

School Climate Surveys: *Key concepts, approaches to measurement, and use*

INTRODUCTION

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Presentation Overview

- Identify major concepts within the conditions for learning/ school climate literature
- Identify how these concepts relate to student surveys and measures
- Discuss criteria for item selection
- Presentation on state surveys as sources of measures and items (Springer)
- Presentation on national surveys as sources of measures and items (DeVoe)
- Group discussion

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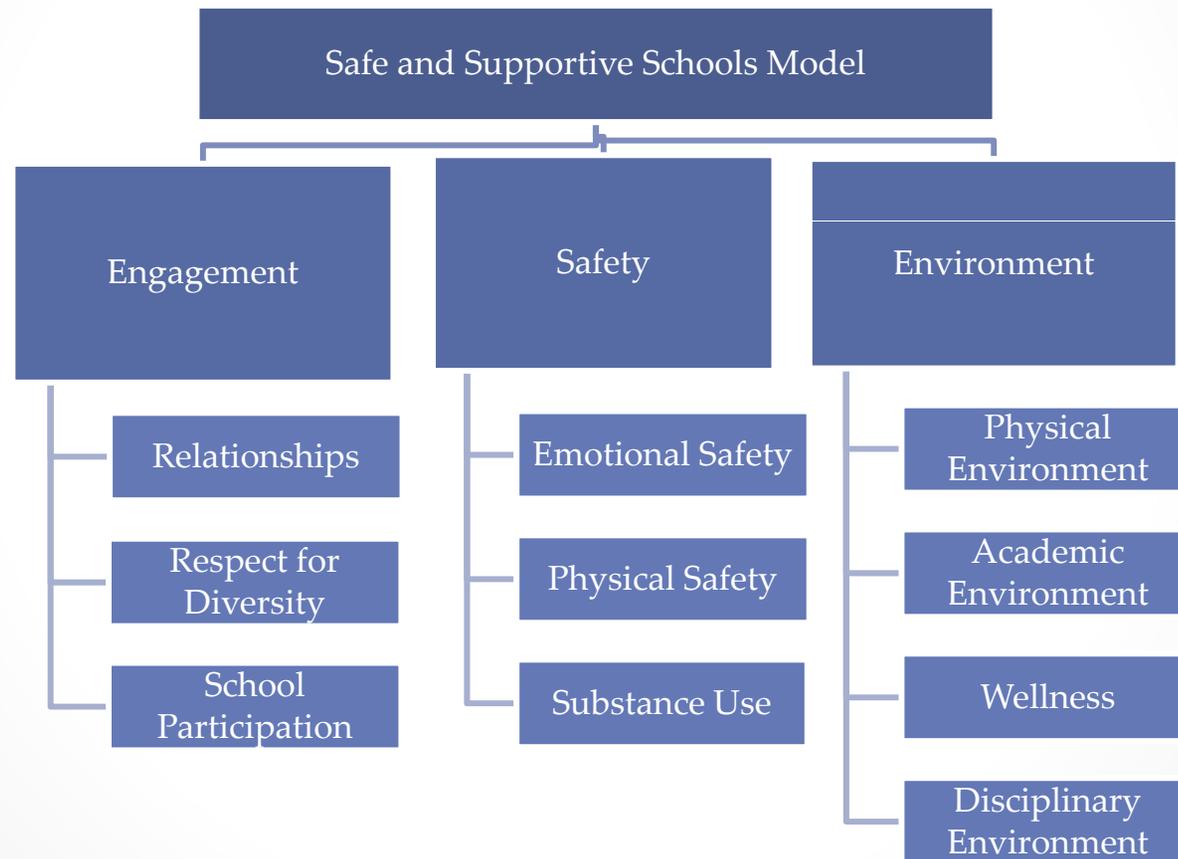
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Key Concepts

Significant progression in school safety thinking

- School as community
 - Students do not leave social-emotional issues at the door
 - Positive environment rather than point of access
- Expanded view of school safety
- Connection to academic success
- Whole school perspective
- Evidence-based

