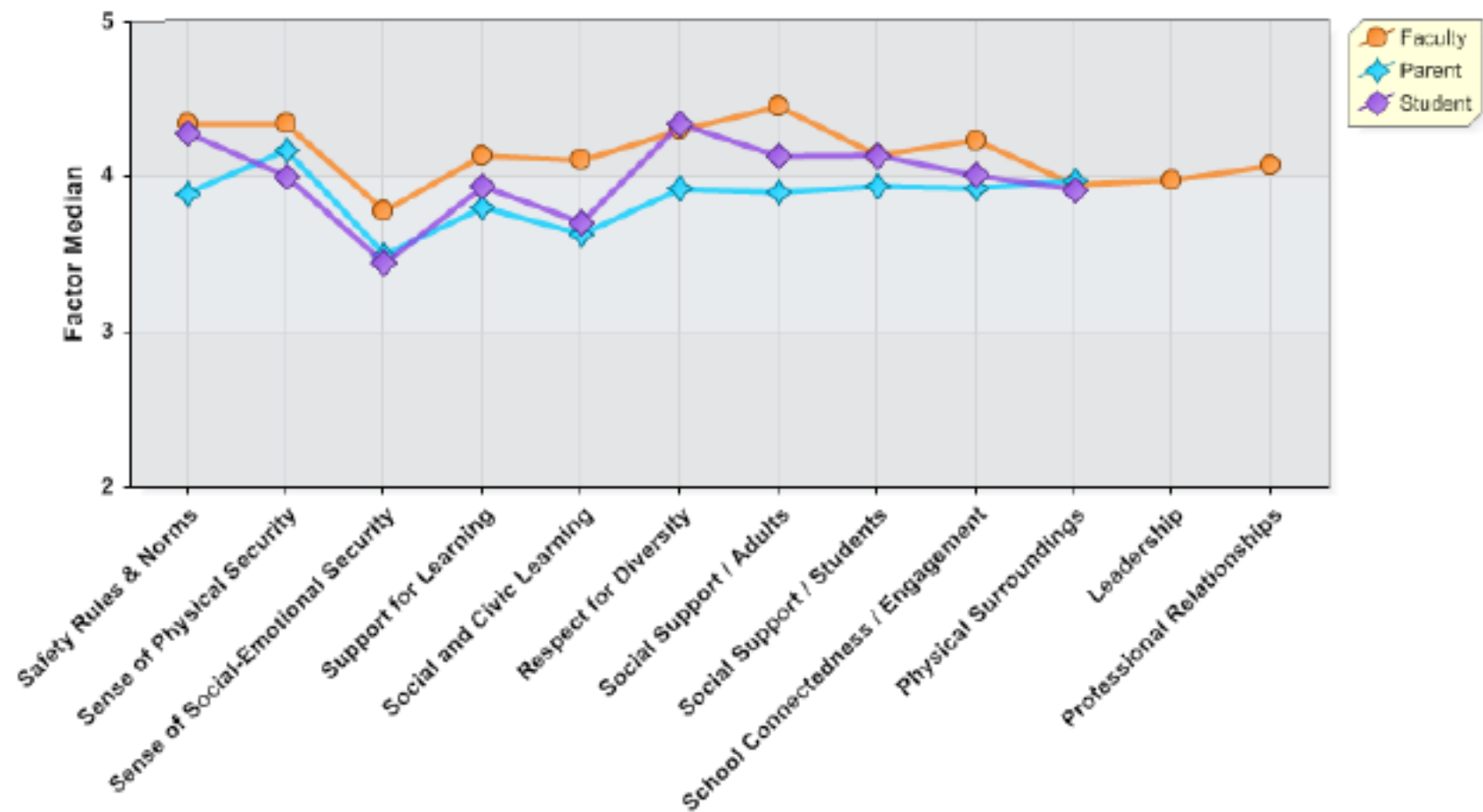
Students

The chart at right illustrates the aggregate median scores for students across both schools by gender. Gender differences between male and female students are slight with males scoring higher than females in Sense of Social Emotional Security and Support for Learning. Females score higher on Sense of Physical Security, Social and Civic Learning, and Respect for Diversity.   There were no gender differences for Safety Rules and Norms, School Connectedness Engagement, Physical Surroundings, Social Support Adults and Social Support Students.
