



School-wide Assessment of School Climate, Engagement, Bullying Victimization, and Social Emotional Learning

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The Delaware Positive Behavior Support Project (DE-PBS) is a collaboration between the DE Department of Education, the University of Delaware's Center for Disabilities Studies, and Delaware Public Schools.

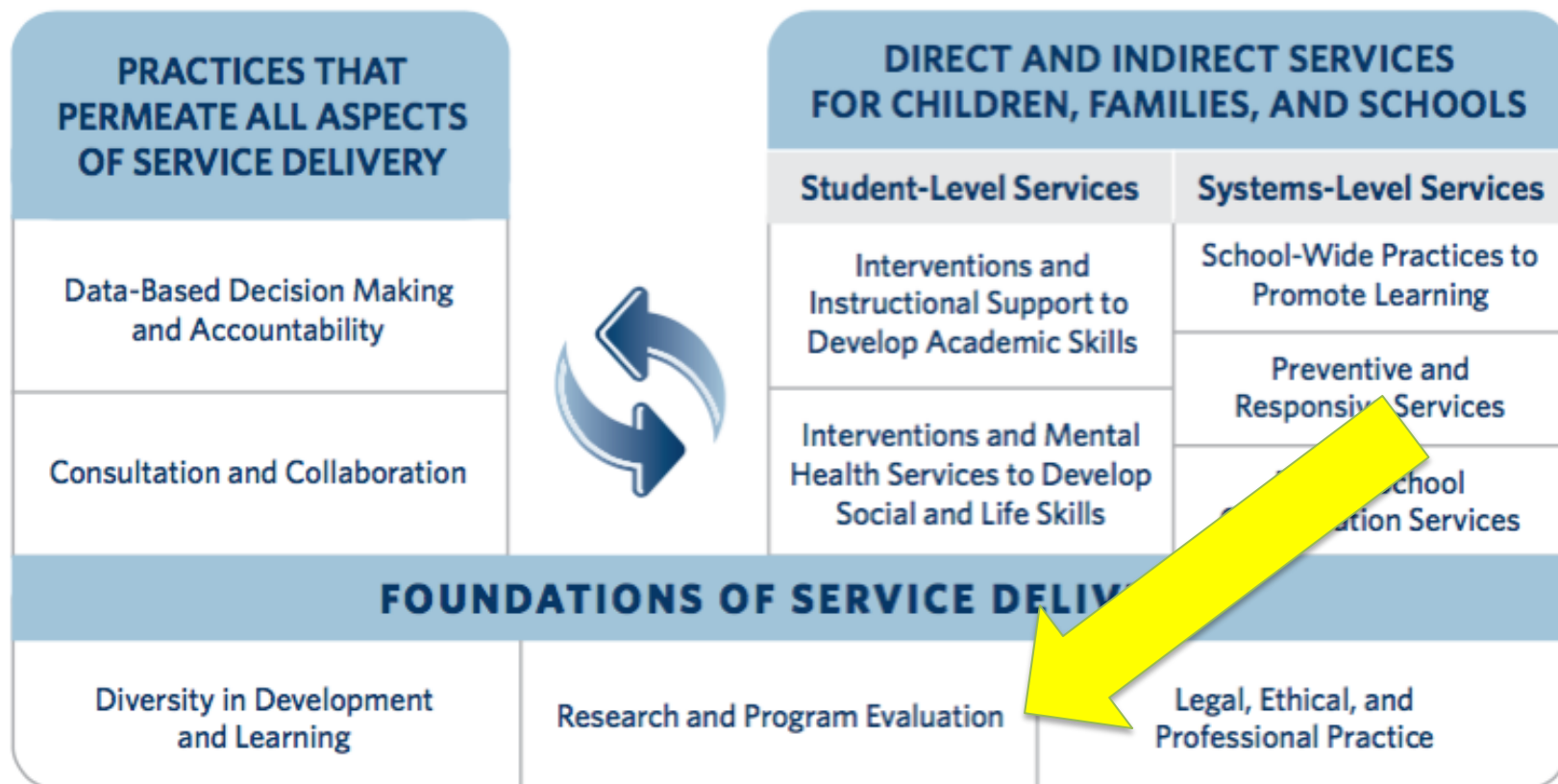


Our Goals

- Provide overview of 5 scales of the Delaware School Survey (DSS)
- Brief review of DSS validity and reliability
- Snapshot of Delaware's process for survey administration & use
- Provide resources on survey use to guide action planning

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Model for Services by School Psychologists

