

Antioch School District 34

District Report

Comprehensive School Climate Inventory
(CSCI) Measuring the Climate for Learning

May 2018



Developed by the National School Climate Center (NSCC)
schoolclimate.org



I. Introduction

What is school climate?

- School climate refers to the quality of school life as it relates to norms and values, interpersonal relationships, social interactions, and organizational processes and structures.
- School climate sets the tone for all the learning and teaching done in the school environment and is predictive of students' ability to learn and develop in healthy ways.
- All schools, like all people, have a range of strengths and weaknesses, as well as a distinctive vision for the kind of school they aspire to be.

Measuring school climate: the CSCI

- The CSCI (Comprehensive School Climate Inventory) is a scientifically developed survey based on research and theory defining what contributes to positive climates for learning.
- The CSCI measures the shared perceptions of the school community and reveals how the populations whose perceptions were measured (e.g. students, school personnel, and parents) feel about the school environment.

Who developed the CSCI?

- The CSCI was developed by the National School Climate Center (NSCC), a non-profit organization dedicated to measuring and improving the climate for learning in schools. NSCC's mission is to help schools integrate crucial social, emotional, and ethical learning with academic instruction to enhance student performance, prevent dropouts, reduce violence, and develop healthy and positively engaged adults.



THE 13 DIMENSIONS OF SCHOOL CLIMATE MEASURED BY THE CSCI

DIMENSIONS	MAJOR INDICATORS
Safety	
1 Rules and Norms	Clearly communicated rules about physical violence, clearly communicated rules about verbal abuse, harassment, and teasing, clear and consistent norms and enforcement for adult intervention.
2 Physical Security	Students and adults feel safe from physical harm in the school.
3 Social-Emotional Security	Students feel safe from verbal abuse, teasing, and exclusion.
Teaching and Learning	
4 Support for Learning	Use of supportive teaching practices, such as: encouragement and constructive feedback, varied opportunities to demonstrate knowledge and skills, support for risk-taking and independent thinking, atmosphere conducive to dialogue and questioning, academic challenge, and individual attention.
5 Social and Civic Learning	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection, emotional regulation, empathy, personal responsibility, and ethical decision making.
Interpersonal Relationships	
6 Respect for Diversity	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student, adult-student, adult-adult and overall norms for tolerance.
7 Social Support—Adults	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and a personal concern for students' problems.
8 Social Support—Students	Pattern of supportive peer relationships for students, including friendships for socializing, for problems, for academic help, and for new students.
Institutional Environment	
9 School Connectedness-Engagement	Positive identification with the school; norms for broad participation in school life for students, staff, and families.
10 Physical Surroundings	Cleanliness, order, appeal of facilities; adequate resources and materials.
Social Media	
11 Social Media	Students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices (ie: Facebook, Twitter, other social media platforms, by an email, text messaging, posting photo/video, etc.).
Staff Only	
12 Leadership	Administration creates and communicates a clear vision and is accessible and supportive of school staff development.
13 Professional Relationships	Positive attitudes and relationships among school staff that support effectively working and learning together.

schoolclimate.org | The 13 Dimensions of School Climate Measured

The 13 Dimensions of School Climate is copyrighted by the National School Climate Center and cannot be reproduced in whole or in part without express written consent from NSCC.



Introduction

This report is intended to provide overall school climate trends for Antioch School District 34. Please refer to the individual school reports for more in-depth information on particular school-level trends including areas of strength, as well as areas for potential improvement.

This report will analyze district trends among student, staff and parent populations on the elementary and middle school levels. It is organized around the following sections: (1) differences among the three populations by school level; (2) differences within each population; (3) breakdown of relative rankings; (4) concluding thoughts and questions.

The purpose of this report is to identify the meaningful trends across the district. Incomplete or inadequate data due to population size have been omitted. This includes district-wide charts on activity participation, since participation rates vary among schools. In order to protect anonymity, we only share out sub-group information when the sub-group contains 10 or more constituents.



District-wide Response Rates

The chart on the next page shows the response rates for each population group by school. The survey responses are most valuable when they capture the perceptions of all school community members. Where response rates are particularly low, it is important to note that the voice represented may be skewed or reflect a particular subset of your overall community. In these cases, it is critical to be careful when interpreting findings or making decisions for next steps. For schools where the response rates are low, it will be important to review the demographic profile of the respondents in the individual school report and compare that to your school's profile. Please keep in mind that even where response rates are low, the overall findings can be used to engage the community in collaborative efforts for school climate improvement. Additionally, future survey efforts can include specific plans to reach out to groups that appear to have been under-represented here.

The ideal thresholds for response rates are:

- Aim for as close to 100% completion as possible from students and staff. The goal should not be lower than 85%.
- Aim for at least 40% from parents. The goal should not be lower than 30%.



District Climate Overview

School	Student Response #/Total (%)	Staff Response #/Total (%)	Parent Response #/Total (%)
Antioch Elementary School	110*/239 (46.03%)	25*/47 (53.19%)	23*/617 (3.73%)
Antioch Upper Grade School	732*/972 (75.31%)	66*/128 (51.56%)	95*/1944 (4.89%)
Hillcrest Elementary School	0*/0 (0.00%)	32*/103 (31.07%)	81*/1117 (7.25%)
Oakland Elementary School	116*/305 (38.03%)	37*/58 (63.79%)	41*/778 (5.27%)
W.C. Petty Elementary School	265*/336 (78.87%)	30*/66 (45.45%)	46*/916 (5.02%)

*Figures received from school to represent potential number of respondents.



