

Re-Engaging the Disengaged Student: Effective Data Use in the Affective Domain

Current Issues: School Climate, “Bullying” and Disengagement
Innovative Idea: *Confidential* School Climate Survey

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***Alvin F. Larson, Ph.D.
Research & Evaluation Specialist
Meriden Public Schools
Meriden, Connecticut***

Current Thinking on Bullying and Other Mean Behaviors

- Whole school interventions recommend victims tell an adult, students rarely do and middle school, especially grade 6, can be a critical period ¹
- Relational aggression is a bullying problem for adolescent girls. This social exclusion and strategic friendship manipulation has been associated with depression and suicidal ideation ²
- To avoid many academic, social and emotional problems (such as disengagement from school), we must become more adept at identifying possible victims and bullies ³
- Developmentally sensitive strategies for avoiding and responding to bullying-type situations are needed as well as seeking input from adolescents ... bullying is a relationship problem requiring improved relationship and coping skills. ⁴

1 Bauman, S., (2010). Cyberbullying in a rural intermediate school: An exploratory study. *The Journal of Early Adolescence*, 30(6): 803-833.

2 Raskauskas, J., & Stoltz, A.D., (2004). Identifying and intervening in relational aggression. *The Journal of School Nursing*, Aug;20(4): 209-215.

3 Lyznicki, J.M., McCaffree, M.A., & Robinowitz, CB., (2004). Childhood bullying: implications for physicians. *American Family Physician*, Nov 1;70(9): 1723-1728.

4 Bostic, J.Q., & Burnt, C.C., (2011). Cornered: An approach to school bullying and cyberbullying, and forensic implications. *Child and Adolescent Psychiatric Clinics of North America*, 20 (3), 447-465.

What is the effect of student disengagement from school?

Disengaged students:

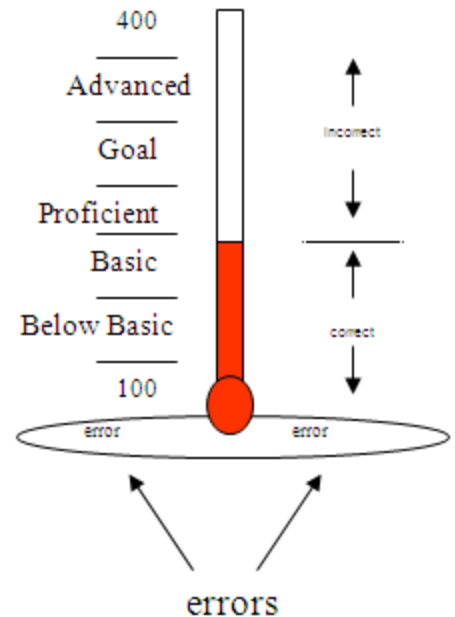
- score lower on academic testing;
- exhibit less motivation toward school work;
- increased risk of depression, anxiety and somatic symptoms;
- exhibit increased absenteeism; and
- are more likely to drop out of school.

LEA Assessment Theme:

Design assessments and programming to produce **diagnostic, actionable data teachers can use** to address each individual student's needs.

| Domain | Software | Areas |
|---|---|--|
| Cognitive (academic testing) | District Assessments | Math Reading Editing/Revising |
| | Critical Reading Exercises | Reading Behaviors |
| | Key Concepts (in development) | Math Reading Revising Editing, Science |
| Affective | School Climate for Students (confidential) | Factors 1 - 7 |

Assessments in the 21st Century need to be more than just a temperature gauge. They need to produce actionable data teachers can use ... such as identifying cognitive errors and low motivation or psychological disengagement.



LEA Assessment Theme:

Design assessments and programming to produce diagnostic, actionable data teachers can use to address each individual student's needs.

An indicator of student disengagement is latent and overt psychological withdrawal.

LEAs District Assessment Reading Error Report

| School: Tea 905 | Our Class | Story1: Fish for Pets_G3 | | Story2: Five Senses_G3 | | |
|-----------------|-----------------|--------------------------|----------------|------------------------|------------------------|----------------|
| <u>name</u> | <u>rc_level</u> | <u>correct</u> | <u>related</u> | <u>text_matching</u> | <u>answer_grabbing</u> | <u>skipped</u> |
| Amanda | Advanced | 17 | 3 | 0 | 0 | 0 |
| Alvin | Goal | 14 | 6 | 0 | 0 | 0 |
| Myra | Proficient | 11 | 2 | 5 | 1 | 0 |
| Stephen | x-Basic | 8 | 5 | 4 | 1 | 0 |
| Ramon | y-BBasic | 7 | 3 | 0 | 0 | 10 ← |
| Jacob | y-BBasic | 6 | 4 | 3 | 4 | 0 |

Performance Level Temperature Gauge

Total correct out of 20

Unable to distinguish between related foil and BEST answer

“weak” answer often wrong paragraph Student did not re-read

“no-support” in the passage for this answer

Number of questions skipped

Teacher: *“Ramon, why did you skip 10 items?”*

Student: *“I didn’t feel like reading anymore.”*

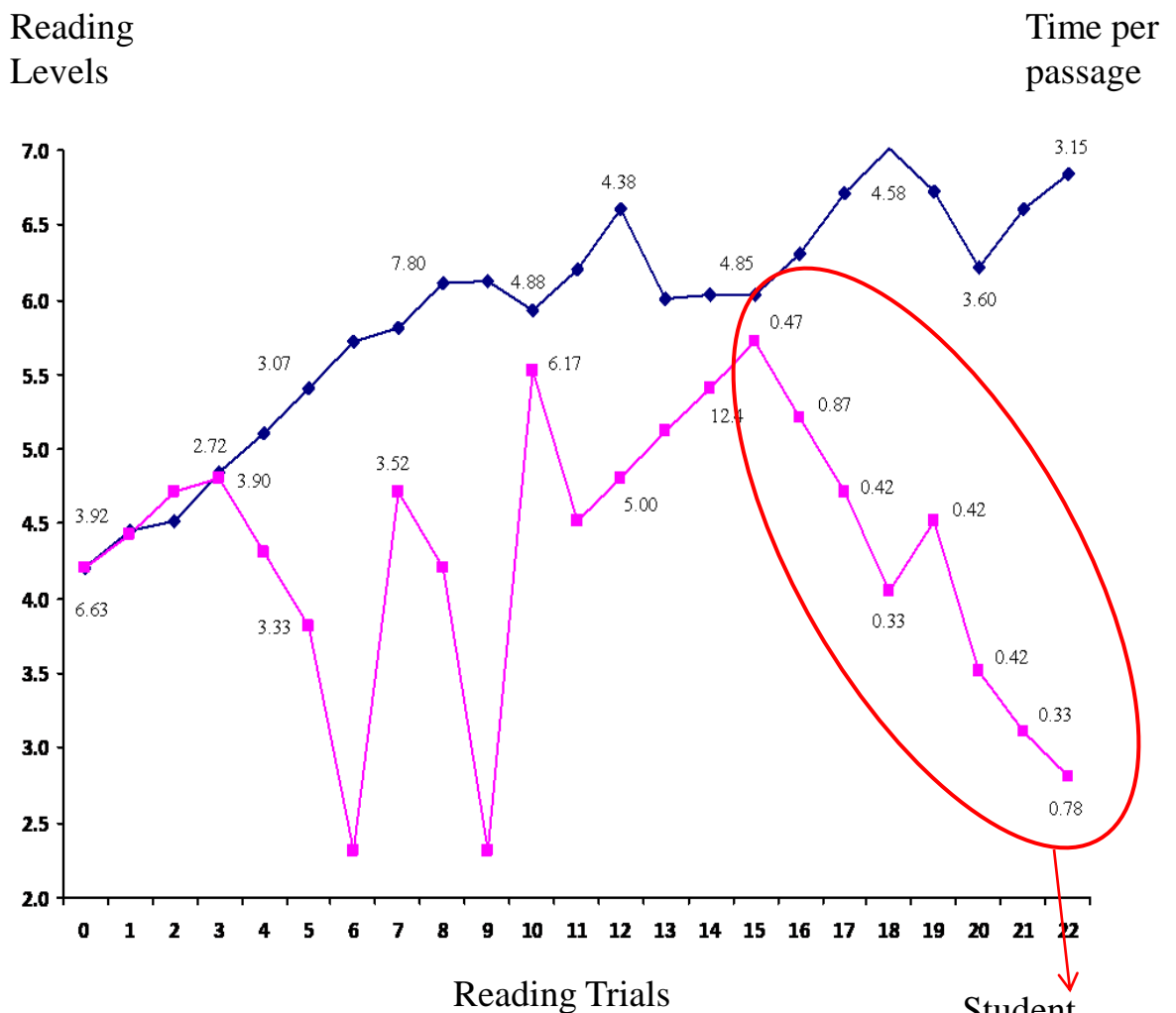
Rationale: *“I’m good at multiple choice, I don’t have to read the passage.”*

Disengagement affects academic test scores ...

