

# SCHOOL SAFETY SCORE CONSIDERATIONS: *CONSTRUCTION, QUALITY, UTILITY*

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# Acknowledgements

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  - Tom Herman, Hilva Chan  
CA S3 Project Directors
  - Greg Austin, Tom Hanson  
WestEd
  - Mark Duerr  
Duerr Evaluation

# Presentation Overview

- Purpose of school safety scores
- Importance and implications of policy and data context for score development
- Determining score content; domains and items
- Data quality and score formula
- Score presentation
- Discussion

# Why a Score? The Challenge

- Information overload
  - Drowning in data
  - Indicators that may not matter much
  - Lack of Alignment Between and Among Levels of Performance
  - Competing, Unaligned, or Under-aligned Indicators
  - Complex/ inconclusive comparisons

# Why a Score? The Benefits

## A Score

- Focuses information
- Facilitates comparison
- Organizes information (components) logically and quantitatively
- Forces explicit operational definitions
- Creates a conceptual framework for asking and answering additional questions

# Importance of Context

- No “Model” School Safety Score
- Depends on:
  - Specific purposes
  - Intended audiences
  - Policy constraints and requirements (e.g., definition of conditions for learning)
  - Data content and quality
  - Feasibility
  - Stage of development

# School Safety Score Purposes

- Focused performance indicator for schools
  - Comparable metrics across schools and time
  - Actionable
- Communication to Public
  - Requires communication of content as well as score
  - Requires clear and understandable presentation
- Decision Tool for SEAs, LEAs, and Schools
  - Use/ value at each level varies with exact construction and presentation
  - Can be used for planning (need), monitoring (surveillance), and evaluation
  - Policy decisions
  - Administrative decisions

# Audiences

- Public
  - Parents
- Policy Makers/ Administrators
  - Federal, state, district, school
- School Community
  - Students
  - Teachers
  - School teams

# School Level Report: A Chicago Example

Clemente Comm Acad H  
Irene Damota

Response Rate: 72%



CHICAGO PUBLIC SCHOOLS



## 2006 Student Connection Survey

Dear School Community,

As part of the High School Transformation Project, a multi-year effort focused on helping all high schools improve, CPS has produced the High School Scorecard to share data about our schools in a variety of areas. One area, Student Connection, reports information about student perceptions of safety, educational expectations, school support, social and emotional skills, and extracurricular participation, all of which have been shown to be necessary conditions for learning. These data were collected through a student survey. The survey results for your school are contained within this report.

This report is from the point of view of our students; while their perceptions may not match our own, it is essential that we value and respect their voice. Listening to what the students have to say is an important step toward keeping them engaged as partners in producing meaningful change in our schools.

The data from this survey, together with other information such as attendance, disciplinary referrals, and test gains, provide information to enhance your school's approach to student connection.

I am very proud that CPS is the first large urban school district in the country to systematically measure student connection information, share it transparently, and provide additional tools that school leaders can use to improve in this area. I am confident that your school will be able to use this information to improve the learning conditions and learning outcomes available to all our students.

Sincerely,

Arne Duncan  
Chief Executive Officer

### What is in this report?

Pages 2-5 of this report present your school's results on the four scales of the Student Connection Survey and compare those results with the district average.

Results are shown as the percentage of students whose responses fall into the excellent, adequate, and needs improvement categories. Results are also shown for subgroups of students.

Pages 6 and 7 of this report present results for individual survey questions; these results should be interpreted with caution because individual items are not as trustworthy as scale scores.

On the back page of the report, you can find suggested next steps for using these results for school improvement. As you work with your school community to make plans for school improvement, remember to focus on all students even if the majority of students rated your school positively.

### What role can principals play?

When principals work together with staff, students, and parents on the conditions for learning in a school, powerful instructional communities are built. Principals can personally model the process of using data to make decisions about how to improve schoolwide and classroom practices.

#### Response Rate by Grade:

Freshmen	68%
Sophomores	76%
Juniors	75%
Seniors	68%

#### Percentage of students whose responses indicate that your school is performing adequately or better:

Safe and Respectful Climate	62%
High Expectations	78%
Student Support	78%
Social and Emotional Learning	73%

- Sent directly to schools
- Guide school action



# Safe and Respectful Climate

## Overall Results

Percent Adequate or Above

76%

73%

19%

21%

57%

52%

24%

27%

Your School

CPS Average

## What These Results Mean

The Safe and Respectful Climate scale measures two things: how physically safe students feel and how emotionally safe students feel. Students who attend safe schools are more likely to be academically engaged and are less likely to exhibit problem behaviors such as drug use or violence. Students are less likely to drop out of safe schools. Schools must provide a safe and secure environment for all students.

In your school, 19% of students report that the level of safety is excellent. These students feel physically safe in their classes, in the hallways and bathrooms, and outside around the school. They feel emotionally safe because students treat each other with respect, get along well together, and look out for each other.

In your school, 57% of students report that the level of safety is adequate. These students feel physically safe *most* of the time, but there may be occasional fights, thefts, or vandalism. They *usually* feel emotionally safe but may occasionally be teased, bullied, harassed, or put down by other students.

