

# School Climate Survey



[Photo from the ASPEN INSTITUTE](#)

How to use survey data to prioritize ESSA school culture improvement programs

# Agenda

- Introductions
- Why School Climate Survey
- History of School Climate Survey
- Review of Pilot 2017-2018
- Description of School Climate Survey Service
- How to use the data that is provided from SCS

# Nassau BOCES School Climate Survey

Support Staff...

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School Climate Survey Hotline

(516) 832-2801

Email

[schoolclimatesurvey@nasboces.org](mailto:schoolclimatesurvey@nasboces.org)

n a s s a u  
**BOCES** Nassau BOCES

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📅 CALENDAR 📄 STAFF DIRECTORY 👤 EMPLOYEES

Home About Us Professional Learning Schools for all Ages Programs & Services

Home > Student Support Services > State Reporting

### State Reporting

- Overview
- Presentations
- NYSED Resources
- NYSED Data Reporting Resources
- Certify - NYS Data Validation Software
- Technical Templates for Data Submission
- State Reporting Calendar & Accountability Timeline
- Level 0 Grad Requirements
- EOY Reports
- BEDS Day Enrollment Verification Reports
- Non-Public School Resources
- School Climate Survey**

### School Climate Surveys

As part of the New York State Every Student Succeeds Act (ESSA) plan, students, teachers, non-teaching staff and parents are being asked to take part in **School Climate Surveys**. NYSED is piloting this initiative in the 2017-2018 school year. The survey is scheduled for operational deployment in the 2018-2019 school year. The survey is web-based and Nassau BOCES is currently developing a means to deploy the survey, collect survey responses and report back those data to our districts in Nassau County. It is our hope to provide both technical support and data interpretation to Nassau County school districts. More information is soon to come.

### ED School Climate Surveys (EDSCLS)

### Climate Survey Domains

Engagement	Safety	Environment
Cultural and linguistic competence	Emotional safety	Physical environment
	Physical safety	Instructional

[Nassau BOCES School Climate Survey Page](http://www.nassauboces.org/statereporting)  
[www.nassauboces.org/statereporting](http://www.nassauboces.org/statereporting)

# From NYS ESSA PLAN...

- The Department is encouraging schools to administer the U.S. Department of Education school climate surveys to students, parents, and staff. Students' ability to succeed in school relies not only on quality teaching and academic resources, but also on a supportive school environment that fosters students' growth as individuals and affirms their worth as human beings within the educational and social setting of school. A school culture where differences are not merely tolerated and accepted, but are embraced and integrated into school life and curriculum, requires a thoughtful examination of school culture.

# Commissioner Elia wants climate survey dashboard

- School districts across the state should prepare to begin administering school climate surveys annually and report results as regularly as graduation rates and state test scores, according to state Education Commissioner MaryEllen Elia.
- "Ultimately, we want to be able to provide this data on our dashboard for schools," Elia said.
- <https://www.nyssba.org/news/2017/11/16/on-board-online-november-20-2017/elia-wants-state-dashboards-with-data-on-school-climate>

# From NYS ESSA PLAN...

## When students are

- ✓ physically healthy;
- ✓ emotionally supported;
- ✓ have safe routes to school;

## Have access to

- ✓ quality after school programs,
- ✓ recess and extra-curricular activities, and
- ✓ health and wellness programs,

When students are:  
Safe and Engaged and in  
a Positive Environment

## Student Attendance Will Improve

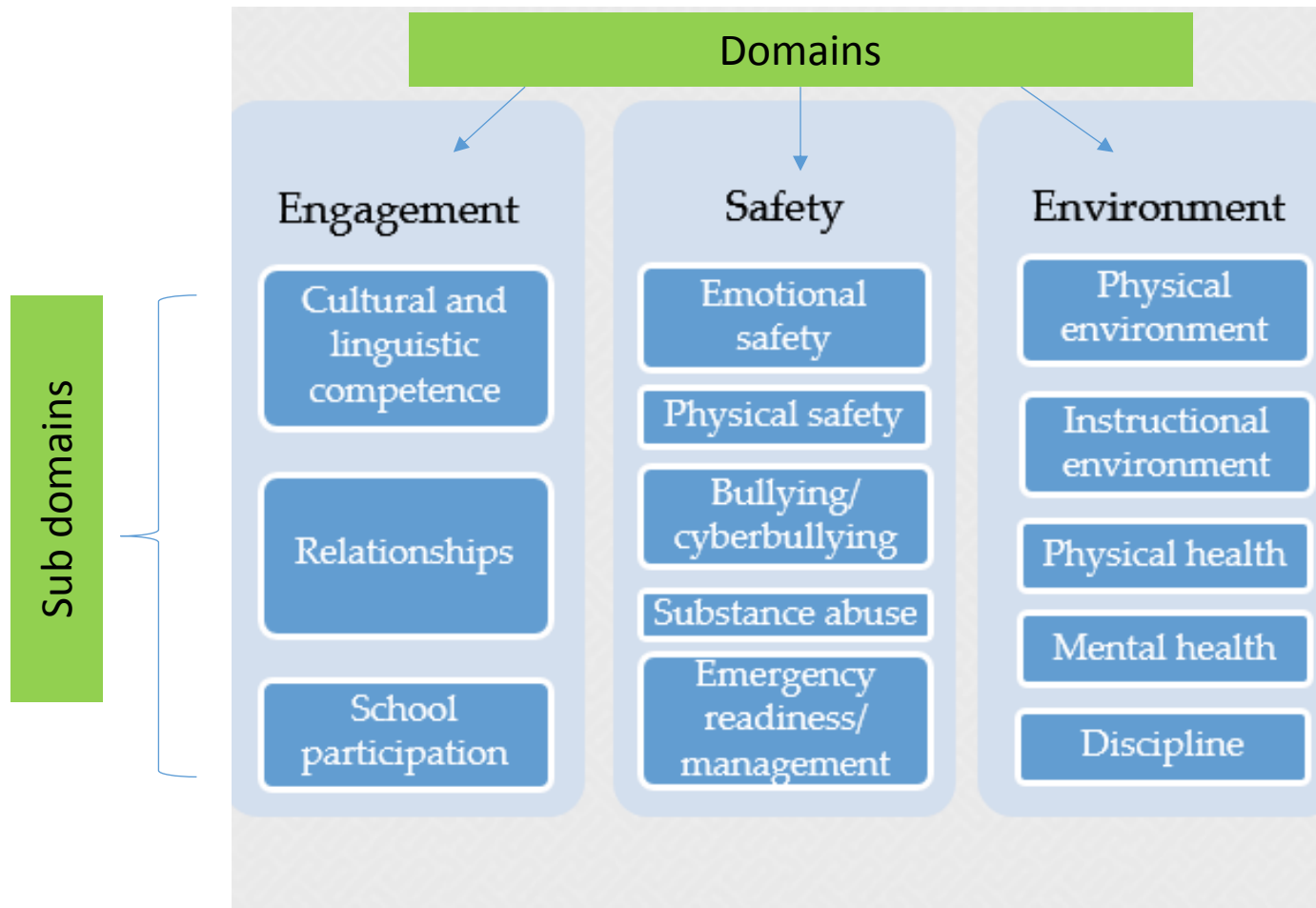
"It's the culture of the school. Am I happy when I come to work every day? Am I a student who is happy when I go to school every day? Those are the kinds of things that those (survey) questions get to."