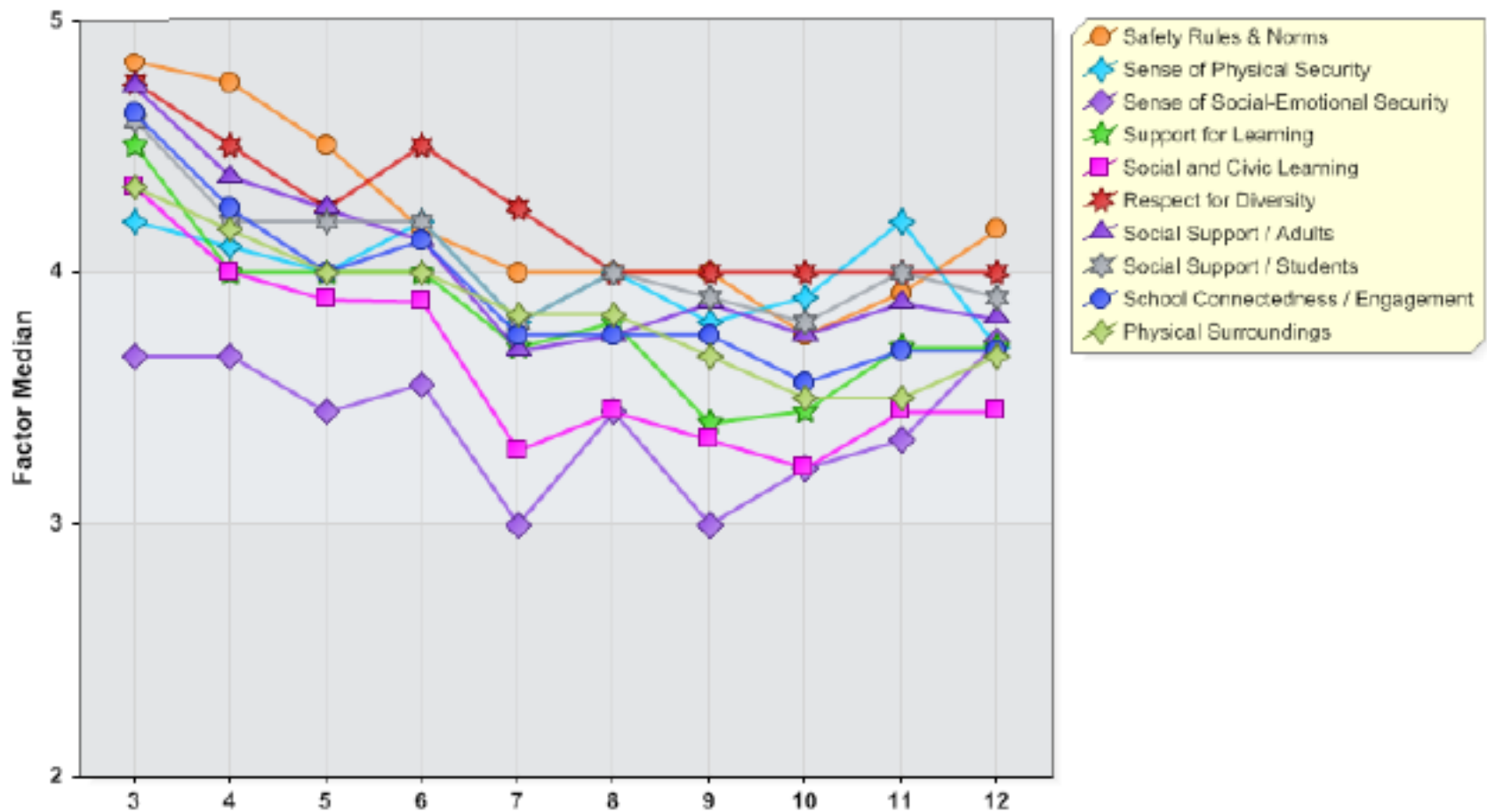
Student Climate Scores by Gender
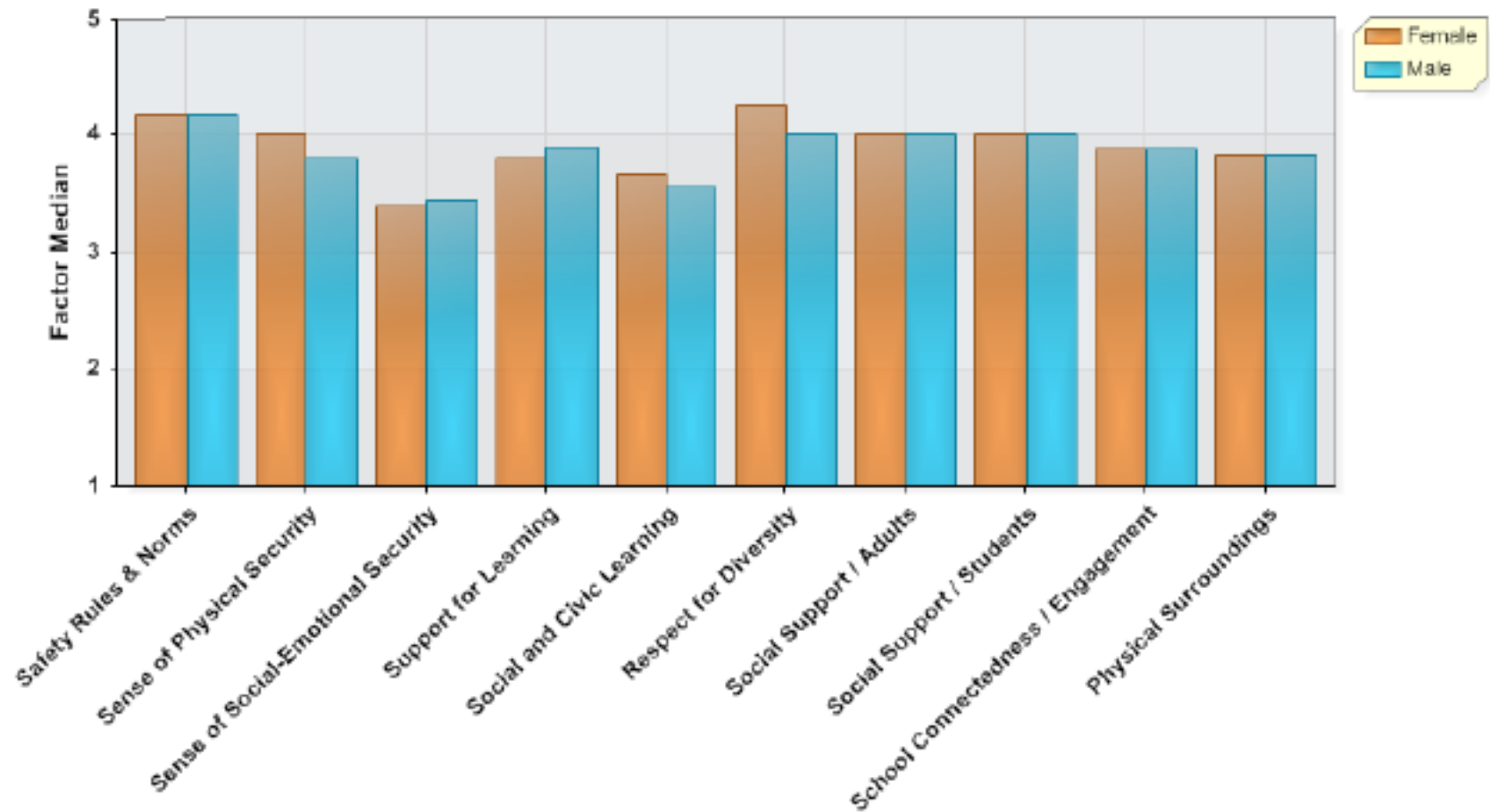
The chart at right illustrates the aggregate median scores for students across all schools by grade. Student perceptions follow a typical pattern as they move from grade to grade. Perceptions are highest among 3rd and 4th grade students and generally decline as students get older. This is likely attributable to developmental changes and the greater focus on academics and competition in higher grades. Safety Rules and Norms is the highest rated dimension across grades 3,4, and 5. Sense of Social-Emotional Security shows lower scores in 7th and 9th grade students. There is a drop in this dimension between 6th and 7th grade and 8th and 9th grade. Students in the 12th grade are most challenged with Social and Civic Learning. Respect for Diversity stays consistent throughout high school grades. Sense of Physical Security is rated highest among 11th grade students.