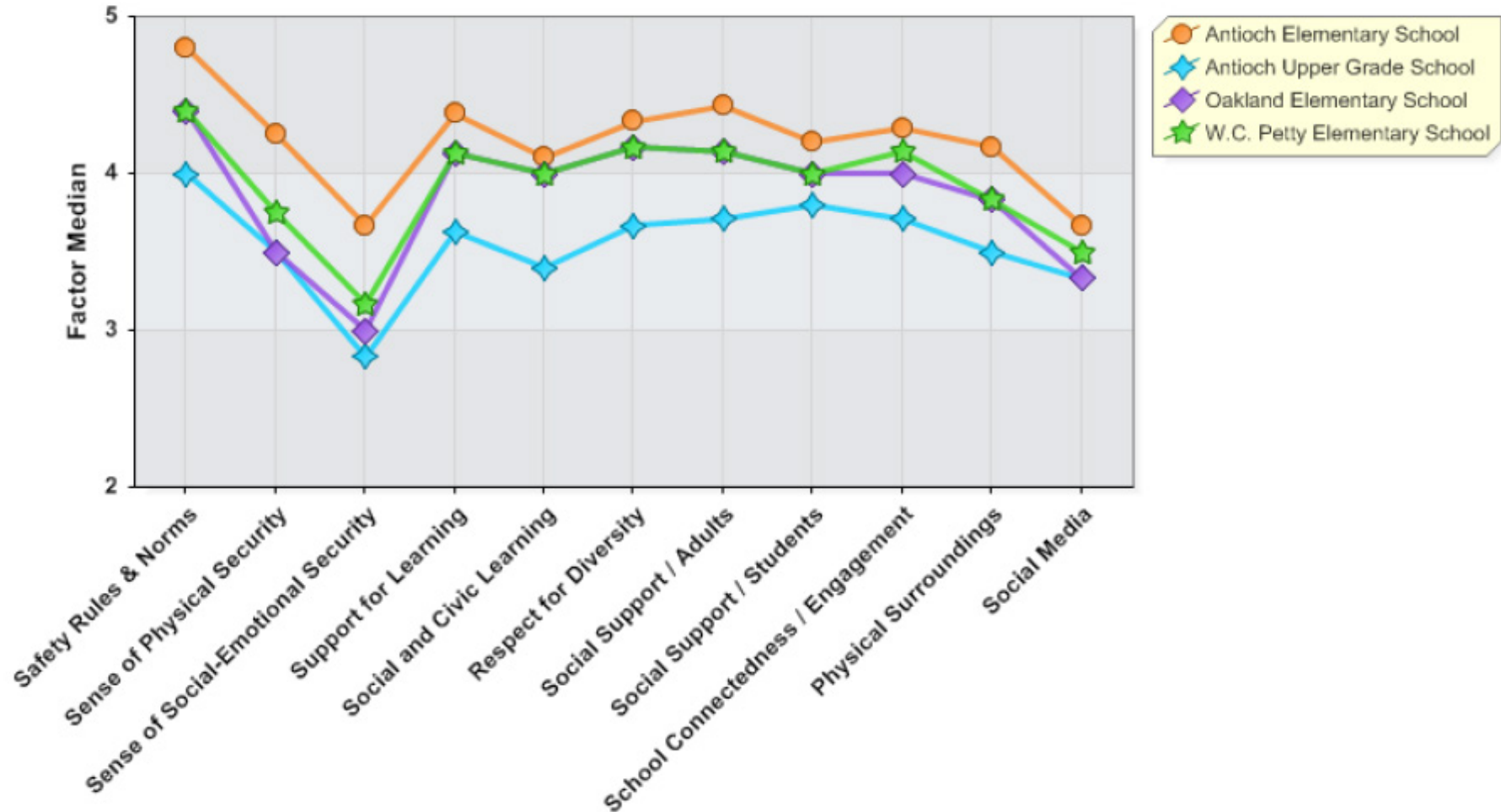
Differences between School Levels

The following three graphs show the differences within Antioch School District 34's student, staff, and parent populations. All schools follow a similar pattern, displaying common strengths and areas for potential improvement across the district. A key area for potential improvement represented by students at a majority of schools in the district is Sense of Social-Emotional Security, which gauges how safe students feel from teasing, verbal abuse, and exclusion in the school. Antioch Upper Grade School students had the lowest score for Sense of Social-Emotional Security. Social Media and Sense of Physical Security also emerged as areas for potential improvement at some of the school sites. These dimensions are highly interrelated and should be understood as being central to the broader school climate category of Safety.

Safety Rules and Norms, Support- Students, as well as Social Support- Adults were perceived very positively by students across the district, particularly the elementary schools. Students across all school sites had a very positive perception of Safety Rules and Norms; median scores for this dimension either fall at or above the 4.0 line (out of a 5.0 scale), consequently placing it in the positive range. This is a strong indication that students feel that there are clearly communicated rules about physical violence, verbal abuse, harassment, and teasing. Furthermore, students agree that there is clear and consistent enforcement of these rules, as well as norms for adult intervention.