In your school, 24% of students report that they do not feel safe. These students do not feel physically safe because there are regular problems with fights, thefts, or vandalism. They do not feel emotionally safe because they are *often* teased, picked on, or bullied, and they may stay at home because they do not feel safe at school.

Some groups of students feel less safe than others at your school. This group includes female students. Some groups of students feel safer than others at your school. These groups include male students and freshmen.

### EXCELLENT

Students do not worry about their physical safety. They treat one another with respect.

### ADEQUATE

Students *mostly* do not worry about their physical safety. However, there are *some* problems with regard to emotional safety.

### NEEDS IMPROVEMENT

Students worry about both their physical and emotional safety.

# S3 Requirements

Safety Score must:

- Apply to individual schools
- Include
  - Student survey data
    - School safety data at minimum
    - Reliable and valid
  - Incident data
- Be based on formula to produce single score
- Be repeated
- Be published for public

# S3 Options

Safety Score may:

- Include multiple school climate domains in addition to safety
  - Engagement and support
  - Environment
- Include definitions / measures / data to fit context
  - Expanded surveys (e.g., staff)
    - e.g., West Virginia
  - Incident data other than discipline
  - Student perceptions
    - E.g., Alaska, Chicago, Cleveland, New York City, California
- Be calculated in various ways
  - Weighting
  - Cut points
- Be presented to the public in various ways

# Perceptions of safety

- Perceptions are different from incident data
- People act on perceptions
- Perceptual data can be measured accurately
- Perceptual data can be as accurate as incident data
- The logic of triangulation

# Defining the Safety Score

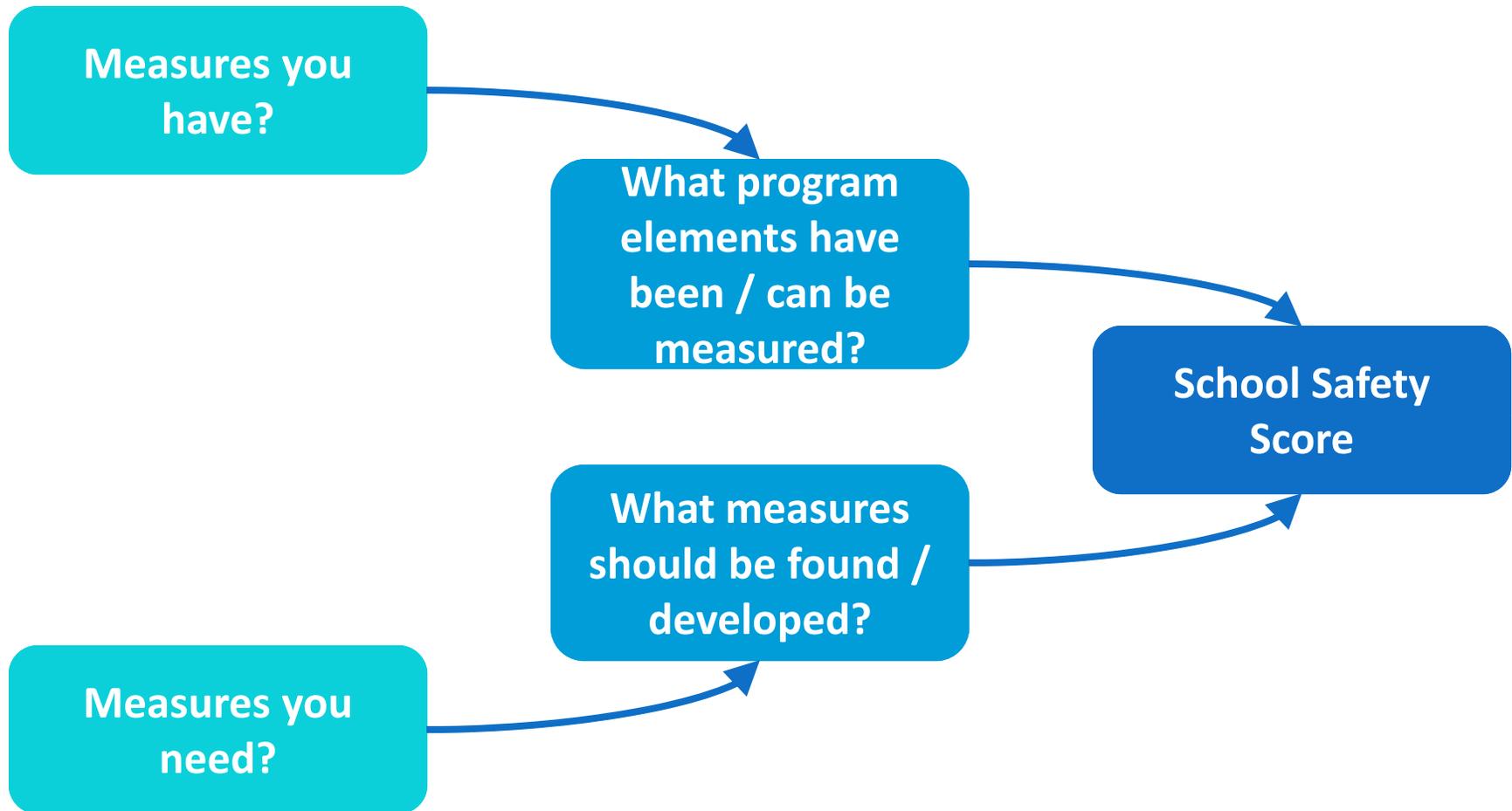
- Define indicators of safety at school
  - Survey-based
  - Incident based
- Determine whether additional domains of school climate will be measured
  - Engagement
  - Environment
  - Support
- What are your program objectives?
- What can you measure adequately?