Student Climate Scores by Grade

The chart at right illustrates the aggregate median scores for students across all schools by ethnicity. All ethnic groups exhibit similar patterns about Support for Learning and Social Support Students. Multiracial students see Sense of Social Emotional Security and Sense of Physical Security as most challenging dimensions. Latino/Latina/Hispanic and American Indian/Alaskan Native rate Sense of Physical Security most positively.

Student Climate Scores by Race/Ethnicity
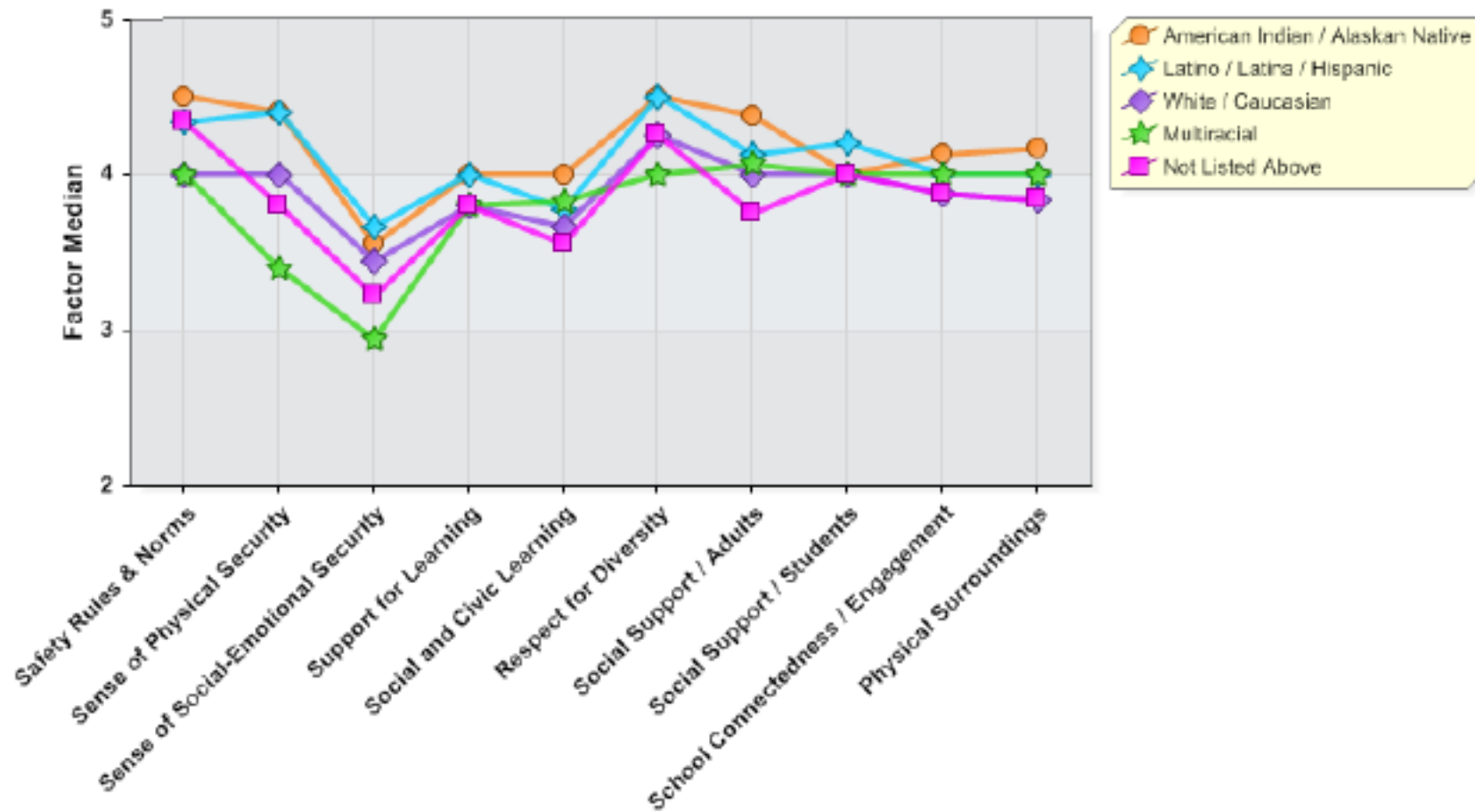
Similarly, while staff exhibit consistent patterns regardless of the length of their tenure at the school, there are some differences. 1st year staff members have much higher scores for Support for Learning, Social and Civic Learning, Respect for Diversity, Social Support Adults, School Connectedness Engagement, Physical Surroundings, Leadership, and Professional Relationships. The highest dimensions for all staff are Safety Rules and Norms and Social Support Adults. The dimensions that show as area of needs are Sense of Social Emotional-Security and Physical Surroundings.   There is also variability concerning the two staff-only dimensions: Leadership and Professional Relationships.