LEA Assessment Theme:

Design assessments and programming to produce diagnostic, actionable data teachers can use to address each individual student's needs.

Leveled, Online, Computer Adaptive Reading Passages by Reading Trial with Time Each Student Devoted to Reading/Responding to Each Leveled Passage



Student disengaged from reading

Disengagement affects motivation...

Building Instruments in the Affective Domain

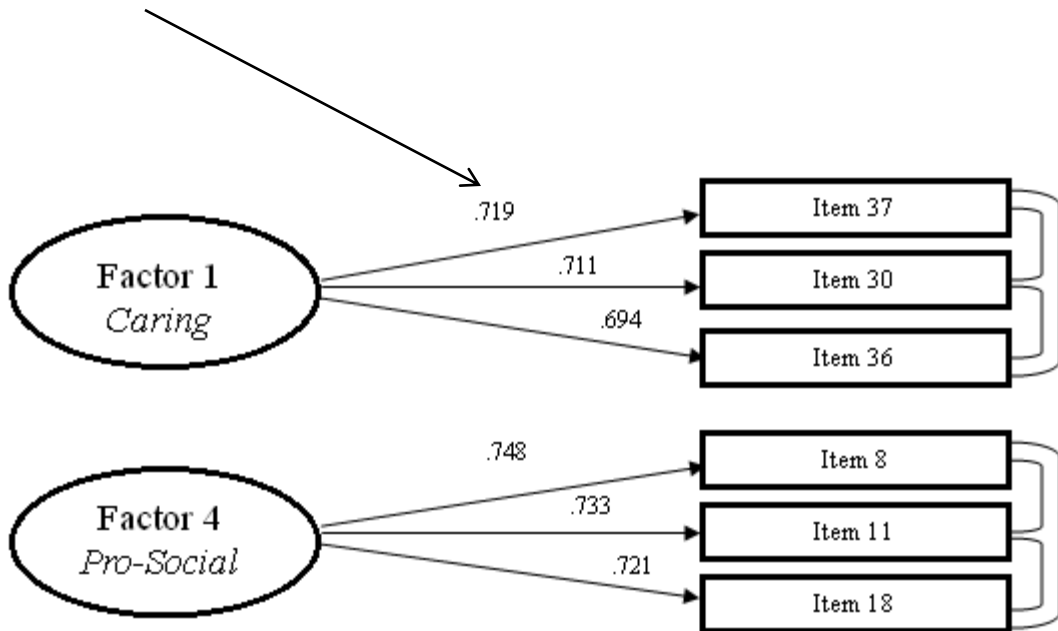
National School Climate Standards set policies and practices that:

- Identify and model codes of conduct that support positive school climate (character building programs) and **engagement in school**;
- Promote mutual **respect, caring, fairness, pro-social behavior** and sense of community, [underlying attitude dimensions or factors]
- Gather accurate (**valid**) and **reliable** school climate data;
 - Ask lots of survey questions related to many topics (qualitative)
- Periodic school climate reports to monitor/evaluate interventions;
- Facilitate students' ability to share their perceptions; and
- Respond early and re-engage students who have been disengaged.

How do we reliably measure these latent psychological constructs?

- Factor Analysis
 - Exploratory/Confirmatory Factor Analysis is a data reduction technique based on a pattern of answers.
 - Researchers can use factors, such as “Caring” teachers, versus numerous survey questions to measure and evaluate interventions.
 - Factor Analysis demonstrates construct **validity** of the climate survey.
 - Factor-based scale scores are utilized to calculate the **reliability** of each Factor.

Measure latent psychological constructs such as: engagement in school, respect, caring, fairness and pro-social behavior. Each latent factor (underlying attitude dimensions) correlates (patterns of answers) with a sub-set of questions.



Factor 1 : Teachers Motivate and Care

Factor 2 : Home Support

Factor 3 : Friendship

Factor 4 : Home Expectations

Factor 5 : Respect Differences

Factor 6 : Students are Mean to Me

Factor 7 : Students Mean to Others

Factor Analysis of November 2011 Survey Data

| Principal-Component Analysis with Varimax Rotation: School Climate Survey for STUDENTS | | |
|---|---|---------|
| Item Number | Stem | Loading |
| Factor 1 : Teachers Motivate and Care (alpha reliability = .90) | | |
| 37 | The adults in my school treat all students fairly. | .719 |
| 30 | There are teachers in my school that help me to really want to learn. | .711 |
| 36 | At my school, there is a teacher or other adult who tells me when I do a good job. | .694 |
| 48 | The adults in my school treat students with respect. | .689 |
| 43 | At my school, there is a teacher or other adult who listens to me when I have something to say. | .688 |
| 25 | The teachers in my school make learning fun. | .671 |
| 50 | My school handles student behavior problems fairly. | .656 |
| 26 | I am happy to be at this school. | .656 |
| 7 | At my school, there is a teacher or other adult I can trust. | .598 |
| 3 | There are teachers at my school who care about me. | .584 |
| Factor 2 : Home Support (alpha reliability = .78) | | |
| 44 | At home, if I need help with homework, a parent or adult will help me. | .667 |
| 38 | At home, I have a quiet place to do my homework. | .665 |
| 47 | At home, I have a parent or other adult who listens to me when I have something to say. | .663 |
| 41 | At home, I have time to do my homework. | .632 |
| 16 | At home, I have a parent or other adult who talks with me about my problems. | .471 |
| 29 | I do my homework on time. | .444 |
| Factor 3 : Friendship (alpha reliability = .73) | | |
| 19 | I have a friend about my own age who talks with me about my problems. | .767 |
| 14 | I have a friend about my own age that really cares about me. | .706 |
| 9 | When I have a problem, I find someone to talk with. | .563 |
| 5 | At my school, I have a friend who I can really trust. | .563 |
| 15 | I try to understand how other students feel. | .526 |
| 20 | In class, I try to understand other students who disagree with me. | .467 |

Factor Analysis of November 2011 Survey Data

| Principal-Component Analysis with Varimax Rotation: | | |
|---|--|---------|
| School Climate Survey for STUDENTS | | |
| Item Number | Stem | Loading |
| Factor 4 : Home Expectations (alpha reliability = .77) | | |
| 8 | At home, I have a parent or other adult who expects me to follow school rules. | .748 |
| 11 | At home, I have a parent or other adult who cares about my school work. | .733 |
| 18 | At home, I have a parent or other adult who always wants me to do my best. | .721 |
| 4 | I know the school rules. | .557 |
| Factor 5 : Respect Differences (alpha reliability = .75) | | |
| <u>32</u> | There is physical fighting between students at my school. | .659 |
| <u>45</u> | A person's skin color can cause problems at my school. | .648 |
| <u>39</u> | Students being mean to other students (harassment) is a problem in my school. | .630 |
| 10 | Students in my school respect differences in other students (different skin color, where the student came from, what the student believes, or boy/girl). | .614 |
| <u>31</u> | At school, the color of my skin can get me in trouble. | .456 |
| Factor 6 : Students are Mean to Me (alpha reliability = .75) | | |
| <u>33</u> | Other students in my school hurt my feelings. | .778 |
| <u>35</u> | Other students at school have spread mean rumors or lies about me. (OE) | .720 |
| <u>34</u> | I get hit or threatened by other students. (OE) | .679 |
| <u>24</u> | I feel sad in school. | .622 |
| Factor 7 : Students Mean to Others (alpha reliability = .73) | | |
| <u>27</u> | During the past few months, I have hit or pushed other students at school in anger. | .768 |
| <u>46</u> | During the past few months, I have hit, pushed or spread mean rumors at the bus stop or on the bus. | .743 |
| <u>28</u> | During the past few months, I have spread mean rumors or lies about other students. | .737 |

Underlined items = items have been reverse coded for analysis and reporting.

LEA Assessment Theme of Climate Survey:

Design assessments and programming to produce diagnostic, actionable data practitioners (School Psychologists) can use to address each individual student's needs.

Seek input from students

- The survey is integrated with the district's Student Information System (SIS).
- Students log on with their unique password (ID) ...

Confidential versus the traditional anonymous survey

School Climate Survey October-November 2011

STUDENT

Your answers to this survey will help us make your school better. If you do not want to answer a question, you can SKIP that question.