# Context: Measurement Perspective

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- Monitor / inform conditions for learning policy
- Meet requirements of S3 grants
- Document change over time (surveillance)
- Inform policy development and continuous improvement

# Balancing Measures and Program



# Broad Scope of School Climate

School Safety	Relationships	Engagement	Physical Environment
<ul style="list-style-type: none"> <li>• Emotional safety</li> <li>• Physical safety</li> <li>• Uncivil behavior</li> <li>• Crime</li> <li>• Violence</li> <li>• Weapons</li> <li>• Substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of Relationships</li> <li>• Respect for diversity</li> <li>• Teacher / adult support</li> <li>• Peer support</li> <li>• Performance expectations</li> </ul>	<ul style="list-style-type: none"> <li>• School connectedness</li> <li>• School Avoidance Behaviors</li> <li>• School Participation</li> <li>• Family / parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Class disruption</li> <li>• Physical plant</li> <li>• Access to necessary materials</li> <li>• Physical activity</li> <li>• Nutrition</li> <li>• Fair / equitable disciplinary environment</li> </ul>



# The Data Context of Score Construction: Raw Material

- Student Survey
  - Existing climate survey
    - Fit with intended program
    - Does it measure what you need to know to improve
      - Social and emotional safety
      - Conditions for learning
      - Healthy development
  - New survey
    - Selecting whole surveys
    - Selecting components of surveys (domains)
    - Selecting scales from surveys
    - Selecting items from scales

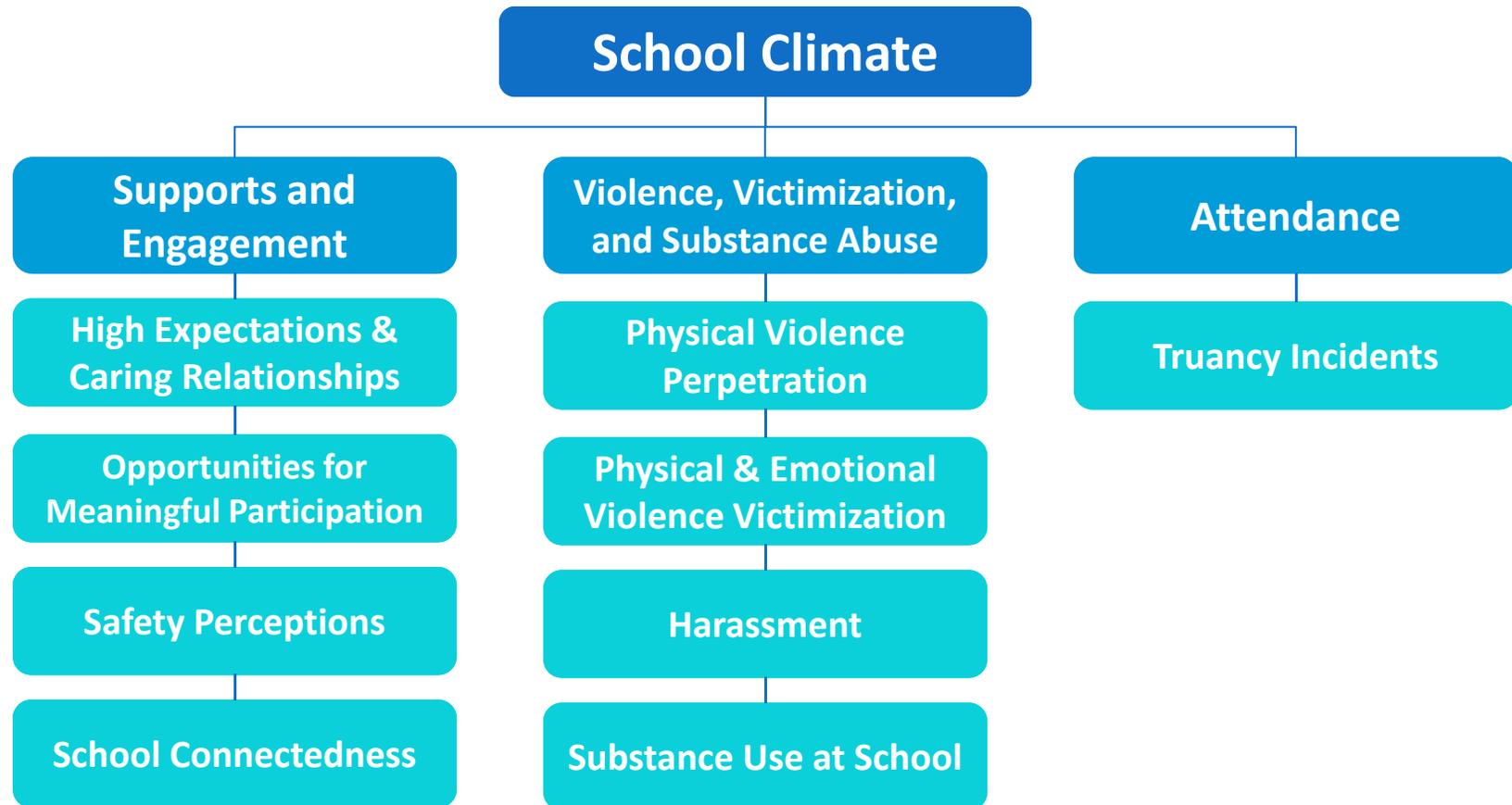
# The Data Context of Score Construction: Raw Material

