Special Meeting

Thursday, September 26, 2013 6:00 PM
LP Wilson Community Center, Board Room, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag and Moment of Silence**
2. **Executive Session Anticipated--Ratification of Collective Bargaining Agreements for Windsor School Nurses' Association, CSEA, SEIU Local 2001 and the Windsor School Administrators' and Supervisors' Association.**
3. **Audience to Visitors**
4. **Board Discussion of Excellence and Equity: The Impact of Racial Inopportunity on Student Development and Achievement at Windsor High School Report Results**
5. **Announcements**
6. **Adjournment**

WINDSOR BOARD OF EDUCATION

AGENDA ITEM SUMMARY

For Consideration by the Board of Education at the Meeting of: September 26, 2013

PREPARED BY: Craig Cooke, Ph.D. **PRESENTED BY:** Craig Cooke, Ph.D.
Assistant Superintendent for Human Resources

SUBJECT: Ratification of the Collective Bargaining Agreement between the Windsor School Nurses' Association and the Windsor Board of Education

ATTACHMENTS: Details of Agreement – Provided in Executive Session

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BACKGROUND: The Windsor Board of Education and the Windsor School Nurses' Association reached agreement for a successor three year contract covering July 1, 2013 through June 30, 2016. Details of the Agreement are attached.

STATUS: The Union has ratified the tentative three year Agreement.

RECOMMENDATION: The Board of Education should ratify this Agreement. A suggested motion: "Move that the Board of Education vote to ratify the Agreement between the Windsor Board of Education and the Windsor School Nurses' Association covering the period July 1, 2013 to June 30, 2016.

Reviewed by: _____ Recommended by the Superintendent: JAV

Agenda Item # 2

WINDSOR BOARD OF EDUCATION

AGENDA ITEM SUMMARY

For Consideration by the Board of Education at the Meeting of: September 26, 2013

PREPARED BY: Craig Cooke, Ph.D. **PRESENTED BY:** Craig Cooke, Ph.D.
Assistant Superintendent for Human Resources

SUBJECT: Ratification of the Collective Bargaining Agreement between the Windsor School Administrators' and Supervisors' Association and the Windsor Board of Education

ATTACHMENTS: Details of Agreement – Provided in Executive Session

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BACKGROUND: The Windsor Board of Education and the Windsor School Administrators' and Supervisors' Association reached agreement for a successor three year contract covering July 1, 2014 through June 30, 2017. Details of the Agreement are attached.

STATUS: The Association is scheduled to vote on the tentative three year Agreement prior to September 26, 2013. Details will be provided on 9/26.

RECOMMENDATION: The Board of Education should ratify this Agreement. A suggested motion: "Move that the Board of Education vote to ratify the Agreement between the Windsor Board of Education and the Windsor School Administrators' and Supervisors' Association covering the period July 1, 2014 to June 30, 2017.

Reviewed by: _____ Recommended by the Superintendent: JAW

Agenda Item # 2

My Voice™ Student Report

Windsor High School

Pearson

06/16/2011

Data processed by:

Aspirations Unlimited
29 Falmouth St.
Portland, ME 04103

QUAGLIA INSTITUTE
for student aspirations

www.qisa.org

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Windsor High School

INTRODUCTION

The Role of Student Aspirations in Today's Schools

When students have high aspirations, *they have the ability to dream about the future and take steps in the present to reach those goals.* Whether their goal is to learn algebra or a trade, get good grades or go to college, today's students want to be successful. Too often, however, students can't reach their future goals and dreams because the conditions around them are not supportive. As a result, their aspirations flounder and achievement wanes.

In order for students to have and sustain high aspirations, the conditions that enable them to reach their goals must be in place. These conditions are known as the **8 Conditions that Make a Difference®** and are a critical, often overlooked, part of education and school improvement initiatives.

The *8 Conditions that Make a Difference* in promoting student aspirations have been identified and defined by Dr. Russell J. Quaglia, an internationally known leader in the study of student aspirations. The 8 Conditions are: *Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action.*

All members of the school community can foster the 8 Conditions, making a positive difference in the lives of today's students by supporting the goals those students set and strive to reach.

The *My Voice* Student Aspirations Survey

The *My Voice* Student Aspirations Survey assesses student aspirations by asking students questions based on each of the 8 Conditions. By asking students how they perceive their school environment, *My Voice* provides educators with a powerful tool for understanding both what motivates and inspires students to achieve and how well students believe their school is meeting those objectives.

Measuring Student Aspirations in Your School

This report provides information that can help guide your school system in its ongoing efforts to elevate student aspirations, improve student achievement, and promote the highest teaching and learning standards. The data gathered from the *My Voice* Survey is meant to help your school explore the 8 Conditions as they relate to your school's unique mission. Areas of strength and areas of concern can be gleaned from the data, but must be interpreted within the school culture and weighted in importance by teachers, administrators and students. In conjunction with other information about your school, community, and students, *My Voice* is a powerful tool for initiating innovative, meaningful school change.

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Windsor High School

HOW TO USE THIS REPORT

The *My Voice* Survey report gives educators a unique chance to look at their school, student aspirations, and the 8 Conditions *through the eyes of students*. The purpose of this report is to provide a context for exploring how students view the teaching and learning they experience in their school and how those views align with the school's mission and vision. By exploring and discussing these results, schools will gain valuable insights into the relationship between student aspirations and school culture. Those insights can lead to promising action plans aimed at fostering teaching and learning environments in which all students are inspired, and able, to reach their goals.

Below are some suggestions for understanding and using the data in your report.

Demographics

- First, gain an overall picture of your students by looking closely at the demographic section of the report. Refresh your understanding of who your students are, their backgrounds, and how they spend their time.

The 8 Conditions

- Continue by studying the data reported for the 8 Conditions. The report is organized around each of the 8 Conditions so that each Condition can be explored individually.
- Look for connections among the results that warrant deeper discussion. For example, did a high percentage of students say they enjoy learning new things, while a high percentage also said school is boring? How might these two findings be related?
- Note areas of strength and celebrate!
- Note areas of concern and take steps to understand and make improvements.

Parents

- These questions reveal the *students' perceptions* of how their parents view their son's or daughter's education. Such perceptions do not necessarily reflect what parents actually think, but rather provide important information about what students believe about their parents. These results can be used to begin conversations with parents, and between parents and their children, about what school means to them.

Keep in Mind

- Working with the results is a process, not an event.
- Critical analysis is much more time consuming than taking the survey itself.
- Comparisons within your own school (e.g., by grade level, gender, etc.) are often instructive.
- Ongoing conversations among colleagues *and students* provide the best way to gain a deeper understanding of the data.
- Perceptions of the same data may differ. This is not only common, but also a healthy starting point for dialogue and growth.
- The purpose of this entire effort is to improve the teaching and learning environment in your school.

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DEMOGRAPHICS

The student demographic data are presented both as counts and as percentages.[1]

Age of Students		
Age	Count	Percent
9	1	0.3%
10	1	0.3%
11	0	0.0%
12	0	0.0%
13	0	0.0%
14	35	10.0%
15	83	23.6%
16	98	27.9%
17	95	27.1%
18	36	10.3%
19	2	0.6%
20	0	0.0%
TOTAL	351	100.0%

Gender of Students		
Gender	Count	Percent
Male	169	48.7%
Female	178	51.3%
TOTAL	347	100.0%

Students Planning on Going to College		
College	Count	Percent
Yes	303	88.3%
No	6	1.7%
Undecided	34	9.9%
TOTAL	343	100.0%

Grade of Students		
Grade	Count	Percent
9	70	20.0%
10	130	37.1%
11	87	24.9%
12	62	17.7%
TOTAL	350	100.0%

Participants in Co-curricular Activities		
Co-curricular	Count	% of Students
Music	90	25.1%
Theater	14	3.9%
Sports	182	50.7%
Academic Clubs	50	13.9%
Student Council	16	4.5%
Other	76	21.2%
Not Involved	68	18.9%
TOTAL	496	

Racial Heritage of Students		
Racial Heritage	Count	Percent
White	115	33.3%
Black/Afr. Amer.	142	41.2%
Hispanic/Latino	29	8.4%
Asian	11	3.2%
Native Hawaiian	0	0.0%
Am.In./Alsk.Nat.	5	1.4%
OthPacIslander	1	0.3%
Other[2]	42	12.2%
TOTAL	345	100.0%

[1]Counts between tables may differ due to missing data. Actual tabulations of percentages may not total one hundred due to rounding and missing data.
[2]Other category includes students that selected more than one option for racial heritage.

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Windsor High School

THE 8 CONDITIONS THAT MAKE A DIFFERENCE

Belonging

Heroes

Sense of Accomplishment

Fun & Excitement

Curiosity & Creativity

Spirit of Adventure

Leadership & Responsibility

Confidence to Take Action

The 8 Conditions have positive effects on the development of student aspirations in schools. The descriptions of these Conditions provide an approach that frames how schools can recognize and nurture the development of student aspirations. The 8 Conditions represent a return to the common belief that every educator holds: there is nothing more important than motivating students to learn. The identified 8 Conditions may not represent an exhaustive list, but each is essential if we are to have ambitious, inspired, and goal-directed students. All schools must aim to create and cultivate these Conditions in the lives of their students.

"Aspirations is the ability to dream about the future while being inspired in the present to reach those dreams."
-Dr. Russell J. Quaglia

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Belonging

The Condition of **Belonging** means that a student is a valued member of a community, while still maintaining his or her uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is a necessary condition for a student's feeling of well-being, social engagement, and competence. The Condition of Belonging increases intrinsic motivation, for it fosters self-confidence and investment in the community. As a teacher, you have the opportunity to establish a culture of Belonging in your classroom, one that promotes your students' sense of well-being, connection, and self-belief.

Survey Statements	Total in Agreement	Gender		Grade				
		Male	Female	9	10	11	12	
School is a welcoming and friendly place. 65	48.7%	51.5%	47.5%	48.6%	42.3%	51.7%	59.0%	-17
I feel accepted for who I am at school. * 73	76.9%	80.1%	74.0%	73.1%	75.6%	76.7%	80.6%	+3
I have difficulty fitting in at school. * 17	11.1%	9.7%	11.9%	11.8%	10.0%	16.5%	6.7%	+6
Teachers care about my problems and feelings. 49	36.1%	35.1%	36.0%	47.1%	24.0%	44.8%	32.8%	-7
I am proud of my school. 47	34.1%	33.7%	34.1%	45.6%	28.7%	27.1%	41.0%	-13
I feel comfortable going to the cafeteria for lunch.	75.6%	74.4%	77.0%	87.0%	71.5%	71.3%	77.4%	—
I think bullying is a problem at my school. * 43	35.0%	30.4%	39.9%	39.1%	33.8%	32.2%	40.3%	+8

* WHS BETTER THAN STATE/National Average

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Heroes

Heroes are the everyday people - teachers, friends, family - in students' life who inspire them to excel and to make positive changes in attitude and lifestyles. Heroes are those a student can connect with, those who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. As a teacher, you can be a hero to your students. They can look up to you as someone to learn from and communicate with about many things. Building relationships with your students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.