All of your answers are confidential. That means we cannot share your answers with anyone, unless you tell us about danger or someone is going to be hurt. We must keep all students safe.

The survey is simple and only takes about 10 minutes. First, you tell how much **you agree or disagree** with each sentence.

Then, you tell **how often** you feel each sentence happens in your school.

There are **no right or wrong** answers. Just tell how you **feel** about each sentence.

Click NEXT to begin, and after you answer each question. The sentences are about you, your school and your school work.

Thank you for taking this survey.

LEA Assessment Theme of Climate Surveys:

Design assessments and programming to produce diagnostic, actionable data practitioners can use to address each individual student's needs.

The need: re-engage the disengaging student ... who feels "bullied."

| Trigger E-Mails | | | | | | |
|-----------------|------------------------------|-------|--------|-----------|------------|--------|
| | | Never | Rarely | Sometimes | Very Often | Always |
| 34. | I get hit or threatened ... | 1 | 2 | 3 | 4 | 5 |
| OR | | | | | | |
| 35. | ... mean rumors ... about me | 1 | 2 | 3 | 4 | 5 |

Would you like to tell us about it?

When a student responds with a "4" or "5" on either of these two items, a trigger e-mail* is immediately sent to:

- School Psychologists
- School Social Workers
- School Administrators
- Office of Research and Evaluation

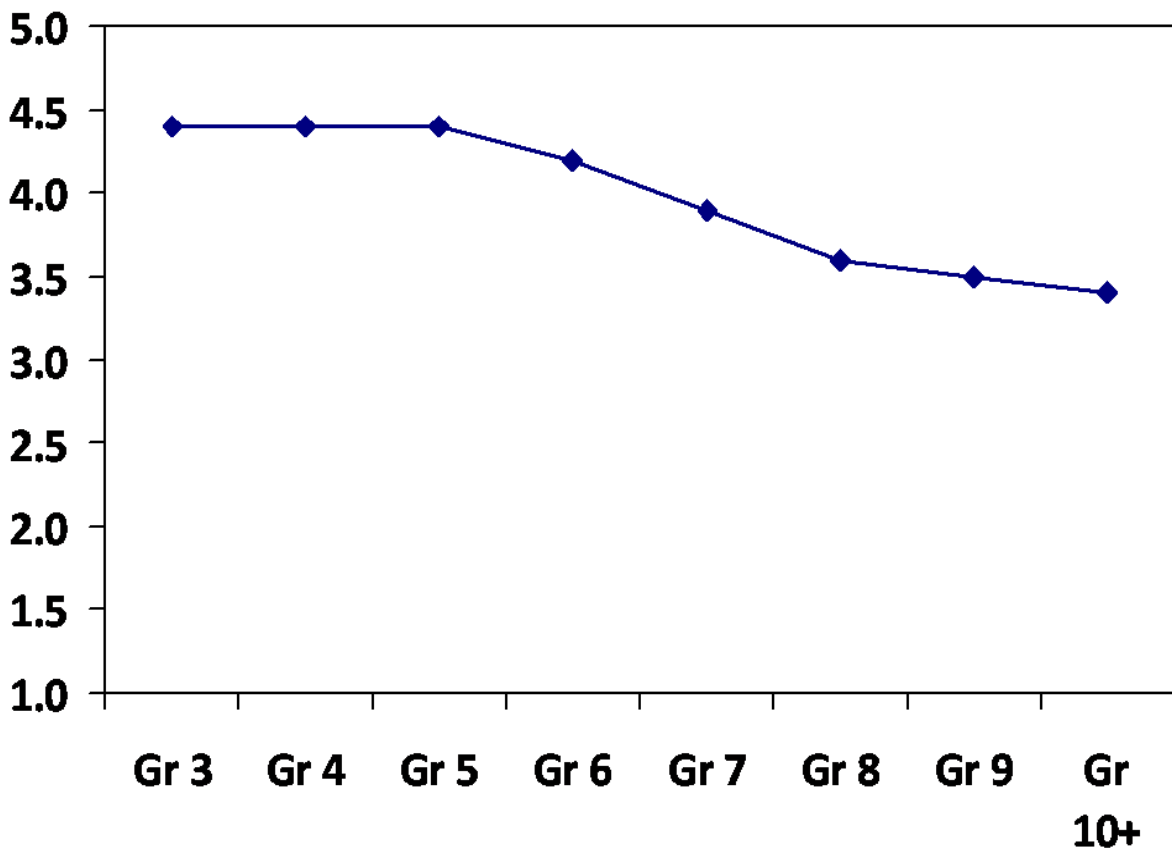
Explicit protocol for sharing confidential information (Slide 32).

* Also see slides 21 to 24 for sample trigger emails.

School Climate Survey for Students District Results by Grade Level

| | | | | |
|---|----------|-----------|------------|----------------|
| The average score for all factors are computed from a scale which ranges from 1 to 5. | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
| Never | Rarely | Sometimes | Very Often | Always |

Average Factor 1 Scores: Teachers Motivate and Care

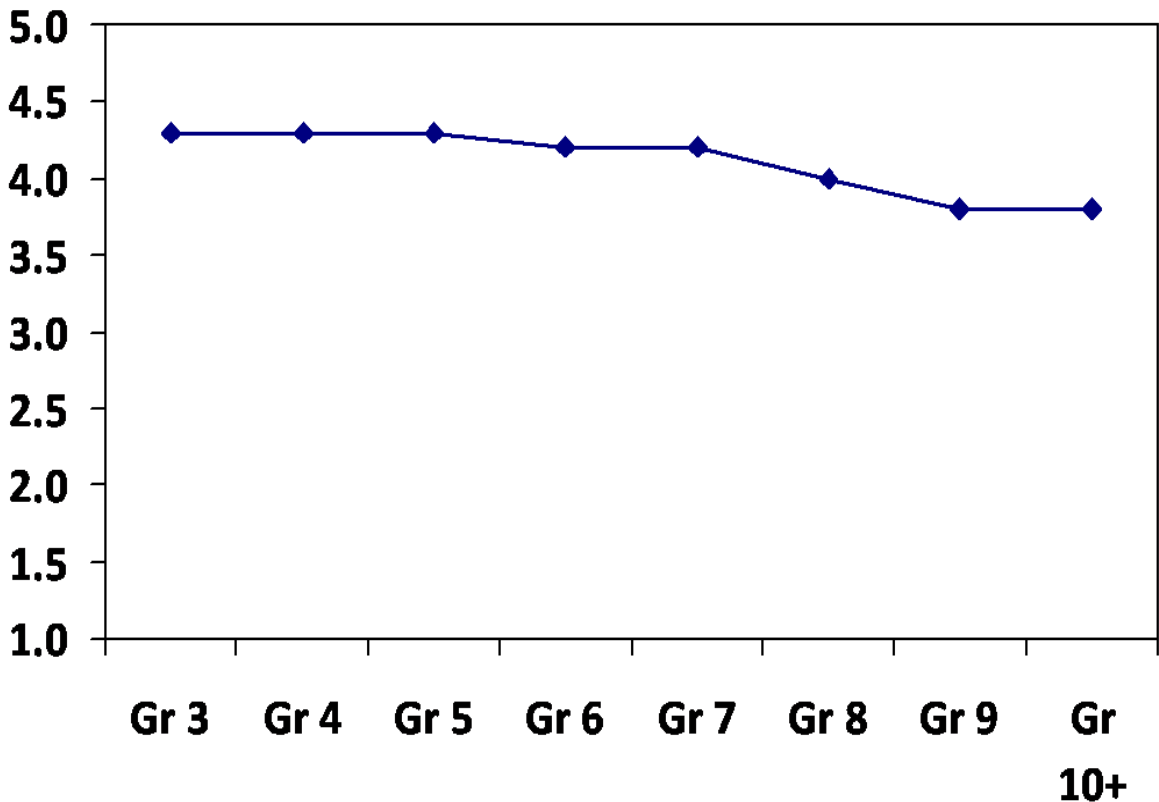


Decreasing student perceptions of teachers able to “motivate and care” about students, indicate a possible decrease in student motivation or student disengagement from school. Does this vary by LEA?

