

Southeast Regional P-20 Collaborative

School Climate ~ It Matters

Irene M. Denmark

First District RESA

Safe, Healthy and Supportive Schools Program Coordinator

idenmark@fdresa.org

Research has demonstrated that a **positive school climate** is associated with:

- **Academic achievement**
- **Student engagement in school**
- **Positive social skills development**

Studies show that there is a significant difference in student achievement between schools with a good school climate and those with a poor school climate.





School Name

David L Rainer Eleme... x

Enrollment

468



School District

Camden County

Positive Behavioral Interventions and Supports

Active - Operational

Attendance

For students: the number of students with less than six unexcused absences divided by the total enrollment. For teachers, staff, and admin: total leave days divided by total attendance days.

Discipline

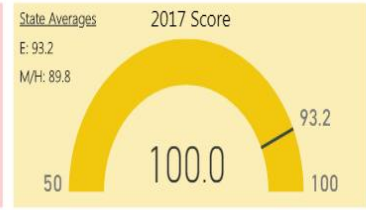
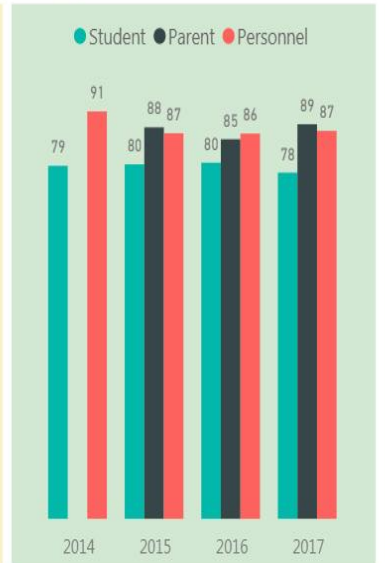
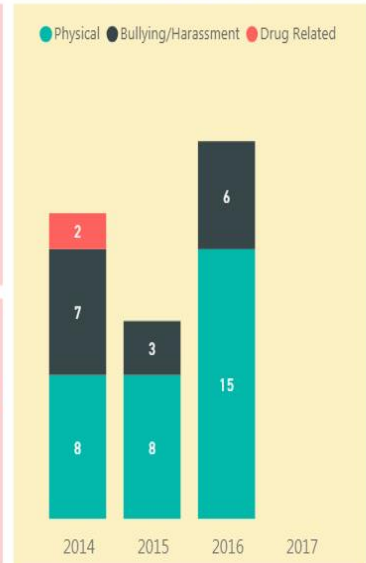
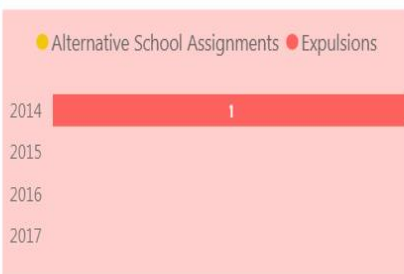
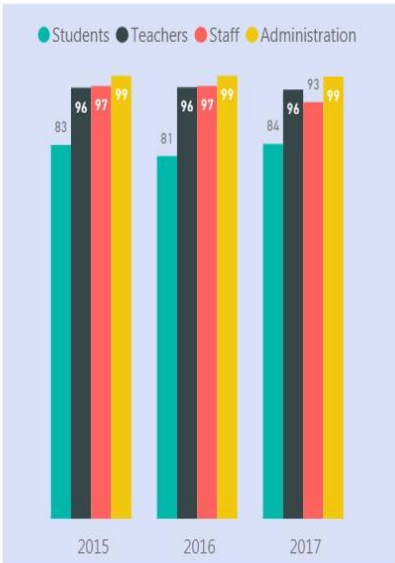
Disciplinary actions are weighted and given a point value. The final score is an inverse of weighted suspension rate and total enrollment: higher scores = fewer disciplinary actions.

Safe & Substance Free

Recorded incidents are divided into groups, and calculated with responses to student surveys (only Middle and High schools use survey responses).

Climate Perception

Survey responses are coded and averaged by group (students, parents, and personnel). A 75% participation rate is required for students and personnel responses to be included.



Think Back



Pair and Share



What is School Climate?