Student Climate Scores by School



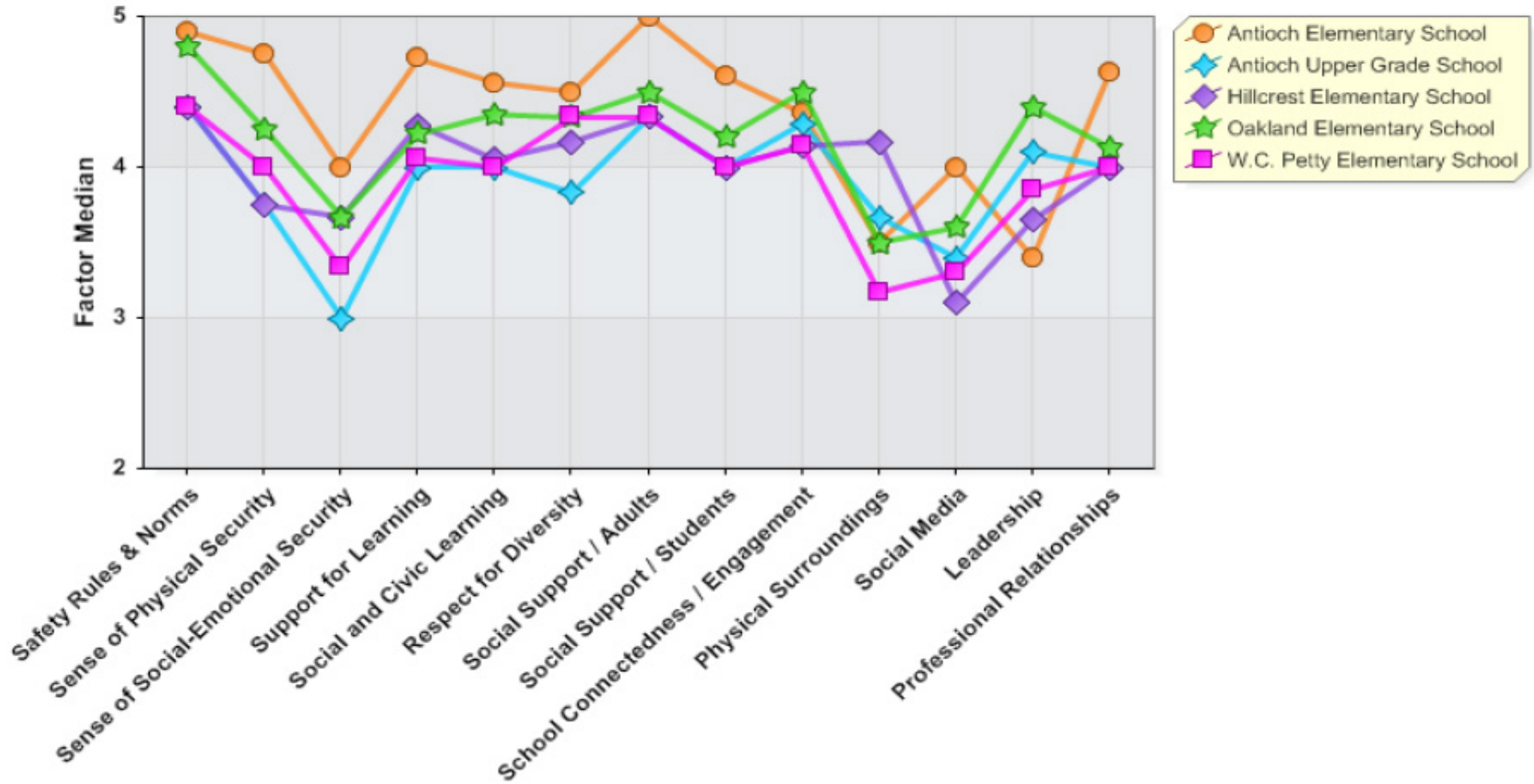


Staff at all of the schools follow a relatively similar trend with overlapping strengths and areas for potential improvement noted. Staff at W.C. Petty Elementary School and Antioch Upper Grade School displayed the lowest scores for Sense of Social-Emotional Security with respect to other schools in the district. This converges with students' perceptions since they also pointed to this dimension as an area for potential improvement. Social Media also had a cluster of schools around a lower score with respect to the other school climate dimensions. It would be helpful to reference the individual school CSCI Reports to see which aspect(s) of Social Media may be contributing to staff's lower scores.

The schools show some variability with regards to Leadership. This can be explored further in the Item-by-Item section of the building-level CSCI Reports. Professional Relationships, the other Staff only dimension, was perceived very positively by staff district-wide. This is a good indication that staff feel as though they are benefitting from a supportive relationships with their colleagues. A few other well-received school climate dimensions among staff were Safety Rules and Norms, Support for Learning, and Social Support- Adults.



Faculty Climate Scores by School



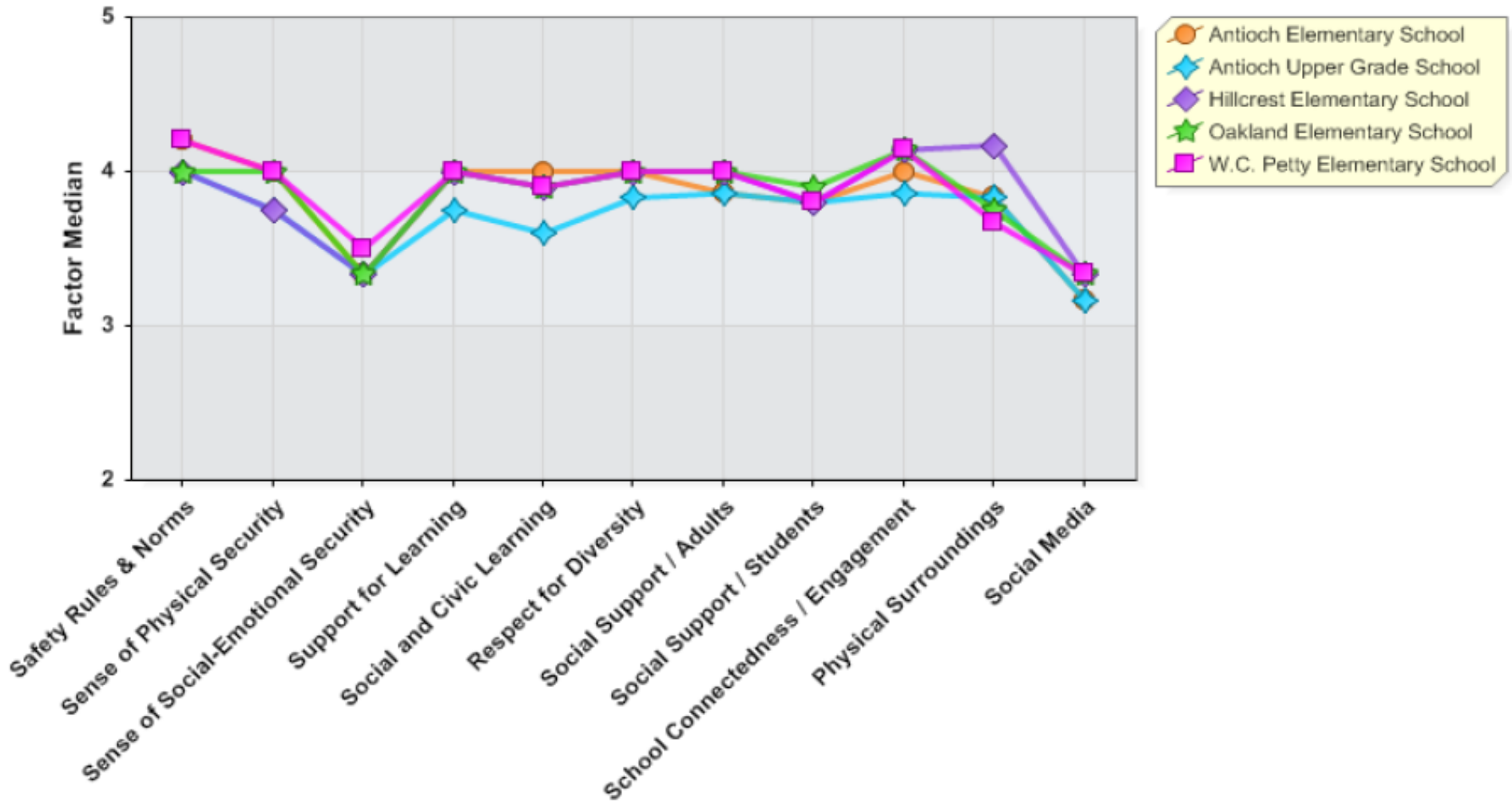


Parent perceptions follow a very similar trend. There isn't much variability present in their data. However, it is important to contextualize their data with response rates. If response rates were on the lower end, it is important to take the parent data with "a grain of salt" so to speak as their data may not be the most representative of the parent population at each school. Review the demographic section at the end of each school's CSCI Report to see which voices from the parent population are missing or underrepresented.