School Climate Survey for Students District Results by Grade Level

| | | | | |
|---|----------|-----------|------------|----------------|
| The average score for all factors are computed from a scale which ranges from 1 to 5. | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
| Never | Rarely | Sometimes | Very Often | Always |

Average Factor 2 Scores: Home Support

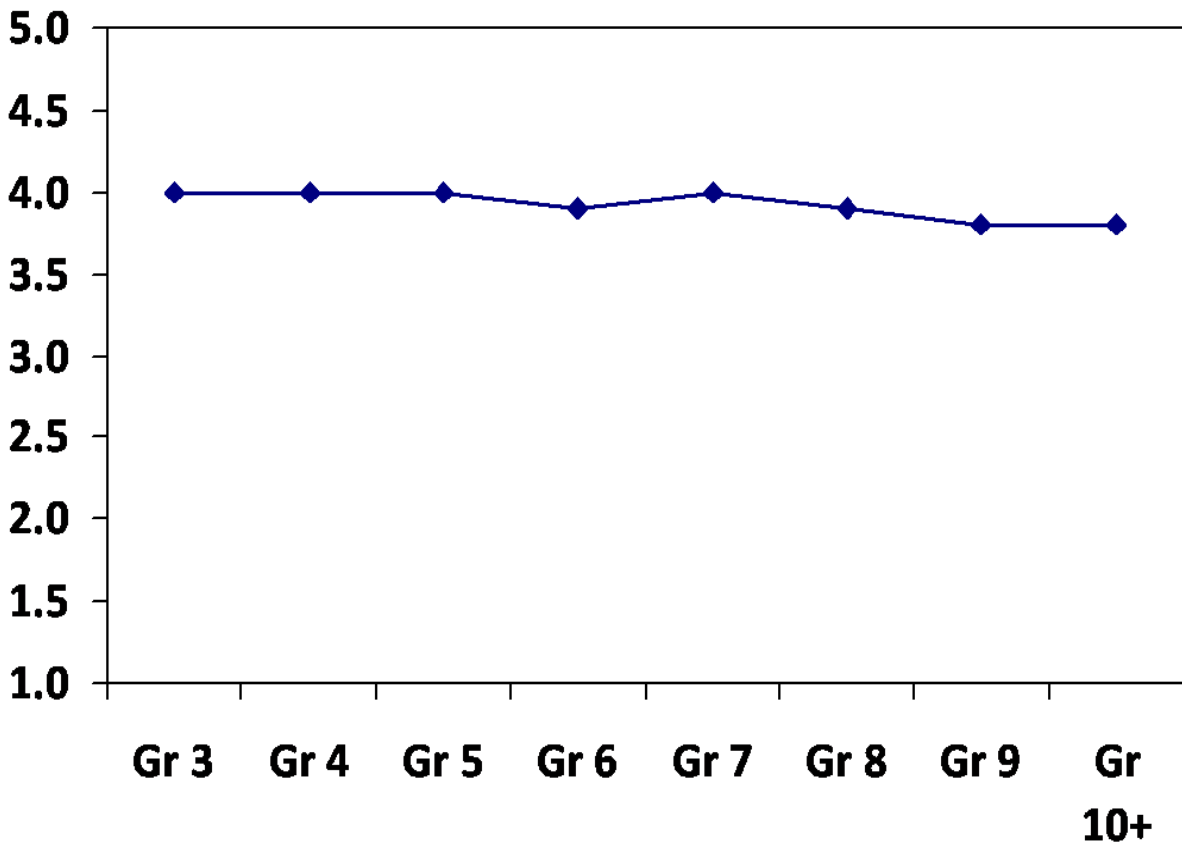


Generally, students have home support, although decreasing at higher grade levels. It would be interesting to see these perceptions vary by poverty level and LEA.

School Climate Survey for Students District Results by Grade Level

| | | | | |
|---|----------|-----------|------------|----------------|
| The average score for all factors are computed from a scale which ranges from 1 to 5. | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
| Never | Rarely | Sometimes | Very Often | Always |

Average Factor 3 Scores: Friendship

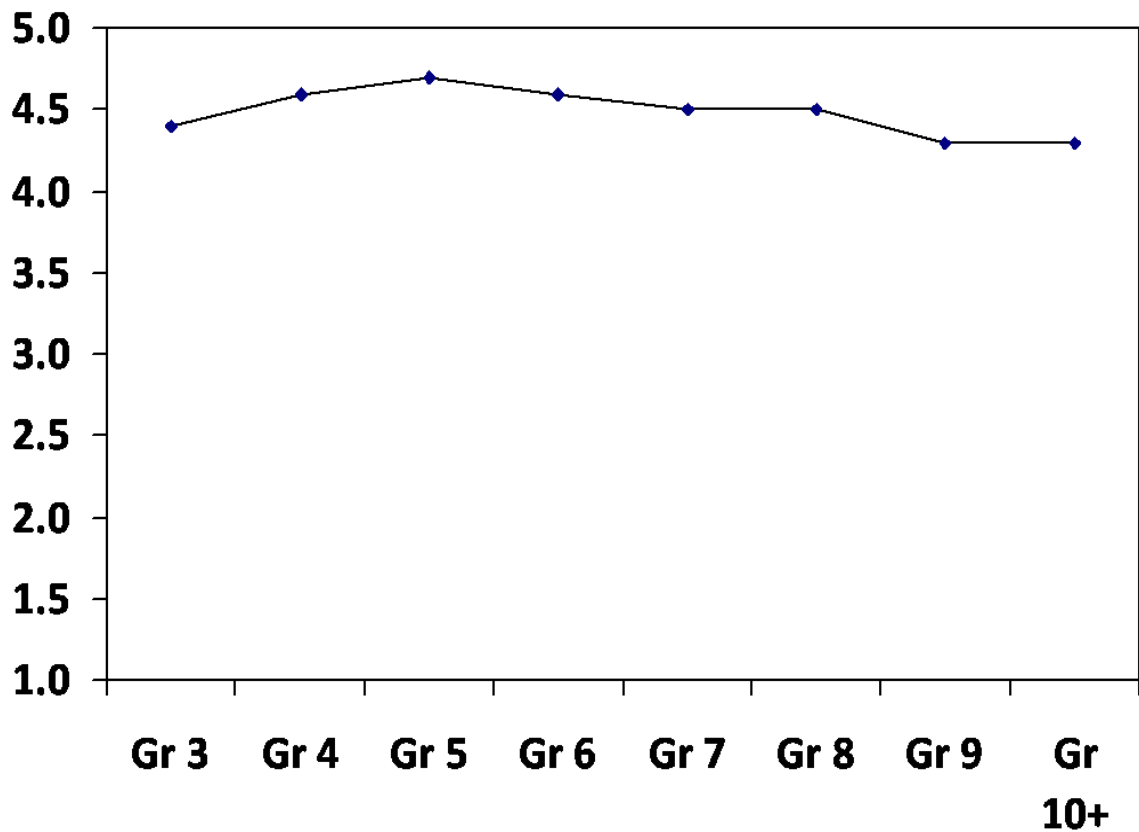


Generally, students have friends to talk about perceived problems. National, qualitative research indicates those students without friends are at greater risks of disengagement and alienation. However, there are students who feel they have “no friends” and need counseling to promote their coping and social skills (see slides 21 to 23).

School Climate Survey for Students District Results by Grade Level

| | | | | |
|---|----------|-----------|------------|----------------|
| The average score for all factors are computed from a scale which ranges from 1 to 5. | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
| Never | Rarely | Sometimes | Very Often | Always |