“School Climate refers to the quality and character of school life. **School Climate** is based on patterns of students’, parents’, and school personnel’s experience of school life and reflects norms, goals, values, interpersonal interactions, teaching and learning practices and organizational structures.” -National School Climate Center



School Experiences Which Contribute to Healthy Conditions for Learning, Student Self Discipline and Academic Achievement

- Connection
- Safety
- Positive Relationships with Adults and Peers
- Caring Interactions
- Academic Challenges
- Academic Support
- Academic Engagement
- Positive Role Modeling
- Social Emotional Learning
- Positive Behavioral Supports
- Access to Needed Services and Support



Four Dimensions of School Climate

Safety: referring to the physical and emotional safety of students and the rules and procedures in place to ensure student safety;

Relationships: student social support from educators and parents, the level of respect students have for others, school and community engaged, and student and parental leadership;

Teaching and Learning: a positive and professional student-teacher-school relationship, social and emotional skills training, civic education, and positive support for learning; and

Institutional Environment: the physical environment of the school.

Source: National School Climate Center

Safety

- Feeling safe in school powerfully promotes student learning and healthy development.
- Feeling safe includes: socially, emotionally, intellectually, and physically.
- Do students know who and how to report safety issues?
- Are rules and procedures in place to ensure student safety?
Are they enforced consistently and fairly?
- Emergency Readiness – are staff and students prepared?
- Are staff trained in trauma sensitive classrooms?
- School based mental health professionals are central to implement tiered support.

Relationships

- The quality of the teacher/student relationship is important.
- Students often model the behavior and attitude of their teachers especially towards other students.
- Students who feel staff support and care about them will most likely report incidents such as bullying – safety issues to staff.
- Students who are trying to cope with social emotional issues can develop some resiliency from a positive climate.
- What is the quality of student to student relationships?
- Are students connected to an adult at school that cares about them?
- Do students have a voice in improving school climate?

Teaching and Learning

- Students learn best when they are in environments in which they feel safe, supported, challenged and accepted.
- When schools focus on improving school climate, research shows that students are more likely to engage in curriculum, achieve academically and develop positive relationships.
- Effective classroom management is in place.
- Positive to negative - 4 to 1 ratio is in place.
- Students learn social emotional learning skills.
- Classroom are culturally response.
- Staff attend professional development on school climate.

Institutional Environment

- School is clean and inviting.
- Classrooms are set up for maximize structure.
- Ventilation systems work appropriately.
- All areas of the school are accessible to special needs.
- School signage is stated positively.
- The outside campus looks nice.

Ways to Measure SC

- Student Perception Data – surveys, focus groups, rating scales, etc. (parent and personnel surveys)
- Archival Data – student and educator data collected and stored for examination: attendance, dropout rates, ODR's ISS, OSS, etc.
- Observation Data – collected on what students and educators are observed doing – frequency rates, positive to negative ratios, duration, latency, in particular settings: classroom, hallways, lunchrooms, buses or contexts small groups – certain individuals.

Do we know the who, when, what, where, how often, and why?

Appleseed for Law and Justice



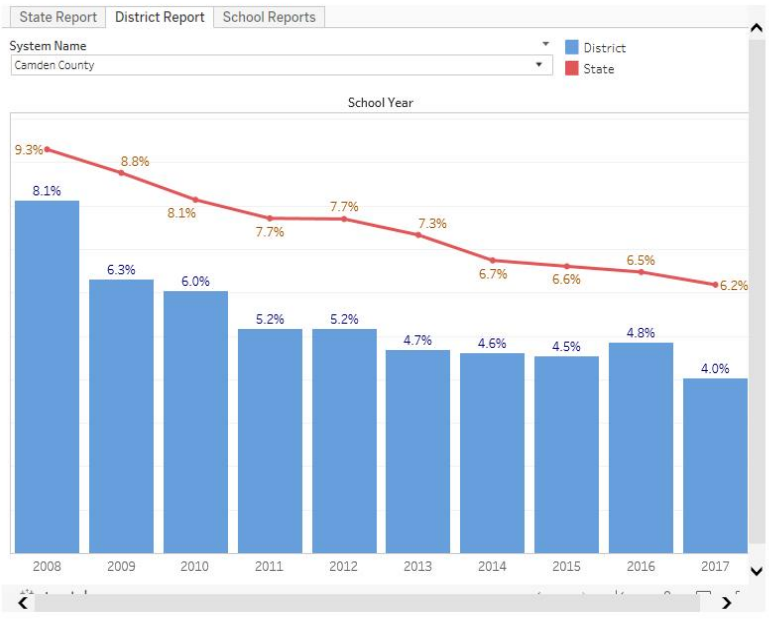
- Juvenile Code Assessment Project
- Keeping Kids in Class Toolkit
- Model Student Code of Conduct
- Student Tribunal/Foster Child Representation
- Innovative Alternatives to Exclusionary Student Discipline
- Educational Stability for Children in Care
- Erasing the Opportunity Gap
- Economic Security through Community Revitalization
- Heirs Property
- Savannah: Cuyler Brownsville Neighborhood
- Georgia Healthy Housing Project
- Public Safety to Strengthen Communities
- Race, Law Enforcement & The Law

The Mission of Georgia Appleseed is to increase justice in Georgia through law and policy reform and community engagement.