Staff Climate Scores by Years at the School
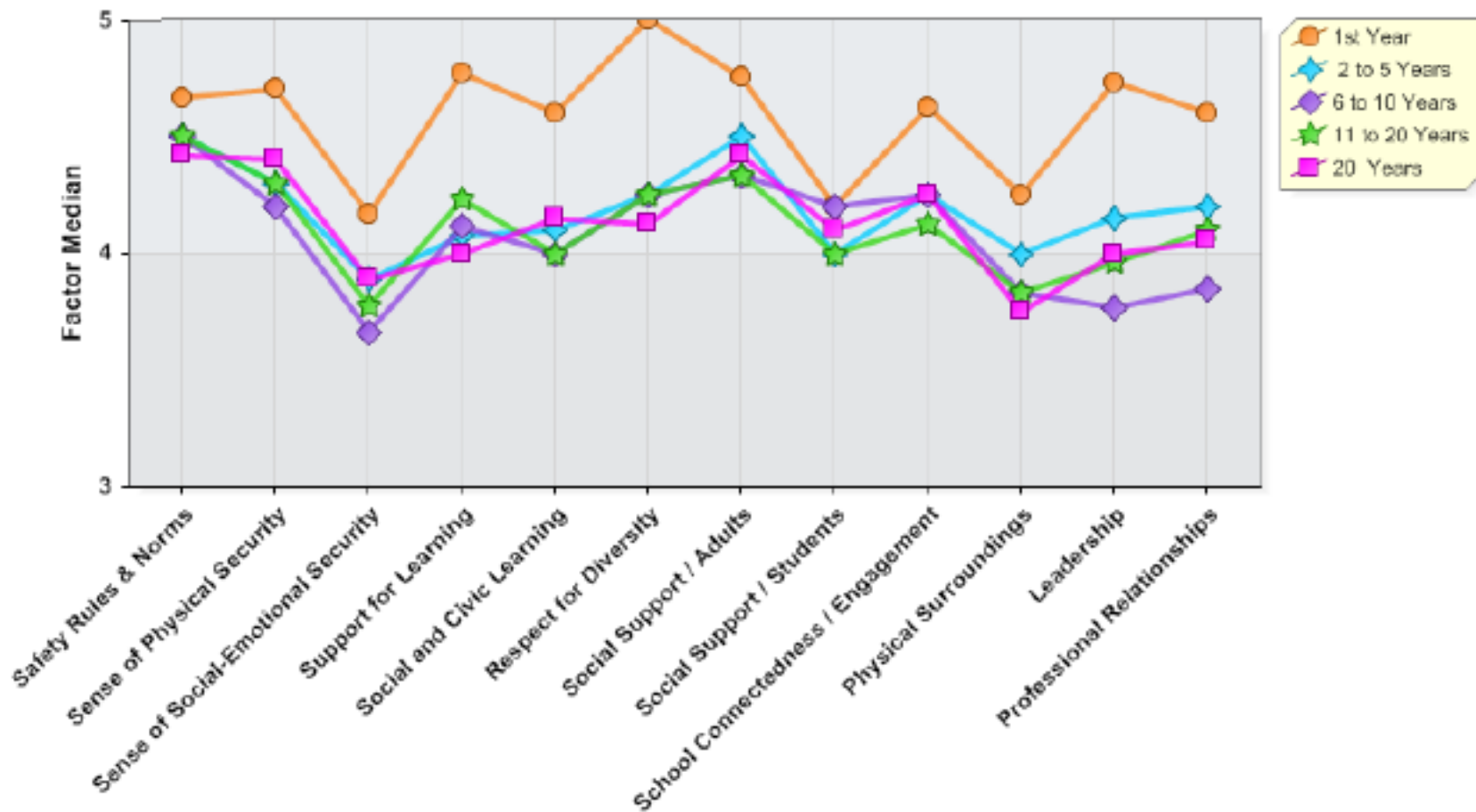
This chart shows the relative dimension rankings for the three populations among Westbrook School District. The second to highest rated dimension for students and staff is Safety-Rules and Norms. This signifies that the school community believes there are clearly communicated rules about violence, verbal abuse, harassment and teasing, as well as consistent enforcement and norms for adult intervention.