Survey Statements	Total in Agreement	Gender		Grade				
		Male	Female	9	10	11	12	
Students respect teachers. 39	20.2%	26.7%	14.7%	27.5%	17.8%	17.6%	20.0%	-19
I have a teacher who is a positive role model for me.* 73	76.3%	73.5%	78.0%	75.0%	72.1%	77.9%	83.9%	+3
Teachers care about me as an individual. 54	52.4%	54.5%	49.4%	48.5%	49.6%	57.0%	52.5%	-2
Teachers care if I am absent from school. 46	34.1%	34.3%	33.1%	41.4%	31.5%	39.1%	21.0%	-12
If I have a problem, I have a teacher with whom I can talk. 56	50.4%	47.9%	51.4%	44.8%	39.2%	50.6%	75.8%	-6
Teachers respect students. 60	41.8%	47.3%	35.8%	52.2%	34.1%	47.7%	36.1%	-19
Students respect each other. 33	12.5%	15.2%	9.7%	20.9%	9.4%	12.8%	8.2%	-21

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Sense of Accomplishment

The Condition of **Sense of Accomplishment** recognizes effort, perseverance, and citizenship as signs of a student's success. Educators have traditionally used a narrow view of accomplishment that refers to academic achievement, innate ability, or who is "best in the class." Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just through measurable outcomes and countable successes. As a teacher, you have the opportunity to celebrate your students' accomplishments in visible ways. Taking time to recognize and support your students' efforts will result in students who are motivated to persevere through difficult tasks and to create a healthy classroom environment through hard work and dedication.

Survey Statements	Total in Agreement	Gender		Grade				
		Male	Female	9	10	11	12	
Tests are an important part of my education.	70.9%	66.7%	75.0%	72.1%	67.2%	75.0%	70.7%	—
Teachers recognize students who are kind and helpful. 75	73.7%	76.5%	70.7%	73.1%	66.7%	77.9%	80.0%	−2
I have never been recognized for something positive at school. 20	20.5%	21.4%	19.7%	31.4%	21.7%	17.2%	13.1%	+0
I give up when schoolwork is difficult. 17	18.7%	13.1%	23.0%	30.0%	15.4%	23.3%	4.8%	−1
Teachers recognize me when I try my best. 62	60.3%	61.3%	58.0%	66.7%	50.0%	66.3%	62.3%	−2
I put forth my best effort at school. 72	65.4%	60.7%	70.1%	70.6%	66.2%	58.6%	71.0%	−7
Getting good grades is important to me. * 87	89.3%	82.7%	95.5%	91.3%	86.2%	88.4%	93.5%	+2

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Fun & Excitement

The Condition of **Fun & Excitement** is characterized by students being inspired. They are actively engaged and emotionally involved in their school work. Students who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Teachers who foster Fun & Excitement provide new opportunities, initiate challenges, and respect individual interests. After the first three Conditions – Belonging, Heroes, and Sense of Accomplishment – are established, you can motivate your students through a fun and exciting classroom environment.

Survey Statements		Total in Agreement	Gender		Grade				
			Male	Female	9	10	11	12	
I enjoy being at school.	48	45.0%	45.3%	43.2%	56.5%	42.4%	36.9%	46.7%	-3
Teachers enjoy working with students.	63	54.8%	57.2%	50.8%	54.3%	51.5%	57.6%	54.1%	-9
Teachers make school an exciting place to learn.	38	16.4%	21.8%	11.0%	18.2%	12.6%	20.2%	16.4%	-22
School is boring.	48	49.6%	50.3%	49.1%	48.5%	50.0%	52.9%	44.3%	-1
I enjoy participating in my classes.	61	54.5%	53.0%	55.4%	56.7%	51.2%	51.7%	62.9%	-7
Teachers have fun at school.	45	27.3%	29.1%	24.7%	35.4%	24.8%	27.1%	23.0%	-18
Learning can be fun.	69	68.4%	67.9%	68.8%	70.1%	63.8%	66.7%	78.7%	-1

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Curiosity & Creativity

The Condition of **Curiosity & Creativity** is characterized by inquisitiveness, eagerness, a strong desire to learn new or interesting things, and a desire to satisfy the mind with new discoveries. Curiosity triggers students to ask "Why?" while creativity gives them the initiative to ask "Why not?" The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Therefore, as a teacher, you must pay careful attention to creating a classroom environment that promotes questioning and creative exploration in order to maintain student motivation.

Survey Statements	Total in Agreement	Gender		Grade				
		Male	Female	9	10	11	12	
I feel comfortable asking questions in class. * 69	71.0%	73.2%	69.9%	71.4%	69.8%	70.1%	73.3%	+2
My teachers present lessons in different ways. 74	71.1%	71.3%	70.7%	79.7%	63.3%	74.4%	72.9%	-3
At school I am encouraged to be creative. 66	50.4%	47.0%	52.2%	48.6%	48.8%	58.3%	44.3%	-16
My classes help me understand what is happening in my everyday life. 42	36.7%	35.5%	36.7%	39.1%	35.4%	34.5%	37.1%	-8
I enjoy learning new things. * 78	80.8%	79.2%	83.5%	80.9%	76.9%	80.2%	91.8%	+2
I learn new things that are interesting to me at school. * 69	73.0%	71.9%	72.9%	79.4%	67.4%	75.9%	71.0%	+4
What I learn in school will benefit my future. * 76	78.3%	73.8%	81.8%	83.6%	69.2%	82.8%	82.3%	+2

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Spirit of Adventure

The **Spirit of Adventure** is characterized by a student's ability to take on positive, healthy challenges at school and home, with family and friends. Students experience the Spirit of Adventure when they tackle something new without the fear of failure or success. As a teacher, you can encourage and support your students' Spirit of Adventure by urging them to explore new things. By creating an atmosphere that allows for healthy decision making and healthy risk taking, students become more confident and resilient. Students with the Spirit of Adventure see life as full of opportunities worth exploring for their own sake.

Survey Statements	Total in Agreement	Gender		Grade				
		Male	Female	9	10	11	12	
I am afraid my friends won't like me if I do well in school.	3.4%	3.6%	2.8%	4.4%	2.3%	4.7%	3.2%	—
I push myself to do better academically. 80	74.1%	69.2%	79.0%	78.3%	73.1%	66.7%	80.6%	-6
Students are supportive of each other. 43	26.4%	30.5%	21.3%	23.9%	26.2%	22.6%	30.5%	-17
I am afraid to try something if I think I may fail. 26	27.5%	20.7%	32.8%	31.9%	28.5%	26.4%	17.7%	-1
Teachers help me learn from my mistakes. 63	54.8%	58.9%	51.1%	59.4%	51.5%	52.9%	60.7%	-9
Teachers think I can be successful.	78.2%	78.3%	78.7%	73.1%	73.8%	80.5%	88.5%	—
I am excited to tell my friends when I get good grades. 60	58.9%	48.5%	68.0%	60.3%	51.5%	62.1%	65.6%	-2

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Leadership & Responsibility

The Condition of **Leadership & Responsibility** means students are able to express their ideas and are willing to accept consequences for their actions. It cultivates accountability for the classroom environment and school community. Fostering leadership empowers students to make just and appropriate decisions and to take pride in their actions. Teachers who promote this Condition teach and expect their students to be good decision makers. They provide legitimate decision-making opportunities, seek student input, and expect students to be accountable for their actions and words. Students are trusted to make the right decisions and are recognized for doing so.

Survey Statements	Total in Agreement	Gender		Grade				
		Male	Female	9	10	11	12	
Student council represents all students at school.	18.1%	17.4%	17.5%	28.6%	13.2%	16.3%	15.0%	—
I see myself as a leader. * 63	66.0%	67.3%	64.9%	61.5%	68.2%	64.7%	66.7%	+3
Other students see me as a leader. * 37	38.8%	40.1%	38.1%	40.0%	36.4%	36.0%	45.9%	+1
Teachers encourage students to make decisions. 71	61.3%	59.8%	62.1%	71.0%	52.3%	58.6%	74.2%	−10
I think about others' feelings when I make decisions.	60.6%	56.9%	64.4%	66.2%	57.7%	54.7%	67.7%	—
I am a good decision maker. 69	61.6%	62.3%	60.5%	64.7%	50.4%	62.1%	80.3%	−8
I know the goals my school is working on this year. 46	26.6%	25.0%	26.4%	34.8%	17.7%	33.3%	22.6%	−20

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Confidence to Take Action

Confidence to Take Action is the extent to which students believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This Condition is what we strive for; all other Conditions must be established and supported for students to attain this level of aspiration. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Teachers have the ability to help build their students' Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking. By enhancing the quality of academic and personal growth, teachers empower their students to become active and involved members of their learning environments.

Survey Statements	Total in Agreement	Gender		Grade				
		Male	Female	9	10	11	12	
I believe I can be successful. * 92	94.0%	92.9%	95.4%	97.1%	93.8%	89.5%	96.7%	+2
I believe I can make a difference in this world. 67	66.8%	69.5%	65.7%	62.7%	65.9%	64.4%	79.0%	-1
Teachers expect me to be successful. * 74	83.4%	83.2%	83.2%	88.1%	78.7%	83.7%	85.2%	+9
Going to college is important for my future. 88	88.8%	83.9%	93.2%	91.3%	88.5%	86.0%	88.7%	—
I work hard to reach my goals. 81	82.0%	78.6%	85.3%	82.4%	76.9%	83.9%	88.7%	+1
I am excited about my future. 83	79.7%	73.7%	87.1%	80.9%	81.5%	73.6%	86.9%	-4
I think it is important to set high goals. 80	80.6%	72.5%	88.2%	75.0%	80.0%	80.5%	85.5%	—
School is preparing me well for my future. 67	64.0%	59.3%	66.9%	73.1%	55.8%	62.1%	68.9%	-3

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The Role of the Parents

Research indicates that students consider parents to be among the most influential persons in their lives. A reminder: These questions measure students' perceptions about their parents' involvement; they are not measures of parents' actual involvement. This information is helpful because it lets us see *the reality of the way students view* their parents' role.

Survey Statements	Total in Agreement	Gender		Grade			
		Male	Female	9	10	11	12
My parents care about my education.	96.0%	95.8%	96.6%	95.7%	96.2%	95.3%	96.7%
My parents like my school.	52.6%	54.5%	50.6%	61.5%	46.5%	52.9%	53.2%
My parents think going to college is important.	94.7%	94.1%	95.5%	98.6%	95.3%	90.8%	93.4%
My parents feel comfortable talking to my teachers.	68.8%	68.5%	69.7%	69.6%	72.3%	60.9%	72.1%
Teachers let my parents know what I do well.	27.8%	37.0%	18.6%	25.0%	25.8%	30.2%	27.4%
I would like my parents to attend more school events.	27.0%	21.6%	31.6%	25.0%	21.5%	26.7%	40.3%