- Incident Data
  - Disciplinary (e.g., suspensions and expulsions)
  - Attendance and truancy
  - Graduation rate
  - Other
- Existing indicators or raw data
  - Opportunity for constructed measures

# California: A Data-based Strategy

- Used California Healthy Kids Survey (CHKS) 2007-08, 2008-09 data (school climate items)
- Exploratory/ confirmatory statistical analysis to identify items that cluster in ways that are interpretable with reference to the S3 climate model
- Tested reliability / stability of identified measures
- Validation by examining schools differentiated by index

# California Preliminary Measurement Model



# Criteria for Measurement Quality

## Crucial to Support Safety Score

- Reliability
  - Are measures stable and consistent?
- Validity
  - Do measures move with real world change?
- Adequate variance profile
  - Do measures detect sufficient and adequately distributed differences between schools? – between students in the same school?

# Reliability

- Many climate measures are perception or attitude scales
  - Inter-item consistency is common reliability measure
  - Careful that assumptions are appropriate
    - Is inter-item consistency appropriate?
    - Alpha magnitude?
    - Need multiple items?
    - Cognitive labs?
- Cross-group and cross-time stability is important
- Cultural and linguistic competency

# Reliability and Stability of School Climate Domains: California Example

	<b>Reliability (student- level <math>\alpha</math>)</b>	<b>Reliability of School Mean</b>	<b>Stability- 2 years (correlation)</b>
<b>School Climate Domains</b>			
Supports and Engagement (15 item)	0.88	0.97	0.78
Violence, Victimization & Substance Use (21 items)	0.87	0.91	0.72
Truancy Rate	----	----	0.78
Academic Performance Index	----	?	0.90

# 2007 Results: Inter-Scale Correlations (Chicago)

	Middle level	1	2	3	4
1	School Safety	1			
2	Academic Rigor	0.17	1		
3	Student Support	0.25	0.62	1	
4	Social & Emotional Skills	0.48	0.20	0.34	1

Note: All the correlations are statistically significant.

	High school level	1	2	3	4
1	School Safety	1			
2	Academic Rigor	0.25	1		
3	Student Support	0.26	0.65	1	
4	Social & Emotional Skills	0.52	0.25	0.32	1

Note: All the correlations are statistically significant.



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# Validity

- What are the proper criterion measures for assessing validity?
- Must valid components of the safety score correlate?
- How do we know if the score discriminates?

# Criteria for Validity

- Does the survey measure what it is supposed to measure
  - Conceptually (what do you mean by safety?)
  - Technically
    - Psychometrics
    - Selection bias (response rates)
  - Socially

# Q3: Scale Validity (Chicago example)

- Safety with suspensions

	Middle Level	1	2	3
1	Sch Safety	1		
2	ln school suspensions	-0.43	1	
3	ln N suspended students	-0.43	0.99	1

Note: All correlations are statistically significant.

	High School	1	2	3
1	Sch Safety	1		
2	ln school suspensions	-0.65	1	
3	ln N suspended students	-0.62	0.99	1

Note: All correlations are statistically significant.

# Characteristics of schools with low, medium, and high SCI scores: California

	<b>School Climate</b>		
	Low	Medium	High
High caring adults in school	29.6%	33.6%	38.9%
30-day alcohol use at school	11.5%	7.9%	4.7%
Physical fight at school	23.2%	19.3%	14.8%
Weapon at school	16.9%	13.1%	9.0%
Does not feel safe at school	55.6%	42.9%	26.7%
Skipped school	49.8%	43.3%	33.8%
Grades of A's/B's or higher	42.0%	47.7%	60.5%
API	655.9	726.0	815.7
Free/reduced-price meals	55.3	40.1	20.8

# Using Incident Data

Quality is inherent to data system

- Poor validity as an indicator of behavior
  - Suspension / expulsion data
- Unreliable across states, districts, schools
  - Legislation, policy, individual discretion
- Operational Specificity
  - Objective referent (fire arm)
  - Ambiguous referent (weapon)
  - Subjective referent (deportment)
- Climate measure or climate outcome
  - Truancy / graduation rates