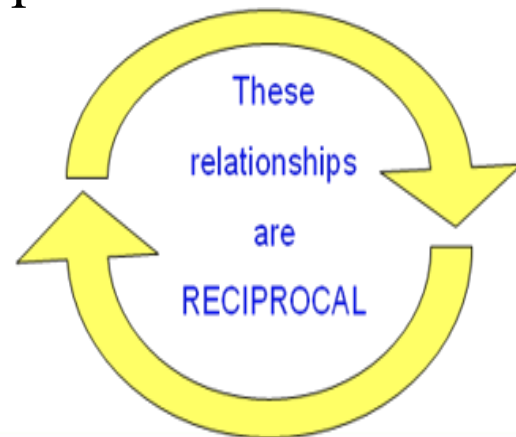


HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST

Why is school climate important overall?

School Climate is linked to a wide range of academic, behavioral, and socio-emotional outcomes for students:

- Academic achievement
- Student academic, social, and personal attitudes and motives
- Delinquency
- Behavior problems



Connect the Dots through Multiple Measures

- Office Discipline/Suspension Data
- School-wide PBS Implementation Data
 - External evaluation & self assessment
- School Climate Data
- DSS developed to be an evidence-based tool for assessing school-wide outcomes frequently targeted in both SWPBIS and Social and Emotional Learning (SEL) programs but not frequently assessed by schools.

Delaware School Surveys

School Climate Scale

Techniques Scale

Social-Emotional Competence Scale

Bullying Victimization Scale

Engagement Scale

2016 Delaware School Climate Survey Subscales		
Student Survey	Teacher/Staff Survey	Home Survey
Teacher-Student Relations	Teacher-Student Relations	Teacher-Student Relations
Student-Student Relations	Student-Student Relations	Student-Student Relations
Clarity of Expectations	Clarity of Expectations	Clarity of Expectations
Fairness of Rules	Fairness of Rules	Fairness of Rules
School Safety	School Safety	School Safety
Student Engagement School-wide	Student Engagement School-wide	
Bullying School-wide	Bullying School-wide	
	Teacher-Home Communications	Teacher-Home Communications
	Staff Relations	
Total School Climate	Total School Climate	Total School Climate
		Satisfaction with School

Theoretical Roots

Authoritative Discipline Theory

The most effective discipline style is comprised of:

- *Responsiveness* — the extent to which adults are responsive to children's social and emotional needs
- *Demandingness* — the extent to which adults provide clear and consistent rules, expectations, and routines

(Baumrind, 1971, 1996; Bear, 2005; Brophy, 1996; Gregory & Cornell, 2009)

Stockard and Mayberry's Framework

School climate consists of two dimensions:

- *Social action* —social interactions between students and staff
- *Social order* — preventing behavior problems and promoting safety

(Stockard & Mayberry, 1992)

School Climate Item Examples

Teacher-Student Relations

- “Teachers care about their students.”

Student-Student Relations

- “Students are friendly with each other.”

Student Engagement School-wide

- “Most students try their best.”

Clarity of Expectations

- “Students know what the rules are.”

Fairness of Rules

- “The school rules are fair.”

School Climate Item Examples (*continued*)

School Safety

- “Students know they are safe in this school.”

Bullying School-wide

- “Students threaten and bully others”

Teacher-Home Communications

- “Teachers listen to the concerns of parents.”

Staff Relations

- “Teachers, staff, and administrators work well together.”

Satisfaction with School

- “I like this school.”

Techniques Scale

Student Survey	Teacher/Staff Survey	Home Survey
Positive Behavior Techniques	Positive Behavior Techniques	
Punitive Techniques	Punitive Techniques	
Social Emotional Learning Techniques	Social Emotional Learning Techniques	

Techniques Item Examples

Use of Positive Techniques

- “Students are praised often.”
- “Classes get rewards for good behavior.”

Use of Punitive Techniques

- “Students are punished a lot.”
- “Students are often sent out of class for breaking rules.”

Use of Social Emotional Learning (SEL) Techniques

- “Students are taught to feel responsible for how they act.”
- “Students are taught to understand how others think and feel.”

Student Social Emotional Competence Scale

Student Survey	Teacher / Staff Survey	Home Survey
Responsible Decision-making/Responsibility		
Understanding how others Think and Feel/Social Awareness		
Self-management of Emotions and Behavior		
Relationship Skills		

Student Social Emotional Competence Item Examples

Responsible Decision-making / Responsibility

- “I feel responsible for how I act.”