Average Factor 4 Scores: Home Expectations

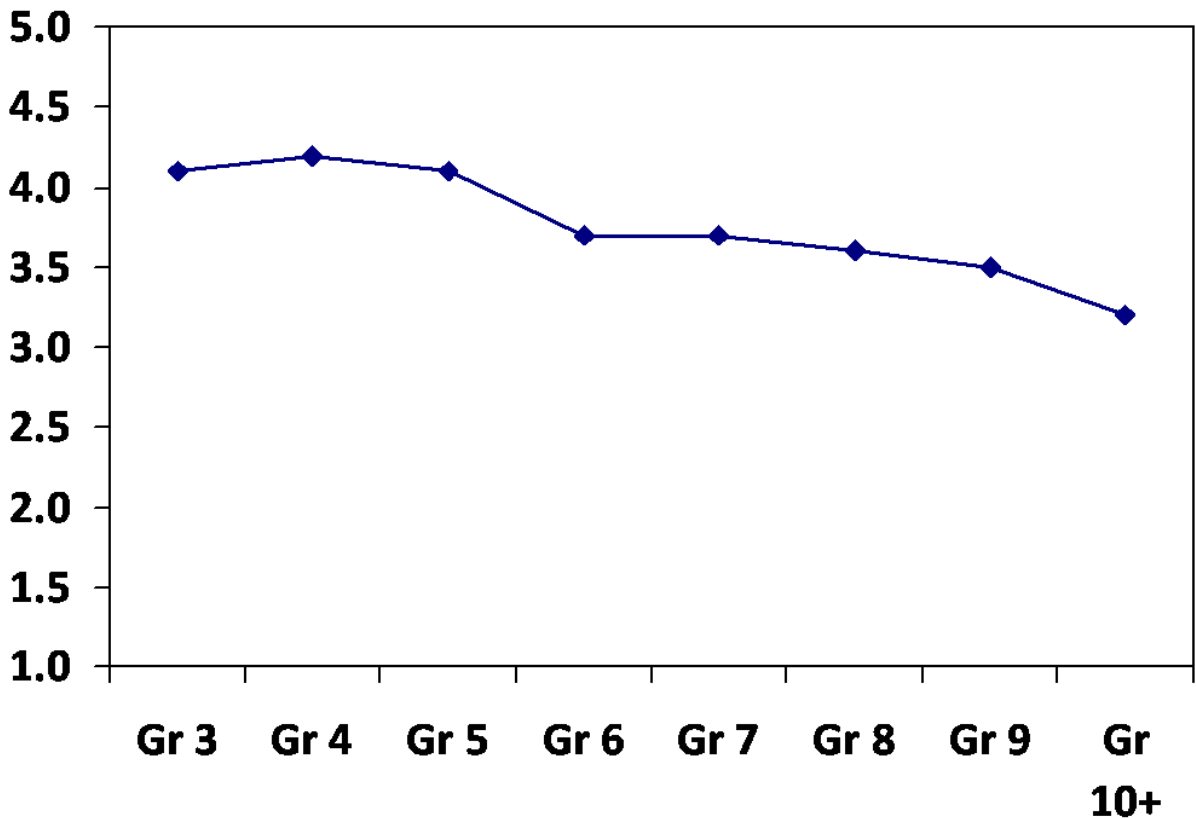


Most students generally understand the strong pro-social expectations of teachers at school and adults at home. Does this vary by LEA?

School Climate Survey for Students District Results by Grade Level

| | | | | |
|---|----------|-----------|------------|----------------|
| The average score for all factors are computed from a scale which ranges from 1 to 5. | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
| Never | Rarely | Sometimes | Very Often | Always |

Average Factor 5 Scores: Respect Differences

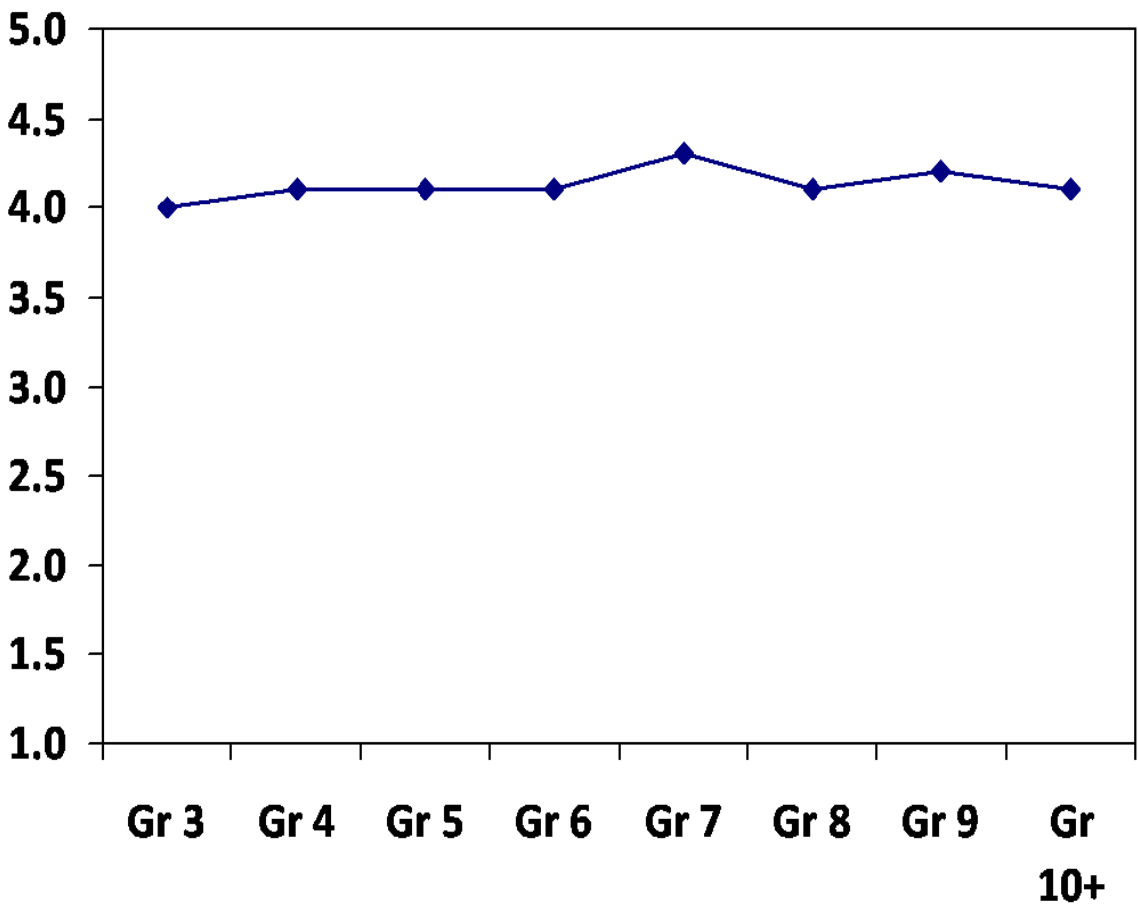


In this LEA, respecting differences decreases substantially. Does this vary by LEA?

School Climate Survey for Students District Results by Grade Level

| | | | | |
|---|----------|-----------|------------|----------------|
| The average score for all factors are computed from a scale which ranges from 1 to 5. | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
| Never | Rarely | Sometimes | Very Often | Always |

Average Factor 6 Scores: Students Mean to Me

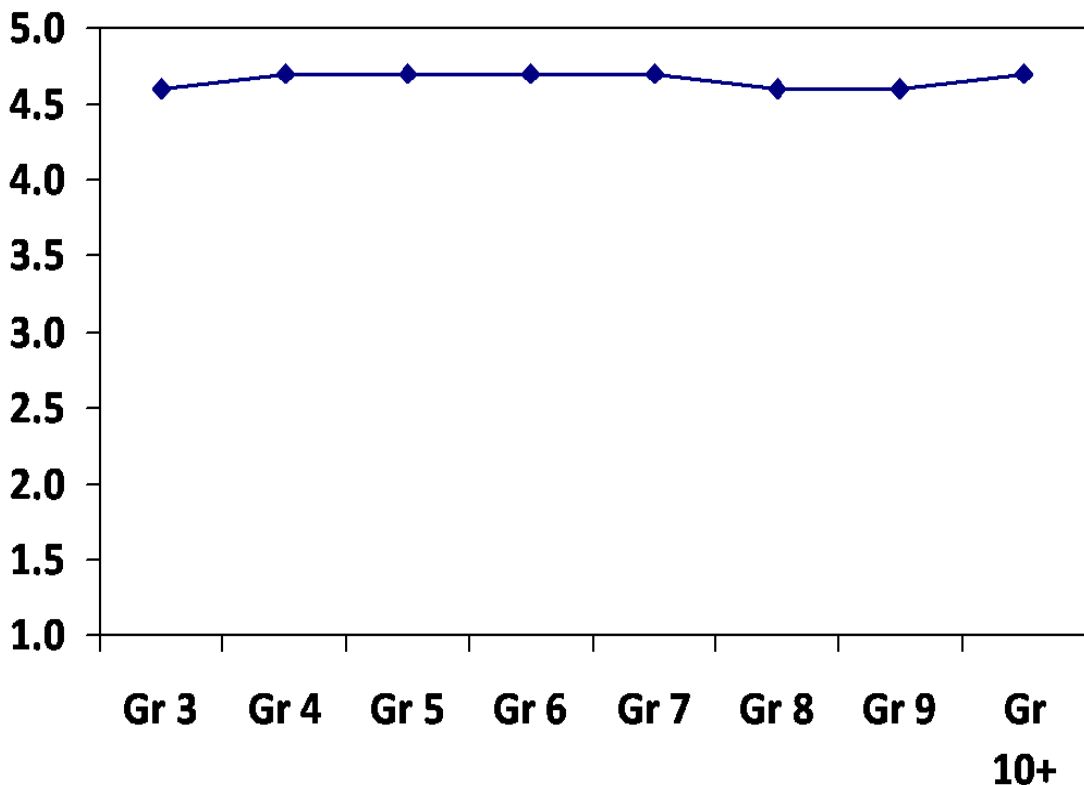


Students rarely to sometimes experience perceived and real mean behaviors across grade levels. Does this vary by LEA? Can these perceptions be affected by counseling and learned coping behaviors? (see slide 21)

School Climate Survey for Students District Results by Grade Level

| | | | | |
|---|----------|-----------|------------|----------------|
| The average score for all factors are computed from a scale which ranges from 1 to 5. | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
| Never | Rarely | Sometimes | Very Often | Always |

Average Factor 7 Scores: Students Mean to Others



Character building programs in schools promote pro-social behavior and advocate that students should not hit, threaten or say mean things. Based on survey data, a relatively equal percent (12%) admit to hitting/threatening others and 15% say they are hit or threatened by others (sometimes to always). Conversely a widely different percent of students (8%) admit to spreading mean rumors, while 24% say mean rumors or lies are spread about them. For females, grades 6 to 12, only 3% admit to telling rumors/lies but 24% report lies are told about them.