# Using Incident Data: Possible Solutions

Not found in existing climate measures because of quality and interpretation challenges, however

- Relational measures may present opportunities where data systems support them (e.g., Arizona)
  - Variance in disciplinary referrals across classrooms, referrals as referent not behavior
- Graduation rates
- Attendance

# Building the Score: Weighting

- Should components contribute differentially to the total Safety Score?
  - Potential criteria
    - Correlation
    - Contribution to outcomes
    - Policy emphasis
    - Support for triangulation, actionability

# Communicating School Climate Scores

- Score is a summary
  - Needs additional reporting to:
    - Communicate meaningful information to public;
    - Achieve credibility as an accountability measure;
    - Provide “actionable” information for quality improvement.

# Presentation

- Understandability
  - Cut points
  - Component Scores
- Visual Effects
  - Profiling
  - Graphics
- Comparative Displays
  - Student Groups
  - Schools
  - Change



## Your School's Performance on

This table shows the percentage of students in your school who provided each

### Safe and Respectful Climate

#### Physical Safety

##### How safe do you feel:

	NOT SAFE	SOMEWHAT SAFE	MOSTLY SAFE	VERY SAFE
1. Outside around the school?	25	42	26	6
2. In the hallways and bathrooms of the school?	12	32	38	18
3. In your classes?	4	14	40	42

##### How much do you agree with the following statements about your school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
4. I worry about crime and violence in school.	6	25	45	25
5. I feel safe when security is present.	15	37	39	9
6. I sometimes stay home because I don't feel safe at school.	41	41	12	5

#### Emotional Safety

##### Most students in this school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
7. Don't really care about each other.	4	34	46	16
8. Like to put others down.	5	23	55	17
9. Don't get along together very well.	4	32	48	16
10. Just look out for themselves.	5	32	46	17
11. Treat each other with respect.	20	47	28	5

##### How much do you agree with the following statements about your school:

12. Students at this school are often teased or picked on.	3	18	52	27
13. Students at this school are often threatened or bullied.	3	21	51	26

# Comparative Displays

- Enhancements to comparison
  - Cut Points
    - Labels and cut points must have explicit criteria
    - Empirical or logical
- Bases for comparison
  - School to norm (e.g., LEA, state)
  - School to school
  - School level
  - Student groups
  - Score components

# Example of Setting A Cut Point

The screenshot shows the WebSurveyor 'Edit Survey' interface. The main content area is titled 'Safe and Respectful Climate' and contains the following text:

**Performance Level Descriptors:**

**Excellent:** Students feel physically safe in their classes, in the hallways and bathrooms, and outside around the school. They feel emotionally safe because students treat each other with respect, get along well together, and look out for each other.

**Adequate:** Students feel physically safe most of the time, but there may be *occasional* fights, thefts, or vandalism. They usually feel emotionally safe but may *occasionally* be teased, bullied, harassed, or put down by other students.

**Needs Improvement:** Students do not feel physically safe because there are regular problems with fights, thefts, or vandalism. They do not feel emotionally safe because they are often teased, picked on, or bullied. They may stay at home because they do not feel safe at school.

**Physical Safety**

1) How safe do you feel outside around the school?

Student Response: Characteristic of Schools that are:

	Excellent	Adequate	Needs Improvement
Not Safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Somewhat Safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mostly Safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Very Safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