Understanding how others think and feel / Social Awareness

- “I think about how others feel.”

Self-management of emotions and behavior

- “I can control how I behave.”

Relationship skills

- I am good at solving conflicts with others.”

Bullying Victimization Scale (Individual Level)

Student Survey		Teacher/Staff Survey	Home Survey
Bullying Victimization ¹	Verbal Bullying		Verbal Bullying
	Physical Bullying		Physical Bullying
	Social/Relational Bullying		Social/Relational Bullying
	Cyberbullying ²		

¹ Grades 6-12 only for the printed version. Optional for grades 4-5 with computer version.

² Grades 6-12 only.

Bullying Victimization Item Examples

- *Verbal Bullying*
 - “A student said mean things to me.”
- *Physical Bullying*
 - “I was pushed or shoved on purpose.”
- *Social/Relational Bullying*
 - “A student told/got others to not like me.”
- *Cyberbullying (grades 6-12)*
 - “A student *sent me* a mean or hurtful message about me using email, text messaging, instant messaging, or similar electronic messaging.”

Engagement Scale (Individual Level)

Student Survey		Teacher/Staff Survey	Home Survey
Student Engagement	Behavioral		Behavioral
	Cognitive		Cognitive
	Emotional		Emotional

Engagement Item Examples

Student Engagement

- *Behavioral Engagement*
 - “I pay attention in class.”
 - “I follow the rules at school.”
- *Cognitive Engagement*
 - “I try my best in school.”
 - “I turn in my homework on time.”
- *Emotional Engagement*
 - “I feel happy in school.”
 - “My school is a fun place to be.”

Statistics Supporting the *Delaware School Scales*

Publications

Peer-Reviewed Journals:

- Bear, G. G., Chen, D., Mantz, L., Yang, C., Huang, X., & Shiomi, K., & He, X. (2016). Differences in classroom removals and use of praise and rewards in American, Chinese, and Japanese schools. *Teaching and Teacher Education*, 53, 41-50.
- Bear, G. G., Yang, C., & Pasipanodya, E. (2015). Assessing school climate: Validation of a brief measure of the perceptions of parents. *Journal of Psychoeducational Assessment*, 33, 115-129.
- Bear, G. G., Mantz, L. S., Glutting, J., Yang, C., & Boyer, D. (2015). Differences in bullying victimization between students with and without disabilities. *School Psychology Review*, 44, 98-116.
- Bear, G., Yang, C., Pell, M., & Gaskin, C. (2014). Validation of a brief measure of teachers' perceptions of school climate: Relations to student achievement and suspensions. *Learning Environments Research*, 17, 339-354.
- Yang, C., Bear, G. G., Chen, F.F., Zhang, W., Blank, J.C., & Huang, X.S. (2013). Students' perceptions of school climate in the U.S. and China. *School Psychology Quarterly*, 28, 7-24.
- Bear, G. G., Gaskins, C., Blank, J. , & Chen, F. F. (2011). Delaware School Climate Survey-Student: Its factor structure, concurrent validity, and reliability. *Journal of School Psychology*, 49, 157-174.

Publications

Other Resources and Chapters:

- Bear, G., Yang, C., Mantz, L., Pasipanodya, E., Hearn, S., & Boyer, D. (2014). *Technical Manual for Delaware School Survey: Scales of School Climate, Bullying Victimization, Student Engagement, and Positive, Punitive, and Social Emotional Learning Techniques*. Center for Disabilities Studies, University of Delaware.
- Bear, G.G., Whitcomb, S., Elias, M., & Blank, J. (2015). SEL and Schoolwide Positive Behavioral Interventions and Supports. In J. Durlak, T. Gullotta, C. Domitrovich, P. Goren, & R. Weissberg (Eds.), *Handbook of social and emotional learning* (453-467). Guilford Press.
- Bear, G. G. (2010). *School discipline and self-discipline: A practical guide to promoting prosocial student behavior*. New York: Guilford Press.