Parents who did participate in the survey felt very positive about Safety Rules and Norms, School Connectedness/Engagement, Respect for Diversity, Social Support-Adults, and Social Support-Students. Their scores were typically clustered around 4.0. Sense of Social-Emotional Security and Social Media were noted as areas for potential improvement and further exploration district-wide.



Parent Climate Scores by School





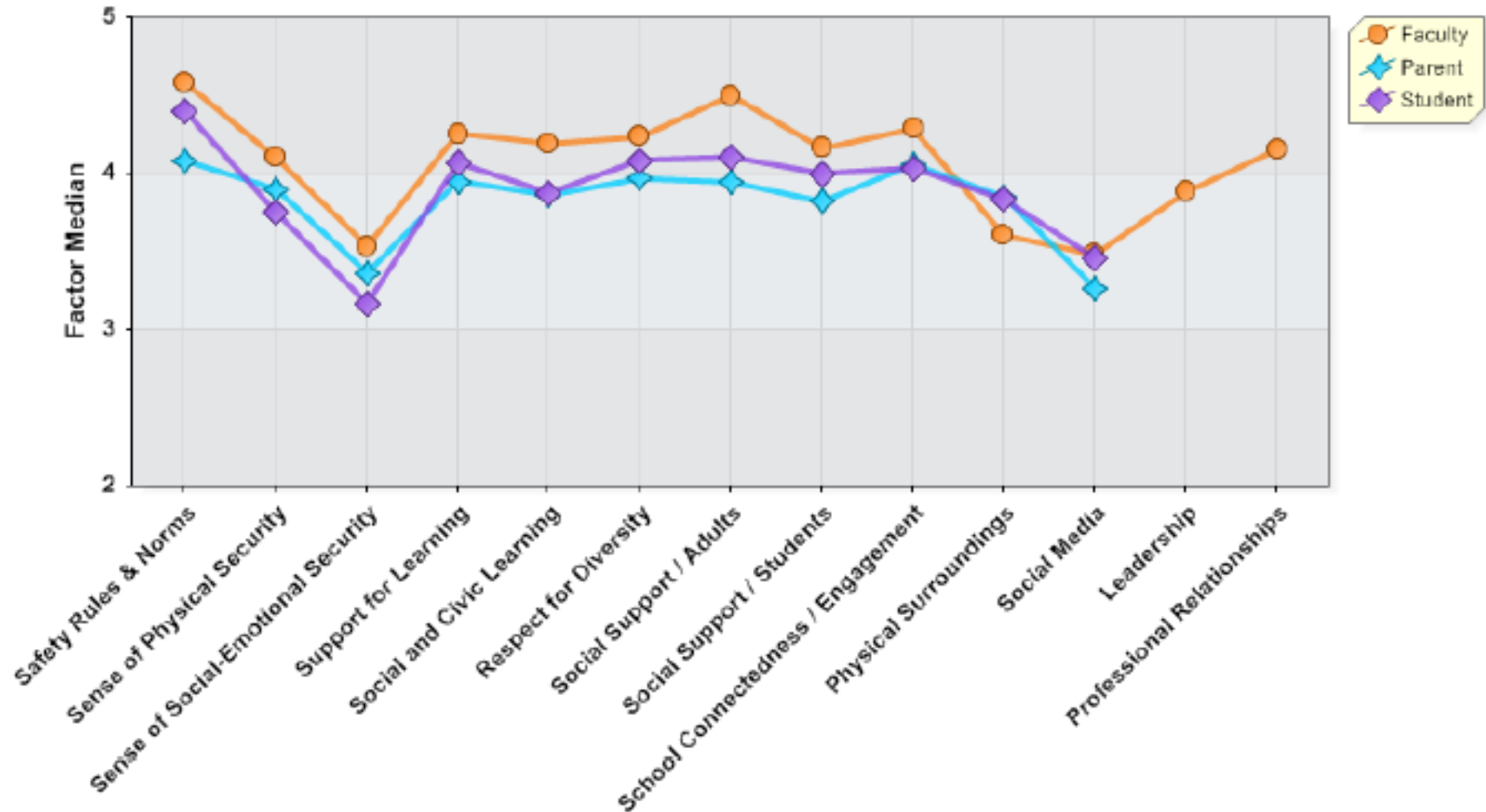
Overall

The graph on the following page displays school climate scores aggregated by population group district-wide.

Students, staff, and parents follow a similar trend, but exhibit systematic differences in ratings. Staff are slightly more positive compared to students and parents which is a common trend. The community agrees most about the core strengths and needs district-wide, with Sense of Social-Emotional Security noted as a key area for potential improvement, and Safety Rules and Norms highlighted as a strength. Students, parents, and staff have closely overlapping scores for Social Media, Social and Civic Learning, Respect for Diversity, Support for Learning, Physical Surroundings, and School Connectedness/ Engagement.