We are directing counseling services to these specifically identified students (see slides 21 to 24).

LEA Assessment Theme of Climate Surveys:

Design assessments and programming to produce diagnostic, actionable data practitioners can use to address each individual student's needs.

Responsive Online School Climate Survey for Students

Viewing confidential student data (see protocol Slide 32)

Programming was developed to assist school psychologists to:

Select Students;

Select Factor Data;

Select Individual Item; and

Trigger/End Comments (see next four slides).

Exploring School Climate "Profiles"

| Grade | F1Teach | F2Home Support | F3Friends | F4Home Expect | F5Respect | F6Students Mean to me | F7Students Mean to Others |
|-------|---------|----------------|-----------|---------------|-----------|-----------------------|---------------------------|
| 3 | 5.00 | 5.00 | 5.00 | 1.00 | 3.00 | 4.33 | 5.00 |
| 6 | 5.00 | 5.00 | 5.00 | 1.00 | 1.67 | 4.17 | 3.00 |
| 4 | 4.92 | 4.29 | 5.00 | 1.80 | 2.33 | 5.00 | 1.00 |
| 9 | 1.83 | 4.29 | 2.00 | 2.00 | 2.00 | 1.00 | 1.00 |
| 7 | 2.33 | 4.00 | 5.00 | 2.20 | 2.17 | 1.00 | 4.00 |
| 5 | 4.83 | 4.00 | 1.43 | 1.00 | 2.00 | 4.00 | 1.00 |
| 10 | 1.25 | 2.57 | 1.17 | 3.40 | 1.83 | 2.83 | 1.00 |
| 8 | 1.58 | 1.00 | 1.00 | 2.40 | 1.67 | 1.00 | 1.00 |

LEA Assessment Theme of Climate Surveys:

Design assessments and programming to produce diagnostic, actionable data practitioners can use to address each individual student's needs.

IDENTIFY: Survey data viewed by school psychologist

| id | Student | Gr | F1teach | F2home support | F3friends | F4home expect | F5respect | F6students mean to me | F7students mean to others |
|-----|---------|----|---------|----------------|-----------|---------------|-----------|-----------------------|---------------------------|
| 1xx | Robert | 9 | 1.83 | 4.29 | 2.00 | 2.00 | 2.00 | 1.00 | 1.00 |

I really dont like this school.. I dont barely have friends everyone stabs me in the bsck and makes fun of me and bullies me so i pretend im one of them when im not.

PLAN INTERVENTION/PREVENTION STRATEGIES (Responsive)

School Psychologists: "I will introduce myself to him today".

Robert is currently receiving counseling services.

OBJECTIVE

- Identify victims, bullies and students just trying to develop their relationship skills; and
- intervene early in their school career (grades 3 to 8) before their disengagement becomes extreme to improve school climate and "re-engage students who have been disengaged".

EVALUATION

Single-subject design as well as whole group and sub-group monitoring over time.

LEA Assessment Theme of Climate Surveys:

Design assessments and programming to produce diagnostic, actionable data practitioners can use to address each individual student's needs.

Confidential and Responsive Online School Climate Survey

The following student quotes are samples of student “trigger e-mails”. They deal with suicide, harm, threats, relational and racial issues. The underlined segments, added by the presenter, align with national qualitative research findings.

| | |
|--|--|
| Case 1 | |
| Hispanic, male, grade 7, Free Lunch, not special education, not ELL, Language exposed to Spanish but English Dominant, Basic Math, Basic Reading | there are some people who call me names and ... people start <u>rumors about me</u> that i dont like sometimes i want to <u>die and kill myself</u> before the next day. i feel like everyone hates me and for no reason. ive sometimes been nice but <u>when they bring up the rumor i say realy bad things to keep them away</u> ... one day i was thrown a note saying im ###. and it was my by bestfriend ... <u>i lost the only thing that i can trust.</u> i was alone for a long time. if this is un healthy then <u>pleace help me</u> ... |
| Case 2 | |
| White, male, grade 5, Pay Lunch, not special education, not ELL, Language is English, Goal Math, Proficient Reading. | At school some people dont like me so they bully me and pick on me. I feel horrible and I feel like <u>I want to stay at home doing nothing than get bullied at school.</u> |
| Case 3 | |
| Hispanic, male, grade 4, Free Lunch, not special education, not ELL, Language is English, Goal Math, Goal Reading | evrey day steve and his little bro <u>beats me up</u> |

Responsive Online School Climate Survey for Students

| | |
|--|--|
| Case 4 | |
| White, Female, grade 5, Free Lunch, not special education, not ELL, Language is English, Basic Math, Proficient Reading | some kids <u>threaten me</u> by telling me they will punch me if i dont give them my stuff |
| Case 5 | |
| Hispanic, female, grade 8, Free Lunch, not special education, not ELL, Language exposed to Spanish but English Dominant, Basic Math, Basic Reading | they make <u>threats</u> about how there going to fight me after school then i always have to keep looking overmy shoulder. the <u>make fun of my red hair , and my race</u> also they say mean thing like they <u>spread rumer about me</u> that are not true and most of the kids belive that they are true and that make me mad <u>when i have no one to talk to</u> about the things happening to me |
| Case 6 | |
| Hispanic, female, grade 7, Free Lunch, not special education, not ELL, Language is English, Below Basic Math, Below Basic Reading | in the past of the school year people were spreading <u>rumors abut me</u> and like what do i do to them. like i be crying cause i changed and people are <u>talking behide my back</u> like why would they do that like <u>i really dont know what to do.</u> other kids in this school be saying really bad stuff and (i dont want to say it but really bad stuff.) <u>i dont kown what to do any motre.</u> |
| Case 7 | |
| White, female, grade 5, Free Lunch, not special education, not ELL, Language is English, Advanced Math, Advanced Reading | Sometimes people in my class and out of my class spread <u>rumors</u> like I have head lice or they say mean things to me or write mean things about me. Once not to long ago some one wrote a very mean letter that had alot of bad words and nasty thing about me. <u>Allmost all the people who tease me are girls.I feel like I have no friends!</u> |
| Case 8 | |
| White, female, grade 11, Free Lunch, not special education, not ELL, Language is English, <u>Advanced Math, Goal Reading</u> | People have spread lies about me sleeping around and being pregnant. People have <u>spread rumors that I slept with teachers to get good grades</u> |

Responsive Online School Climate Survey

| | |
|--|---|
| Case 9 | |
| White, female, grade 9, Pay Lunch, not special education, not ELL, Language is English, unknown Math, Goal Reading (transferred from non-public) | There are many people who call me a fat whore that should go to hell and <u>the no bullying policy really needs to start working</u> because it is affecting my life |
| Case 10 | |
| Hispanic, female, grade 9 (retained), Free Lunch, Special education, has ELL services, Language is Spanish, Below Basic Math, Basic Reading | they really don't say anything but <u>they just say im ugly nd that im by-sexual</u> nd really its getting really annoying people are just roud and they dont have a life but just to talk to people and i trust this <u>school nd i know this school can help me with this situation</u> |
| Case 11 | |
| White, male, grade 8, Free Lunch, not special education, not ELL, Language is English, Proficient Math, Goal Reading | <u>i get pushed around because people think its funny.</u> also i get called the ginger alot because i have red hair, i have also been called gay for no reason |
| Case 12 | |
| Black, female, grade 3, Pay Lunch, not special education, not ELL, Language is English, Goal Math, Goal Reading | The kids at school <u>hit me because of my skin color</u> |

School Investigation Report (no trigger email):

Staff at one elementary school talked to eight students who indicated they "Always" did not "feel safe on my way to and from school" (question #23) ... two of the students independently reported they were afraid to ride on bus 42 because the bus driver drove too fast. The driver was changed ... the two students are no longer afraid on their way to and from school.