Confirmatory Factor Analyses

- Factor structure supported by CFA
- Same factor structure across student, teacher/staff, and home surveys
- Measurement invariance across grade levels, racial groups, and gender

For more information, see *Technical Manual*:

<http://wordpress.oet.udel.edu/pbs/technical-manual-for-school-climate-surveys>

School Climate Reliability (*alpha coefficients*)

	Student	Teacher/ Staff	Home
Teacher-Student Relations	.88	.88	.91
Student-Student Relations	.87	.91	.93
School Safety	.79	.89	.91
Clarity of Expectations	.77	.90	.92
Fairness of Rules	.80	.82	.90
Student Engagement School-wide	.82	.88	N/A
Bullying School-wide	.77	.89	N/A
Teacher-Home Communications	N/A	.90	.90
Staff Relations	N/A	.95	N/A
Total Climate	.90	.94	.97
Parent Satisfaction	N/A	N/A	.86

Techniques Reliability (*alpha coefficients*)

	Student	Teacher/ Staff
Positive Techniques	.85	.83
Punitive Techniques	.75	.79
SEL Techniques	.80	.90

Social Emotional Competence Reliability (*alpha coefficients*)

	Student
Total Social-Emotional Competence	.84

Bullying Victimization Reliability (*alpha coefficients*)

	Student	Home
Verbal Bullying	.92	.91
Physical Bullying	.86	.80
Social/Relational Bullying	.91	.90
Cyberbullying	.90	.94
Total (excluding Cyberbullying)	.95	N/A
Total (including Cyberbullying)	.96	N/A

Engagement Reliability (*alpha coefficients*)

	Student	Home
Behavioral Engagement	.81	.85
Cognitive Engagement	.75	.82
Emotional Engagement	.88	.84
Total Engagement	.89	.92

How do scores relate to other measures, including academic achievement and suspensions/expulsions?

As seen in the next slide, **school climate** measures
are *positively* associated with academic achievement
and *negatively* associated with suspensions/expulsions.

Evidence of Criterion-Related Validity

Student Survey	% Students Suspended/Expelled		% Passing ELA		% Passing Math	
	Elem	Mid	Elem	Mid	Elem	Mid
Teacher-Student Relations	-.432**	-.552**	.412**	.602**	.432**	.634**
Student-Student Relations	-.719**	-.708**	.576**	.687**	.641**	.690**
Engagement School-wide	-.547**	-.556**	.364**	.547**	.426**	.566**
Clarity of Expectations	-.398**	-.430*	.344**	.514**	.406**	.564**
Fairness of Rules	-.405**	-.711**	.353**	.614**	.386**	.636**
School Safety	-.568**	-.603**	.443**	.595**	.474**	.631**
Bullying School-wide	.579**	.655**	-.715**	-.697**	-.686**	-.704**
Total Climate	-.626**	-.662**	.560**	.668**	.595**	.691**

N= 88 Elementary schools; 28 Middle schools, 17 High school. *p <.05, **p < .01

Evidence of Criterion-Related Validity

Student Techniques Scale and School-level Data

Student Survey	% Students Suspended/Excluded		% Passing ELA		% Passing Math	
	Elem	Mid	Elem	Mid	Elem	Mid
Punitive Techniques	.635**	.674**	-.690**	-.683**	-.688**	-.743**
Positive Techniques	-.008	-.310	-.148	.182	-.064	.253
SEL Techniques	-.303**	-.689**	.222	.619**	.288*	.615**
N= 88 Elementary schools; 28 Middle schools. *p < .05, **p < .01						

- Punitive techniques negatively related to academic achievement and positively related to suspensions
- SEL techniques positively related to academic achievement and negatively related to suspensions
- Potential reason for low correlations with positive techniques

Evidence of Criterion-Related Validity

Student Social-Emotional Competency Scale and School-level Data

Student Survey	% Students Suspended/Expelled		% Passing ELA		% Passing Math	
	Elem	Mid	Elem	Mid	Elem	Mid
Social-Emotional Competence	-.579**	-.736**	.626**	.808**	.619**	.773**
N= 88 Elementary schools; 28 Middle schools, 17 High school. * $p < .05$, ** $p < .01$						

Social-emotional competence related positively to academic achievement and negatively to suspensions/expulsions

Evidence of Criterion-Related Validity

Student Bullying Victimization Scale and School-level Data

Student Survey	% Students Suspended/Expelled		% Passing ELA		% Passing Math	
	Elem	Mid	Elem	Mid	Elem	Mid
Verbal Bullying	.525**	.185	-.406**	-.278	-.426**	-.276
Physical Bullying	.583**	.279	-.517**	-.435*	-.527**	-.425*
Social/Relational Bullying	.541**	.171	-.533**	-.323	-.527**	-.425*
Cyber Bullying	N/A	.079	N/A	-.267	N/A	-.264
Total Bullying (with Cyber)	N/A	.127	N/A	-.300	N/A	-.281