Climate Scores by Population



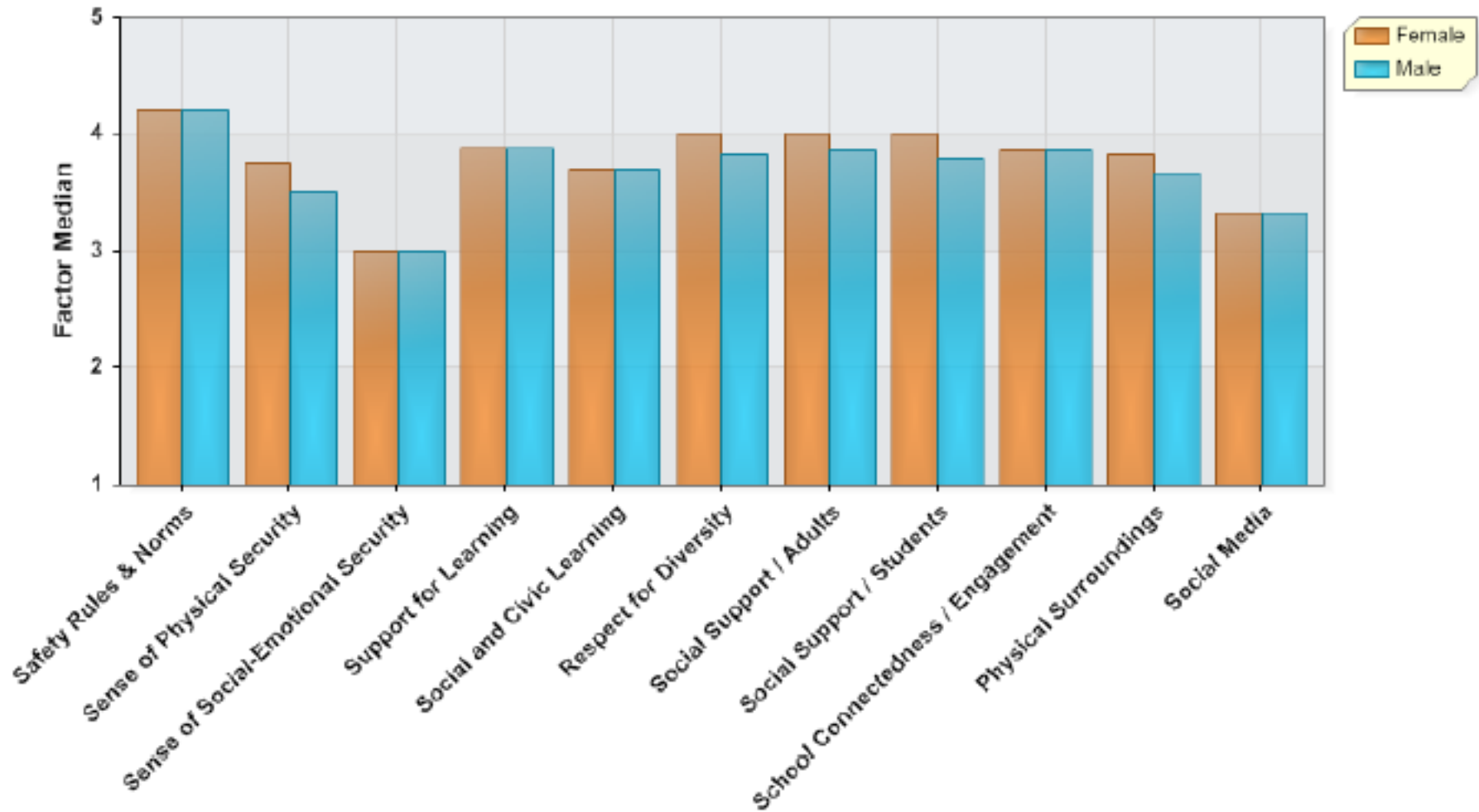


Students

Differences in scores between male and female students are slight. Male and female students across the district point to Sense of Social-Emotional Security and Social Media as areas for potential improvement. Male students reported slightly lower scores for Sense of Physical Security with respect to their female peers. It would be helpful to reference the CSCI Reports to see if a trend can be mapped out in the sub-group data. All of these dimensions are highly interrelated and should be understood as core components of the Safety category. Addressing one of these areas will impact or mitigate other school climate dimensions.