Confidential and Responsive Online School Climate Survey

Concluding Remarks

- Anonymous data is not actionable; confidential data is actionable.
- Whole school “character programs” admittedly miss 20% of student population. Students (20%) experienced mean behaviors in June 2011 and November 2011.
- The responsive confidential survey with counseling interventions is seen as a necessary supplement to whole school character programs.

Generalizability to other school districts?

- This LEA’s online assessments in both the cognitive and the affective domain are offered free to other LEAs, the only cost is the associated technical support. *

* www.websolutions.com | lori@websolutions.com | 866.415.7777

Sample District Report

School Climate Survey for Students

District Results

The average score for all factors are computed from a scale which ranges from 1 to 5.

| | | | | |
|--------------------------|-----------------|------------------|-------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
| Never | Rarely | Sometimes | Very Often | Always |

NOTE: the higher the **average factor score**, the more positive the school climate.

| Factor Name | | Average Factor Score | Description |
|--------------------|----------------------------|-----------------------------|--|
| 1 | Teachers Motivate and Care | 3.95 | <p>An average scale of 3.95 for <u>Teachers Motivate and Care</u> indicates students agree and see this very often in their school. Statements that typify this factor are: “teachers help me want to learn; treat students fairly; and make learning fun”.</p> <p>Schools rated high on this factor would be perceived by students as having concerned, interesting and stimulating teachers.</p> |
| 2 | Home Support | 4.08 | <p>An average scale of 4.08 for <u>Home Support</u> indicates students agree and see this very often in their home. Statements that typify this factor are: “I have a quiet place to do my homework; if I need help, a parent will help me; and a parent listens to me when I have something to say.”</p> <p>Schools rated high on this factor would be perceived by students as having home environments that support his/ her academic work and emotional support.</p> |

Sample District Report

| Factor Name | | District Average | Description |
|-------------|---------------------|------------------|---|
| 3 | Friendship | 3.74 | <p>An average scale of 3.74 for <u>Friendship</u> indicates students sometimes or very often see this in their school. Statements that typify this factor are: “I have a friend who talks with me about my problems; that really cares about me; and I try to understand how other students feel”.</p> <p>Schools rated high on this factor would be perceived by students as having friend their own age they can confide and discuss their concerns and problems.</p> |
| 4 | Home Expectations | 4.41 | <p>An average scale of 4.41 for <u>Home Expectations</u> indicates students are aware of adult expectations both at home and at school. Student agree or strongly agree that they have rules and expectations to guide their behavior. Statements that typify this factor are: “I have a parent who expects me to follow school rules; cares about my school work; and at school, teachers want me to do my best”.</p> <p>Schools rated high on this factor would be perceived by students as having concerned adults at both home and school who expect them to work hard and do well in school.</p> |
| 5 | Respect Differences | 3.53 | <p>An average scale of 3.53 for <u>Respect Differences</u> indicates students sometimes or very often see this in their school. Statements that typify this factor are: “Students respect differences in other students; differences in skin color can cause problems; and there is fighting at my school”.</p> <p>Since high scores on these last two statements would indicate a poor school climate, the scores from these statements have been “reverse coded” in order to keep the same reporting format as the other factors: higher scores indicate a more positive school climate.</p> <p>Schools rated high on this factor would be perceived by students as having a school environment that is accepting and respectful of individual student differences.</p> |

Appendix A

Sample District Report

| Factor Name | | District Average | Description |
|-------------|-------------------------|------------------|--|
| 6 | Students are Mean to Me | 3.75 | <p>An average scale of 3.75 for <u>Students are Mean to Me</u> indicates students are rarely, but sometimes are, mean in their school. Statements that typify this factor are: “Students hurt my feelings; I get hurt or threatened; and I feel sad in school”. Since high scores on these statements would indicate a poor school climate, the scores from these statements have been “reverse coded” in order to keep the same reporting format as the other factors: higher scores indicate a more positive school climate.</p> <p>Schools rated high on this factor would be perceived by students as having school environments that feel safe and are generally free of students being mean to them.</p> |
| 7 | Students Mean to Others | 4.43 | <p>An average scale of 4.43 for <u>Students Mean to Others</u> indicates students are rarely or never mean to other students in their school. Statements that typify this factor are: “During the past year, I have spread mean rumors; and I have hit or pushed others in anger”. Since high scores on these statements would indicate a poor school climate, the scores from these statements have been “reverse coded” in order to keep the same reporting format as the other factors: higher scores indicate a more positive school climate.</p> <p>Schools rated high on this factor would be perceived by students as having school environments where students being mean to other students is rare.</p> |

Sample School Report

School Climate Survey for Students

Sample Elementary School

The average score for all factors are computed from a scale which ranges from 1 to 5.

| | | | | |
|-------------------|----------|-----------|------------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
| Never | Rarely | Sometimes | Very Often | Always |

NOTE: the higher the **average factor score**, the more positive the school climate.

| Factor Name | | Average Factor Score | Description |
|-------------|----------------------------|-----------------------------------|---|
| 1 | Teachers Motivate and Care | 4.45 | An average scale of 4.45 for <u>Teachers Motivate and Care</u> indicates students agree or strongly agree and see this very often or always in their school. Statements that typify this factor are: “teachers help me want to learn; treat students fairly; and make learning fun”. Schools rated high on this factor would be perceived by students as having concerned, interesting and stimulating teachers. |
| | | Elementary School Average 4.28 | |
| | | District Average 3.95 | |
| 2 | Home Support | 4.41 | An average scale of 4.41 for <u>Home Support</u> indicates students agree or strongly agree and see this very often or always in their home. Statements that typify this factor are: “I have a quiet place to do my homework; if I need help, a parent will help me; and a parent listens to me when I have something to say.” Schools rated high on this factor would be perceived by students as having home environments that support his/her academic work and emotional support. |
| | | Elementary School Average 4.26 | |
| | | District Average 4.08 | |

Sample School Report

| Factor Name | | Average Factor Score | Description |
|-------------|---------------------|-----------------------------------|--|
| 3 | Friendship | 3.98 | <p>An average scale of 3.98 for <u>Friendship</u> indicates students sometimes or very often see this in their school. Statements that typify this factor are: “I have a friend who talks with me about my problems; that really cares about me; and I try to understand how other students feel”.</p> <p>Schools rated high on this factor would be perceived by students as having friend their own age they can confide and discuss their concerns and problems.</p> |
| | | Elementary School Average 3.82 | |
| | | District Average 3.74 | |
| 4 | Home Expectations | 4.68 | <p>An average scale of 4.68 for <u>Home Expectations</u> indicates students are aware of adult expectations both at home and at school. Student agree or strongly agree that they have rules and expectations to guide their behavior. Statements that typify this factor are: “I have a parent who expects me to follow school rules; cares about my school work; and at school, teachers want me to do my best”.</p> <p>Schools rated high on this factor would be perceived by students as having concerned adults at both home and school who expect them to work hard and do well in school.</p> |
| | | Elementary School Average 4.53 | |
| | | District Average 4.41 | |
| 5 | Respect Differences | 4.00 | <p>An average scale of 4.00 for <u>Respect Differences</u> indicates students sometimes or very often see this in their school. Statements that typify this factor are: “Students respect differences in other students; differences in skin color can cause problems; and there is fighting at my school”. Since high scores on these last two statements would indicate a poor school climate, the scores from these statements have been “reverse coded” in order to keep the same reporting format as the other factors: higher scores indicate a more positive school climate.</p> <p>Schools rated high on this factor would be perceived by students as having a school environment that is accepting and respectful of individual student differences.</p> |
| | | Elementary School Average 3.84 | |
| | | District Average 3.53 | |

Sample School Report

| Factor Name | | Average Factor Score | Description |
|-------------|-------------------------|-----------------------------------|--|
| 6 | Students are Mean to Me | 3.86 | <p>An average scale of 3.86 for <u>Students are Mean to Me</u> indicates students are rarely, but sometimes are, mean in their school. Statements that typify this factor are: “Students hurt my feelings; I get hurt or threatened; and I feel sad in school”. Since high scores on these statements would indicate a poor school climate, the scores from these statements have been “reverse coded” in order to keep the same reporting format as the other factors: higher scores indicate a more positive school climate.</p> <p>Schools rated high on this factor would be perceived by students as having school environments that feel safe and are generally free of students being mean to them.</p> |
| | | Elementary School Average 3.76 | |
| | | District Average 3.75 | |
| 7 | Students Mean to Others | 4.72 | <p>An average scale of 4.72 for <u>Students Mean to Others</u> indicates students are rarely or never mean to other students in their school. Statements that typify this factor are: “During the past year, I have spread mean rumors; and I have hit or pushed others in anger”. Since high scores on these statements would indicate a poor school climate, the scores from these statements have been “reverse coded” in order to keep the same reporting format as the other factors: higher scores indicate a more positive school climate.</p> <p>Schools rated high on this factor would be perceived by students as having school environments where students being mean to other students is rare.</p> |
| | | Elementary School Average 4.49 | |
| | | District Average 4.43 | |

Introduction to Students:

All of your answers are confidential. That means we cannot share your answers with anyone unless you tell us about danger or someone is going to be hurt. We must keep all students safe.