N= 88 Elementary schools; 28 Middle schools, 17 High school. *p < .05, **p < .01

In elementary school, bullying associated negatively with achievement and positively with suspensions

Evidence of Criterion-Related Validity

Student Engagement Scale and School-level Data

Student Survey	% Students Suspended/Expelled		% Passing ELA		% Passing Math	
	Elem	Mid	Elem	Mid	Elem	Mid
Cognitive Engagement	-.457**	-.579**	.665**	.656**	.669**	.577**
Behavioral Engagement	-.543**	-.716**	.609**	.669**	.641**	.650**
Emotional Engagement	-.497**	-.578**	.400**	.491**	.441**	.488**
Total Engagement	-.546**	-.671**	.559**	.626**	.593**	.600**
N= 88 Elementary schools; 28 Middle schools, 17 High school. *p < .05, **p < .01						

Engagement is positively associated with achievement and negatively associated with suspensions

What have we learned?

What can we share?

Strategies for survey data use with
schools & districts



DE School Surveys Process

- Supported by Delaware DOE and managed by the Delaware Positive Behavior Support (DE-PBS) Project staff
- Free to all public schools – not just DE-PBS schools
- Optional but required by some districts
- Completed by students, teachers, and parents
 - Students in grades 3-12
 - Via either computer (online) or scantron paper form
- Individual School Reports developed
- Score interpretation workshop provided
 - Including Guidelines and Worksheets

	Favorable (GREEN)	Unfavorable (RED)
<u>Scale</u>	<u>Average Score</u>	<u>Average Score</u>
School Climate, Techniques, & Engagement Scales	3.4 and above	2.5 and below
Bullying Victimization Scale	N/A	3.0 and above

Responses to School Climate Survey 2014-2015 - Teacher/Staff Version

Table 1a. School Climate: Standard Scores Compared with Other Participating Middle Schools

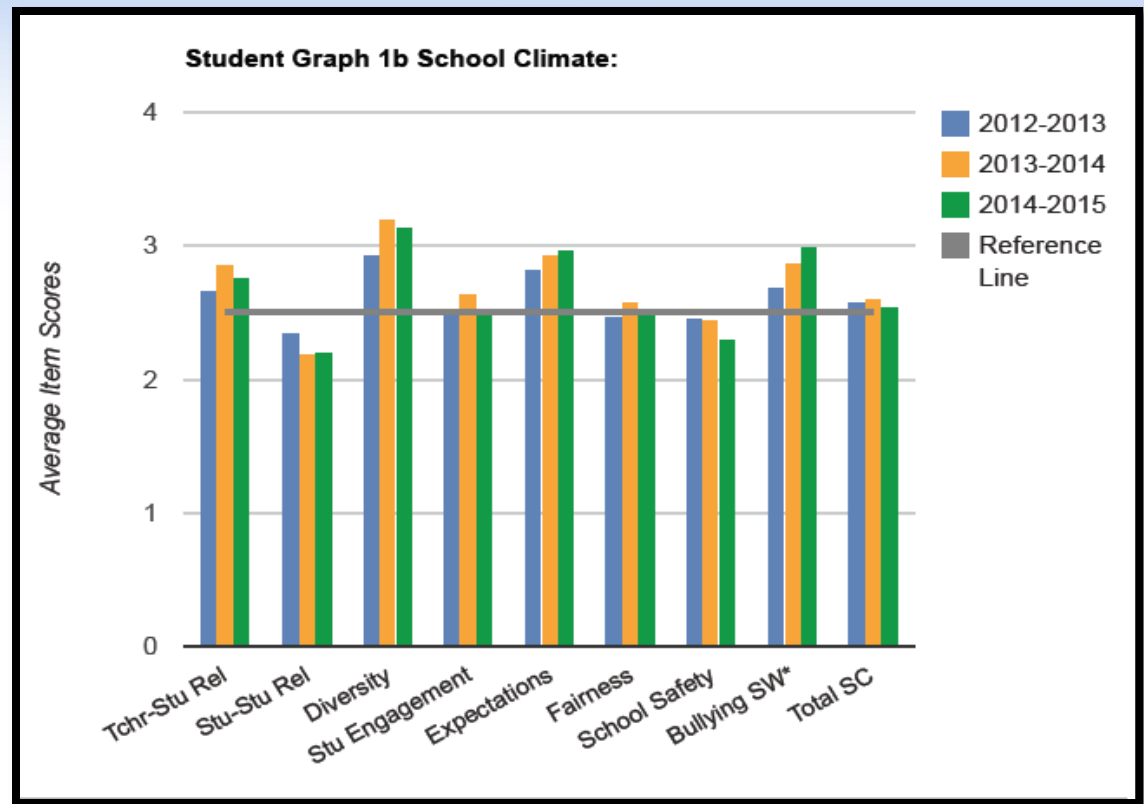
		Teacher- Student Relations	Student- Student Relations	Respect for Diversity	Student Engagement School-Wide	Clarity of Expectations	Fairness of Rules	School Safety	Bullying School- Wide	Teacher- Home Communi- cations	Staff Relations	Total School Climate
Total	N= 32	96.39	85.12	99.10	85.06	96.13	90.99	84.61	110.75	94.12	97.42	88.62
Position												
Classroom Teacher	N= 23	93.61	80.39	97.48	81.28	94.40	86.76	79.44	112.39	92.34	96.79	84.83
Staff	N= 9	103.50	97.22	103.23	94.74	100.56	101.80	97.81	106.54	98.69	99.01	98.30