Not included in National Report

From:Windsor High School 18606872029 09/23/2013 10:27 #879 P.020/024

Addendum

All Statements and Responses by Percentages

#		Survey Statements	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
7	Belonging	School is a welcoming and friendly place.	48.7%	6.2%	42.6%	28.3%	16.5%	6.4%
16	Belonging	I feel accepted for who I am at school.	76.9%	31.7%	45.1%	13.7%	5.4%	4.0%
25	Belonging	I have difficulty fitting in at school.	11.1%	3.1%	8.0%	12.3%	40.7%	35.9%
34	Belonging	Teachers care about my problems and feelings.	36.1%	7.0%	29.1%	37.0%	19.3%	7.6%
43	Belonging	I am proud of my school.	34.1%	7.1%	27.0%	34.7%	17.0%	14.2%
52	Belonging	I feel comfortable going to the cafeteria for lunch.	75.6%	36.4%	39.2%	11.8%	8.7%	3.9%
62	Belonging	I think bullying is a problem at my school.	35.0%	13.2%	21.8%	32.2%	21.6%	11.2%
8	Heroes	Students respect teachers.	20.2%	3.1%	17.0%	32.1%	38.6%	9.1%
17	Heroes	I have a teacher who is a positive role model for me.	76.3%	37.6%	38.7%	16.9%	5.4%	1.4%
26	Heroes	Teachers care about me as an individual.	52.4%	9.9%	42.5%	34.0%	9.1%	4.5%
35	Heroes	Teachers care if I am absent from school.	34.1%	7.0%	27.1%	34.6%	23.5%	7.8%
44	Heroes	If I have a problem, I have a teacher with whom I can talk.	50.4%	18.9%	31.5%	21.7%	16.3%	11.5%
53	Heroes	Teachers respect students.	41.8%	9.7%	32.1%	37.5%	15.1%	5.7%
63	Heroes	Students respect each other.	12.5%	2.8%	9.7%	32.5%	31.3%	23.6%
9	Sense of Accomplishment	Tests are an important part of my education.	70.9%	26.5%	44.5%	16.0%	8.1%	4.9%
18	Sense of Accomplishment	Teachers recognize students who are kind and helpful.	73.7%	23.4%	50.3%	17.1%	6.9%	2.3%
27	Sense of Accomplishment	I have never been recognized for something positive at school.	20.5%	5.9%	14.6%	13.8%	37.1%	28.7%
36	Sense of Accomplishment	I give up when schoolwork is difficult.	18.7%	3.1%	15.6%	22.3%	39.1%	19.8%
45	Sense of Accomplishment	Teachers recognize me when I try my best.	60.3%	16.9%	43.4%	22.8%	13.5%	3.4%
54	Sense of Accomplishment	I put forth my best effort at school.	65.4%	20.5%	44.9%	25.6%	7.6%	1.4%
64	Sense of Accomplishment	Getting good grades is important to me.	89.3%	51.4%	37.9%	8.4%	1.1%	1.1%

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#		Survey Statements	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
10	Fun & Excitement	I enjoy being at school.	45.0%	6.9%	38.0%	29.7%	16.4%	8.9%
19	Fun & Excitement	Teachers enjoy working with students.	54.8%	10.2%	44.6%	34.5%	7.6%	3.1%
28	Fun & Excitement	Teachers make school an exciting place to learn.	16.4%	3.5%	13.0%	38.6%	31.4%	13.5%
37	Fun & Excitement	School is boring.	49.6%	19.3%	30.3%	31.7%	16.1%	2.5%
46	Fun & Excitement	I enjoy participating in my classes.	54.5%	12.1%	42.4%	31.1%	11.0%	3.4%
55	Fun & Excitement	Teachers have fun at school.	27.3%	7.8%	19.5%	46.8%	17.2%	8.6%
65	Fun & Excitement	Learning can be fun.	68.4%	22.0%	46.3%	22.3%	6.2%	3.1%
11	Curiosity & Creativity	I feel comfortable asking questions in class.	71.0%	20.3%	50.7%	16.3%	11.5%	1.1%
20	Curiosity & Creativity	My teachers present lessons in different ways.	71.1%	16.0%	55.0%	19.5%	7.7%	1.7%
29	Curiosity & Creativity	At school I am encouraged to be creative.	50.4%	10.5%	39.9%	27.8%	18.4%	3.4%
38	Curiosity & Creativity	My classes help me understand what is happening in my everyday life.	36.7%	5.0%	31.7%	30.3%	26.1%	7.0%
47	Curiosity & Creativity	I enjoy learning new things.	80.8%	27.7%	53.1%	15.5%	2.3%	1.4%
56	Curiosity & Creativity	I learn new things that are interesting to me at school.	73.0%	15.2%	57.7%	19.7%	5.4%	2.0%
66	Curiosity & Creativity	What I learn at school will benefit my future.	78.3%	31.3%	47.0%	16.1%	3.9%	1.7%
12	Spirit of Adventure	I am afraid my friends won't like me if I do well in school.	3.4%	2.0%	1.4%	3.4%	24.9%	68.4%
21	Spirit of Adventure	I push myself to do better academically.	74.1%	29.3%	44.8%	21.1%	3.1%	1.7%
30	Spirit of Adventure	Students are supportive of each other.	26.4%	4.6%	21.8%	37.4%	22.7%	13.5%
39	Spirit of Adventure	I am afraid to try something if I think I may fail.	27.5%	6.2%	21.3%	19.0%	36.1%	17.4%
48	Spirit of Adventure	Teachers help me learn from my mistakes.	54.8%	9.3%	45.5%	29.2%	12.6%	3.4%
57	Spirit of Adventure	Teachers think I can be successful.	78.2%	33.3%	44.9%	18.1%	2.5%	1.1%
67	Spirit of Adventure	I am excited to tell my friends when I get good grades.	58.9%	22.8%	36.1%	23.7%	13.2%	4.2%

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#		Survey Statements	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13	Leadership & Responsibility	Student council represents all students at school.	18.1%	5.4%	12.7%	36.4%	28.5%	16.9%
22	Leadership & Responsibility	I see myself as a leader.	66.0%	28.2%	37.8%	23.1%	8.4%	2.6%
31	Leadership & Responsibility	Other students see me as a leader.	38.8%	9.1%	29.7%	43.9%	11.9%	5.4%
40	Leadership & Responsibility	Teachers encourage students to make decisions.	61.3%	12.0%	49.3%	28.3%	7.6%	2.8%
49	Leadership & Responsibility	I think about others' feelings when I make decisions.	60.6%	18.6%	42.0%	23.4%	10.7%	5.4%
58	Leadership & Responsibility	I am a good decision maker.	61.6%	18.6%	42.9%	25.1%	9.9%	3.4%
68	Leadership & Responsibility	I know the goals my school is working on this year.	26.6%	8.1%	18.5%	33.3%	27.2%	12.9%
14	Confidence to Take Action	I believe I can be successful.	94.0%	66.8%	27.3%	3.7%	0.9%	1.4%
23	Confidence to Take Action	I believe I can make a difference in this world.	66.8%	27.6%	39.2%	24.4%	6.5%	2.3%
32	Confidence to Take Action	Teachers expect me to be successful.	83.4%	30.0%	53.4%	11.4%	4.0%	1.1%
41	Confidence to Take Action	Going to college is important for my future.	88.8%	71.1%	17.7%	8.7%	1.7%	0.8%
50	Confidence to Take Action	I work hard to reach my goals.	82.0%	32.6%	49.4%	14.0%	2.2%	1.7%
59	Confidence to Take Action	I am excited about my future.	79.7%	45.9%	33.8%	15.2%	3.4%	1.7%
60	Confidence to Take Action	I think it is important to set high goals.	80.6%	46.1%	34.6%	13.2%	5.1%	1.1%
69	Confidence to Take Action	School is preparing me well for my future.	64.0%	20.4%	43.6%	24.9%	7.6%	3.4%
15	Parents	My parents care about my education.	96.0%	74.5%	21.5%	2.3%	1.1%	0.6%
24	Parents	My parents like my school.	52.6%	15.6%	36.9%	33.0%	9.9%	4.5%
33	Parents	My parents think going to college is important.	94.7%	74.7%	19.9%	3.1%	1.1%	1.1%
42	Parents	My parents feel comfortable talking to my teachers.	68.8%	25.0%	43.8%	24.2%	5.1%	2.0%
51	Parents	Teachers let my parents know what I do well.	27.8%	8.2%	19.5%	27.8%	30.3%	14.2%
61	Parents	I would like my parents to attend more school events.	27.0%	10.4%	16.6%	30.4%	28.5%	14.1%

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Last Page Of Report

EXCELLENCE AND EQUITY:

THE IMPACT OF RACIAL INOPPORTUNITY ON STUDENT DEVELOPMENT AND ACHIEVEMENT AT WINDSOR HIGH SCHOOL

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08/28/2013

Re: Excellence and Equity Review of WHS

Thank you for the opportunity to provide a research-based view of achievement and access at Windsor High School (WHS) through an Excellence and Equity Review. Enclosed are research findings, analysis and recommendations for *Excellence and Equity: The Impact of Racial Inopportunity on Student Development and Achievement at Windsor High School*. This is presented in a series of three interrelated analyses entitled:

1. Look at Us: How Students at Windsor High School Experience Teaching and Learning.
2. Equality with Equity: An Analysis of Access to Advanced Placement Courses at Windsor High School.
3. Off Track: An analysis of track clustering, and the impact of initial course placements on future course enrollment and student achievement at Windsor High School.

The research team would like to especially thank the Superintendent of Schools, Dr. Jeffrey Villar and his central office staff who provided support and critical feedback during this process; Mr. Russell Sills, Principal of Windsor High School whose leadership, commitment and support is invaluable; Windsor High School staff – office and teachers – who provided critical data, support and insight into the experience of leading and teaching in Windsor High School; and the students for their candor, commitment and concern for their own education and that of their peers; the families of WHS, the community members and leaders who all trusted this process and valued its purpose. Altogether, 250 students, 60 educators/leaders, 50 parents and community members, thank you for your participation in this Excellence and Equity Review of your high school.

The research team observed within the Windsor community an energy fueled by sincere concern for its children's academic experiences which it rightly views to be predictive for the future health and well-being of the Town. It is our hope that this research of Windsor High School serves as a catalyst that focuses the collective energy and resources of the Windsor community to be the First Town to settle the achievement disparities among and between its children.

Sincerely,

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EXECUTIVE SUMMARY

The objective for the Excellence and Equity Review was to conduct and disseminate critical research on learning, teaching, and leadership at Windsor High School (WHS). Specifically called An Excellence and Equity Review© (EER), this mix method approach gathered and processed data on how philosophies, practices, politics, pedagogies, and polices supported and/or impeded closing the achievement gap between culturally diverse and White American students. Researchers from Loyola University Chicago and Loyola University Maryland Schools' of Education conducted focus groups with representative samples of 250 WHS students, 60 educators/leaders, and 50 parents and community members. Furthermore, researchers conducted descriptive and inferential statistical analyses on two graduating cohorts (2011 and 2012) of WHS students to understand what factors contributed to the variance in student performance on the Connecticut Achievement Performance Test (CAPT) in Reading and Math. Moreover, an ecological systems theory framework informed researchers, which highlighted the sociological nature of inopportunity in schooling rather than blaming individual actors (students, parents, and teachers) for the achievement gap.

This final report is entitled: *Excellence and Equity: The Impact of Racial Inopportunity on Student Development and Achievement at Windsor High School.* It is organized into three independent but mutually supportive analyses, each containing a targeted review of literature, research questions, methodology, results/findings and recommendations. This format allows for each inquiry to be discussed independent of the whole work, or when taken together readers can glean a macro perspective of schooling at WHS.