Commissioner Elia

# How do you measure students, parents and teachers perception of safety, engagement, environment?

- Ask them.
  - By using...
- Vetted, valid and reliable questions
- NYSED has decided to use the ED School Climate Surveys (EDSCLS)  
<https://safesupportivelearning.ed.gov/scirp/about>

# What do the climate surveys measure?






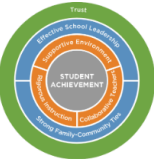
# Climate Surveys...not a new idea

**NYC Department of Education** 2017-18 School Quality Guide – Online Edition Getting Started | Print | Provide Feedback

Select School Type:  Select School:  Select Year:



**School Conditions and Practices**



**The Framework for Great Schools**  
Research shows that the six areas of school conditions and practices in the Framework for Great Schools drive improved student learning. (Learn More)

**NOTES ON RATINGS**

- The Supportive Environment rating is N/A for all schools because we do not yet have 2017-18 results for chronic absenteeism and movement of students with disabilities to less restrictive environments.
- For schools with pending 2017-18 the Framework element ratings for Quality Review results are needed.
- Although these sections are unrated, they are available within the sections.
- These ratings will be included in the 2018-19 report.

**2017-18 NYC School Survey Response Rates:**

Teachers:	86%	(167)
Students:	85%	(3408)
Parents:	14%	(526)

Last Quality Review Conducted:

**NYC SCHOOL SURVEY**  
P.O. Box 8137  
New York, NY 10188-0137  
Department of Education

## Your School, Your Voice!

**Fill out your school survey today!**  
Su avouala, su opinión. ¡Completa wata encuesta hoy!  
امسح صواتك بصورتك اليوم من مذكر المدرس حركه هذا الاجتهاد اليوم  
आपका मत, आपका मत बदलता, आपकी जीत बदलता है।  
Lebél ou wé a, opinyon wé Ranpèl Nw sòkolaj ou, lebél ou a sòkolaj  
您的学校，您的声音：是令人惊喜的果实  
作爲學校的成員，您的意見將有助於改善學校的品質  
Bawo wataka — wata ranpa. Zamantsewe weweyi ranpa!  
يكمل استطلاع الرأي اليوم من مذكر المدرس  
Your voice, your role! Fill out the survey for your role at school!

NYC DOE using climate surveys for 12 years



## General Information

[www.midwoodhighschool.org](http://www.midwoodhighschool.org)

Principal: Michael McDonnell

Grades served: 09,10,11,12,SE

Enrollment: 4017

Average SAT: 1105/1600

Shared Space: No

Admissions methods: Screened, Screened: Language & Academics, Unscreened

### Student Demographics

Asian: 35% | Black: 28% | Hispanic: 12% | White: 23%

English Language Learners: 3%

Student with Special Needs 9%

### Staff Experience

Years of principal experience at this school: 4

% of teachers with 3 or more years of experience: 82%

### Attendance

Student Attendance: 92% (City: 89%)

Students Chronically Absent: 20% (City: 31%)

Teacher Attendance: 96%

## School Overview

Midwood High School celebrates a long tradition of academic excellence. Our school consists of three institutes. Placement in our Medical Science and Humanities Institutes is highly competitive and dependent upon strong academic performance. The Liberal Arts Science Institute serves students who reside in the geographical catchment area. Students are selected for one of three programs: LASI Honors Academy, College and Careers, or College Support. These programs provide students with rigorous college and career-based instruction.

## Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student learning.



Rigorous Instruction



Collaborative Teachers



Supportive Environment



Effective School Leadership



Strong Family-Community Ties



Trust



Student Achievement



KEY:

Excellent



Good



Fair



Poor



## Activities, Sports, and Arts

91% of students feel that this school offers a wide enough variety of programs, classes, and activities to keep them interested in school (City: 74%)

### Extracurricular Activities

Archon, Argus, Arista, Art, BioMed Society, Chorus, Concerts, Conflict Resolution, Dance, Drama, Fashion, Film, Gospel Choir, Historical Society, Japanese Animation, Knitting Circle, Marching Band, Model Congress, Patterns, Peer Tutoring and Mediation, Philosophy, Photography, Political and more...

### PSAL Sports

**Boys:** Baseball, Basketball, Bowling, Cross Country, Football, Handball, Indoor Track, Lacrosse, Outdoor Track, Soccer, Swimming, Tennis, Volleyball,...

**Girls:** Basketball, Bowling, Cross Country, Flag Football, Handball, Indoor Track, Lacrosse, Outdoor Track, Soccer, Softball, Swimming, Tennis,...

**Co-Ed:** Cricket, Golf

### Arts Classes

Core Music, Drawing, Mixed Choir, Filmmaking / Video, Woodwind Ensemble, Painting, Graphic Design, Jazz Ensemble, Concert Band, Art History



2839 Bedford Avenue  
Brooklyn NY 11210

718-724-8500

# 2015 Nassau BOCES joins SED Climate Survey workgroup.



Collaborated with SED other Regional Information Centers and USDOE

2016-2017 a few districts piloted the USDOE survey – response was positive survey was easy to use.

2017-2018 SED requested expansion of pilot- Nassau had four school districts to pilot survey and help with development of reports.

2018-2019 Nassau ready to roll out School Climate Survey service on larger scale along with report package



## Survey Responses from Pilot

Students had no issues taking survey very high response rate- very low opt out rate- *strategies to get disengaged students to take the survey too.*

Parents- very low response rate – *perhaps will increase over time*

Teachers – some questioned anonymity

Non-teachers- not enough of an “N” may look to expand (bus, hall, clerical, custodial, lunch, etc)

**2726** students – 73 questions

**309** teachers – 82 questions

**50** non instructional staff – 81 questions – 103 for principal

**118** parents – 43 questions

# Survey Administration

All surveys taken on-line

District provided with URL

All respondents given a username. Either Anonymous or Confidential.



WELCOME TO THE ED SCHOOL CLIMATE SURVEY (EDSCLS)

English | [Español](#)

The ED School Climate Survey (EDSCLS) is being administered by Audre Midura. Your responses are important in understanding the environment of this school and the conditions for teaching and learning.

To start the survey, please enter your username below.

Username:

# Anonymous vs. Confidential

Teacher/Non-Teacher

## Anonymous

- The survey does not collect identifying information of the individual subjects and survey does not link individual responses with respondent identity.

Parent/Student

## Confidential

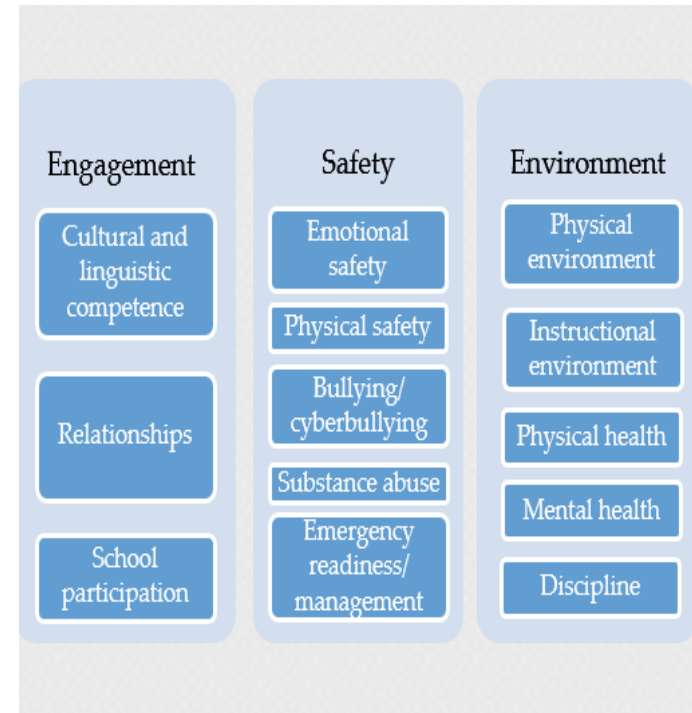
- All personally identifiable data is removed and only Level 1 demographic data is attached to an individual response. Individual responses are never analyzed. All analytics done in aggregate. N>10

# Survey requires full transparency

- Provide all respondents with the ability to see the survey questions prior to administration.