Student Climate Scores by Gender

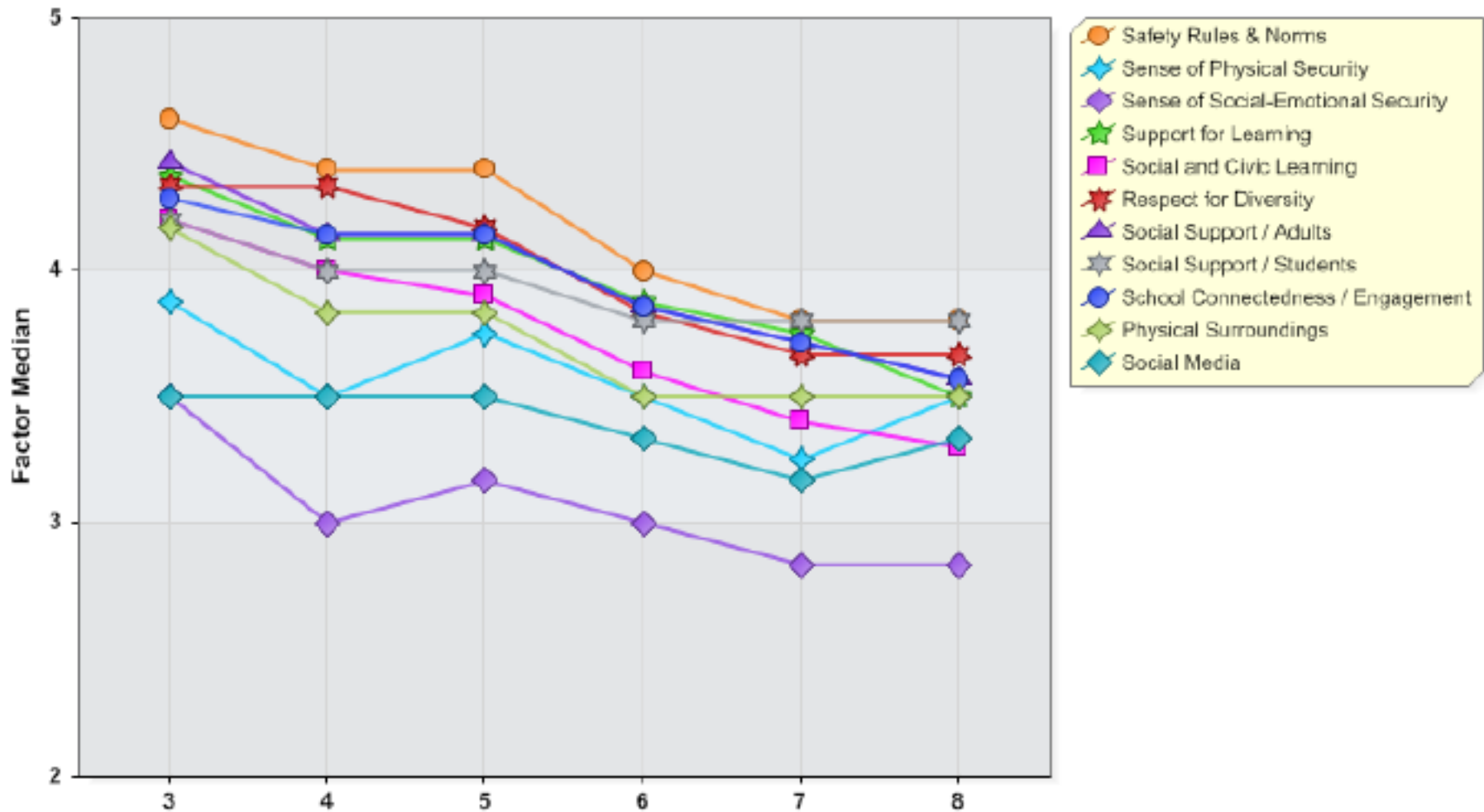




The following graph depicts the school climate scores for students across all schools by grade level. Student perceptions follow a typical pattern as they move from grade to grade. Perceptions are highest among 3rd, 4th, and 5th grade students and generally dip as students advance through the grades. This is likely attributable to developmental changes and a greater focus on academics and competition in higher grades. Safety Rules and Norms is among the highest scoring dimensions across grades 3 through 5. Sense of Social-Emotional Security is the lowest scoring dimension across grades 4 through 8, while Sense of Physical Security is tied with Sense of Social-Emotional Security as the lowest scoring dimension among 3rd graders. Social and Civic Learning experiences a noticeable dip as students transition from 5th to 6th grade. Safety Rules and Norms and Social Support- Students are among the highest rated dimensions for 6th, 7th, and 8th grade students. This is a good indication that students are benefiting from supportive peer relationships, including friendships for socializing, problems, academic help, and for new students.



Student Climate Scores by Grade

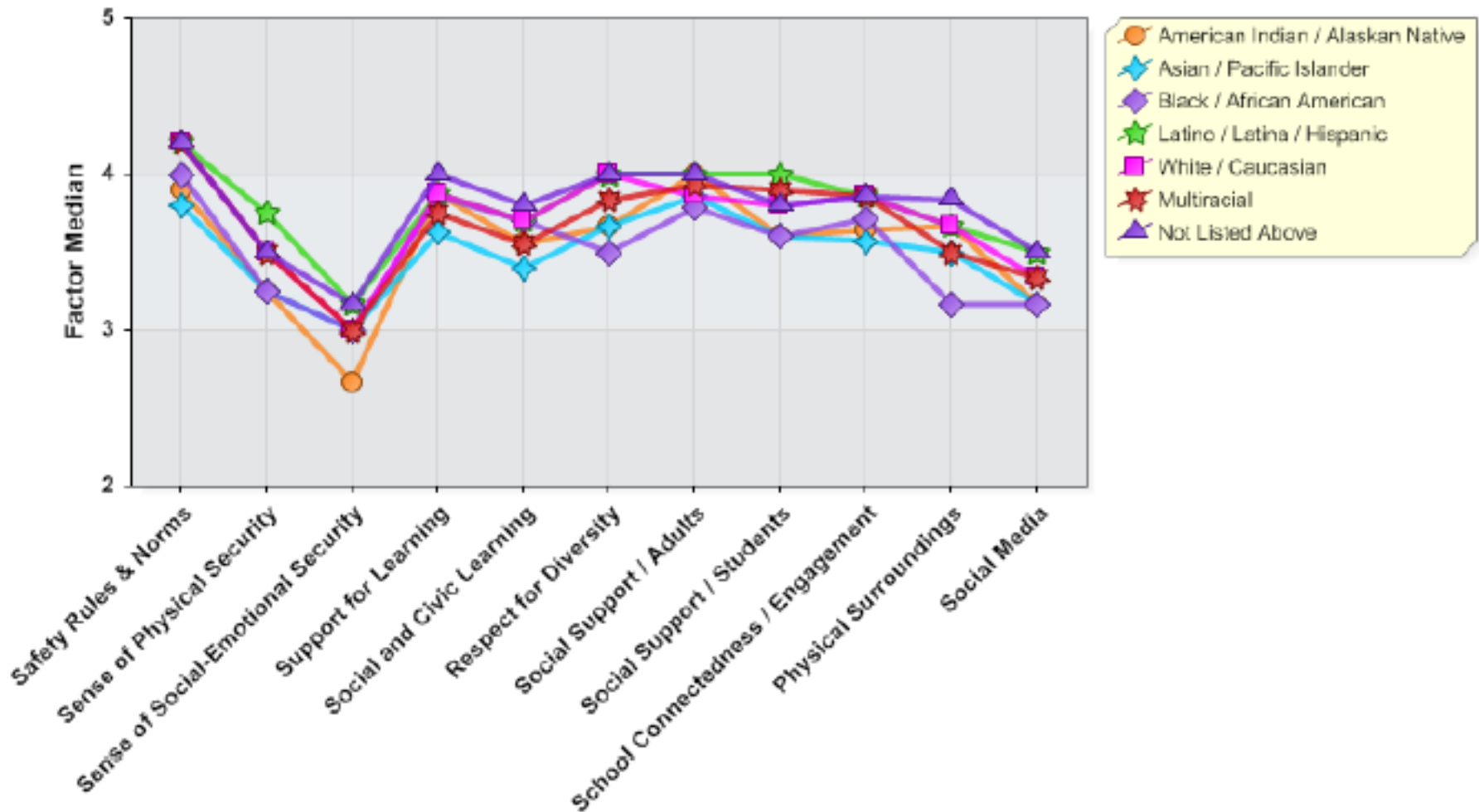




The different racial/ ethnic subgroups among students exhibit similar patterns for a majority of the dimensions. Student scores for Sense of Social-Emotional Security and Social Media were lower with respect to the other school climate dimensions. It would be valuable to reference the demographic pie graphs towards the end of the CSCI Reports to review which sub-groups may have been underrepresented.