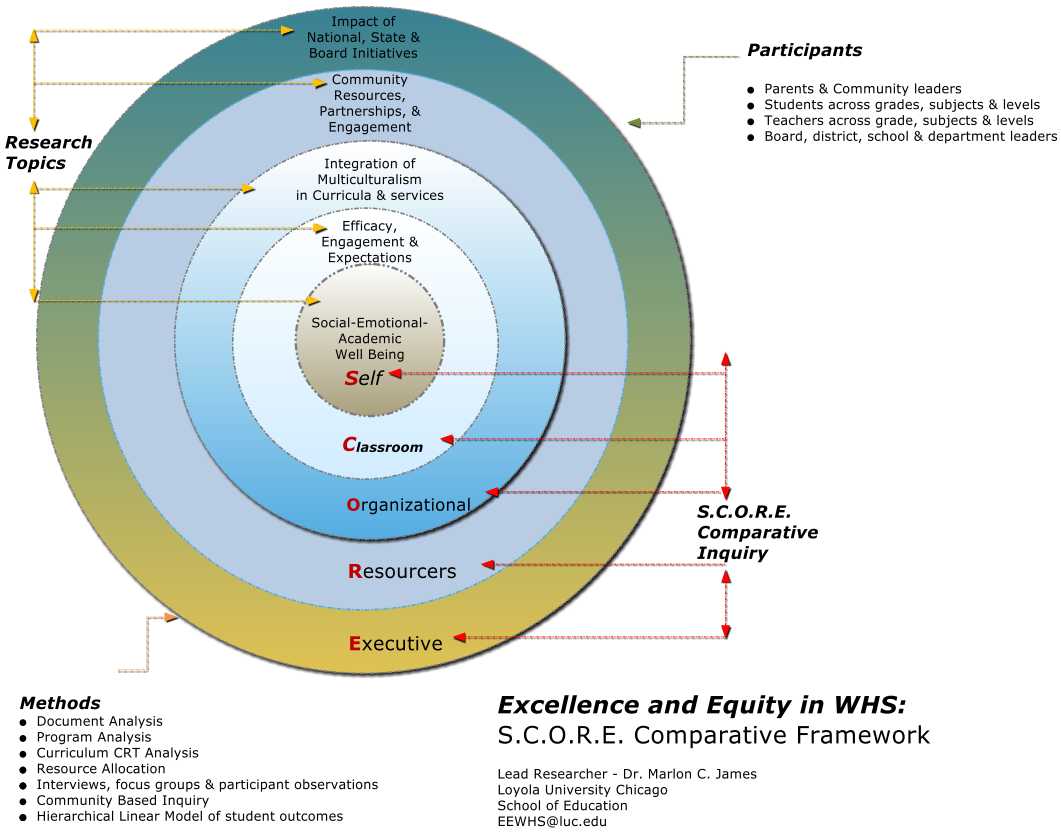
The first analysis considers the impact of the learning environment at WHS from the perspectives' of students, and finds that a system of tracking animates micro-aggressions in student-educator interactions. The byproduct is an actualize culture of failure and mediocrity, which undermines both the capacity of educators to establish a nurturing learning environment, and the academic, social and emotional development of students, particularly among culturally diverse learners. We implore policy makers, leaders, parents, educators and students to consider alternatives ways of organizing the learning environment of WHS.

The second analysis acknowledges the progress made by WHS in increasing access to Advanced Placement courses, but exposes critical opportunity gaps when AP data is disaggregated by both students' race and gender. We recommend the re-establishment and expansion of an AP taskforce to develop, assess, and seek funding to expand equality and equity systems that will support student access, preparation and success in AP courses.

The final analysis employs descriptive statistics, correlations, and multi-regression analysis to document the structural nature of racial inopportunity at WHS, the importance of initial track placement to future enrollment patterns, and how access to high quality courses can potentially close 50% of achievement disparities among students. To dismantle tracking and other forms of racial inopportunity at WHS we recommend the formation and empowering of an Equal Opportunity Commission tasked with oversight of this critical work. In short, the researchers conclude that actualized systems of equity are the most efficient and effective means to educational excellence at Windsor High School.

METHODOLOGICAL FRAMEWORK OVERVIEW

The S.C.O.R.E. Comparative Framework provides guidance to the present study through the integration of ecological systems theory, multicultural student development theories and Case study analysis.



ANALYSIS ONE

LOOK AT US: HOW STUDENTS AT WINDSOR HIGH SCHOOL EXPERIENCE LEARNING AND TEACHING

> *"The mission of the Windsor Public Schools is to develop the genius in every child and to create life-long learners."* Adopted October 25, 2012

> *The same educational process which inspires and stimulates [the White student] with the thought that he is everything and has accomplished everything worthwhile, depresses and crushes at the same time the spark of genius in the [Black student] by making him feel that his race does not amount to much and never will measure up to the standards of other peoples.* Carter G. Woodson, 1933

INTRODUCTION

The examination of the achievement gap in Windsor High School is an inquiry into which of the two preceding statements on student development is being actualized among students. Researchers were charged with illuminating factors that might contribute to the 40-point scale score gap on State assessments between the average minority student, and the average White student attending this middle class, culturally diverse, suburban high school. A culturally diverse team of 8 researchers and graduate students from Loyola University Chicago and Loyola University Maryland conducted focus groups with 250 members or 20% of Windsor High School's student body. This sample was representative of the racial and gender diversity within the school, included roughly equal numbers of students from each of the four grade levels, and the sample was representative of the overall distribution of students within each of the academic tracks (college, honors, high honors and Advanced Placement). In this school, college level courses were considered the lowest level courses (besides a few basic courses for special education students) despite the label of "college". Also, high honors were courses taught at or near the level of complexity and rigor of an Advanced Placement (AP) course, but without the option for AP credit.

A rigorous examination of the results from student focus groups provided critical insights into the quality of the developmental environment of Windsor High School. Although, this in-depth analysis of students' voice and experience is warranted, the district shared results from two recently conducted surveys of Windsor high school students. These surveys were the Student Voice Survey (2011) and the Comprehensive School Climate Inventory:

Measuring the Climate for Learning (2012 and 2013), and are available upon request from Windsor Public Schools. The results will not be included in this analysis but were examined on the final day of data collection, and confirmed many of the concerns that students voiced in this work.

The research team scheduled sessions after every 2 or 3 focus groups to share thoughts and emergent themes, but grew increasingly concerned about the expressed impact of the schooling environment upon African and Latino American learners, particularly those enrolled in college level courses. At this time, the research team was not aware that the quantitative data identified that approximately 8 in 10 African American students started in a concentration of five or more college courses in their freshmen year, and remained in this concentration through their senior year (see Analysis 3 for detail discussion).

Roeser, Peck and Nasir (2006) detailed how such racialized tracking can impact the identity development of students, and this research will explore this further and detail how interaction patterns particularly within the lower college track impacted students in a myriad of other ways. Subsequent to reviewing research literature related to student development, researchers detail the methods used to collect and analyze student data, the key findings of this study and conclude with recommendations for supporting student development.

LITERATURE REVIEW

Tracking and Psychosocial Development

Tracking, the practice of selecting and sorting students in order to provide them with different educational programs (Tyson, 2011), is seen by some educators as an effective means of giving students academic training that best suits their potential. Based upon specific sorting criteria, usually past academic achievement or teacher recommendations, students are grouped into classes with other students who are judged to be at the same level of academic ability. Because students' prior educational background impact students' placement in different levels of classes, critics argue that it is a major contributor to gaps in achievement between underserved and affluent students (Oakes, 1985). This critique is supported by research confirming that "ability grouping" exposes students to curricula differentiated by rigor and complexity, and by the quality of academic work, teachers, classmates, and instructional methods (Eccles & Roeser, 1999; Oakes, 2005). In doing so, the structure of academic tracks can

further exacerbate even widen prior differences in students' academic achievement and social-emotional development.

Yet, a general conclusion concerning the overall impact of this educational practice has not been reached. Despite the lack of a clear consensus, numerous studies suggest that students placed in high tracks exhibit educational benefits, while placement in lower tracks is associated with negative achievement outcomes (Fuligni, Eccles, & Barber, 1995; Kao & Thompson, 2003; Oakes, Gamoran, & Page, 1992). In particular, Hallinan and Kubitschek (1999) found that students assigned to high track classes experienced an accelerated rate of growth in academic achievement, while assignment to lower track classes stunted such growth.

While more research has been devoted to understanding the academic impact of tracking, a less extensive body of literature has addressed the psychological implications of placement in tracks. Yet, Noguera & Wing (2008) effectively documented that students, teachers, parents and administrators come to accept and reinforce academic and social "labels" for each academic track, which influences the academic and social expectations for students within a particular track as well as how students come to view themselves. Additionally, past studies have shown that lower track students recount being labeled as "dumb" by teachers and peers. These lower track students also report feeling less committed to school and less successful academically (Oakes et al., 1992). According to Roeser, Peck and Nasir (2006), students who were in lower track subjects tended to view themselves as less academically competent and felt less of a sense of school belonging than students in higher track courses. Thus, past research has demonstrated that assignment of students into lower tracks has adversely impacted their sense of academic identity.

In addition to sending powerful messages about a student's academic self-concept, tracking has an impact on the peer groups with which students associate. Ability grouping tends to limit or concentrate student interactions to peers with mostly similar achievement, engagement and track placement experiences. Within lower tracks, this grouping of students increases their involvement in problem behaviors (Dishion, McCord, & Poulin, 1999), and increases the likelihood of discipline referrals (Oakes, 2005). Likewise, grouping together students with similarly low levels of past achievement and discipline concerns may contribute to an increased social stigma of students in

these tracks who are perceived as less academically and behaviorally competent. Such stigma, if unaddressed, could have further implications on a school's social landscape

Development of College Aspirations

Another area of concern related to student development is college aspirations. Researchers confirm that high school students' aspirations to attending college are often times not linked to their understanding the importance of academic achievement in high school. As such, a significant number of students who claim they want to attend college may complete their first year of high school with low grades, loss of high school credit, and poor learning habits, leading to low performance on standardized tests and barriers to college enrollment (Lieber, 2009). In an effort to author a more positive narrative of students with college aspirations, extant literature suggest that educational planning beginning in 9th grade, an increase in early high school exposure to career development, concentrated efforts to increase career soft skills, and involvement of parents/guardians in students' planning for high school and post-secondary education can address the aforementioned developmental challenges (Lieber, 2009; Allensworth & Easton, 2006; Engle, Bermeo, & O'Brien, 2006; De La Rosa & Tierney, 2005).

The quality of support students receive to realize their college aspirations is directly tied to their access to school counselors. McDonough (2005) has indicated that access to school counselors directly impacts the rate at which students not only consider college as an option but also apply for colleges. Additionally, Bryan, Moore-Thomas, Day-Vines, & Holcomd-McCoy (2011) support that assertion that access to counselors is impacted by the number of counselors available to students. Accordingly, the researchers conclude that lower counselor to student ratios increases the chances of students applying to more than one college or university. Moreover, students have indicated that more counselors would allow them to have needed support not only during the college selection and application process, but also to provide guidance for non-academic issues that can create barriers as they prepare for college (Owens, Simmons, Bryant, & Henfield, 2011).

Modern Racism and Racial Micro-aggressions

In our "post-racial" society tension and conflict often arises when others, often those who identify with minoritized cultural groups that historically have confronted social oppression, suggest that racism does indeed still exist. Interestingly enough, both parties, those who believe racism is obsolete and those who believe racism is still

alive, are correct in their beliefs. Racism as it is commonly depicted (e.g. visual of Civil Rights Movement) also known as "old-fashioned" racism is now a thing of the past, but has now been replaced by a more modern version of racism that is much less overt than its predecessor (McConahay, 1986). The modern racism holds a subtle nature that is rather ambiguous making it relatively more difficult for victims to clearly identify the experience as well as easier for perpetuators to deny its existence or to be less conscious of how their actions may harm others. An example of this subtle form of racism would be questions that adults might ask students upon first meeting them. For example, a teacher might ask an African American male if he is on the basketball team, but ask a White male how many AP science courses he is enrolled in this semester. The underlying assumption is that the Black student is into sports or should consider involvement, and the White student is academically inclined and should be encouraged to pursue more challenging academic work. Despite its ambiguity there is a common misperception that subtle forms of racism are less harmful than more overt forms of racism.

Racial micro-aggressions refer to "brief, everyday exchanges that sends denigrating messages to people of color because they belong to a racial minority group" (Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, & Esquilin, 2007). Sue, et al. (2007, 2008) details a typology of micro-agressions that includes micro-assaults, micro-insults, and micro-invalidations. Each concept within this framework is detailed in the outline below.