<https://www.nassauboces.org/Page/9691>

- Provide ability to “opt-out”
- Report and share the results and USE the data to implement changes/programs/initiatives that target school climate improvement.



FOR PARENTS/GUARDIANS:

*YOUR DISTRICT is conducting a voluntary survey about school climate. The survey will be administered to students during regular school hours during the week of <WEEK OF ADMINISTRATION>. It will ask students about their perceptions on topics such as student engagement, school environment, and school safety.*

*The data your child provides may also be used by the school and district to better understand the current climate in their school. Your child's answers will be combined with the answers of other students at their school and district and used to create records about the climate of their school. These reports will not identify any person or their responses.*

*If you do not want your child to participate in this survey, please complete, sign, and postmark this letter using the enclosed postage-paid envelope by <DEADLINE DATE>. If you sign and postmark this letter by <DEADLINE DATE>, it means your child will not participate in the survey.*

*If you have any questions about this study or about your child's participation or would like to see a copy of the student survey, please contact <ADMINISTRATOR NAME> at <ADMINISTRATOR NUMBER>. If you have any questions about your child's rights as a participant in this study, please contact <SCHOOL CONTACT INFO>.*

*I understand that by completing and signing the form below and returning this letter, my child will not be allowed to take the School Climate Survey.*

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Printed Name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

*If you agree to allow your child to take the survey, you do not have to sign or send back anything.*

Sincerely,

The letter contains:

- links to questions
- survey administration window
- a district contact person
- deadline to submit opt out letter

Nassau BOCES developing a print/mail service to send home letters.

## Opt Out Letter



# Survey Process

- Determine survey window and discuss survey with all survey respondents.
- Designate survey administrator in district/school
- Post survey questions on district website or link to NB page with questions.
- Determine how/when to give survey to students- provide NB with a staff/student file.
- Provide “opt-out” letter to parents (may be mailed with parent usernames)
- Determine how students, teachers and non teachers receive the usernames
- Administer survey
- Once survey window was closed NB able to generate reports.



# ED SCHOOL CLIMATE SURVEYS

[INFORMED CONSENT](#)   [NEW SURVEY ITEM](#)

[LOG OUT](#)



## EDUCATION AGENCY

Edit information about your education agency and survey administrator.

[Edit](#)



## DATA COLLECTION

Create, edit, and delete data collections.

[Edit](#)



## RESPONDENT USERNAMES

Generate, export, and disseminate respondent usernames for data collections that have not closed yet. Exporting usernames, importing respondent e-mail addresses, and disseminating usernames via e-mail are optional features.

DATA COLLECTION <sup>⚙</sup>	STATUS	GENERATED	EXPORTED	DISSEMINATED
06/26/2018-08/20/2018:Parents	Started	✓	✓	✗

[Generate](#)

[Export](#)

[Disseminate](#) ▶



## REPORTS

Produce real-time survey status reports and survey results reports immediately after each data collection.

[Survey Status Reports](#) ▶

[Survey Results Reports](#) ▶



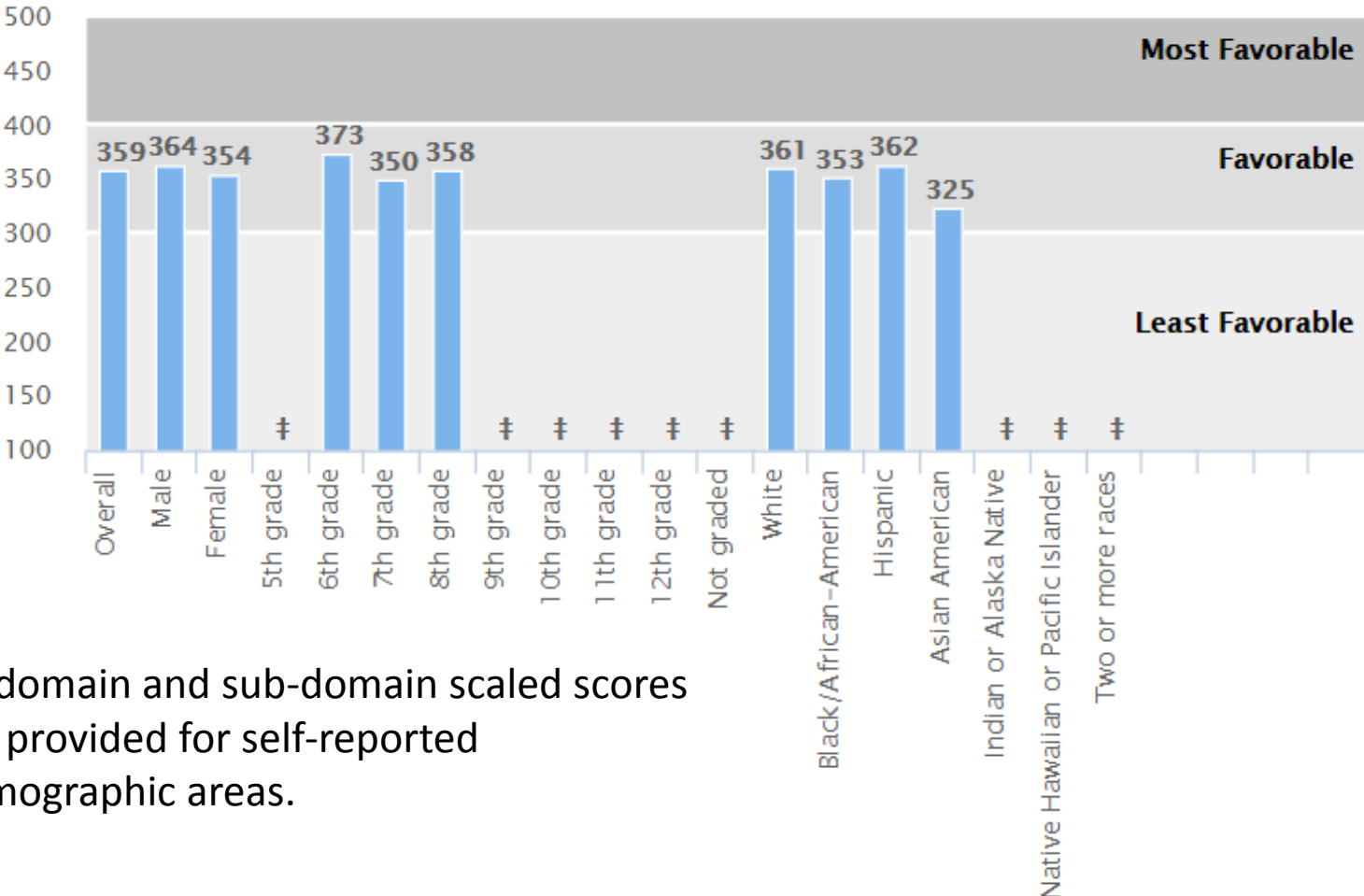
## SURVEY RESULTS

Export and import survey results immediately after each data collection.

