**Changes in School Climate Scores from 2012 to 2017**

**Executive Summary**

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***Overview of Analyses***

* Changes in students’ perceptions of school climate, as measured by the *Delaware School Climate Scale-Student*, were examined beginning with scores in the spring of 2012 and ending with scores in winter/spring 2017. Latent growth modeling was the primary statistical method used in the analyses, with all analyses conducted by the University’s Center for Research in Education and Social Policy (CRESP). This is a brief summary of the Center’s report (see attached).
* Over period of 2012-2017, the number of participating schools ranged from 52-87 for elementary, 22-28 for middle, and 17-20 for high school. *There was a drop in the number of participating elementary schools from 2016 to 2017 (79 to 57).*
* Scores consisted of average scores for the given school year at the school level, and not at the individual student level. Thus, changes in school-wide scores (the average scores across individual students in each school building) were examined.
* Scores were examined for each of the seven subscales of the Delaware School Climate Scale-Student and for the total score (score across the seven subscales)
* The same items and subscales were used each year (i.e., any new items were not included).
* The guiding question was:

*Did students’ perceptions of school climate improve from 2012 to 2017 in elementary, middle, and high schools? If so, were improvements found across all seven aspects of school climate measured by the Delaware School Climate Scale-Student?*

***Results***

* On the total score for students’ perceptions of school climate were quite favorable, and improved significantly from 2012 to 2017. Improvements (based on effect sizes) were greatest in middle schools and high schools. However, it should be noted that at all points in time, school climate was highest in elementary schools.
* Across elementary, middle, and high schools, scores improved significantly on seven subscales, with the one exception of Bullying School-wide in middle schools.
* In elementary schools, the greatest improvements were (in rank order): Teacher-Student Relations, Student-Student Relations, School Safety, Bullying School-wide, Student Engagement, Fairness of Rules, and Clarity of Expectations.
* In middle schools, the greatest improvements were (in rank order): Fairness of Rules, Teacher- Student Relations, Student Engagement, Clarity of Expectations, Student-Student Relations, School Safety, and Bullying School-wide. There was no significant improvement for Bullying School-wide.
* In high schools, the greatest improvements were (in rank order): Student Engagement, Teacher-Student Relations, Clarity of Expectations, Fairness of Rules, Student-Student Relations, School Safety, and Bullying School-wide.

*Additional Comment*

* Overall, results are very favorable. However, despite significant improvements, scores continue to be least favorable in the areas of Student-Student Relations and Student Engagement in middle and high schools, as well as in the area of Fairness of Rules in high schools. Bullying School-wide also remains a primary area of concern.