Table 1b. School Climate: Average Item Scores for All Staff Positions Combined

		Teacher- Student Relations	Student- Student Relations	Respect for Diversity	Student Engagement School-Wide	Clarity of Expectations	Fairness of Rules	School Safety	Bullying School- Wide	Teacher- Home Communi- cations	Staff Relations	Total School Climate
Total	N= 32	3.19	2.36	3.34	2.22	3.05	2.86	2.30	2.91	3.00	2.81	2.72
Position												
Classroom Teacher	N= 23	3.11	2.21	3.29	2.09	2.99	2.71	2.09	2.98	2.95	2.78	2.62
Staff	N= 9	3.39	2.75	3.48	2.56	3.22	3.25	2.85	2.75	3.14	2.89	2.97

Provide Graphical Representation

- 3-year comparison graph
- 3 populations
- Color



Provide Interpretation Worksheets/ Guided Process & Questions

- Worksheet provided per survey population (student, teacher / staff, home)
- Guides through each survey scale (School Climate, Techniques, Social-Emotional Competency, Bullying, Engagement) looking at data tables and graphs
- Lead to action planning template

You are looking at **Average Item Scores (AIS)**

STUDENT Data
Report

School Climate Scale – Table 1

AVERAGE ITEM SCORE (AIS) ANALYSIS

Response Scale

1=Disagree A Lot 2=Disagree 3=Agree 4=Agree A Lot

- Examine the average scores in the first row from of **Table 1b**.
- Use table to record:
 - Which subscales reflect your school's sizable strengths and considerable concerns according to students?
 - What are other relative strengths or concerns to note as areas of interest?

Examine
Average
scores for
the **total**
school
climate scale

Total School Climate Scale (AIS)

Strengths

Concerns

To note your
“**considerable
concerns**” and
your relative
concerns.

Notes

To note your “**sizeable
strengths**” and your relative
strengths for total school climate
scores.

Where and what are your “sizeable” strengths & relative strengths?

Pg. 2 of Student
Report

Sizeable strength

Responses to School Climate Survey 2014-2015 - Student Version										
Table 1b. School Climate		Average Item Scores for All Grades Combined								
Total	N= 312	Teacher-Student Relations	Student-Student Relations	Respect for Diversity	Student Engagement School-Wide	Clarity of Expectations	Fairness of Rules	School Safety	Bullying* School-Wide	Total School Climate
		2.87	2.55	3.03	2.45	2.98	2.80	2.72	2.32	2.75
Race										
White	N= 109	2.93	2.47	3.08	2.25	3.01	2.87	2.67	2.31	2.74
African American	N= 83	2.79	2.71	3.02	2.70	3.05	2.70	2.80	2.28	2.81
Hispanic	N= 72	2.92	2.51	2.97	2.45	2.88	2.81	2.71	2.38	2.73
Asian	N= 10	3.00	2.83	3.27	2.65	3.05	2.88	2.90	2.20	2.91
Multi Racial	N= 31	2.75	2.40	2.99	2.41	2.98	2.84	2.61	2.35	2.70
Hawaiian	N= 1									
American Indian	N= 6	2.75	2.63	2.67	2.54	2.63	2.33	2.67	2.38	2.60
Gender										
Girl	N= 141	2.91	2.52	3.05	2.48	2.99	2.80	2.76	2.33	2.77
Boy	N= 171	2.84	2.58	3.01	2.43	2.97	2.79	2.68	2.32	2.74
Grade										
9th	N= 55	2.89	2.45	2.96	2.57	2.87	2.80	2.53	2.58	2.68
10th	N= 109	2.91	2.56	3.08	2.44	3.02	2.83	2.73	2.37	2.77
11th	N= 99	2.81	2.53	2.96	2.37	2.98	2.74	2.74	2.22	2.74
12th	N= 47	2.89	2.71	3.12	2.51	3.01	2.84	2.88	2.13	2.84

Now, where and what are your “considerable” concerns
& your relative concerns?