[Export](#)

[Import](#)

# Basic scaled score reports



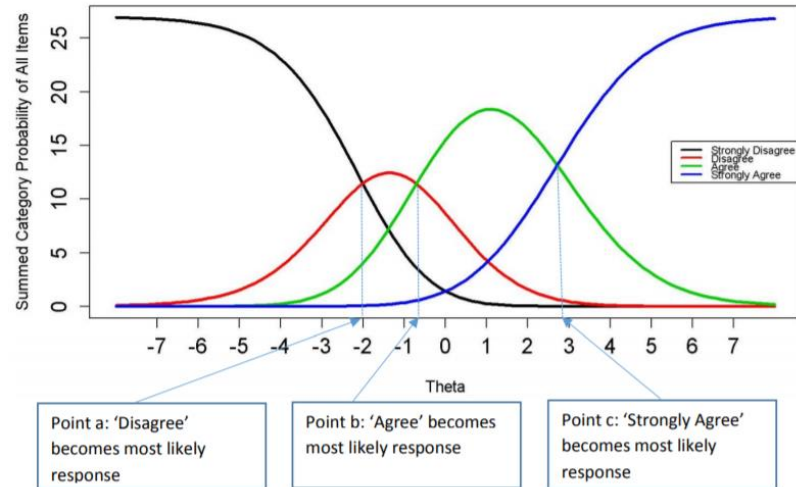
All domain and sub-domain scaled scores are provided for self-reported demographic areas.

# Scaled scores...

Domain	SubDomain	Question Numbers	Code	Step 1	Step 2	Step 3	Question
Engagement	Relationships	11	Sengrel9	-0.925	0.074	2.411	Teachers understand my problems
Engagement	Relationships	12	Sengrel11	-1.676	-0.632	2.092	Teachers are available when I need to talk with them.
Engagement	Relationships	13	Sengrel12	-1.375	-1.304	2.13	It is easy to talk with teachers at this school.
Engagement	Relationships	14	Sengrel14	-1.194	-1.18	1.69	My teachers care about me.
Engagement	Relationships	15	HS ONL Sengrel15	-1.356	-1.273	1.585	At this school, there is a teacher or some other adult who students can go to if they need help because of sexual assault or dating violence
Engagement	Relationships	16	Sengrel17	-1.33	-0.533	2.165	My teachers make me feel good about myself.
Engagement	Relationships	17	Sengrel20	-0.774	0.424	2.92	Students respect one another.
Engagement	Relationships	18	Sengrel21	-1.216	-0.112	2.902	Students like one another.
Engagement	Relationships	19	Sengrel29	-1.459	-1.675	1.279	If I am absent, there is a teacher or some other adult at school that will notice my absence
		<b>8 or</b>		<b>-11.31</b>	<b>-6.211</b>	<b>19.17</b>	

## ED School Climate Surveys (EDSCLS) Psychometric Benchmarking Technical Report

Figure 6. Example Category Probability Curves for an item with four response categories



# Scaled scores...

## Response Choices

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

## Benchmarks

Most Favorable

SS 400-500

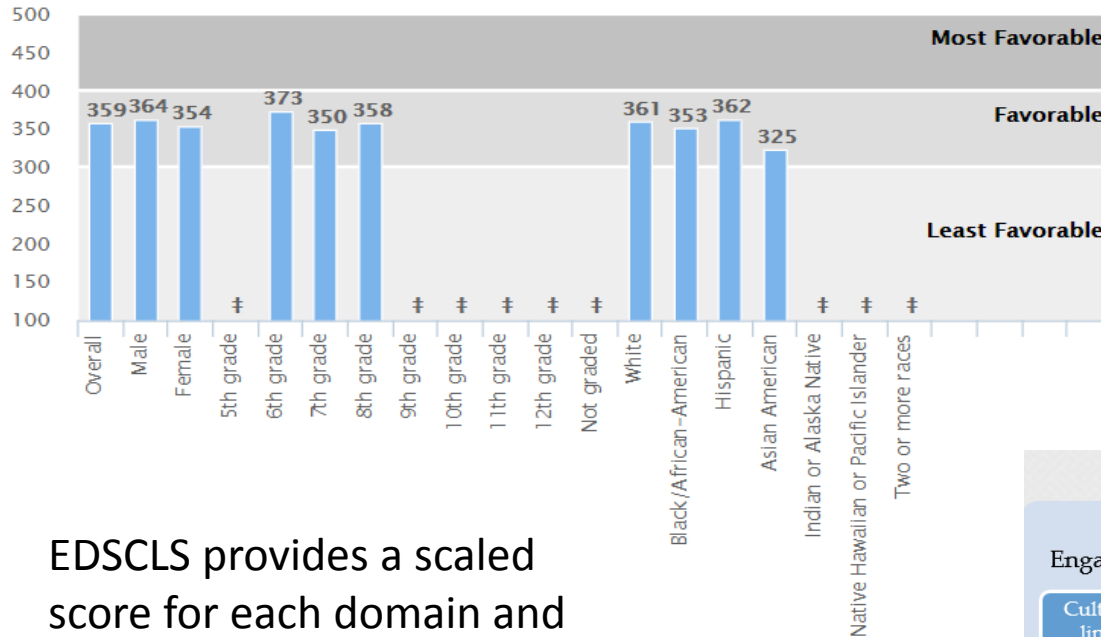
Favorable

SS 300-400

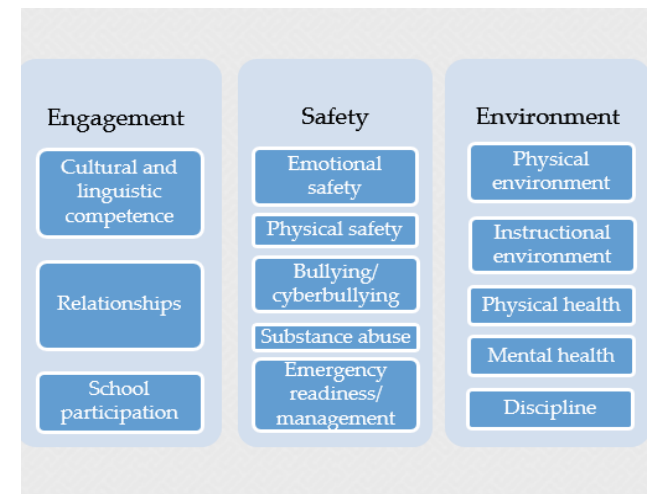
Least Favorable

SS 100-300

# Scaled scores...

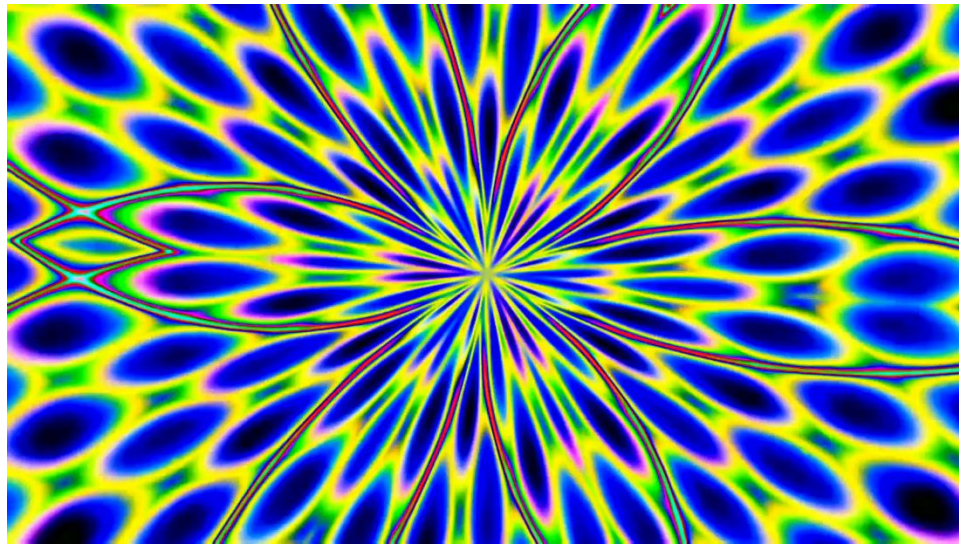


EDSCLS provides a scaled score for each domain and subdomain for students teachers and non-teachers- parents do not receive a scaled score