Student Climate Scores by Race/Ethnicity

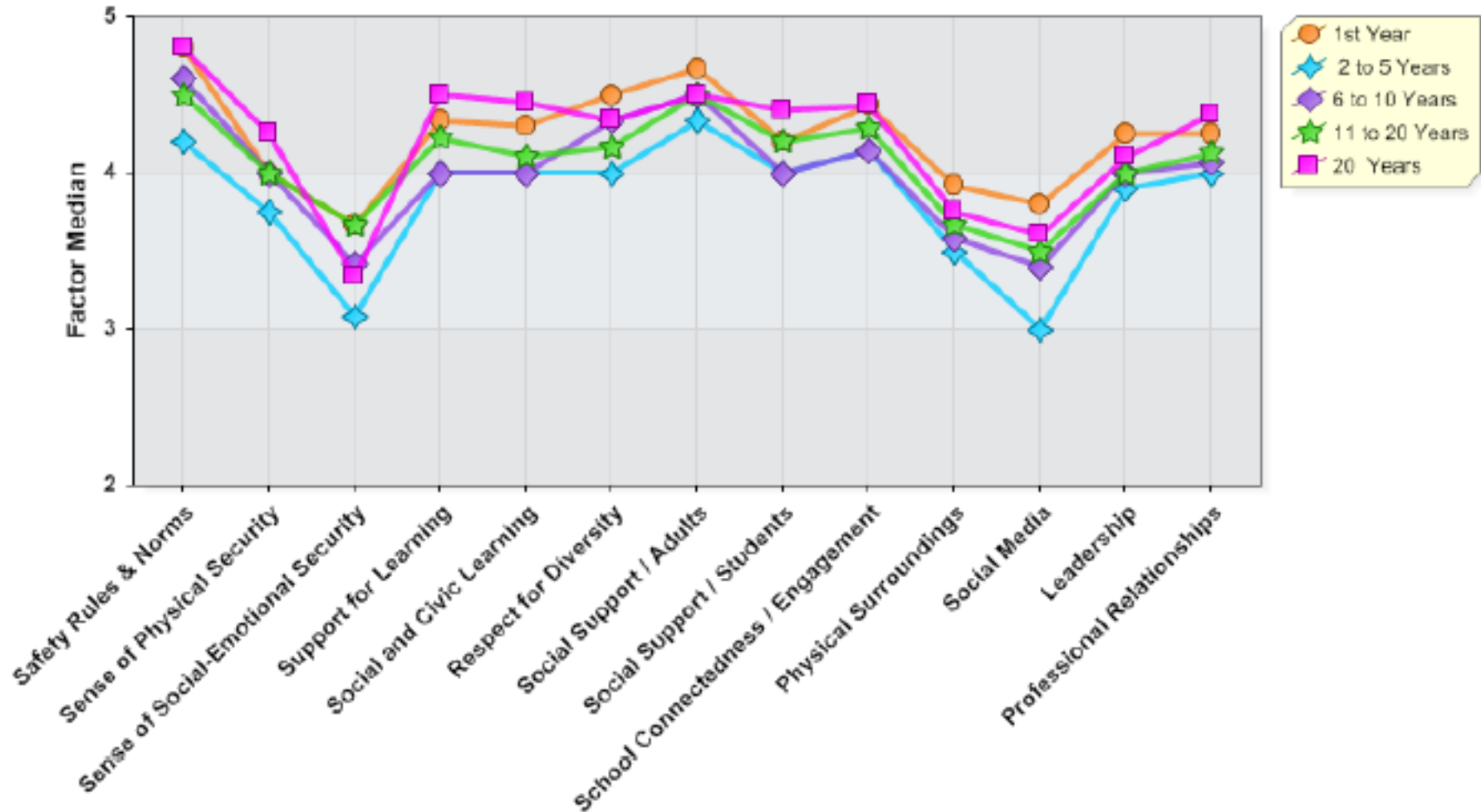




Staff exhibit consistent patterns regardless of the length of their tenure at the school, although there are some slight differences in their scores. First year staff, as well as staff who have worked at their school for 20 years or more, are slightly more positive compared to staff with different lengths of tenure. Many staff with different lengths of tenure clustered around high scores for Safety Rules and Norms, Support for Learning, Respect for Diversity, Social Support-Adults, Social Support-Students, and School Connectedness/ Engagement. The lowest scoring dimensions were Sense of Social-Emotional Security and Social Media. Staff with 2-5 years of experience at their respective schools reported the lowest scores for Sense of Social-Emotional Security and Social Media.



Staff Climate Scores by Years at the School





The following chart shows the relative dimension rankings for students, staff, and parents respectively across Antioch School District 34. The highest rated dimension for students, staff, and parents is Safety Rules and Norms. This signifies that the school community believes there are clearly communicated rules about violence, verbal abuse, harassment and teasing, as well as consistent enforcement and norms for adult intervention. Respect for Diversity, Support for Learning, and Social Support- Adults are other highly ranked dimensions among students, staff, and parents district-wide.

While Safety Rules and Norms is the most universal area of strength, two other key facets of Safety - Sense of Social- Emotional Security and Social Media- fell to the bottom of the rank order across all three population groups.



Relative Factor Rankings by Population

Dimensions	Students	Staff	Parents
Safety Rules & Norms	1	1	1
Sense of Physical Security	9	8	6
Sense of Social-Emotional Security	11	10	10
Support for Learning	4	4	4
Social and Civic Learning	7	6	7
Respect for Diversity	3	5	3
Social Support / Adults	2	2	5
Social Support / Students	6	7	9
School Connectedness / Engagement	5	3	2
Physical Surroundings	8	9	8
Social Media	10	11	11

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."



This chart displays relative rankings of the dimensions as perceived by students in each school building across the district. For all students, the highest rated dimension is Safety Rules and Norms. Students tend to hold similar views across all buildings, especially concerning strengths and areas for potential improvement.

Sense of Social-Emotional Security and Social Media fall towards the bottom of the rank order for all students. It will be important to review the full CSCI Report information for each school to note which specific sub-groups are contributing to these low rankings.

***Please note:** Students at Hillcrest Elementary School did not participate in the survey because it is a Pre-K- 1 environment.



Relative Rankings

Relative Factor Rankings by Student					
Schools / Dimensions	Antioch Elementary School	Antioch Upper Grade School	Hillcrest Elementary School	Oakland Elementary School	W.C. Petty Elementary School
Safety Rules & Norms	1	1		1	1
Sense of Physical Security	6	7		9	9
Sense of Social-Emotional Security	10	11		11	11
Support for Learning	3	6		4	5
Social and Civic Learning	9	9		5	6
Respect for Diversity	4	5		2	2
Social Support / Adults	2	3		3	3
Social Support / Students	7	2		5	6
School Connectedness / Engagement	5	3		5	3
Physical Surroundings	8	7		8	8
Social Media	10	10		10	10

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."