Responses to School Climate Survey 2014-2015 - Student Version										
Table 1b. School Climate: Average Item Scores for All Grades Combined										
		Teacher- Student Relations	Student- Student Relations	Respect for Diversity	Student Engagement School-Wide	Clarity of Expectations	Fairness of Rules	School Safety	Bullying* School-Wide	Total School Climate
Total	N= 312	2.87	2.55	3.03	2.45	2.98	2.80	2.72	2.32	2.75
Race										
White N= 109		2.93	2.47	3.08	2.25	3.01	2.87	2.67	2.31	2.74
African American N= 83		2.79	2.71	3.02	2.70	3.05	2.70	2.80	2.28	2.81
Hispanic N= 72		2.92	2.51	2.97	2.45	2.88	2.81	2.71	2.38	2.73
Asian N= 10		3.00	2.83	3.27	2.65	3.05	2.88	2.90	2.20	2.91
Multi Racial N= 31		2.75	2.40	2.99	2.41	2.98	2.84	2.61	2.35	2.70
Hawaiian N= 1										
American Indian N= 6		2.75	2.62	2.67	2.54	2.63	2.33	2.67	2.38	2.60
Gender										
Girl N= 141		2.91	2.52	3.05	2.48	2.99	2.80	2.76	2.33	2.77
Boy N= 171		2.84	2.58	3.01	2.43	2.97	2.79	2.68	2.32	2.74
Grade										
9th N= 55		2.89	2.45	2.96	2.57	2.87	2.80	2.53	2.58	2.68
10th N= 109		2.91	2.56	3.08	2.44	3.02	2.83	2.73	2.37	2.77
11th N= 99		2.81	2.53	2.96	2.37	2.98	2.74	2.74	2.22	2.74
12th N= 47		2.89	2.71	3.12	2.51	3.01	2.84	2.88	2.13	2.84

School Climate Scale – Table 1

AVERAGE ITEM SCORE (AIS) ANALYSIS

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- Examine the average scores in the first row from of **Table 1b**.
- Use table to record:
 - Which subscales reflect your school's sizable strengths and considerable concerns according to students?
 - What are other relative strengths or concerns to note as areas of interest?

Total School Climate Scale (AIS)	
Strengths	Concerns
<i>1 "sizeable" strength</i> <ul style="list-style-type: none">• <i>Bullying School-wide (2.32)</i> <i>"relative" strengths</i> <ul style="list-style-type: none">• <i>T-S Relations (2.87)</i>• <i>Respect for Diversity (3.03)</i>• <i>Clarity of Expectations (2.98)</i>	<i>1 "considerable" concern</i> <ul style="list-style-type: none">• <i>Student Engagement School-wide (2.45)</i> <i>1 "relative concern"</i> <ul style="list-style-type: none">• <i>S-S Relations (2.55)</i>

2014-2015 Delaware School Surveys Action Plan
School Climate, Techniques, Bullying, Engagement
STUDENT Version

Great job taking time to review your school's data! Remember to celebrate success, and share your results and plans with your school community (students, staff, and families). Let them know that you value their time in responding to the survey and are putting the information to good use.

Data to Share (strengths & concerns)	Audience	How?	Who?	When?
<i>Strengths: Clarity of Expectations and Bullying School-wide – positive trend across 3 years</i>	<i>All Staff/PTO</i>	<i>Data points shared during staff meeting & upcoming PTO mtg. Also share strategies for concerns.</i>	<i>School Climate Team</i>	<i>February 17th (Staff) February 24th (PTO)</i>
<i>Relative Strength: Teacher-Student Relations</i>		<i>Acknowledgement cards for all staff signed by administration</i>	<i>Administrative Team</i>	<i>By February 26th</i>

Based on data review and identification of concerns, make a plan for your school to improve school climate. Remember to

- prioritize areas of concern to keep your plan manageable, and
- review additional data when identifying concerns before exploring strategies to implement.