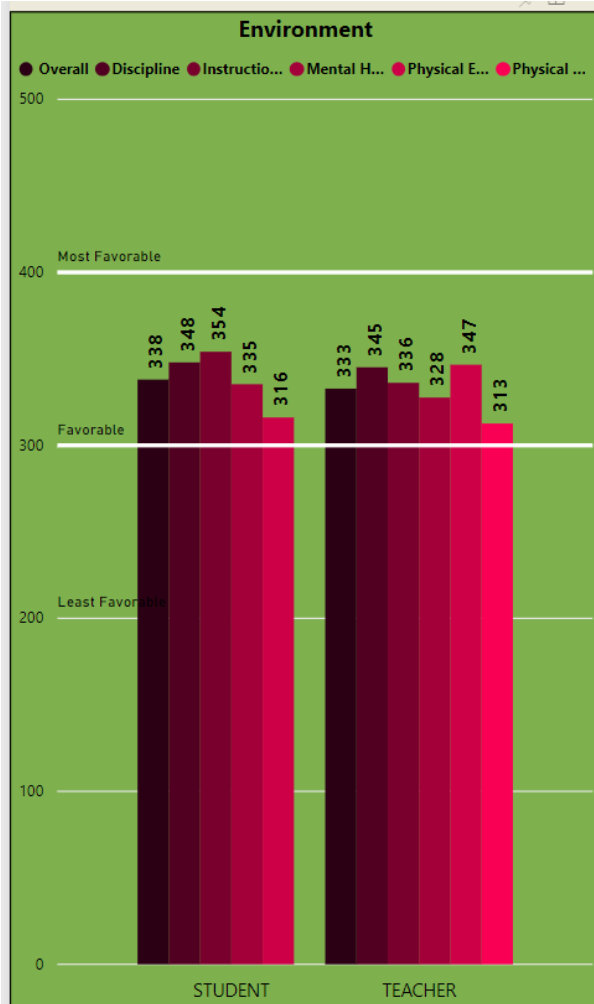
# Nassau BOCES took the results and designed a dashboard

Phil and Ted's excellent data adventure....



# Nassau BOCES dashboard

Questions for respondent groups are similar in the domains to allow comparison of perceptions:



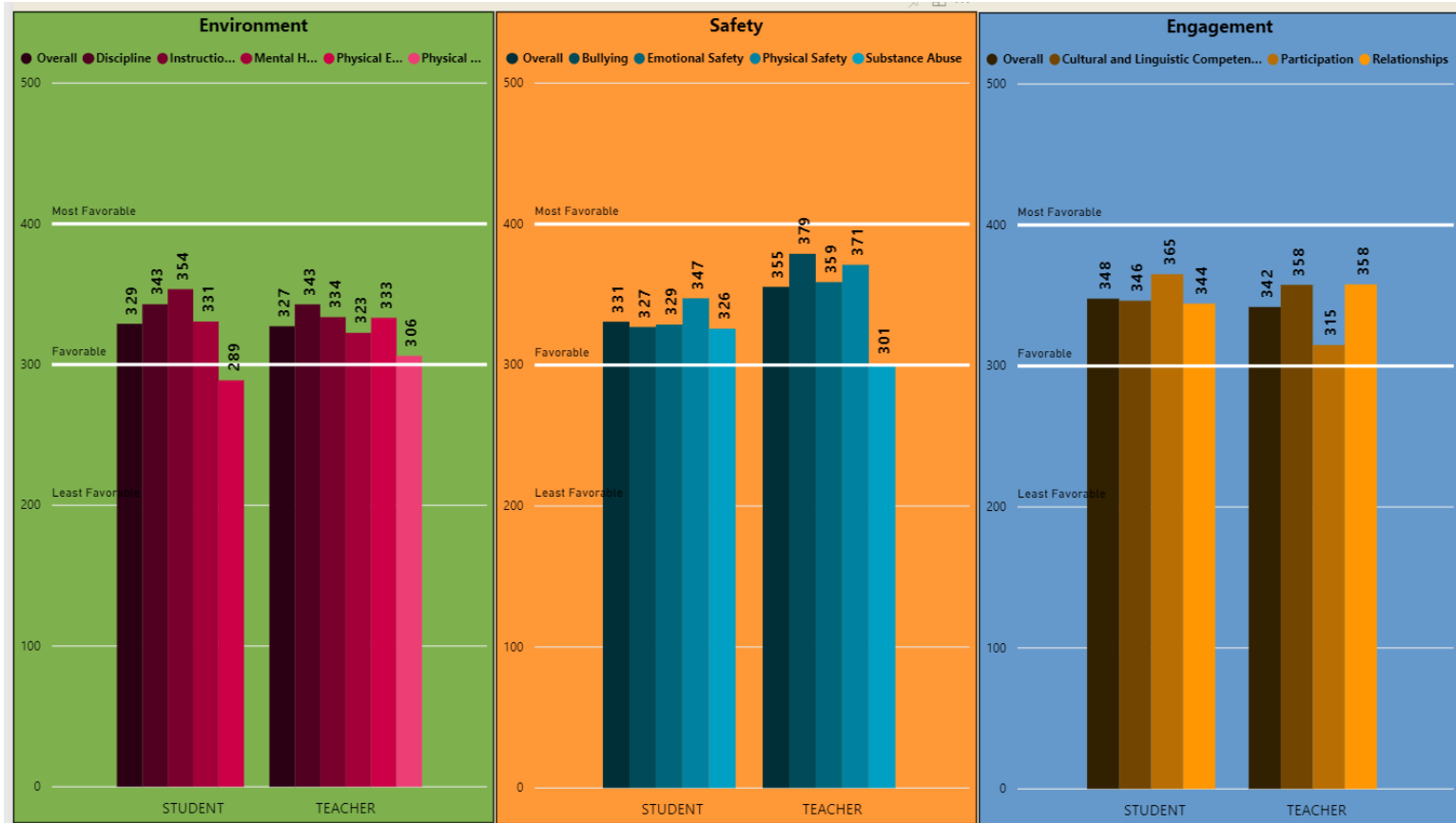
Student: *This school provides instructional materials that reflect my cultural background, ethnicity, and identity.*

Instructional Staff: *This school provides instructional materials that reflect students' cultural background, ethnicity, and identity.*

Non- Instructional Staff: *This school provides instructional materials that reflect students' cultural background, ethnicity, and identity.*