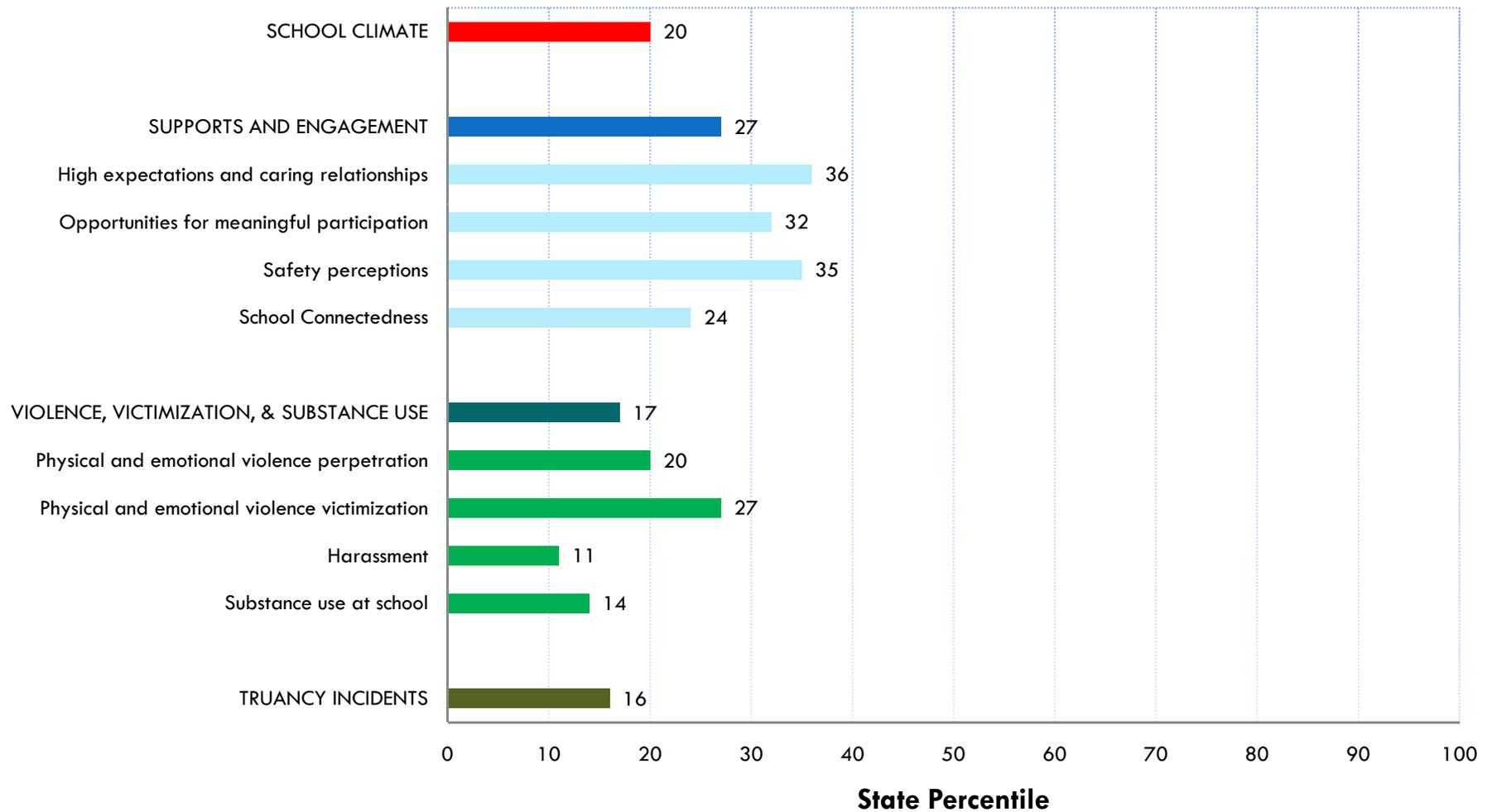
2) How safe do you feel in the hallways and bathrooms of the school?

Student Response: Characteristic of Schools that are:

	Excellent	Adequate	Needs Improvement
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

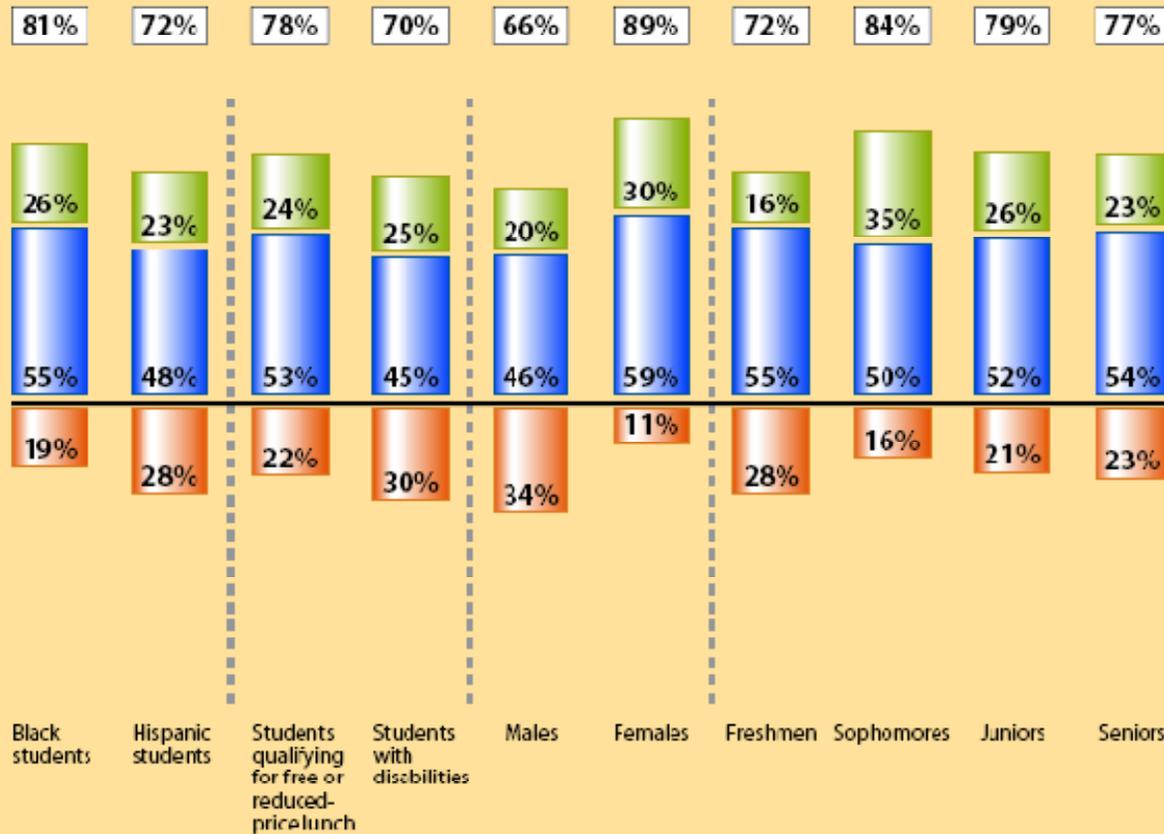
# Displaying School-level SCI Results (California)