Areas of concern	Additional data to review	Strategy ideas	Who?	When?
<i>Student-Student Relations</i>	<i>Office Discipline Referrals (by behavior)</i>	<i>Focus group – 9th grade priority Share data, gather student input & brainstorm together</i>	<i>Guidance Counselor Team</i>	<i>9th grade advisory periods Feb. 29 – Mar. 28</i>
<i>Student-Student Relations</i>		<i>Provide PD with staff on use of praise to highlight positive peer relations</i>	<i>School Climate Team</i>	<i>Rotate through staff PLC meetings Mar.18 – Apr.8</i>

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graph TD; A((Data Analysis)) --- C[Student-Student Relationship Recommended Strategies]; B((Classroom Management & School-wide Discipline)) --- C; D((Teaching Social-Emotional Skills)) --- C; E((Educator Practices)) --- C;
```

Data Analysis

Classroom
Management &
School-wide
Discipline

Student-Student
Relationship
**Recommended
Strategies**

Teaching Social-
Emotional Skills

Educator
Practices

Sharing Data: Celebrate Strengths & Communicate Plans

- Presentation templates developed for schools to facilitate data sharing
- Slides cover:
 - Overview of school climate
 - Summary of survey structure & report information
 - School results templates & samples
 - Discussion & planning prompts
 - Resources



Delaware Positive Behavior Support Project

Creating safe and caring learning environments to promote the social-emotional and academic development of all children.

Home DE-PBS Schools Recognition Cadre Corner Administrators Presentations Forms & Tools School Climate Social Skills Pilot Links

Quick Links

- Contact Us
- PD Calendar
- Resources

Latest DE-PBS Updates

- 2014 – 2015 Professional Development
- 2014-2015 DDRT Templates
- Administrators Page
- DE-PBS Key Feature Evaluation Q&A
- DE-PBS Overview Presentation

DE-PBS Partners



Results should be used for program evaluation and development. The surveys provide useful information for school assessment, indicating if a school needs to devote greater attention to such important areas of school climate as teacher-student relations, student relations and safety, clarity of expectations, fairness of rules, teacher-student relations, and the use of positive, punitive and social emotional learning techniques.

2014-2015 Steps for Interpreting School Reports

- For Student Version
 - [SCS Interpretation Worksheet 2015 – STUDENT](#)
 - [SCS Data Action Planning – STUDENT](#)
- For Staff Version
 - [SCS Interpretation Worksheet 2015 – STAFF](#)
 - [SCS Data Action Planning – STAFF](#)
- For Home Version
 - [SCS Interpretation Worksheet 2015 – HOME](#)
 - [SCS Data Action Planning – HOME](#)

Workshop Presentations

- [2014-15 School Climate Data: State-Wide Trends Presentation](#)
- [2014-15 School Climate Data: Understand – Interpret – Use](#)

Templates for Sharing Data:

- [2015 – Template for sharing School Climate Data with Staff](#)
- [2015 – Template for sharing School Climate Data with Families](#)
- [Delaware School Climate Survey – Data Sharing Overview Handout](#)

Importance Of School Climate

[Use Of School Climate Data](#)

School Climate Participation

Administration Of Survey

Technical Manual For School Climate Surveys

Delaware School Climate Survey 2014-2015

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Check out the
Delaware PBS
Key Features

Adapted from *The Assessment of School Climate: Review and Appraisal of Published Student-Report Measures* (Ramelow, Currie, & Felder-Puig, 2015)

Studies Selected for This Review Including Some Basic Information About the Instruments and the Samples in Which They Were Tested.

School Climate Instrument Used	Sample	Age/Grade Range	Domains of School Climate Covered (See Cohen et al., 2009)
"What's Happening in This School?" Questionnaire (WHITS) (Aldridge & Ala'i, 2013)	4,067 high school students from 8 schools in Australia	8 th - 12 th grade	Safety, Relationships
Inventory of School Climate (ISC-S) (Brand, Felner, Shim, Seitsinger, & Dumas, 2003)	105,000 students of 188 middle-grade-level schools in the United States	6 th - 8 th grade	Safety, Teaching & Learning, Relationships
California School Climate and Safety Survey- Short Form (CSCSS-SF) (Furlong et al., 2005)	7,524 students in 61 schools in the United States	6 th - 12 th grade	Safety, Relationships
Modified Delaware School Climate Survey- Student (M-DSCS-S) (Yang et al., 2013)	10,400 American (85 schools) & 3,435 Chinese Students (22 schools)	3 rd - 12 th grade	Safety, Relationships

Questions?

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Thank you!