# Nassau BOCES School Climate Survey Dashboard



# Linking Level 1 data...

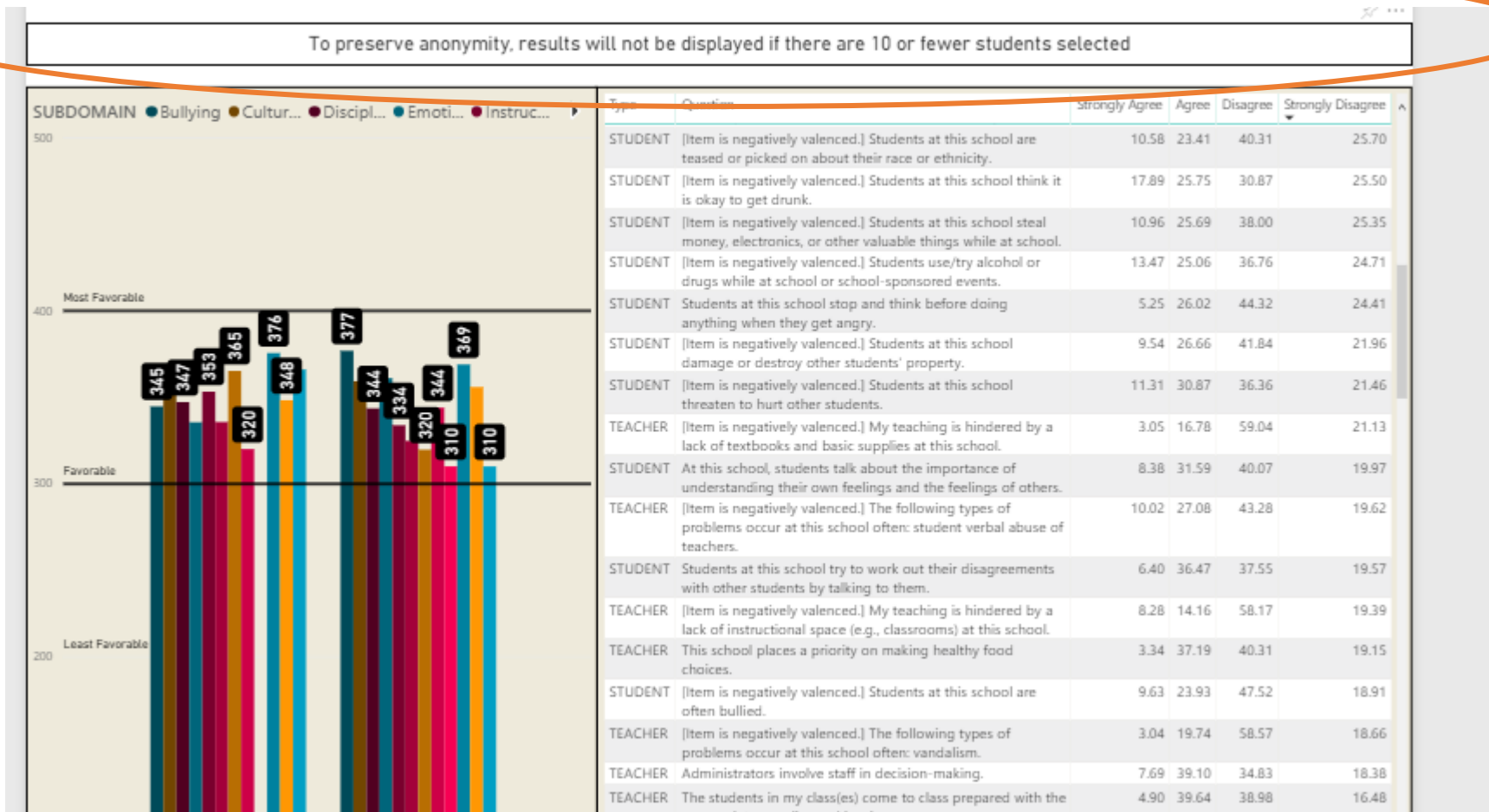
- Nassau BOCES is a RIC
- Houses all student/teacher data in secure environment
- Redact identifiers. No individual results provided ever only results in aggregate >10
- Maintain Teacher/non teacher anonymity
- Superintendent only get results – he/she may share
- Future Principal only reports- security

# What linking Level 1 data allows us to do...

STUDENT		TEACHER		Engagement			Environment			Safety		
(Blank)	Emergency Readiness a...	Bullying	Cultural and Linguistic Co...	Discipline	Emotional Safety	Instructional Environment	Mental Health	Participation	Physical Environment	Physical Health	Physical Safety	>
☑ ...												
LEP ELIGIBILITY		GRADE LEVEL		STUDENT GENDER		SWD		DISCIPLINE		ABSENCES		POVERTY
<input type="checkbox"/> (Blank)	<input type="checkbox"/> (Blank)	<input type="checkbox"/> (Blank)	<input type="checkbox"/> (Blank)	<input type="checkbox"/> No	<input type="checkbox"/> 0 Days	<input type="checkbox"/> 0-5 Days	<input type="checkbox"/> (Blank)	<input type="checkbox"/> 1-3 Days	<input type="checkbox"/> 6-9 Days	<input type="checkbox"/> Poverty - from ...		
<input type="checkbox"/> ELL Eligible	<input type="checkbox"/> 05	<input type="checkbox"/> Female	<input type="checkbox"/> Yes	<input type="checkbox"/> 3+ Days	<input type="checkbox"/> 10-17 Days			<input type="checkbox"/> 06				
	<input type="checkbox"/> 07	<input type="checkbox"/> Male			<input type="checkbox"/> 18+ Days			<input type="checkbox"/> 08				
	<input type="checkbox"/> 08											
(Blank)	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Multiracial	Native Hawaiian/Other Pa...	White					

Data fields linked to survey currently include- race, gender, LEP status, grade level, SWD, suspension data, attendance data, socio-economic data... but can include any student data we collect.