## School Climate Characteristics - School ABC



## Results by Groups of Students

Percent Adequate or Above



Results are not reported for Asian/Pacific Islander students, Native American students, White students and English language learners because there were fewer than 10 students in each of these groups in your school.





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## OTHER LINKS

- [City of Chicago](#)



Dear CPS Community:

In order to visualize college, it's important for CPS students to see campus life first-hand. So City Colleges of Chicago is hosting a bus tour this week, from Aug. 14 to 17, to give our students and recent graduates, as well as their parents, a close-up view of their local college options:

Daley College, 7500 S. Pulaski Rd. (Aug. 14)  
 Olive-Harvey College, 10001 S. Woodlawn Ave. (Aug. 15)  
 The new Kennedy-King College, 6301 S. Halsted (Aug. 16)  
 Malcolm X College, 1900 W. Van Buren St. (Aug. 16)  
 Harold Washington College, 30 E. Lake St. (Aug. 16)  
 Wright College, 4300 N. Narragansett Ave. (Aug. 17)  
 Truman College, 1145 W. Wilson Ave. (Aug. 17)

Students and parents are encouraged to visit every school on each day that the tours are offered. Bus transportation is provided, as is a free lunch and refreshments. Tours depart Rainbow/PUSH headquarters, 930 E. 50th St., at 9 a.m. each day, and buses return at 4 p.m.

Students and parents will see that each school is a little bit different. But when it comes to the City Colleges of Chicago, there are some very important commonalities: affordability, accessibility, quality, flexible scheduling and course variety.

City Colleges of Chicago is giving our students a great opportunity, and we encourage them all to take advantage of it!

Sincerely,

Arne Duncan



**Visit The InterComm for  
CPS announcements**

## SCHOOL INFO

***CPS Choice Directory and  
Scorecard (CDS):***

[CDS - Elementary](#)

[CDS - High Schools](#)

[Magnet Schools /Programs](#)

***School Locator (SL):***

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# Clemente

On October 7, 2005, Clemente Community Academy was named one of 75 "Promising Schools" nationally by the Council of Chief State School Officers (CCSSO), the Bill & Melinda Gates Foundation, and the International Center for Leadership in Education (ICLE) for successfully organizing six small schools. "Success by Design and Leadership" is the motto of the six Clemente small schools.

## Neighborhood School

1147 North Western Avenue  
Chicago, Illinois 60622  
**Attendance Boundaries** Yes see map  
**Phone** 773-534-4000  
**Fax** 773-534-4012  
**Principal** Leonard Kenebrew  
**Contact** Dr. Nguyen-Trung Hieu

**Web** clementehs.org  
**Instruction Area** 21  
**Grades** 9-12  
**Enrollment** 2,384  
**Special needs students** 21%  
**ELL students** 9%

## Admissions

Open to students living in attendance area. If space is available, students from outside the area may apply. Contact the school for more information.

**Application** Standard Application, see back of book.  
**Application deadline** December 22, 2006  
**Testing** None required.

## Overview

Roberto Clemente Community Academy is an active participant in the CPS Small Schools Initiative and operates six schools-within-a-school as part of its program. MSTA is open to students from outside Clemente's attendance area. Clemente also offers several Education To Careers (ETC) tracks including an award-winning culinary arts program.

Small school teachers have helped redefine the school's emphasis on team teaching, problem solving and educational clusters. Clemente builds strong ties between school and community.

In addition to our six small schools, Clemente offers ETC clusters in architectural drafting, CISCO networking, culinary arts, fashion design and information technology.

Honors classes are available to qualified students in all core subjects. Advanced Placement (AP) classes are offered in English language, English literature, Spanish, U.S. history, chemistry and physics. Clemente has had a successful full-time partnership with DePaul University, Northeastern University, and Northwestern University since 1997.