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<< Keeping Kids in Class Toolkit

- School climate data can assist in considering questions related to equity, disproportionality and cultural responsiveness and appropriateness.

Georgia Student Health Survey 2.0

Grades 6 ~ 12

- Demographics
- School Connectedness ~ 1-5
- Peer Social Support ~ 6-10
- Adult Social Support ~ 11-14
- Cultural Acceptance ~ 15-19
- Social/Civic Learning ~ 20-27
- Physical Environment ~ 28-31
- School Safety ~ 32-38
- Peer Victimization ~ 39-45
- Parent Involvement ~ 46-49
- Drug and Alcohol Use ~ 50-62 and 94-100
 - Perception of Risk/Harm ~ 101-105
 - Peer/Adult Disapproval ~ 106-113
- Student Information ~ 63-86
- School Climate ~ 87-93
- Mental Health ~ 114-121

Prescription DrugsFY18

(During the past 30 days on how many days did you use any other type of prescription drug without a doctor's prescription) – 0 up to 30)

- 6 Grade ~ GA ~ 1.70%
- 7 Grade ~ GA ~ 2.64%
- 8 Grade ~ GA ~ 3.94%
- 9 Grade ~ GA ~ 4.37%
- 10 Grade ~ GA ~ 4.61%
- 11 Grade ~ GA ~ 4.81%
- 12 Grade ~ GA ~ 5.39%

“In the last 30, I Have Been Bullied or Threatened By Other Students.” FY18 (once or twice -many times –every day)

- 6 Grade ~ GA ~ 27.90%
- 7 Grade ~ GA ~ 25.18%
- 8 Grade ~ GA ~ 22.25%
- 9 Grade ~ GA ~ 17.34%
- 10 Grade ~ GA ~ 15.65%
- 11 Grade ~ GA ~ 14.26%
- 12 Grade ~ GA ~ 13.69%

“I Seriously Considered Attempting Suicide” ~ (During the past 12 months) (on 1-2 occasions up to more than 5 occasions) FY18

- 6 Grade ~ GA ~ 8.41%
- 7 Grade ~ GA ~ 10.79%
- 8 Grade ~ GA ~ 12.18%
- 9 Grade ~ GA ~ 12.48%
- 10 Grade ~ GA ~ 12.99%
- 11 Grade ~ GA ~ 13.64%
- 12 Grade ~ GA ~ 12.71%

During the Past 12 Months, on how many occasions have you attempted suicide?(on 1-2 occasions up to more than 5 occasions) FY18

- 6 Grade ~ GA ~ 4.04%
- 7 Grade ~ GA ~ 4.92%
- 8 Grade ~ GA ~ 5.51%
- 9 Grade ~ GA ~ 6.07%
- 10 Grade ~ GA ~ 6.04%
- 11 Grade ~ GA ~ 6.27%
- 12 Grade ~ GA ~ 6.52%

In the Past 30 days, on how many days have you felt sad or withdrawn? (1-2 days up to all 30 days) FY18

- 6 Grade ~ GA ~ 49.02%
- 7 Grade ~ GA ~ 49.50%
- 8 Grade ~ GA ~ 49.75%
- 9 Grade ~ GA ~ 46.80%
- 10 Grade ~ GA ~ 46.93%
- 11 Grade ~ GA ~ 46.66%
- 12 Grade ~ GA ~ 44.25%

In the Past 30 days, on how many days have you experienced severely out-of-control behavior that could hurt yourself or others? (1-2 days up to all 30 days) FY18

- 6 Grade ~ GA ~ 11.61%
- 7 Grade ~ GA ~ 11.92%
- 8 Grade ~ GA ~ 12.88%
- 9 Grade ~ GA ~ 12.55%
- 10 Grade ~ GA ~ 12.48%
- 11 Grade ~ GA ~ 12.75%
- 12 Grade ~ GA ~ 12.61%

In the Past 30 days, on how many days have you avoided food, thrown up, or used laxatives to make yourself lose weight?(1-2 days up to all 30 days)