1. Micro-assaults are explicit (may be intentional or unintentional) racial derogations such as referring to a Black person as "colored" or Latinos as "the Mexicans".
2. Micro-insults are behavioral and verbal expressions that "convey rudeness and insensitivity and demean a person's racial heritage or identity" (Sue, et al.). There are four types of micro-insults:
    - **a.** Assumptions concerning intellectual inferiority of people of color,
    - **b.** Assumptions of inferior status or second-class citizenship,
    - **c.** Assumptions of assumed criminality,
    - **d.** Assumptions of superiority of White cultural values.
3. Micro-invalidations are "communications that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of a person of color" (Sue, et al.). There are three types of micro-invalidations:
    - **a.** Assumed universality of minority group experiences,
    - **b.** Denial of individual racism (or color-blindness),
    - **c.** The myth of meritocracy (Sue, Capadilupo, & Holder, 2008).

Researching the impact of micro-aggressions on student development is imperative to understanding the academic achievement disparities between racial groups. According to Solorzano, Ceja, and Yosso (2000):

> It seems likely, that Black students who experience a large number of microaggressions in their academic lives (e.g., receiving subtle messages from their teachers that they are not as smart as their White classmates) may eventually withdraw from academic pursuits (Solorzano, Ceja, & Yosso, 2000).

Accumulating research suggests that persistent exposure to microaggressions can have a negative influence on various aspects of student development such as academic performance (Solorzano et al.), and the perpetuation of stereotype threat which mostly impacts academically gifted minority students (Steele, Spencer, & Atonson, 2002).

RESEARCH QUESTION

In the present study, researchers examined the effects of tracking on student development at Windsor High School in Connecticut, a racially diverse, midsize, middle class suburban town. The process of sorting students in this school district, according to teachers, parents, students and school officials, began in the districts' elementary schools and middle school in the form of the a gifted pullout program called the challenge program. However, tracking, which is referred to as "leveling" in this school district, becomes the central organizing feature of the high school.

While many past studies have investigated the effects of tracking and its academic ramifications for students, this present study seeks to expand a growing body of literature that addresses the social and psychological effects of tracking. The research question that guided this study is:

1. How does teaching and learning in a learning environment organized around tracking impact the academic, social and emotional development of students; and the behaviors of educators?

First, the intent of this research is to gain a clear picture of what students believe are the distinctions between the different levels of classes. Particularly, the following areas will be addressed: racial microaggressions as experienced by students of color (primarily African American) students, how such microaggressions play out in the high school within leveled classes, and the resulting difference in access to services such as guidance counselors; differences between groups of leveled students in the areas of aspirations; students' perceptions of students in other levels, their teachers' expectations and the overall academic experience each level offers. Second, this study will address how the system of leveling impacts students' academic and social identity in this particular high school, and then conclude with recommendations.

METHODOLOGY

While the research team used the quantitative data provided by the school to analyze a number of issues, the researchers placed equal value upon the qualitative experiences of various actors within WHS. Much of the work done by this team was completed using qualitative research methods and analysis. As Goussinsky, Reshef, Yanay-Ventura and Yassour-Borochowitz (2011) have stated, "qualitative research demands a different form of thinking" one that allows us to "develop categories of meaning" rather than test a hypothesis or come up with a yes/no, right/wrong paradigm (p. 132). In conducting this research, we did have major questions and used a semi-structured interview protocol, but we allowed participants' concerns to guide the flow of interviews and focus groups, and the clustering data to guide our analysis to develop what Goussinsky et al. (2011) referred to as categories of meaning from participant experiences.

Student Sampling

Working as part of a culturally and epistemologically diverse group of researchers (Winddance-Twine & Warren, 2000), we interviewed board members, teachers, administrators, parents and students at Windsor High School, a school located in a community with a large middle-class minority population. All interviews were semi-structured, with individual interviews being conducted for the adults and "focus-group" interviews being conducted for close to 250 students (Bogdan & Biklen, 2007). These 24 focus group interviews with students ranged from three students to as many as fifteen students. All students had implicit permission from parents to participate in the interviews, and also were asked to provide their assent. The student participants were recruited from primarily English classes of various levels to give us a cross section of the high school population. In every case, students were given the option of participating in the interviews or remain in class with their classroom teacher. On average, more than 50% of the students who were given the opportunity to participate chose to do so. It should be noted that many students did not choose to participate and there was no coercion or negative consequence for this choice. To ensure smooth transition of students from class to interview rooms, research team members were escorted by an assigned staff member to selected classes then students and research team members were escorted to predetermined private interview locations. Two research team members were present at all times, and the teams were composed of one White and one culturally diverse member with a gender balance as well.

Conducting Interviews and Focus Groups

Interviews were conducted with a semi-structured format, using a protocol developed by the research team. This protocol served as a guide from which to ask questions but also enabled interviewers to probe with follow-up questions when further clarification was necessary (Yin, 2002). Each focus group was conducted with two members of the research team to ensure effective management of time and close adherence to the interview protocol. This also served as a safety precaution as no team member was ever alone with one or more students.

Data Analysis

All interviews were audiotaped and transcribed by a professional transcription company with a proven track record partnering with university researchers. They were bound by confidentiality agreements, and the research team confirmed the accuracy of transcripts by comparing text to the audio recordings. The research team developed a system of open codes to keep track of initial themes that emerged during the course of the interviews. For instance, every focus group and interview had a unique numeric designation allowing us to track the order of interviews and which group of researchers conducted the interview, followed by a unique numeric designation for each code and a sub-designation (A-Z) to track facts, ideas, and examples related to larger codes.

The table below illustrates a sample of transcript coding:

Focus Group 1D	Responses to Question # 1	Responses related to Code # 1	Additional Responses related to Code # 1
The first focus group interviewed by research team D.	Code # 1 – The first big idea embedded in the responses to Question # 1.	Sub-code A – The first fact, detail or example that adds additional understanding to Code # 1 is label 1D-1A for Focus Group 1D – Code 1, sub-code A.	Sub-code B-Z – Additional, facts, details or examples that adds additional understanding to Code # 1 were label 1D-1B-Z for Focus Group 1D – Code 1, sub-code B-Z.

Three members of the team read each of these transcripts, coding them using the open coding process (Winddance-Twine & Warren, 2000). After an initial system of codes was developed, changes to this system

occurred in an iterative manner, based on discussions among members of the research team and continuous re-reading and comparison of themes within and across transcripts. These open codes eventually were collapsed into closed codes then linked together to form the major concepts in this report. The findings that will be conveyed in the remainder of this report pertain to topics that, based on the coding system described above, emerged as central themes of 75-90% of all focus groups.

FINDINGS

Micro-aggressions

Throughout the student transcripts evidence of micro-aggressions appeared regularly, with greater frequency in the interviews with college level students than with students placed in higher level classes, but they do appear at all levels. When the micro-aggression was reported by a student in a class level higher than college level, it was almost always reported as a micro-aggression against a student of color. Students report that teachers have told them they do not have the abilities to succeed in school. For example, one African American female was told by a junior high teacher, "science might be a breeze now" but she would "have a really difficult time in high school." This would be an example of a micro-insult, showing that the teacher is making an assumption about the intellectual inferiority of this particular Black student and by inference, all Black students, since there was nothing to indicate that the student would not be successful in higher level science courses. This is also an indication that all students are not given the opportunity to demonstrate the ability to think critically. By inference, this particular student was informed that she would not be able to think critically or perform well in a highly complex course.

Another student reports doing well in English as a sophomore, but, "you know when I wanted to do higher English next year, I got brought down." She was left in college level English. When speaking of the different levels and how students are treated, one student at the college level stated, "It's like they do it on purpose" referring to the separation of students by ability levels and de facto by race. Another stated, "Yeah, they don't even give us a chance. If you are in college level, then it is obvious that you cannot do AP". Along these same lines, another student reported that he is currently in an honors class, making either an A or a B, but his teacher recommended that he enroll in college level for that subject in the next year.

Other students indicate that they do not get to have input into the level of courses they will take. This is indicated with the following quotes: "Like if the teacher doesn't like you, they put you in college courses." Or "It's like sometimes we don't have a say in what level we want to be in." This also connects to the lack of access students have to counselors, as indicated below.

There also seemed to be some level of pressure in keeping students in lower level classes. While many students at the college level did not have a complete understanding of what it would take to switch levels, there were others who had fears about this process that kept them from taking steps to switch. For example, one student who is taking mostly college level classes reported: "Your parents can send a letter in saying my child deserves to be in a high honors or honors class, but once you have that letter in, you can't leave that class." This seemed to be a common perception and it led to a fear of failure if a student wanted to attempt higher-level work. If the parents forced the hand of the school to get their children into a higher level class, then the door was closed and a move back down was not going to be permitted. Yet, an examination of the 2012-2013 WHS Handbooks do not state this as policy, and the actual form used by parents entitled "Parent Request for Course Override" does not include this warning to parents.

Why are primarily African American students being warned in such a manner, despite the lack of a policy to support this practice?

Other students reported rude or sarcastic comments from teachers who were not happy with students' movement from college to honors level. One student reported that a teacher said to him, "You got in honors, you should be able to do it." The teacher basically refused to help the student when he was confused. Given the racial composition of classes at lower-levels, these student-teacher interactions have racial implications.

In addition to these individual incidences of micro-aggression, there are other indicators of racial microaggressions from the student data. One area that seemed to be systemic was the difference between college level, honors, and high honors/AP students in terms of perceived levels of access to counselors. As a caveat to the findings that follow, we would like to emphasize that across the board, the students reported a high regard for the counselors and that when they had the opportunity to interact with them, they almost always found these interactions to be helpful and the counselors to be caring. However, the students in the lower level classes perceived that they

had a more difficult time getting appointments with the counselors. Students reported that they have to wait a long time for an appointment. "And even sometimes when I try and make an appointment, they are really busy or my appointment is like two-three weeks later."

Contrary to this, students in the honors and high honors classes said it was easy to get an appointment, reporting that most times they could just walk in if the counselor was available. According to a student in high honors: "We normally just walk into the office there and the receptionist will just ask you when your study hall is and then find the next—sometimes if you're available right then, you can see them at that time…" High Honors and AP students also seemed very informed about the guidance process, and knew when to make appointments and how to use the guidance staff to switch classes. They also knew that at certain times of the year, it might be more difficult to get an appointment, but indicated that the wait might be two to three days, not two to three weeks like college level students reported.

In contrast to the knowledge held by the honors and high honors students, the college level students did not seem to have a clear idea of what the guidance staff was there for or what they could do to help them negotiate the high school curriculum. One college level junior reported, "I just started talking to someone this year." Several college level students seemed to be unaware of the role that the guidance staff played in helping them transfer into either honors or high honors classes. In one interview, there was a mix of knowledge among the college level students. When talking about the process for switching levels the following dialogue ensued:

> Student 1: Get a paper. I mean talk to your guidance counselor and then get a paper and your parents sign it.
>
> Student 2: I haven't got it.
>
> Interviewer: Ever heard of that?
>
> Student 2: I never got that.
>
> Student 1: There's a whole stack in the guidance counselor's office.
>
> Student 2: I didn't know about that.

It was not unusual for students at the college level to be somewhat confused about the process in place for switching levels. Other students reported never making an appointment, or only going to see the guidance counselor when they were called down to the office. One said, "They are saying you can go to guidance and I think fill out a sheet for it. I wasn't sure about it." In addition to knowing how to make a guidance appointment, there seemed to be a level of perseverance needed to make changes in schedules. Students needed to take responsibility and follow up to make sure the changes were made. One college level student stated, "I was supposed to be in honors science class last year, but they never put me in it and I asked them about it and they just never got back to me on it." When asked who "they" referred to, he replied, "My guidance counselor and my teacher."

In reviewing the interviews and carefully reading the transcripts, our notes indicate that the students making the statements in these examples were all African American. Because no White students reported having difficulty accessing a counselor, and in fact, several White students, students at honor, high honor and AP levels, reported that they could usually just walk in and see a counselor, or at most wait only a day or two, it is reasonable to conclude that the difficulty experienced by college level African American students lies within the area of racial microaggressions.