**Athletics** Baseball, basketball, bowling, cross country, football, soccer, softball, track, volleyball and wrestling.

## Scorecard

	Score	CPS Rank	Trends, Benchmarks		
<b>Student Outcomes</b>					
Freshmen Graduating within Five Years	53%	29 of 57	2002: 46%	2003: 48%	2004: 53%
Graduates Enrolled in College or Postsecondary Education	26%	54 of 61			
Graduates Not Attending College Who are Employed	51%	16 of 45			
<b>Academic Progress</b>					
Meet/Exceed PSAE State Standards	13%	44 of 68	2003: 10%	2004: 12%	2005: 13%
Freshmen On-Track to Graduate	60%	29 of 68	63%	53%	60%
Average ACT	14.8	51 of 62	Illinois avg. 20.1		
Students Making Expected Gains	34%	51 of 68			
Students Enrolled in Advanced Placement Classes	3%	34 of 51			
Students Scoring 3+ on Advanced Placement Exams	34%	10 of 27			
Made NCLB Adequate Yearly Progress	No				
<b>Student Connection</b>					
Average Days Absent per Student	24.1	42 of 79	23.9	26.6	24.1
Students Reporting Participation in Extracurricular Activities	62%	73 of 85			
Students Reporting a Safe and Respectful School Climate	62%	58 of 85			
Students Reporting High Expectations at School	78%	34 of 85			
Students Reporting Supportive Teachers and Staff at School	78%	29 of 85			
<b>School Characteristics</b>					
Highly Qualified Teachers	78%	82 of 88			
Average Days Absent per Teacher	9.3	42 of 86			
School Cleanliness	Available Fall 2007				



# Scorecard

	Score	CPS Rank	Trends, Benchmarks		
<b>STUDENT OUTCOMES</b>					
			2003	2004	2005
Freshmen Graduating within Five Years	72%	9 of 61	59%	68%	72%
Graduates Enrolled in College or Post-secondary Education	54%	15 of 71			
Graduates Not Attending College Who Are Employed	52%	14 of 71			
<b>ACADEMIC PROGRESS</b>					
			2004	2005	2006
Meet/Exceed PSAE State Standards	40%	8 of 77	35%	39%	40%
Students Exceeding State Standards	1%	14 of 77			
Freshmen On-Track to Graduate	77%	6 of 78	69%	79%	77%
Average ACT	17.2	11 of 77	Illinois avg. 20.1		
Students Scoring 20 or Higher on the ACT	21%	10 of 77			
Students Making Expected Gains	55%	10 of 89			
Students Enrolled in Advanced Placement Classes	11%	11 of 69	8%	12%	11%
Students Scoring 3+ on Advanced Placement Exams	29%	5 of 56	31%	35%	29%
Made NCLB Adequate Yearly Progress	Yes				
<b>STUDENT CONNECTION</b>					
			2005	2006	2007



## STUDENT CONNECTION

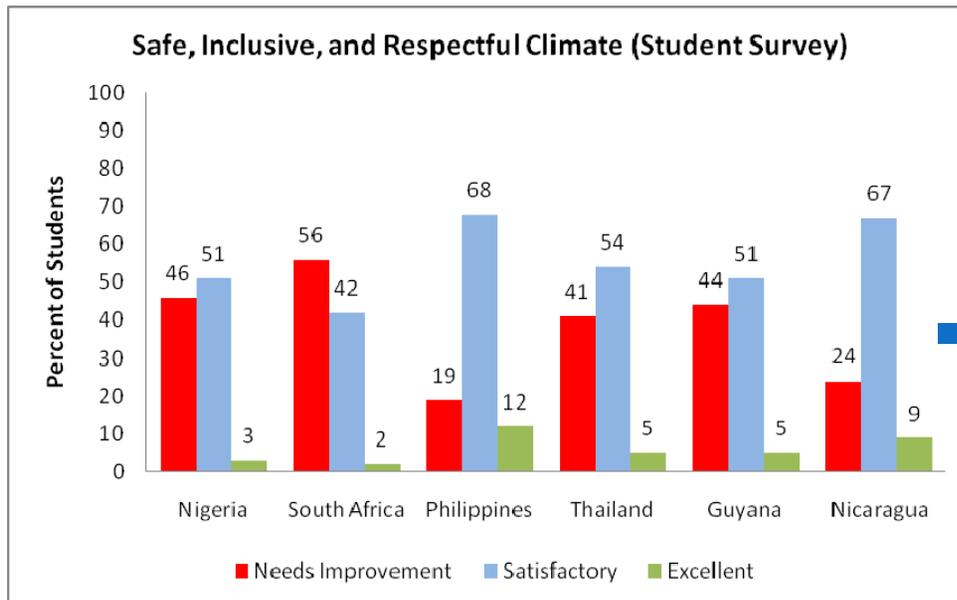
			2005	2006	2007
Average Days Absent per Student	27	59 of 102	18.9	16.7	27
Students Reporting Participation in Extracurricular Activities	71%	39 of 95			
Students Reporting a Safe and Respectful School Climate	91%	19 of 95			
Students Reporting Academic Rigor at School	81%	30 of 95			
Students Reporting Supportive Teachers and Staff at School	63%	69 of 92			

## SCHOOL CHARACTERISTICS

Number of National Board Certified Teachers	4			
Average Days Absent per Teacher	Available Fall 2008			
School Cleanliness	C			
Parents Reporting Satisfaction with School	35%	Parents Completing Satisfaction Survey	16%	



# How Do Students Experience the Environment: Example from the Global Evaluation of UNICEF's Child Family Schools



- In five of the six countries the majority of students felt physically and emotionally safe in school and perceive the school as inclusive
- But 19-56% provided responses that resulted in a rating of needs improvement.

# QUESTIONS / CONTRIBUTIONS

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???