FY18

- 6 Grade ~ GA ~ 11.55%
- 7 Grade ~ GA ~ 11.59%
- 8 Grade ~ GA ~ 12.48%
- 9 Grade ~ GA ~ 12.59%
- 10 Grade ~ GA ~ 12.61%
- 11 Grade ~ GA ~ 12.69%
- 12 Grade ~ GA ~ 12.64%

In the Past 30 days, on how many days have you experienced drastic changes in your behavior and/or personality? (1-2 days up to all 30 days)

FY16

- 6 Grade ~ GA ~ 19.37%
- 7 Grade ~ GA ~ 20.08%
- 8 Grade ~ GA ~ 21.46%
- 9 Grade ~ GA ~ 21.25%
- 10 Grade ~ GA ~ 21.39%
- 11 Grade ~ GA ~ 21.01%
- 12 Grade ~ GA ~ 19.85%

“I Feel Safe in My School.” FY18

6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12 Grade

Strongly Agree

Georgia 50.62% 43.86% 39.07% 35.46% 33.66% 33.36% 35.16%

Somewhat Agree

Georgia 32.62% 37.43% 41.03% 44.21% 45.36% 46.02% 44.84%

Somewhat Disagree

Georgia 10.62% 12.06% 12.19% 12.94% 13.17% 12.74% 11.73%

Strongly Disagree

Georgia 6.14% 6.66% 6.99% 7.40% 7.81% 7.89% 8.28%

“I Have Brought a Weapon to School.”FY18 ~ (During Last 12 months – 1-2 occasions up to 3-5 occasions)

- 6 Grade ~ 1.87%
- 7 Grade ~ 2.41%
- 8 Grade ~ 3.08%
- 9 Grade ~ 3.77%
- 10 Grade ~ 4.23%
- 11 Grade ~ 4.73%
- 12 Grade ~ 5.66%

“I Feel Successful at School.” FY18

	6 Grade	7 Grade	8 Grade	9 Grade	10 Grade	11 Grade	12 Grade
• Strongly Agree	49.19%	40.97%	35.94%	31.41%	28.97%	28.47%	32.38%
• Somewhat Agree	39.60%	45.61%	49.17%	51.28%	51.92%	52.37%	49.95%
• Somewhat Disagree	7.64%	9.04%	9.89%	11.16%	12.21%	11.97%	10.26%
• Strongly Disagree	3.57%	4.38%	5.00%	6.16%	6.90%	7.19%	7.41%

“I Feel Connected to Others at School.”

FY18

	6 Grade	7 Grade	8 Grade	9 Grade	10 Grade	11 Grade	12 Grade
• Strongly Agree	45.02%	41.62%	37.77%	32.91%	29.91%	27.70%	28.31%
• Somewhat Agree	39.03%	42.06%	45.14%	47.98%	48.81%	49.41%	48.08%
• Somewhat Disagree	9.95%	10.60%	10.93%	11.98%	12.94%	13.65%	13.40%
• Strongly Disagree	6.00%	5.73%	6.16%	7.13 %	8.33%	9.25%	10.20%

“Teachers Treat Me with Respect.” FY18

	6 Grade	7 Grade	8 Grade	9 Grade	10 Grade	11 Grade	12 Grade
• Strongly Agree	57.47%	48.45%	43.00%	41.41%	37.40%	36.89%	38.34%
• Somewhat Agree	29.50%	34.32%	37.76%	40.94%	43.33%	44.45%	43.70%
• Somewhat Disagree	8.55%	10.91%	11.91%	10.92%	11.92%	11.42%	10.57%
• Strongly Disagree	4.48%	6.32%	7.33%	6.73%	7.35%	7.25%	7.39%

“My School Sets Clear Rules for Behavior.”

FY18

	6 Grade	7 Grade	8 Grade	9 Grade	10 Grade	11 Grade	12 Grade
• Strongly Agree	71.38%	60.83%	54.66%	48.83%	45.66%	44.73%	45.33%
• Somewhat Agree	20.73%	27.83%	32.39%	36.85%	38.48%	39.03%	37.89%
• Somewhat Disagree	4.55%	6.85%	7.67%	8.44%	9.12%	9.18%	8.97%
• Strongly Disagree	3.34%	4.49%	5.28%	5.88%	6.75%	7.01%	7.81%

“The Behaviors in my Classroom Allow the Teacher to Teach so I Can Learn.” FY18

6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12 Grade

- Strongly Agree 38.72% 32.34% 30.40% 33.29% 32.20% 33.21% 35.70%
- Somewhat Agree 36.47% 39.29% 41.08% 42.68% 43.31% 43.88% 42.58%
- Somewhat Disagree 15.71% 17.76% 17.85% 15.03% 14.91% 13.69% 12.48%
- Strongly Disagree 9.10% 10.61% 10.67% 9.00% 9.58% 9.22% 9.25%

How Can School Climate Data Be Used? Need to Know Your Strengths and Challenges

Identify needs

- What is the issue
- Who does it involve
- What are the targets of the intervention and where to intervene?