While some of these responses highlight the need for students to be responsible for their own education and indicates that the guidance staff is allowing students to make decisions for themselves; an alternative view is that students who are in honors, high honors and AP classes are given more frequent guidance support, the support they are given is more accessible and they are allowed to use their autonomy to make decisions that will benefit their educational careers. At the same time, students in college level classes have a less concrete idea of what guidance counselors are available for, how to make appointments and when it is important to persevere, follow up with a counselor, or engage a parent.

Another example of microaggressions on a more global scale was students' frustrations with the grading process. Many students, specifically those within the college level, voiced their dissatisfaction with how they were assigned grades. Students disclosed that they often received a C although they were never given feedback on why they received the grade as well as how to improve. Students are concerned that they are being graded based on the

type of student they are presumed to be rather than their actual academic performance on any particular assignment. One student remarked:

> You don't even know if you are doing well or not because <teacher> based on what he wants to grade on. I don't know if he is taking us seriously really like grading us but I think he just grades us on our average, like oh I know she is a C student, so.

Again, these reports of grading based on perception were made by African-American students assigned to the lowest level classes.

Another area of concern that was discussed at length by the students, mostly those on the college level, was the seemingly short temper of some of their teachers. Students disclosed that it was difficult to engage their teachers to help them on class assignments; they were often confronted with reluctance and aggression that would then result in the student being asked to leave the classroom. One student stated:

> "And when you ask him…if you ask him a question more than once he gets an attitude. So then ….the students to get an attitude, then he kicks you out."

Such actions have actually discouraged some students from asking for help, which subsequently results in them disengaging from the class work. This perpetuates the cycle of students being perceived to be non-motivated, teachers not giving them the time or instruction that they need and then students actually disengaging from classes, and becoming a discipline problem.

Student Awareness of Tracking

In their interviews, students proved acutely aware of the presence of different levels of classes. In all the interviews conducted, students were able to enumerate the four main academic levels - college, honors, high honors and AP. Numerous students additionally spoke of classes and students who were part of the STAIR and BRIDGE programs. Furthermore, many of the students across levels were critical of the recent decision of the school district to re-name "basic" level classes as "college" level. According to these students, they did not feel that college-level classes adequately prepared them for college. Moreover, numerous students noted that the school district re-labeled basic level classes as "college" level classes in order to make students at this level "feel good" and to "boost their self-esteem." One student who has been in both college and honors classes describes honors classes in this way: "Yeah, that's what it is. It is the same thing, you just get more work. I mean the teacher expects you to act better

than the college level." Another college level student indicated, "It was like to trick you. I feel like as if you are learning the thing that you are trying to get to …, college is like the bottom level." Other students stated that they had heard that the college level classes were the same as doing middle school classes. One African American male junior in all colleges classes, even recounted how his younger brother who attends a private school would ask him for help with his math homework, and he would say "we have not covered that yet" despite his brother being in middle school. The same student added "then a couple of weeks later we would get the math work that he asked about". In such a fashion, honors level students not only have more challenging work, they also are held to a higher level of behavior.

Students in the high honors classes were told repeatedly that they are "in the top 20% [of the student body] and everyone else is stupid." Another honors student who initially was placed in college classes, confirmed this attitude:

> But they college –it is not like they are doing college level of work and also when they are in a college class they teach down to the class and you not supposed to teach down but to teach up, you know what I am saying?

A third honors level student reported on a current honors class/teacher:

> One of my teachers, and it's an honors class…and she still treats it like it's' a college class, like she'll take late work whenever and she doesn't like try to push the class, and the class basically pushes her around. Like she doesn't, like seem to be strict enough but she probably should be because it's an honors class.

All of these statements reflect a clear difference between college classes and honors and high honors classes. They indicate that the school system is not offering all students a chance to demonstrate exemplary academic skills; in contrast, expectations, grading, class lessons and behavior of teachers are offered at a lower level for those students who are in college level classes.

Social and Academic Identity

Finally, in addition to the indications above, there were several data points that indicated the leveling system at Windsor High School was negatively affecting the academic and social identity of the students who were in the greatest need of a quality high school experience. For instance, students had distinct perceptions of students in STAIR (self-contained behavioral modification program), college, honors, and high honors classes with respect to

what these students cared about, how they behaved, and their academic ability. Membership in a college or honors level class carried distinct significations for students. One high honors student, reporting a sentiment that is repeated across multiple focus groups, asserted that college level students "don't really care," "just do whatever they want," and are "lazy." Other students referred to college students as "really rowdy," "disruptive," and "destructive". Additionally, college level classes were described by multiple students as an "easy way out," or as a "joke" classes in which teachers "go a lot slower" and students "watch movies often."

In focus groups college level classes were the most frequently stigmatized classes, with the exception of when students of all levels talked about STAIR students. The STAIR program was designed as a space for "students who struggled to adjust to the pace and behavioral requirements of the larger high school" according to an administrator. The program was self-contained in one wing of the school where students spend nearly the whole day, isolated from the general student body. STAIR students were portrayed as "very disrespectful" to teachers, getting rewarded for low behavioral expectations, and as "bad influences" to other students. Students in general, were upset because of the perception that despite STAIR students being "bad kids" they were allowed to go on special fields trips, and play in the program's own private lounge.

In contrast to college level and STAIR students, high honors students were consistently perceived as displaying more intrinsic motivation, as being better behaved, and as more academically competent than their counterparts. According to numerous students of different levels, high honors students "really care about learning," "act better," are "self-motivated," and "go faster" in classes. Honors students were perceived more neutrally—they were considered as academically "average," paid more attention and cared more than college level students. Overall, students felt that honors level courses simply repeated the same information as college level course but at a faster rate.

Students also talked about the social groups at Windsor and indicated that students are separated socially depending on where they are placed in the tracking hierarchy. A student described this sentiment:

> I feel like there'll be like different groups of families. It goes the high honors families, the honors families, and college and the STAIR families so that all the different groups are close to each other. But they don't really interact as much.

Another high honors student indicated that students don't hang out together because they see the students in levels above them as intellectually superior. "Sometimes college kids won't hang out with us because they think that we're too smart or like all we do is read books and stuff."

Tracking and Student/Teacher Expectations

Furthermore, certain students reported that teachers' expectations for students in each level were notably different. As one high honors student notes, she heard her teacher mention that she "expects more" from high honors students than students of lower levels. Another honors student who has taken college level classes notes that in a college level course teachers "don't expect much from you" and thus do not give college students much work. A college level student stated, "I don't think teachers are putting much effort in the college level as they are putting in the AP class or the honors class." Another student who has been in both college and honors classes has stated:

> In college classes, like they are the worse students. Like I feel like it's stupid to me…it makes you feel dumb…While I'm in a college class, I feel stupid because I feel like they are putting me in like a low class for no reason.

These feelings of inferiority are reinforced by the beliefs of students at higher levels. "Everyone says in college classes people are very stupid." Other students who take mostly AP classes described college students as "slackers" and "Dumb and lazy."

A high honors student sees this as a factor of encouragement from the teachers:

> "I feel like some kids aren't encouraged to do better in school. Because they are always at their level their entire time, and they could do better, but their teachers just don't encourage them to do better like some other kids."

These findings reflect to what Oakes et al. (1992) contends, that students in lower tracks feel that they are not as capable as students in the higher tracks. This leads to not only more discipline referrals (Dishion et al., 1999), but to both students and teachers putting in less effort. This clearly appears to be happening at Windsor High, which requires the questions:

Is a system of tracking worth maintaining, given the negative impact that it has on teachers, counselors and students? If not, how might the school be reorganized to create the optimal learning and teaching environment?

Aspirations

The differences in the way college level students are treated and in the way they perceive their education have far-reaching consequences; including, a visible continuum of responses when students were asked about their goals and aspirations after high school. Students currently in the college level track were more likely to say they had hopes of attending a two-year college or joining the military, while those in the high honors/AP track envisioned future colleges they would attend, including Harvard or the University of Connecticut. The high honors/AP students were more likely to talk about a specific profession or career, such as a pediatric surgeon, pharmacist, chemical engineer, etc., while those in the college level track, when mentioning specific careers, cited those that did not take a four-year or professional degree, such as a massage therapist, construction job or a Certified Nurse Assistant.

It could be argued that the students in each level have aspirations that align to the type of academic preparation they are receiving at their respective class level. However, the opposite argument is salient here: students who are continuously placed in lower level courses are not given the opportunities to develop the vocabulary and knowledge base about careers that require more than a two year college degree, despite coming from well-educated families, who according to college level students expected them to attend college.

Psychological & Social Implications of Tracking

The widely-acknowledged perceptions that students maintained about their peers of different class levels had implications for how students interacted socially. A high honors students summarizes this sentiment of many of her peers when she points out that students of different levels "don't really interact" much and such social separation is "kind of weird." She notes that her friends in lower level classes consider high honors students as "smart kids" and "so much different" than lower level students, a situation which creates further social segregation between class levels. An honors student describes the high honors/AP student as "think[ing] they're so smart," a perception that she feels separates high honors/AP students from the students of other levels. In both cases, salient stigmas attached to students of different class levels had a negative impact on social cohesion between groups of students. Interestingly enough, the students who exhibited the least stereotyped perceptions of their peers had contact with students at more than one class level. These students were more likely to note when perceptions based on class-level

did not match reality. In one such case a student who had taken both college level and honors level courses reported that, regardless of the stereotype that college level students were apathetic, "not all college level students do not care about learning or their grade". In contrast, students in focus groups who took classes populated by students of only one class level tended to report the most negative perceptions of students from different levels.

Multiple students noted that the pervasiveness of negative perceptions affected the way they viewed themselves. For one student who was part of college level and honors classes, the fact that "everyone says in college classes people are very stupid" and her teachers say that "college level is the lowest class" made her and other students "feel dumb" for taking such classes. Students of lower levels in more than one focus group confirmed this sense of "feeling stupid" or "dumb" because of their membership in college level classes given the salience of negative conceptions pertaining to this student group.

SUMMARY

In sum, the researchers valued students' experiences and sought to highlight their voices in this analysis. The core message is that tracking as a way of organizing the learning environment of Windsor High School is undermining the humanity of both educators and students. If not redressed, neither learning nor teaching in Windsor High School will spark the innate genius in every learner, and the Districts' new mission will conform more closely to Woodson's prophetic words:

> *The same educational process which inspires and stimulates [the White student] with the thought that he is everything and has accomplished everything worthwhile, depresses and crushes at the same time the spark of genius in the [Black student] by making him feel that his race does not amount to much and never will measure up to the standards of other peoples.* Carter G. Woodson, 1933

RECOMMENDATIONS

1. Discuss the question: Is a system of tracking worth maintaining giving the negative impact that it has on teachers, counselors and students? If not, how might the school be reorganized? Then devise a plan to end tracking in WHS.

2. Offer curricular to all students that are student centered, addresses real-world problems through hands-on or project-based learning informed by theories that support and recognize the unique expressions of genius in minority learners. An example of how this was done at an elementary school that was failing to perform is given in Peck's article (2010). In this school transformation, teachers were given the autonomy to change curriculum, had high expectations of all students and changed the lives of students in the process.
3. Explicitly challenge all educators and students to raise their expectations for achieving at the highest possible levels. Almost all students at Windsor High School have a desire to be challenged in their schoolwork. Despite the fact that the most negatively-stigmatized student groups were viewed as unruly and apathetic, many of the students from these groups reported a desire to be held to high academic and behavioral expectations. Many, primarily those in the college level classes, do not feel they are being challenged and that busy work, in the form of "boring …homework packets" was being thrown at them. By raising expectations and being critical of work, not of persons or behavior, teachers will be able to significantly raise the amount and quality of work done by students perceived to be the "lower level" students (Steele, 2003).