School Connectedness Engagement is a middle dimension among students, staff and parents, indicating sub-group populations within each group may be contributing to this dimension leaning toward a lower ranking. Parents are experiencing a more positive environment considering Physical Security. Students rank this dimension #6 while staff ranks #2 and parents #1. There is also a difference in perceptions about Physical Surroundings. Staff rates this dimension as #9, parents #2 and students #8.

While Safety-Rules and Norms is the most universal area of strength, another key facet of Safety - Sense of Social- Emotional Security - is at the bottom of the list for all populations. This means that students are concerned about verbal abuse, teasing and harassment, and staff members and parents are concerned as well.

Relative Factor Rankings by Population

Dimensions	Students	Staff	Parents
Safety Rules & Norms	2	2	7
Sense of Physical Security	6	2	1
Sense of Social-Emotional Security	10	10	10
Support for Learning	7	7	8
Social and Civic Learning	9	8	9
Respect for Diversity	1	4	5
Social Support / Adults	4	1	6
Social Support / Students	3	6	3
School Connectedness / Engagement	5	5	4
Physical Surroundings	8	9	2

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 chart displays relative rankings of strengths and needs across students in each building. For students at Westbrook Middle School and Westbrook High School, Safety - Rules and Norms is rated among the top two dimensions. Students tend to hold similar views across all buildings, especially concerning key areas of strength and need. However, there are some differences. At Westbrook Middle School, Physical Security is rated #3 where it is rated #5 at Westbrook High School and rated #9 at Daisy Ingraham. Social and Civic Learning is overall positive but still holds lower scores at Westbrook Middle and High School(#9) and Daisy Ingraham(#8).

For all schools, Sense of Social-Emotional Security is at the bottom of the list. It will be important to view the full report information for this school to note which specific sub-groups are contributing to this low ranking.

Relative Factor Rankings by Student			
Schools / Dimensions	Daisy Ingraham	Westbrook High School	Westbrook Middle School
Safety Rules & Norms	1	4	2
Sense of Physical Security	9	5	3
Sense of Social-Emotional Security	10	10	10
Support for Learning	7	7	6
Social and Civic Learning	8	9	9
Respect for Diversity	2	1	1
Social Support / Adults	3	3	3
Social Support / Students	5	1	3
School Connectedness / Engagement	3	6	7
Physical Surroundings	6	8	8

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."

For staff, Social Support Adults is scored in the top three dimensions. It is clear that the adults care about their students and have high expectations and strong personal concern for their wellbeing — and this perceived strongly by all staff members. Leadership falls closer to the bottom for Westbrook High School (#12) and Westbrook Middle School (#11). Daisy Ingraham staff members view this dimension as a strength as they rate it #3.

Relative Factor Rankings by Faculty

Schools / Dimensions	Daisy Ingraham	Westbrook High School	Westbrook Middle School
Safety Rules & Norms	2	3	3
Sense of Physical Security	9	1	2
Sense of Social-Emotional Security	11	9	12
Support for Learning	7	8	5
Social and Civic Learning	5	9	9
Respect for Diversity	6	4	1
Social Support / Adults	1	2	3
Social Support / Students	9	6	5
School Connectedness / Engagement	4	4	5
Physical Surroundings	12	9	5
Leadership	3	12	11
Professional Relationships	8	7	10

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."

For parents, the highest rated dimension at Westbrook Middle School and High School is Sense of Physical Security. At Daisy Ingraham parents rate School Connectedness Engagement #1. Parents show more variability for Support for Learning. The lowest rated dimension for Daisy Ingraham and Westbrook Middle school is Sense of Social-Emotional Security. Westbrook High School rates Social and Civic Learning as the lowest dimension. Overall, parents exhibit high levels of agreement.