S³ Framework



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

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Measurement: Multiple Perspectives

- Document change over time (surveillance)
- Inform continuous policy and program improvement
- Inform stakeholders (parents) and promote involvement
- Support accountability
- Evaluate effectiveness
- Support evidence-based practice

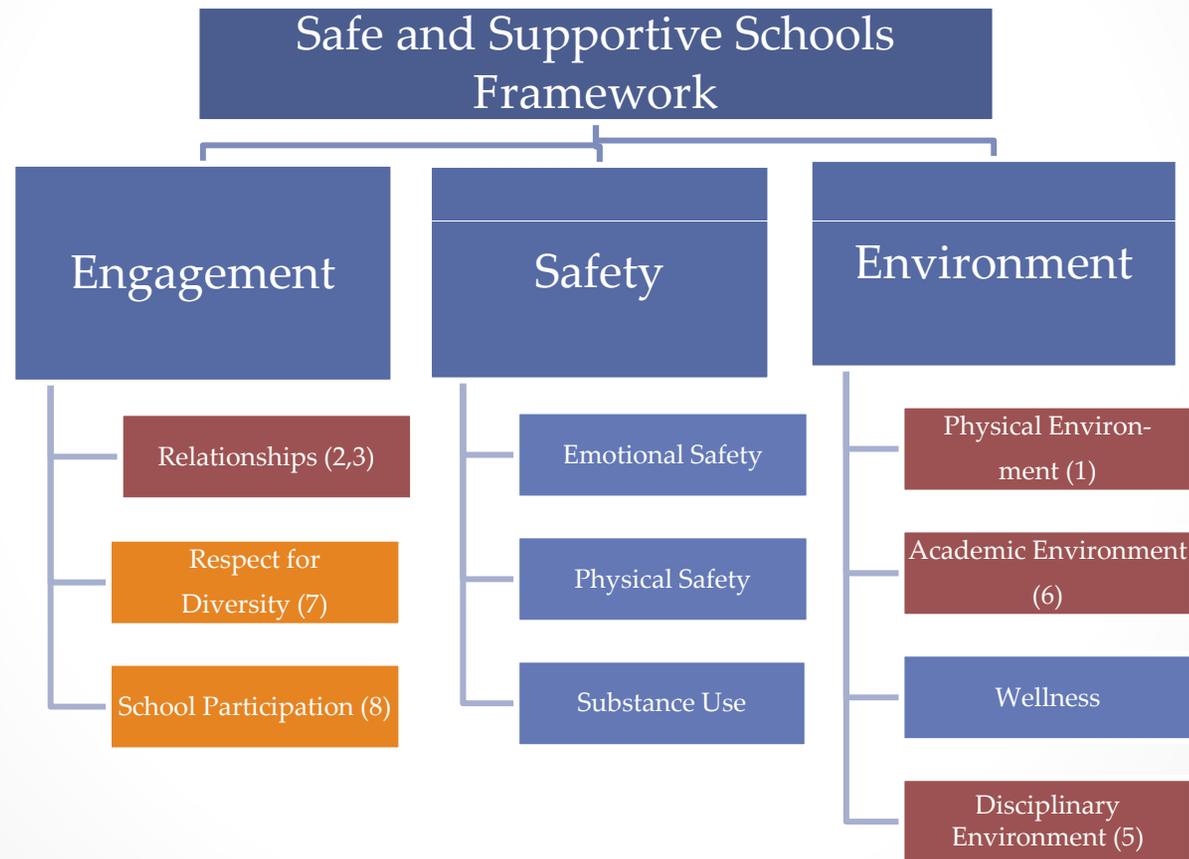
Multiple Frameworks

Example: Alliance for the Study of School Climate (ASSC)

Proven measure for helping schools improve their climate

1. Physical Appearance
2. Faculty Relations
3. Student Interactions
4. Leadership and Decision-Making
5. Discipline Environment
6. Learning and Assessment
7. Attitude and Culture
8. Community Relations