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ANALYSIS TWO

EQUALITY WITH EQUITY: ACCESS TO ADVANCED PLACEMENT COURSES AT WINDSOR HIGH SCHOOL

INTRODUCTION AND STATEMENT OF INQUIRY

Advance Placement (AP) courses provide high school students preparatory access to collegiate materials, norms and instructional practices (College Board, 2013). Researchers Dougherty, Mellor and Jian (2006) reported that successful completion of AP courses were strong predictors of post-secondary performance and increased the likelihood of high school graduates earning a bachelor's degree. Access and successful completion of rigorous academic tracks and curricula, such as AP courses, also correlates with post-secondary aspirations and persistence patterns through college graduation, particular among African and Latino American students (Akos, Lambie, Milsom & Gilbert, 2007).

Moreover, Ohrt, Lambie and Ieva (2009) detailed barriers to AP access for African and Latino American students, which included racialized tracking systems, the lack of counseling models for individualizing supports for students, the need for culturally diverse mentors for students, and increased parental engagement and advocacy.

Supportively, College Board Reports (2007, 2008 and 2013) all identified dynamic growth in AP access nationally, but persistent opportunity gaps exist among racial minority groups and low-income students. For instance, the latest data from the College Board's 2013 *AP Report to the Nation* reveals dramatic increases spanning the past decade in both the number of students taking AP exams and the number of students scoring 3 or higher on an AP exam. Specifically, the College Board (2013) reports an increase of close to 500,000 high school students taking AP exams since 2002, and 573,472 students in 2012 scored a 3 or better on AP exams. Progress in overall AP enrollment is certain, yet not all racial groups have experienced such an increase. This report also highlights that African, Latino, and Native American students with documented AP potential in Math are enrolling in AP Math courses at significantly lower levels compared to Asian and White Americans (College Board, 2013).

Locally, access and opportunity to enroll in Advanced Placement (AP) courses has been a focus of Windsor High School (WHS), with noted successes during the past five years through their involvement with Project

Opening Doors (POD). The POD grant supported and awarded AP course development and student success on AP exams in dozens of high schools throughout the state of Connecticut since 2007. Currently, students at WHS can select from 20 AP courses in subjects like 3-D Design, Microeconomics, and France Language and Culture (WHS College Board Report, 2013). Since 2009, WHS's AP outcomes measured by the % of AP students scoring 3+ on exams have reached 73%. This outcome places WHS virtually equal to the Connecticut state average of 74.8%, but more impressively show that the school has outpaced worldwide AP outcomes of 60.8%.

Yet, this AP Access Report is born from school-level concerns about the stability of these gains given the untimely end of funding for Project Opening Doors at WHS in 2013. Informed by the College Board's ongoing concern with racial disparities in AP access and performance nationally, the Excellence and Equity Research team wanted to investigate both gender and racial access patterns to AP programming in WHS. Our hope is that such an inquiry will build awareness and provide an empirical rationale for the continuing need for targeted measures to support AP progress in the absence of Project Opening Doors. Toward this goal, the present analysis explores the following research questions:

1. What are the access patterns of various gender and racial student subgroups at WHS?
2. How representative are AP courses of the gender and cultural diversity of WHS?

METHODS

Given cohort datasets for the classes of 2011 and 2012, both 11th grade and 12th grade cohorts were combined into one dataset. This allowed for an analysis of combined patterns of course selections by grade level across both cohorts, while controlling for gender and race. Additionally, researchers calculated the average percentages for various student groups within and across tracks during each cohort's junior and senior terms. Also, an average % change in students enrolling in at least one AP course was calculated by comparing progress or regression made by the combined cohorts from their junior to senior years. Finally, the percentage of each major gender and racial subgroup taking at least one AP course was compared to that same subgroup's overall percentage of the student body to determine the degree to which subgroups were under or overrepresented in AP Access. The importance of these descriptive measures and methods to access equity are described and exemplified in Skrla, Bell-

McKenzie and Scheurich (2009) *Using Equity Audits to Create Equitable and Excellent Schools*, and within Bell-McKenzie and Skria (2011) text *Using Equity Audits in the Classroom to Reach and Teach All Students*.

RESULTS

Access Patterns in AP Courses: What are the access patterns of various gender and racial student subgroups at WHS?

Tables 1-2 detail critical patterns highlighting how accessible AP courses were for the graduating cohorts of 2011 and 2012. According to Tables 1 and 2 every student subgroup enjoyed increased access to AP courses, but not equally. The % change from junior to senior year indicates that female students of all races made gains with respect to AP enrollment, ranging from 10.5% by Black Females to 24% by Latinas. Female students achieved greater raw numbers and higher percentages of females within their cultural groups with at least one AP course when compared to males. For instance, 66 African American females took at least one AP course across both cohorts during the 11th – 12th grades, which is more than double the number of African and Hispanic American (31) males combined during the same time period.

FIGURE 1 - AVERAGE % CHANGE FROM 11TH - 12TH GRADE IN FEMALES WITH AT LEAST 1 AP COURSE BY RACE FOR 2011 & 2012 COMBINED COHORTS.

Average % and # Females with at least 1 AP Course	*% and # 11th Grade*	*% and # 12th Grade*	*Average % Change from 11th – 12th Grades*
Black	18.5% and 28	29% and 38	+10.5%
Hispanic	15% and 5	39% and 12	+24%
White	39.5% and 34	55% and 46	+15.5%

FIGURE 2 - AVERAGE % CHANGE FROM 11TH - 12TH GRADE IN MALES WITH AT LEAST 1 AP COURSE BY RACE FOR 2011 & 2012 COMBINED COHORTS.

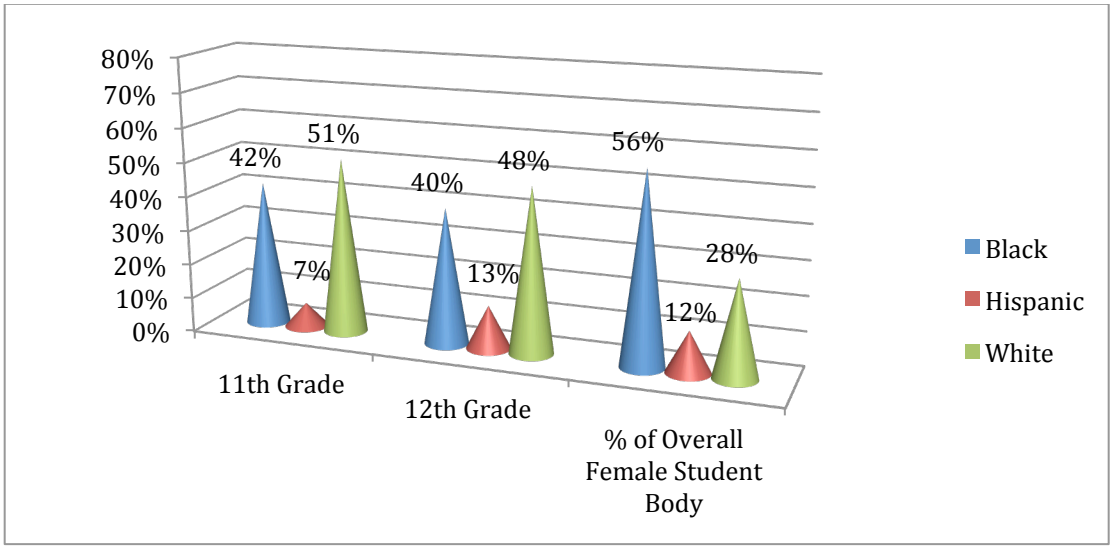
Average % and # Males with at least 1 AP Course	*% and # 11th Grade*	*% and # 12th Grade*	*Average % Change from 11th – 12th Grades*
Black	3.5% and 6	11% and 16	+6.5%
Hispanic	20.5% and 5	24% and 4	+3.5%
White	28% and 31	49% and 50	+21%

Disparities in gender access are also evident when considering that access to AP courses during junior year may have contributed to an 8-fold increase in Latinas (+24%) enrolled in at least one AP course in their senior year as compared to their male cultural peers (+3.5%). **Access pathways to AP seem most disparate for African American males at WHS, such that on average during the 2011 and 2012 cohorts 93 out of every 100 Black male students at WHS never took a single AP course**. These intra-minority group disparities only tell part of the story. Despite the progress noted, a higher percentage and number of White students enrolled in at least one AP course compared to other students. **Also, White male students (21%) enjoyed a three-fold increase in AP enrollment from junior to senior year compared to Black males (6.5%) and close to a seven-fold increase when compared to Hispanic male students increased enrollment (3.5%).** Are access patterns to AP courses among racial and gender subgroups equal at WHS? Sadly the answer is no. The AP opportunity structure appears to be differential, facilitating or limiting access along both racial and gender lines.

Who's Represented? How representative of the general student body are AP courses?

This analysis considers the question: Do AP class rosters represent the gender and cultural diversity of WHS or do AP course distributions contribute to a form of racial segregation in WHS? An exploration of this inquiry requires an understanding of the overall gender and racial composition of WHS compared to the distribution of students in AP courses during the 11th and 12th grades for the 2011 and 2012 graduating cohorts combined (represented in Figures 1 – 3). First, Figure 1 details that Hispanic females' participation in AP courses was representative of their percent in the overall student body by 12th grade. In fact, Hispanic females constituted 13% of all female students enrolled in at least 1 AP course in the 12th grade, and 12% of the overall female student body. Secondly, White females constituted an average of 28% of the WHS's female student body during the 2011 and 2012 cohorts, yet they represented **an average of 50% of all female students taking at least one AP course**. On the other hand, Black females constituted **55.5% of all female students at WHS but only 40% of female students enrolled in AP courses**.

Figure 1 - Average % 11th and 12th Grade Females with at Least 1 AP Course by Race for 2011 & 2012 Combined Cohorts Compared to % in Overall Student Body.



Even more drastic disparities exist among WHS' male students, when considering the patterns detailed in Figure 2, which highlights the distribution of White, Hispanic and Black males in AP courses compared to their percent in the overall student body. Approximately, **73 out of every 100 male AP students were White,** while this subgroup only constituted **33% of the overall male student body of Windsor High.** Moreover, on average 9% of males in AP courses were Hispanic, which was representative of their percent in the overall student body. **Yet, Black males constituted 57% of WHS' male student body, but only 19% of males in AP courses.**

Figure 2 - Average % 11th and 12th Grade Males with at Least 1 AP Course by Race for 2011 & 2012 Combined Cohorts Compared to % in Overall Student Body.