Responsibility of Staff:

Protocol for Sharing Confidential Information Collected by the District's School Climate Survey for Students

Educators and researchers have professional and legal responsibilities to their respondents. It is essential that certified staff of XXXX Public Schools be responsible for protecting from disclosure confidential information students wrote in the open-ended areas and their responses to the survey statements to only educators who have a valid reason for such confidential information and they will also be ethically bound to keep such information confidential and not cause harm to the student. District staff should not use or discuss student identifiable information for other than legitimate internal purposes. Where student identifiable data is disclosed, it is understood that the information will be used for guiding mentoring or counseling activities without revealing your knowledge of the student's confidential response(s) to the student.

Any staff member that obtains confidential information from the District's School Climate Survey for Students should only use such information in accordance with the principles and procedures described in Connecticut's Professional Code of Conduct.

Meriden Public Schools School Climate Survey

STUDENT

Welcome to the Meriden Public Schools Climate Survey for Students

Your answers to this survey will help us make your school better. If you do not want to answer a question, you can SKIP that question.

All of your answers are confidential. That means we cannot share your answers with anyone, unless you tell us about danger or someone is going to be hurt. We must keep all students safe.

The survey is simple and only takes about 10 minutes. First, you tell how much **you agree or disagree** with each sentence.

Then, you tell **how often** you feel each sentence happens in your school.

There are **no right or wrong** answers. Just tell how you **feel** about each sentence.

Click NEXT to begin, and after you answer each question. The sentences are about you, your school and your school work.

Thank you for taking this survey.

For the first part of the survey, please indicate your **agreement** or **disagreement** to each statement.

| | | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|-----|---|-------------------|----------|-----------|-------|----------------|
| 1. | My teachers want me to work hard and do well. | 1 | 2 | 3 | 4 | 5 |
| 2. | I feel safe at school. | 1 | 2 | 3 | 4 | 5 |
| 3. | There are teachers at my school who care about me. | 1 | 2 | 3 | 4 | 5 |
| 4. | I know the school rules. | 1 | 2 | 3 | 4 | 5 |
| 5. | At my school, I have a friend who I can really trust. | 1 | 2 | 3 | 4 | 5 |
| 6. | This school wants all students to do their very best. | 1 | 2 | 3 | 4 | 5 |
| 7. | At my school, there is a teacher or other adult whom I can trust. | 1 | 2 | 3 | 4 | 5 |
| 8. | At home, I have a parent or other adult who expects me to follow school rules. | 1 | 2 | 3 | 4 | 5 |
| 9. | When I have a problem, I find someone to talk with. | 1 | 2 | 3 | 4 | 5 |
| 10. | Students in my school respect differences in other students (different skin color, where the student came from, what the student believes, or boy/girl). | 1 | 2 | 3 | 4 | 5 |
| 11. | At home, I have a parent or other adult who cares about my school work. | 1 | 2 | 3 | 4 | 5 |
| 12. | In the future, I feel I will be successful in life.. | 1 | 2 | 3 | 4 | 5 |

| | | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|-----|--|--------------------------|-----------------|------------------|--------------|-----------------------|
| 13. | At my school, there is a teacher or other adult who always wants me to do my best. | 1 | 2 | 3 | 4 | 5 |
| 14. | I have a friend about my own age that really cares about me. | 1 | 2 | 3 | 4 | 5 |
| 15. | I try to understand how other students feel. | 1 | 2 | 3 | 4 | 5 |
| 16. | At home, I have a parent or other adult who talks with me about my problems. | 1 | 2 | 3 | 4 | 5 |
| 17. | Other students in this school are polite and listen to what I say. | 1 | 2 | 3 | 4 | 5 |
| 18. | At home, I have a parent or other adult who always wants me to do my best. | 1 | 2 | 3 | 4 | 5 |
| 19. | I have a friend about my own age who talks with me about my problems. | 1 | 2 | 3 | 4 | 5 |
| 20. | In class, I try to understand other students who disagree with me. | 1 | 2 | 3 | 4 | 5 |

For the second part of the survey, please indicate how **often** each statement occurs.

| | | Never | Rarely | Sometimes | Very Often | Always |
|-----|---|-------|--------|-----------|------------|--------|
| 21. | I try to do my best at school. | 1 | 2 | 3 | 4 | 5 |
| 22. | I worry about many things. | 1 | 2 | 3 | 4 | 5 |
| 23. | I feel safe on my way to and from school. | 1 | 2 | 3 | 4 | 5 |
| 24. | I feel sad in school. | 1 | 2 | 3 | 4 | 5 |
| 25. | The teachers in my school make learning fun. | 1 | 2 | 3 | 4 | 5 |
| 26. | I am happy to be at this school. | 1 | 2 | 3 | 4 | 5 |
| 27. | During the past few months, I have hit or pushed other students at school in anger. | 1 | 2 | 3 | 4 | 5 |
| 28. | During the past few months, I have spread mean rumors or lies about other students | 1 | 2 | 3 | 4 | 5 |
| 29. | I do my homework on time. | 1 | 2 | 3 | 4 | 5 |
| 30. | There are teachers in my school that help me o really want to learn. | 1 | 2 | 3 | 4 | 5 |
| 31. | At school, the color of my skin can get me in trouble. | 1 | 2 | 3 | 4 | 5 |
| 32. | There is physical fighting between students at my school. | 1 | 2 | 3 | 4 | 5 |
| 33. | Other students at school hurt my feelings. | 1 | 2 | 3 | 4 | 5 |
| 34. | I get hurt or threatened by other students. ** (if 4-5 go to optional open-ended) | 1 | 2 | 3 | 4 | 5 |
| 35. | Other students at school have spread mean rumors or lies about me. ** (if 4-5 go to optional open-ended) | 1 | 2 | 3 | 4 | 5 |

| | | Time | | | | |
|-----|---|-------|--------|-----------|------------|--------|
| | | Never | Rarely | Sometimes | Very Often | Always |
| 36. | At my school, there is a teacher or other adult who tells me when I do a good job. | 1 | 2 | 3 | 4 | 5 |
| 37. | The adults in my school treat all students fairly. | 1 | 2 | 3 | 4 | 5 |
| 38. | At home, I have a quiet place to do my homework. | 1 | 2 | 3 | 4 | 5 |
| 39. | Students being mean to other students (harassment) is a problem in my school. | 1 | 2 | 3 | 4 | 5 |
| 40. | The adults in my school treat students with respect. | 1 | 2 | 3 | 4 | 5 |
| 41. | At home, I have time to do my homework. | 1 | 2 | 3 | 4 | 5 |
| 42. | My school handles student behavior problems fairly. | 1 | 2 | 3 | 4 | 5 |
| 43. | At my school, there is a teacher or other adult who listens to me when I have something to say. | 1 | 2 | 3 | 4 | 5 |
| 44. | At home, if I need help with homework, a parent or adult will help me. | 1 | 2 | 3 | 4 | 5 |
| 45. | A person's skin color can cause problems at my school. | 1 | 2 | 3 | 4 | 5 |
| 46. | During the past few months, I have hit, pushed or said mean things to other students at the bus stop or on the bus. | 1 | 2 | 3 | 4 | 5 |
| 47. | At home, I have a parent or other adult who listens to me when I have something to say. | 1 | 2 | 3 | 4 | 5 |

Do you have anything else you want to tell us?

YES

NO

0

0

Thank you for completing our Climate Survey. If you did not answer some of the questions, you can either go back and answer, or press **SUBMIT** to end the survey.