Identify interventions

- Is there evidence of program/strategy effects?
- Monitor and evaluate

How is the intervention being implemented?

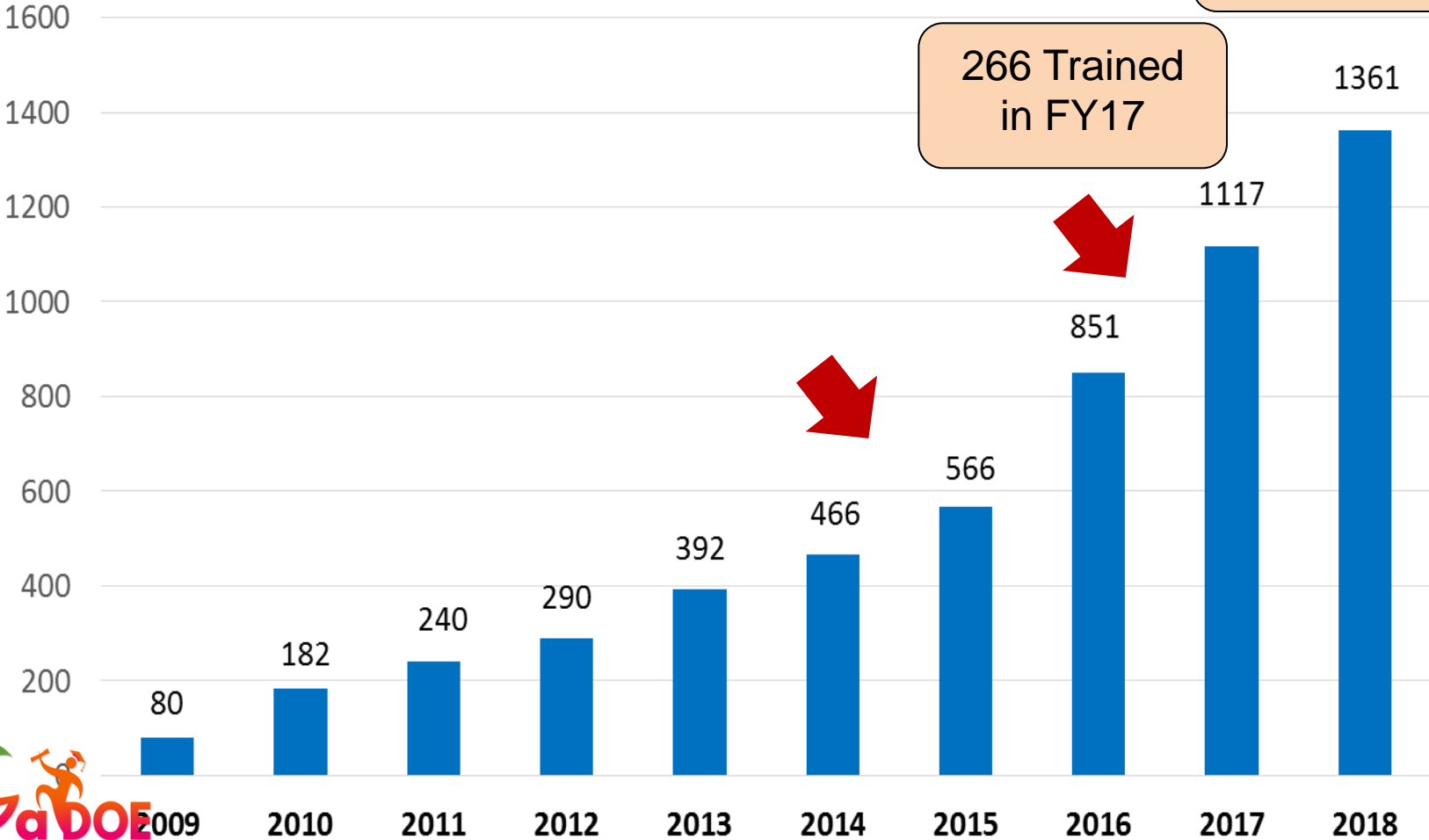
- Is it realizing short term benchmarks?
- What were the results of implementing the intervention?