# What linking Level 1 data allows us to...

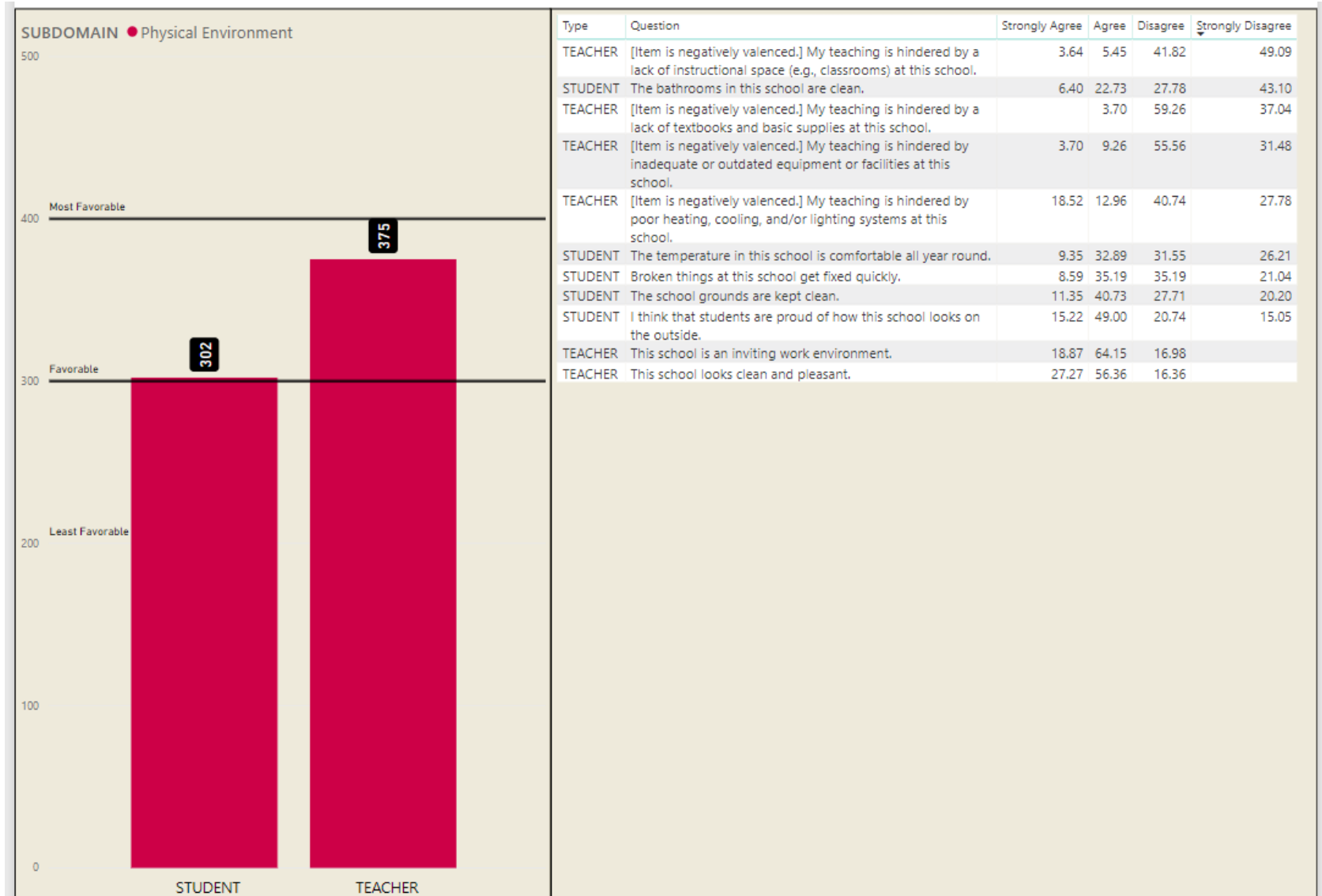


# Survey Responses

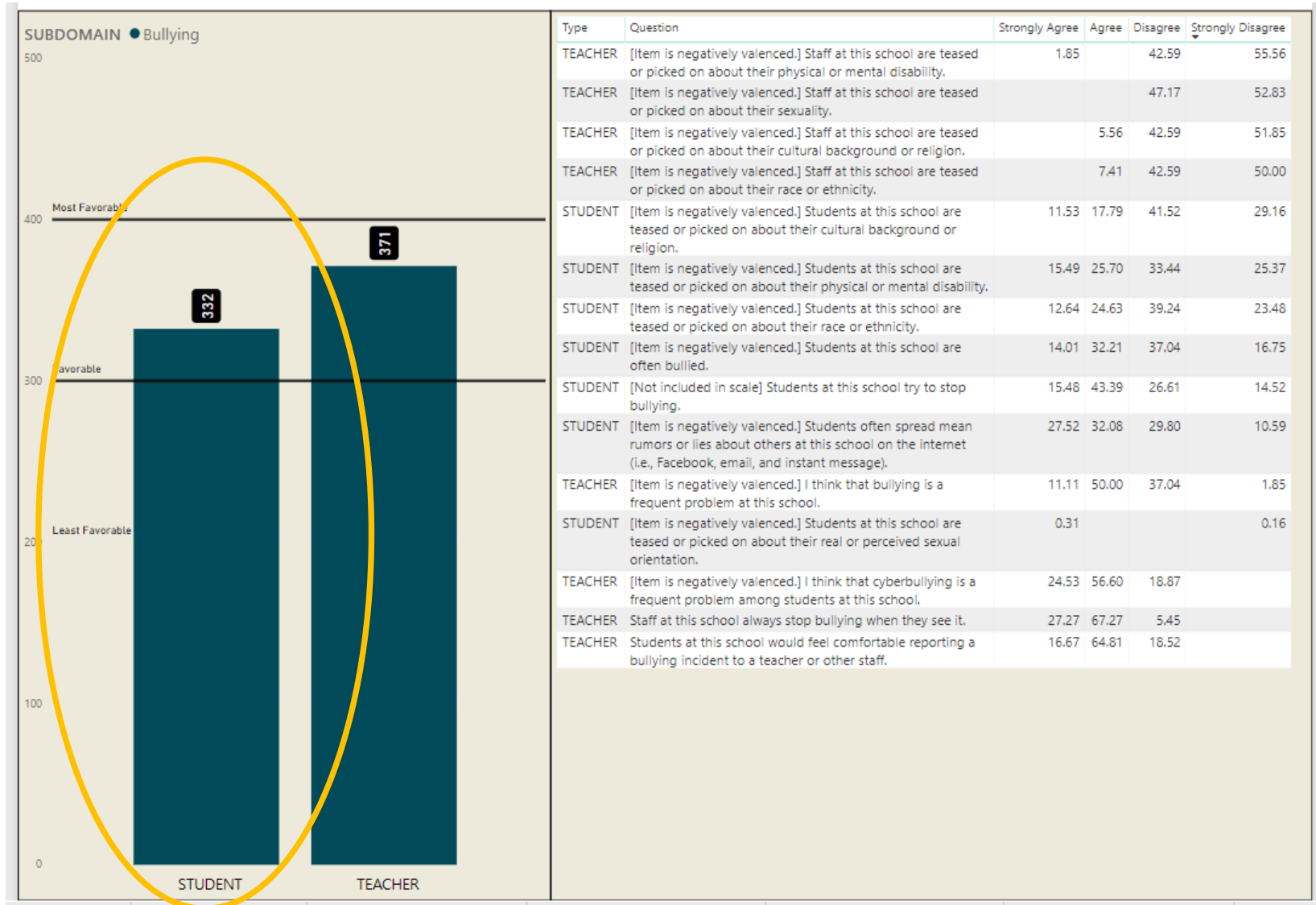
- Survey Reports provided to Superintendent ONLY
- Reports written in PowerBI Desktop – part of Office365 suite -  
<https://powerbi.microsoft.com/en-us/>



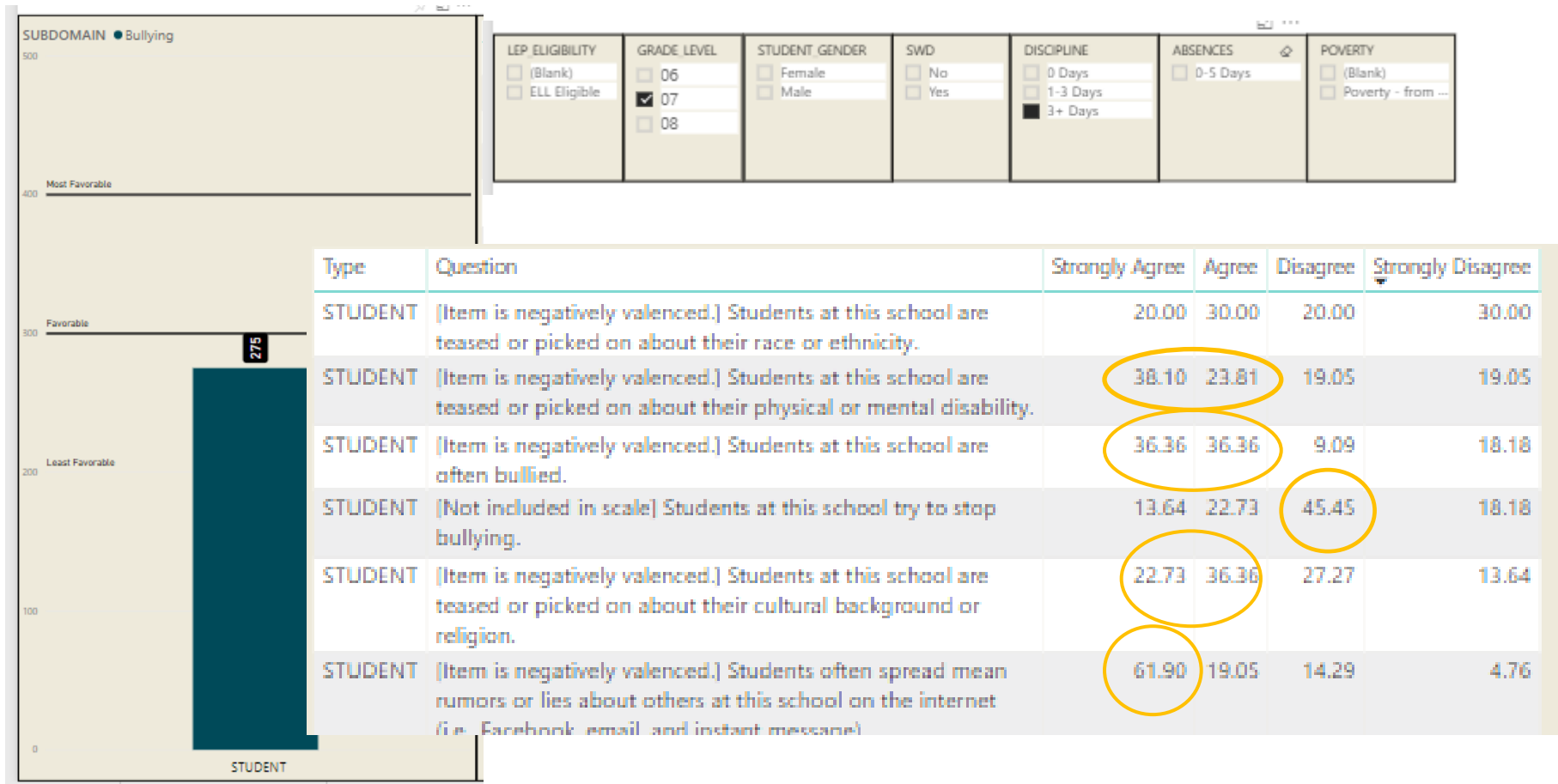
# Actionable Data...