S³ / ASSC Crosswalk



Operational Variation

In this example:

- Safety domain not as explicitly measured
- All areas in the engagement domain are measured, some are more explicitly
- All areas in the environment domain except wellness are explicitly measured
- Variance in domain coverage reflects
 - Development status of the school climate concept
 - Differences in purpose
 - ASSC instrument has proven effectiveness for providing actionable information of use to schools



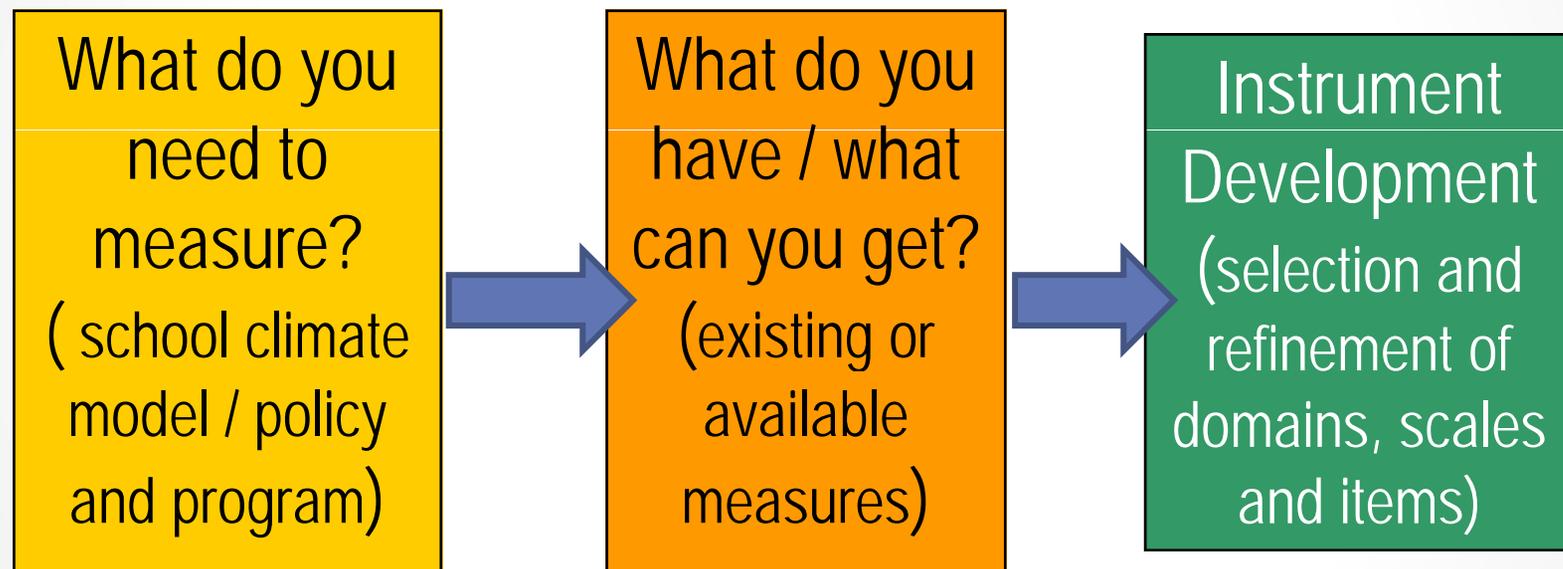
Take Home Point

- Good, useful measures may have different emphases depending on purpose

More Detailed Framework For School Climate

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

Simple Flow of Instrument Development



Options and Challenges

OPTIONS

- Selecting whole surveys
- Selecting components of surveys (domains)
- Selecting scales from surveys
- Selecting items from scales

CHALLENGES

- Clear articulation of policy and program
- Capture by what you have
- Flexibility or consistency?
- Psychometrics, burden and use

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