PBIS – Positive Behavioral Interventions and Support

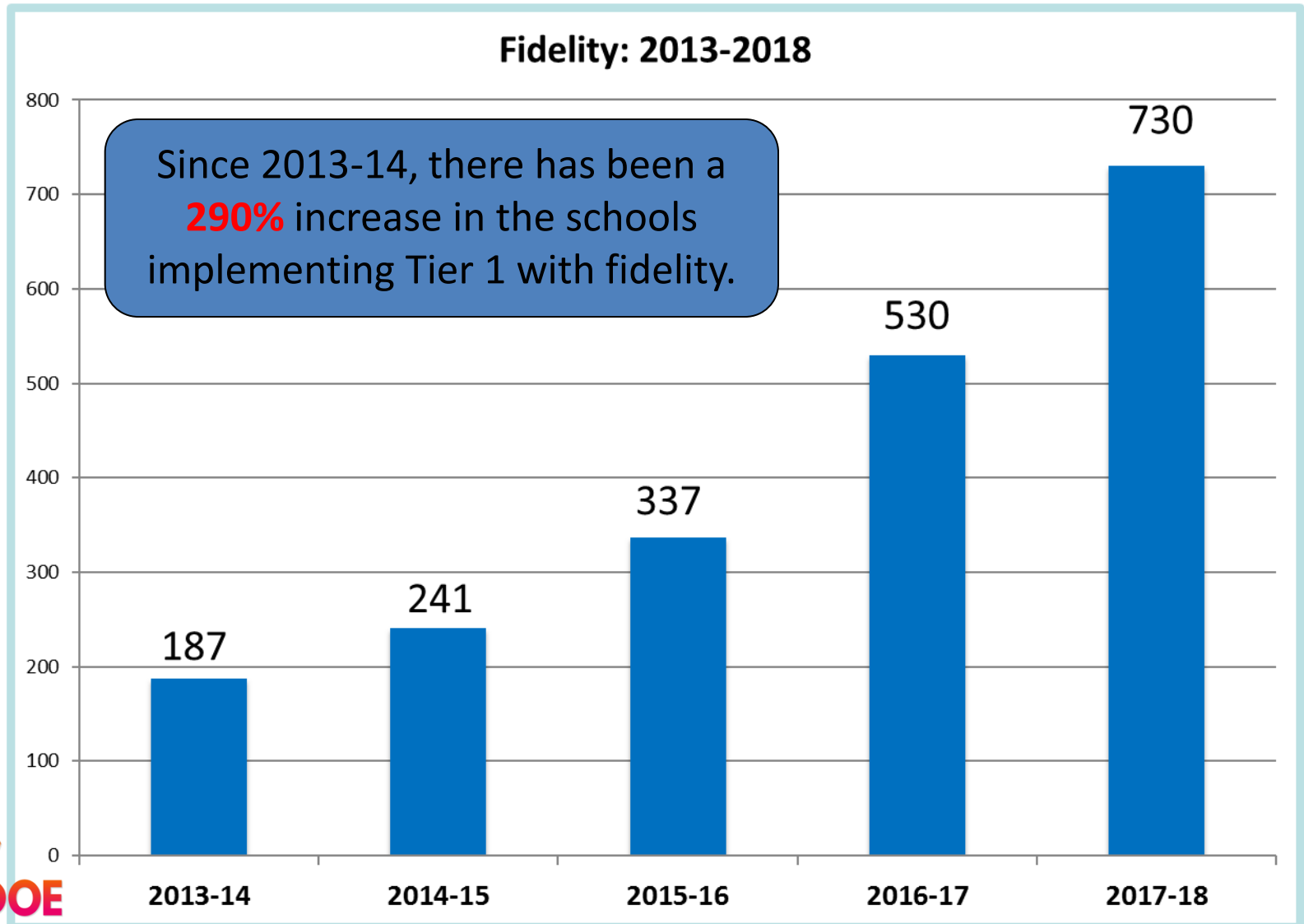
- PBIS can provide the framework for school climate.
- Instead of addressing each behavior – bullying, substance abuse, life skills, etc. as separate initiatives – should be organized around common need or outcome.
- A multi-tiered system of supports becomes the operating continuum for sequencing, aligning, and integrating multiple behaviors related practices that contribute to school climate