# Actionable Data...



# Actionable Data...





# Resources for data interpretation

 School Climate  
IMPROVEMENT | Resource Package



**Data Interpretation Guide**  
on Making School Climate Improvements

Home

## NCSSLE Survey Webinar Series

Offers a series of webinar events focused on the measurement of school climate from start to finish, effective strategies for assessing bullying, violence, and substance abuse, and reporting and dissemination including links to archived presentations and other related materials.

[Safe Supportive Learning](#)

[USDOE School Climate Data Resources](#)

Nassau BOCES will begin Climate  
Survey PD 2019

# Survey responses allow schools to see what current perceptions are, and adjust or implement initiatives accordingly

Survey includes questions that target many SED ESSA initiatives:

- Culturally Responsive Schools
- Restorative Justice
- Positive Behavioral Interventions and Support
- Student Suspension Analysis
- Chronic Absenteeism Intervention
- Mental Health Curriculum
- Social Emotional Learning

## Using survey data to inform decision making:

Budgeting for initiative-materials, training, professional development

Which initiative to I implement first? Where should I start?

# Culturally Responsive Schools

## Engagement Domain

### Cultural and Linguistic Competence (sub-domain)

All students are treated the same, regardless of whether their parents are rich or poor.

Implicit Bias Training

Boys and girls are treated equally well

This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity

Adults working at this school treat all students respectfully

People of different cultural backgrounds, races, or ethnicities get along well at this school.

## Safety Domain

### Bullying/Cyberbullying (sub-domain)

Students at this school are teased or picked on about their race or ethnicity.

A focus on tolerance

Students at this school are teased or picked on about their cultural background or religion.

Students at this school are teased or picked on about their physical or mental disability.

Students at this school are teased or picked on about their real or perceived sexual orientation.

# Restorative Justice PBIS Suspension Analysis

## Engagement Domain

### Relationship (sub domain)

Mentoring program

Teachers are available when I need to talk with them.

It is easy to talk with teachers at this school.

My teachers care about me.

At this school, there is a teacher or some other adult who students can go to if they need help because of sexual assault or dating violence

My teachers make me feel good about myself.

Students respect one another.

## Safety Domain

### Physical Safety (sub domain)

Safety Concerns

I sometimes stay home because I don't feel safe at this school.

Students at this school carry guns or knives to school.

Students at this school threaten to hurt other students.

Students at this school steal money, electronics, or other valuable things while at school.

Students at this school damage or destroy other students' property.

Students at this school fight a lot.

# Restorative Justice PBIS Suspension Analysis

## Environment Domain

### Discipline (sub domain)

Who is getting suspended?

My teachers make it clear to me when I have misbehaved in class.

Adults working at this school reward students for positive behavior.

Adults working at this school help students develop strategies to understand and control their feelings and actions.

School rules are applied equally to all students.

Discipline is fair.

## Engagement Domain

### School Participation (sub domain)

Does everyone have access to activities?

I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.

I regularly participate in extra-curricular activities offered through this school, such as, school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.

At this school, students have lots of chances to help decide things like class activities and rules.

# Mental Health

## Social Emotional Learning

### Environment Domain

#### Instructional Environment (sub domain)

My teachers praise me when I work hard in school.

My teachers give me individual attention when I need it.

My teachers often connect what I am learning to life outside the classroom.

The things I'm learning in school are important to me

My teachers expect me to do my best all the time.

Positive climate strategy training- positive student communication.

### Environment Domain

#### Mental Health (sub domain)

My teachers really care about me.

I can talk to my teachers about problems I am having in class.

I can talk to a teacher or other adult at this school about something that is bothering me.

Students at this school stop and think before doing anything when they get angry.

Students at this school try to work out their disagreements with other students by talking to them.

Do I need more counselors? Do I need a peer mediation program? Is the one I have working?

# Mental Health

## Social Emotional Learning

### Engagement Domain

#### Relationships (sub domain)

Teachers understand my problems

Teachers are available when I need to talk with them.

It is easy to talk with teachers at this school.

My teachers care about me.

At this school, there is a teacher or some other adult who students can go to if they need help because of sexual assault or dating violence

My teachers make me feel good about myself.

Students respect one another.

Students like one another.

Positive student/teacher interaction training – positive behavior strategies

### Safety Domain

#### Emotional Safety (sub domain)

Students at this school get along well with each other.

At this school, students talk about the importance of understanding their own feelings and the feelings of others.

At this school, students work on listening to others to understand what they are trying to say

I am happy to be at this school.

I feel like I am part of this school.

I feel socially accepted

Social Emotional PD – programs for students

# Longitudinal Data & Comparison Data

- Once a program/intervention/strategy is implemented you can establish the effectiveness by running longitudinal reports.
- Once we have enough respondents (n) from all Nassau districts we can compare individual district survey data to the county and identify common data points for further analysis.
- Add other data and add questions.



# 2018-2019 Survey Support

Contact:

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[Schoolclimatesurvey@nasboces.org](mailto:Schoolclimatesurvey@nasboces.org)

[https://www.nassauboces.org/  
Page/9691](https://www.nassauboces.org/Page/9691)

## Measure School Climate?

### Research suggests that:

Quality of the climate may be the single most influential factor in any school's capacity to promote student achievement.

If we want achievement gains, we need to begin by improving the climate.

J., Jones, A., Williams, A.D., Taylor, C., Cardenia, H. (2016). School climate-student achievement connection: If we want achievement gains, we need to begin by improving the climate. *Journal of Administration Research and Development* 1(1), 9-16.

### What is School Climate?

#### School climate is:

"The school culture affects a child's sense of safety and acceptance, and consequently is a critical determinant of their ability to focus on the task of learning."

Wentling, P. (2010). Prejudice in schools: Promotion of an inclusive school climate. *Education and Urban Society*, 42(4), 407-429.

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Student Support Services

## School Climate Survey

USDOE Student, Teacher,  
Parent and Non-Teacher  
School Climate Survey  
support to districts

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