Relative Factor Rankings by Parent

Schools / Dimensions	Daisy Ingraham	Westbrook High School	Westbrook Middle School
Safety Rules & Norms	3	6	2
Sense of Physical Security	2	1	1
Sense of Social-Emotional Security	10	9	10
Support for Learning	3	8	6
Social and Civic Learning	3	10	9
Respect for Diversity	3	2	8
Social Support / Adults	3	5	5
Social Support / Students	3	2	6
School Connectedness / Engagement	1	7	2
Physical Surroundings	3	4	2

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 district analysis highlights several trends throughout the Westbrook District. It should be noted that overall ratings are high and the district has many strengths upon which to draw. Following is a summary by major areas:

Safety:

• Rules and Norms are consistently rated very high across all populations and all school levels. The ability to develop well communicated and well understood rules and norms about physical violence, verbal abuse and harassment is a foundational strength to be leveraged.

• Social-Emotional Safety is the universal area of need across all populations district-wide. Across the board, parents rate this higher than students and lower or equal to staff. Research has shown that cultivating upstanders is a powerful way to drastically reduce bullying and harassment in a visible, high-impact and long-term way. This will be a useful opportunity for improvement that the district can explore.

Questions for further consideration:

o Are the rules and guidelines in Westbrook District consistent for both Physical and Social-Emotional safety? Are there practices and policies that have been instituted to ensure physical safety that can be usefully adapted for social-emotional safety? How can the rules be modified to more explicitly target verbal harassment and bullying?

o Are there specific sub-groups within the schools who feel particularly negative compared to others in regard to Social-Emotional Safety? If so, what initiatives can be implemented or further research done to address their concerns and improve the overall climate?

o How can the success of "upstander behavior" be harnessed and cultivated?

Teaching & Learning:

- Typically, these dimensions are consistently high among students and staff at the elementary schools. Westbrook District is reflecting a common perception when digging deeper into the sub-group grade level information. The difference in findings is typical as staff members are the ones teaching the skills. These dimensions are often more explicit to staff than they are to students, especially in the higher grades as social and civic learning becomes a more implicit aspect of the curricula.

- Throughout the district, parents have the highest scores at the elementary schools. This means they feel like their children are getting varied opportunities to demonstrate their skills, are supported for independent thinking, receive academic challenge and support and individual attention.

Questions for further consideration:

o Is there consistency in the mission and structure of the school at the classroom level vs. the school level? Is there consistency across both campuses that support a smooth transition for students? When you dig deeper into school reports, do you see how this impacts schools, grades and sub-groups?

o What are the goals for Social and Civic Learning across the district? In what specific ways are students experiencing Social and Civic Learning and Support for Learning differently from teachers?

o How is Social and Civic Learning incorporated into the curriculum at Daisy Ingraham elementary school? How can this be modified to also extend to the middle school?

o Is there a potential disconnect between implicit vs. explicit teaching? How can Social and Civic Learning concepts be conveyed in a way that resonates with students and parents as much as it does with staff members?

Interpersonal Relationships:

- Social Support - Adults and Social Support - Students is consistently rated very high across all populations and all school levels. This is a foundational attribute and a strength that can be leveraged.

- Respect for Diversity is positive across the district. This is a dimension that could potentially become an area of even greater strength.

Questions for further consideration:

o How is Respect for Diversity underscored & reflected in adult-to-adult; student-to- student; and adult-to-student relationships within the school?

o Why are some student groups and grades rating Respect for Diversity higher than others? What can be done to boost respect among groups with lower ratings?

o How can a strong sense of Social Support among students be extended to create a stronger sense of community and respect? How does the school engage parents and what efforts would enhance this relationship?

Institutional Environment:

- Throughout the district, parents are positive about School Connectedness/Engagement. Parents are often the most positive, meaning they identify positively with being a member of the district. This is a key strength.

- Student ratings for the School Connectedness/Engagement are very positive in elementary schools, and then ratings slightly decline, as is the tendency for all ratings to decline as students advance.

Questions for further discussion:

o How can a strong sense of School Connectedness/Engagement among parents be extended to create an even stronger sense of community among students and staff? How does the school engage parents and what efforts would enhance this relationship?

Staff Only Dimensions:

· Professional Relationships is consistently rated very positively in the district. This is a foundational strength to leverage for improvement in linked areas, such as Social and Civic Learning.

· Staff members reflect varying perceptions of the Leadership dimension, and it may be useful to review the individual reports for more details on how this is reflected at the school-level. Overall, staff feel the administration is accessible, and they feel comfortable going to administrators for help.