PBIS Schools Trained Update

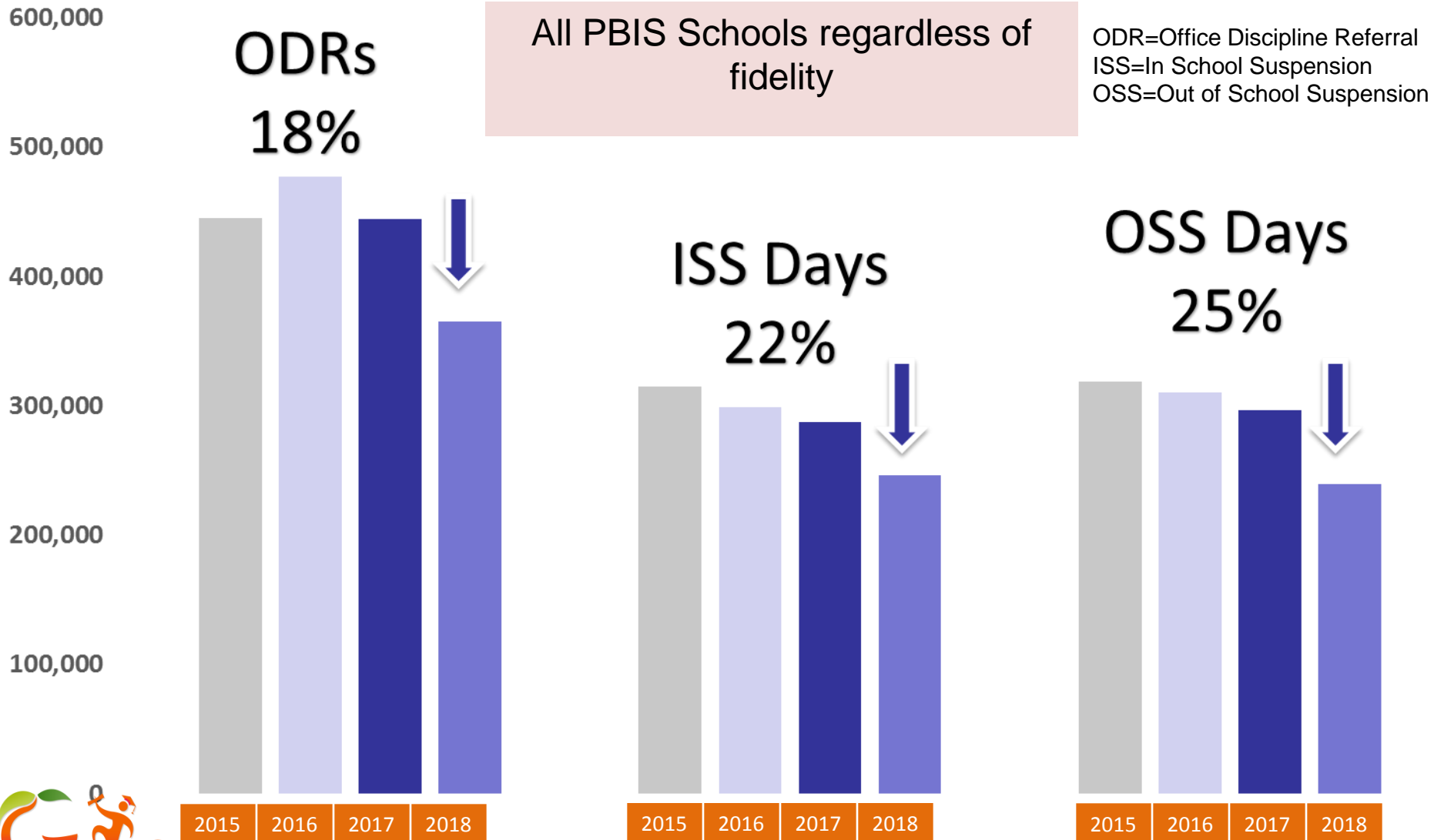
Schools Trained



PBIS Tier 1 Fidelity Update

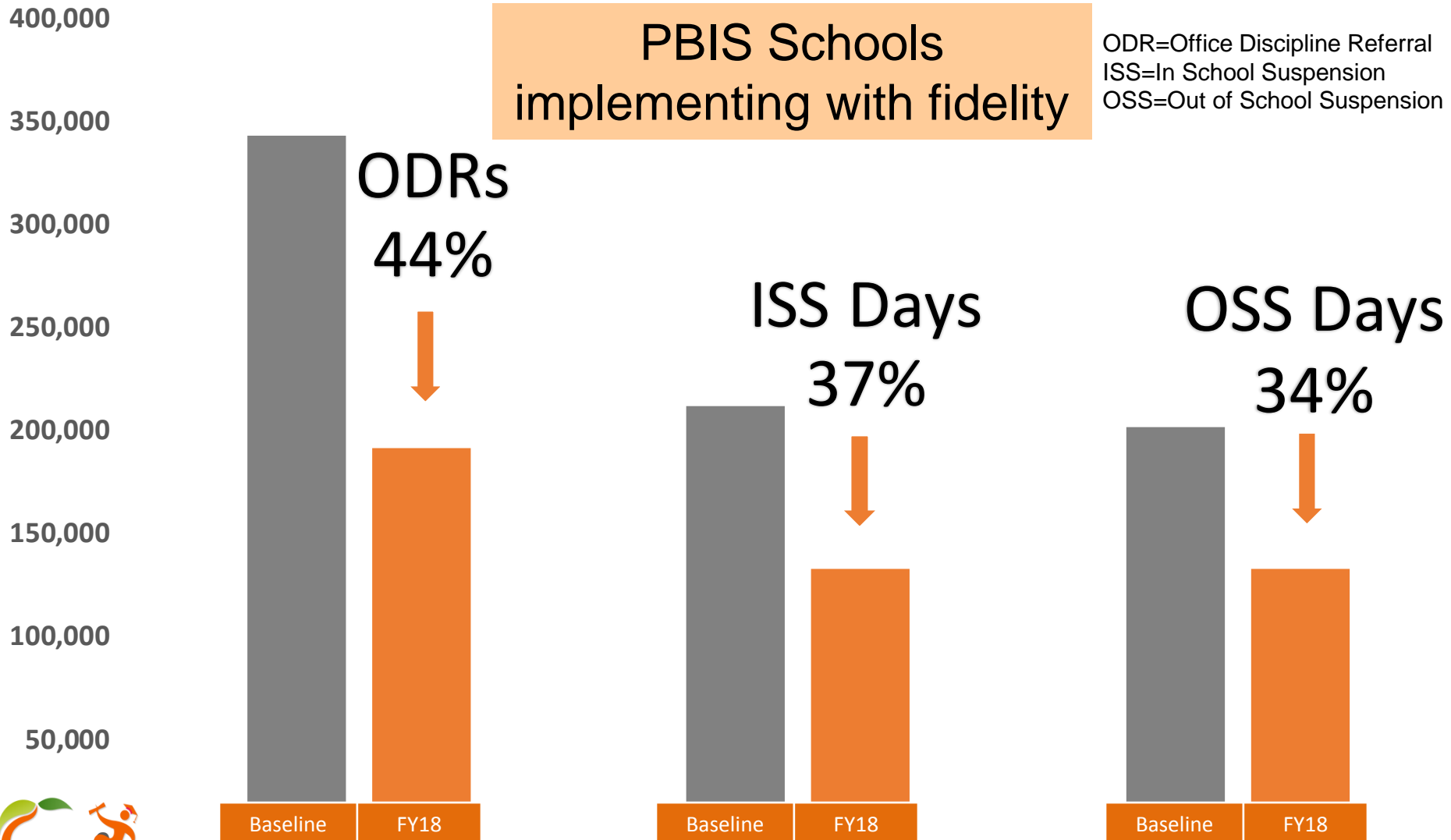


Return on Investment: Since 2014



Source: GaDOE State Longitudinal Data System

Return on Investment: Since 2014



Source: GaDOE State Longitudinal Data System

Return on Investment: Spotlight Richmond Co.

1 Full-time District Coordinator of PBIS
1 Full-time RESA School Climate Specialist
1 GaDOE Full-time PBIS Specialist

Summary Richmond County PBIS schools (Totals)

- **24%** reduction in ODRs (2015-2018)
- **25%** reduction in ISS days (2015-2018)
- **29%** reduction in OSS days (2015-2018)

As a result of a **24% reduction** in Office Discipline Referrals (ODRs) Richmond County's 18 PBIS schools have **regained 351 instructional days**. Administrators have regained 234 additional support days.

Irene's School Climate Symbaloo

<http://www.symbaloo.com/mix/schoolclimate2>

As Education Leaders

This is What School Climate is All About

http://www.huffingtonpost.com/entry/eye-opening-video-will-make-adults-reconsider-the-way-they-talk-to-children_us_57b36f62e4b0edfa80d9ddcc

“If you think you’re too small to make a difference, try sleeping in a room with a mosquito.”

African Proverb

References

- Safe and Supportive Schools
- U.S. Department of Education
- Georgia Department of Education
- Florida Department of Education
- Mid-Atlantic Equity Consortium
- Dr. Garry McGiboney
- National Dropout Prevention Center/Network
- National School Climate Center
- Supportive School Discipline
- The Governor's Office of Student Achievement of Georgia