For staff district-wide, the highest ranked dimensions are Safety Rules and Norms and Social Support-Adults. It is clear that the adults care about their students and have high expectations for students' success and strong personal concern for students' well-being. This perceived strongly by all staff members across Antioch School District 34. Sense of Social-Emotional Security and Social Media are the two lowest ranked dimensions among staff across all schools.



Relative Rankings

Relative Factor Rankings by Faculty					
Schools / Dimensions	Antioch Elementary School	Antioch Upper Grade School	Hillcrest Elementary School	Oakland Elementary School	W.C. Petty Elementary School
Safety Rules & Norms	2	1	1	1	1
Sense of Physical Security	3	10	10	7	6
Sense of Social-Emotional Security	10	13	11	11	11
Support for Learning	4	5	3	8	5
Social and Civic Learning	7	5	7	5	6
Respect for Diversity	8	9	4	6	2
Social Support / Adults	1	2	2	2	2
Social Support / Students	6	5	8	9	6
School Connectedness / Engagement	9	3	6	2	4
Physical Surroundings	12	11	4	13	13
Social Media	10	12	13	12	12
Leadership	13	4	12	4	10
Professional Relationships	5	5	8	10	6

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."



The highest rated dimensions as perceived by parents are Safety Rules and Norms and School Connectedness/ Engagement. Parents exhibit more variability with regards to Social and Civic Learning and Physical Surroundings. Sense of Social-Emotional Security and Social Media were the lowest ranked dimensions among parents across all school sites.



Relative Rankings

Relative Factor Rankings by Parent					
Schools / Dimensions	Antioch Elementary School	Antioch Upper Grade School	Hillcrest Elementary School	Oakland Elementary School	W.C. Petty Elementary School
Safety Rules & Norms	1	1	3	2	1
Sense of Physical Security	2	7	9	2	3
Sense of Social-Emotional Security	10	10	10	10	10
Support for Learning	2	7	3	2	3
Social and Civic Learning	2	9	7	7	7
Respect for Diversity	2	4	3	2	3
Social Support / Adults	7	2	3	2	3
Social Support / Students	9	6	8	7	8
School Connectedness / Engagement	2	2	2	1	2
Physical Surroundings	8	4	1	9	9
Social Media	11	11	10	10	11

Note: If two or more dimensions have the same median score, they are given the same (higher) rank. For example, if two dimensions score a 4.0 and that is the highest score, they will both be ranked "1" and the next highest score will be ranked "3."



This district analysis highlights several trends across Antioch School District 34. It should be noted that overall ratings are high and the district has many strengths to leverage. Following is a summary by major areas:

Safety:

- Safety Rules and Norms is consistently rated very high across all populations and all school levels. The ability to develop well-communicated and well-understood rules and norms about physical violence, verbal abuse, and harassment is a foundational strength to be leveraged.
- Social-Emotional Safety is a universal area for growth across all populations district-wide. Research has shown that cultivating upstanders is a powerful way to drastically reduce bullying and harassment in a visible, high-impact and long-term way.

Questions for further consideration:

- o Are the rules and guidelines across Antioch School District 34 consistent for both physical and social-emotional safety? Are there practices and policies that have been instituted to ensure physical safety that can be usefully adapted for social-emotional safety? How can the rules be modified to more explicitly target verbal harassment and bullying?
- o Are there specific sub-groups within the schools who feel particularly negative compared to others with regards to Sense of Social-Emotional Security? If so, what initiatives can be implemented or further research done to address their concerns and improve the overall climate?
- o How can the success of "upstander behavior" be harnessed and cultivated?



Conclusion

Teaching & Learning:

- Typically, these dimensions are consistently high among students and staff at the elementary schools. The difference in findings is typical as staff members are the ones teaching the skills. These dimensions (Support for Learning and Social and Civic Learning) are often more explicit to staff than they are to students, especially in the higher grades as social and civic learning becomes a more implicit aspect of the curricula.
- Throughout the district, parents have the highest scores at the elementary schools. This means they feel like their children are getting varied opportunities to demonstrate their skills, are supported for independent thinking, receive academic challenge and support and individual attention.

Questions for further consideration:

- o Is there consistency in the mission and structure of the school at the classroom level vs. the school level? Is there consistency across both campuses that support a smooth transition for students? When you dig deeper into school reports, do you see how this impacts schools, grades, and sub-groups?
- o What are the goals for Social and Civic Learning across the district? In what specific ways are students experiencing Social and Civic Learning and Support for Learning differently from teachers?
- o How is Social and Civic Learning incorporated into the curriculum at Antioch School District 34 elementary schools versus that of the middle school (Antioch Upper Grade School)? How can this be modified to also extend to the middle school?
- o Is there a potential disconnect between implicit vs. explicit teaching? How can Social and Civic Learning concepts be conveyed in a way that resonates with students and parents as much as it does with staff members?



Interpersonal Relationships:

- Social Support - Adults and Social Support - Students are consistently rated very high across all populations and all school levels. This is a foundational strength that can be leveraged.
- Respect for Diversity is positive across the district. This is a dimension that could potentially become an area of even greater strength.

Questions for further consideration:

- o How is Respect for Diversity underscored and reflected in adult-to-adult, student-to- student, and adult-to-student relationships within the school?
- o Why are some student sub-groups rating Respect for Diversity higher than others? What can be done to boost respect among groups with lower ratings?
- o How can a strong sense of social support among students be extended to create a stronger sense of community and respect? How does the school engage parents and what efforts would enhance this relationship?



Conclusion

Institutional Environment:

- Throughout the district, parents are positive about School Connectedness/ Engagement. Parents are often the most positive, meaning they identify positively with being a member of the district.
- Student ratings for the School Connectedness/ Engagement are very positive across the elementary schools.

Questions for further discussion:

- o How can a strong sense of School Connectedness/Engagement among parents be extended to create an even stronger sense of community among students and staff? How does the school engage parents and what efforts would enhance this relationship?

Staff Only Dimensions:

- Professional Relationships is consistently rated very positively in the district. This is a foundational strength to leverage for improvement in linked areas, such as Social and Civic Learning.
- Staff members reflect varying perceptions of the Leadership dimension. It may be useful to review the individual CSCI Reports for more details on how this is reflected at the school-level. Overall, staff feel the administration is accessible, and they feel comfortable going to administrators for help.



Antioch School District 34 District Report has been
developed by the National School Climate Center (NSCC)
341 West 38th Street, New York, NY 10018 | 212.707.8799 | www.schoolclimate.org