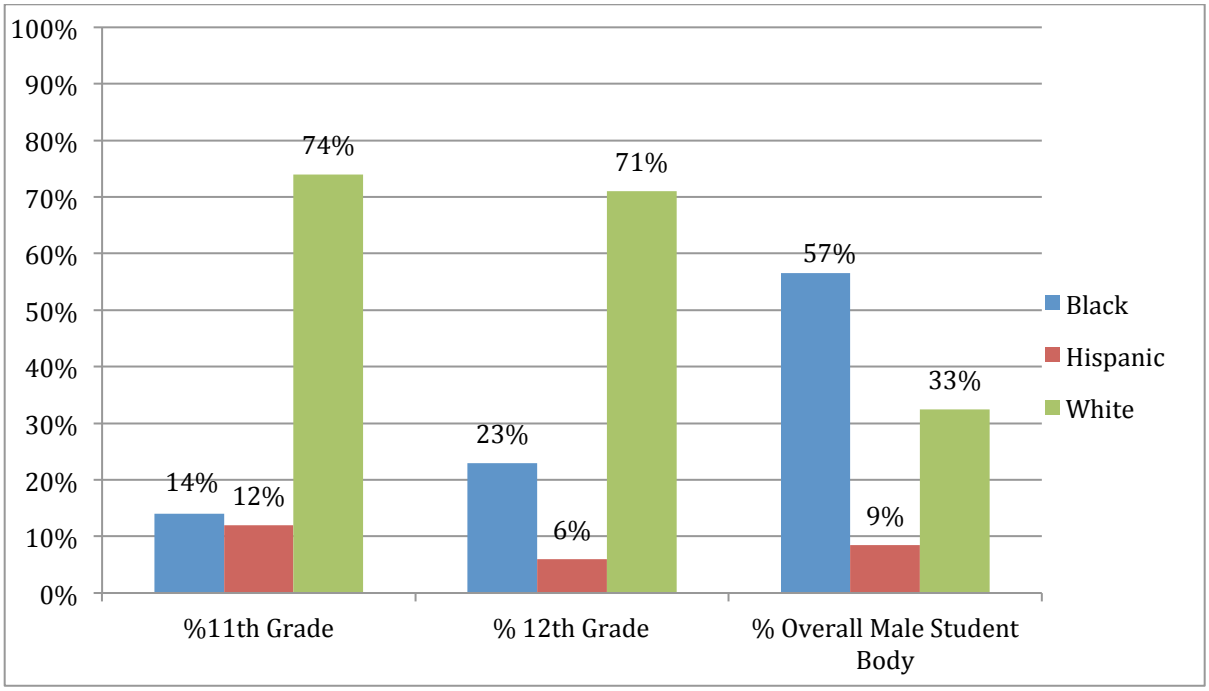
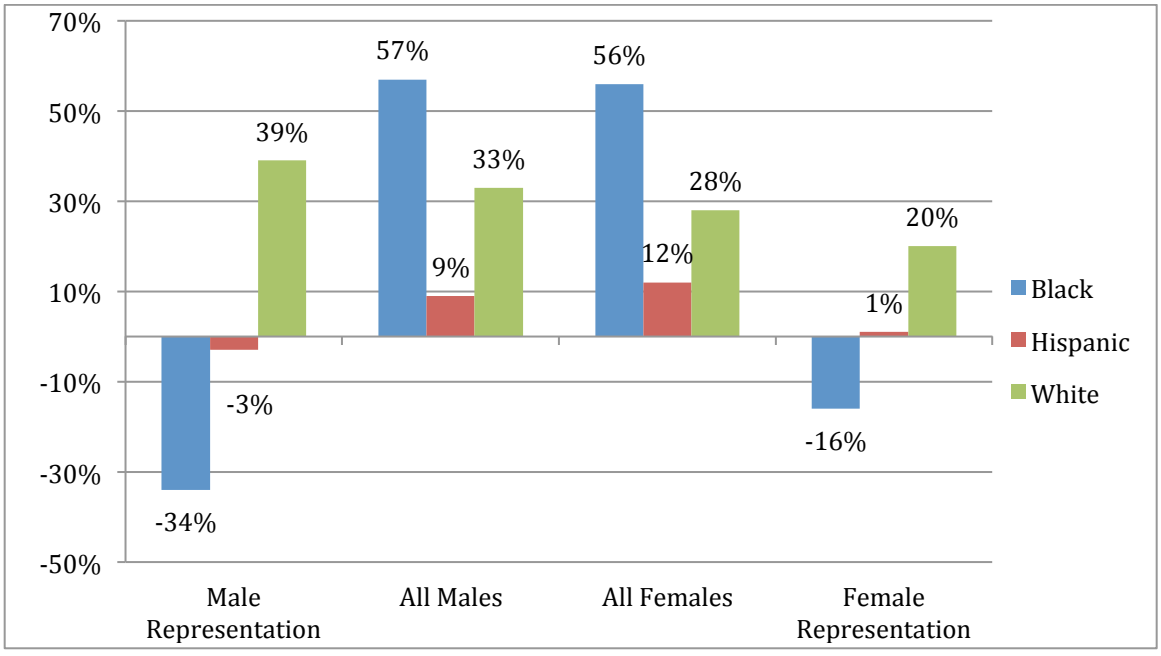


Figure 3 - Average % Underrepresentation or Overrepresentation with Overall Student Body for Males and Females in 12th Grade with at Least 1 AP Course by Race for 2011 & 2012 Combined Cohorts.



Finally, Figure 3 illustrates that by their senior year, **White females were 48% of all AP female students and only 28% of all females students at WHS, which equates to a 20% overrepresentation** when taking into account the overall racial composition of the school. However, Black females were **39.5% of all female AP students by the 12th grade, but were 55.5% of all female students at WHS**. As a result, **by the 12th grade Black females were underrepresented in AP courses by -16%.** Additionally, by the 12th grade 71% of all males in AP courses were White, which equates to a **38.5% overrepresentation compared to their proportion of the overall male student body**. On the other hand, 23% of males in AP courses were Black by the 12th grade, yet they constituted 56.5% of all males at WHS and were **underrepresented in AP courses by -33.5%.** If all things were equal, the bar charts in Figure 3 would reflect the percentages in the two "all students" bar charts, while the visual variations among the bar charts indicates differential access across gender and racial groups. In fact, to equitably redistribute genders in AP courses to reflect the student body **an 11% increase in access among Hispanics, an 90% increase in access among Black males, and an 71.5% increase in access among Black females would be required**. In sum, AP access patterns suggest that AP courses appear to funnel greater numbers and percentages of White students into college preparatory experiences, while limiting access for Black and Hispanic students attending WHS.

DISCUSSION

Segregation is a required condition for inequality, for it enables the empowered to separate those designated to receive privilege from those selected to endure varying forms of discrimination (Feagin & Feagin, 2008). Noguera and Wing (2006) provided glaring evidence that high schools often cannot provide documented evidence of how and why students are placed, and why they are tracked year after year into low-level or vocational courses. Oakes (1985) in her famed work *Keeping Track: How Schools Structure Inequality* noted that tracking is an expression of wider societal segregation manifested in schools, and "in virtually every study that has considered this question, poor and minority students have been found in disproportionately large percentages in the bottom groups" (p. 200, Reprinted in Arum, Beattie & Ford, 2011). This dampens to some degree the celebration of AP gains made during the Project Opening Doors era, but more importantly these patterns should raise critical questions.

Questions of Policy

In the light of the segregated nature of AP courses at WHS, it is plausible to ask:

Why is a structural practice namely segregation, which socially is a prerequisite to harsher forms of discrimination, found in a school in 2013?

To treat this question researchers conducted a policy analysis related to placement and access to academic programs within Windsor Public Schools. Our search pointed attention to Windsor Board of Education Policy # 6121 entitled *Affirmative Action: Non-Discrimination Instruction Program* subsection 1A and B, which supplicates that:

1) The school district pledges itself to avoid any discriminatory actions, and instead seeks to foster good human and educational relations which will help to attain:
   - **A.** Equal rights and opportunities for students and employees in the school community.
   - **B.** Equal opportunity for all students to participate in the total program of the schools.

There is a glaring contradiction between the stated policy of *Non-Discrimination Instruction Program* and the outcomes of the AP analysis. Perhaps the Board and District are still grappling with how to implement, support and evaluate this policy, although it was adopted on June 16, 1992. Maybe, there is a general unawareness that the negative impact of segregated learning spaces is considered discriminatory by researchers from Oaks (1985), Noguera and Wing (2006), Reardon, Yun and Chmielwski (2012), Logan and Oakley (2012), Ellen, O'Regan, Schwartz and Stiefel (2012), and Wells, Ready, Duran, Grzeskowski, Hill, Roda, Warner and White (2012).

Moreover, the dormancy of this policy could be better understood after a review of Placier, Hall, McKendall and Cockrell's (2000) application of the *transformation of intentions theory.* Their work is key to understanding why educational policy designed to redress issues of multiculturalism in schools often do not move seamlessly from policy creation to policy implementation. The researchers contend that policy is not a "concrete thing"; rather policy is "an ambiguous, multifaceted, interactive process", "a vehicle for realizing their (policy makers) purposes" (pg. 260). As such, the process of transforming progressive multicultural purposes and goals into new organizational practices is vulnerable to:

1. The amount and nature of conflict or cooperation between policymakers;

2. Power differentials in the community, lending support or undermining implementation of a new policy;

3. Established organizational habits and systems that resists or support policy;

4. The integrity of implementation once the policy passes from designers to doers.

RECOMMENDATIONS

In this case, the question remains:

*What issues related to transformation of intentions theory need to be addressed to facilitate the implementation of the **Non-Discrimination Instructional Program** policy to create equitable access to AP programming?*

This final question frames recommendations to secure gains, and increase access to AP courses in WHS.

Resolving Ideological Conflicts among Board Members

1. By way of policy, the school Board should submit to on-going training in contemporary educational frameworks and research including: multicultural education, culturally competent leadership and the structuring of inequity in schools. While this will not resolve all conflict, it will provide a common knowledge base and language through which the Board can conduct affairs.

Resolving Power Differentials with Community

2. No policy designed to extend AP access to levels representative of the student body will be able to be implemented without accounting for and addressing the power differentials between White, and African and Latino residents in Windsor. Noguera and Wing (2006) research on the achievement gap in a diverse high school clearly establishes that schools facilitate these power differences by being more responsive to the needs' and concerns' of White students and parents. Research gathered in Windsor indicates that White community members/students benefit disproportionately from the present AP opportunity structure, traditionally used WHS' PTO to ensure their students' needs were met, and their children enjoy ample access to educators (role models) that represent their culture. Yet, each of these practices runs counter to the district's established policies. The Board and district leadership must implement policies that reflect a commitment to its professed beliefs, and that are aligned with federal and state equal protection statues.

Establish Organizational Habits and Systems

3. The Board and district must continue the process of implementing, measuring and rewarding the newly adopted mission statement and goals articulated in the newly developed policy # 0200. These policies cannot be seen as concrete objects, but are only policy when they yield intended transformations in philosophy, practice and pedagogy. If attention is not paid to the process of policy these progressive ideals will be as dormant as policy # 6121.

Integrity of Implementation

4. *Equality of access* calls for the availability of a wide array of AP courses compared to similar schools and/or State trends, and the support to enroll in and experience success in these courses. WHS's implementation of Project Open Doors has WHS among State leaders in courses offered, credits earned and minority students enrolled in AP courses. Yet, *equity of access* must also be considered, which requires preparatory systems aligned to students' developmental needs, relational and information systems to inform students and families about the benefits and requirements of an AP trajectory, and the strategic dismantling of any structural impediments to student academic and social development. Create and assign an AP task force to assess current state of systems designed to support AP matriculation, seek external funding to re-establish Project Open Doors, and to put in place a system of goals and monitoring to track progress toward equality and equity of access in AP course offerings.

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ANALYSIS THREE

OFF TRACK: AN ANALYSIS OF TRACK CLUSTERING, AND THE IMPACT OF INITIAL COURSE PLACEMENTS ON FUTURE COURSE ENROLLMENT AND STUDENT ACHIEVEMENT AT WINDSOR HIGH SCHOOL

INTRODUCTION AND STATEMENT OF INQUIRY

Tracking is the process of sorting students into different curricular tracks, such as academic, general or vocational, based on students' perceived abilities, interests, or needs. A similar idea is called ability grouping, which is the process of placing students with similar skills and academic abilities into the same course levels, such as an honors level course or a regular level course. In a high school setting, curriculum tracking and ability grouping may overlap, particularly in schools that have both multiple curriculum tracks and multiple ability groups for various academic subjects. For example, a student in an academic track may be in an honors level English class but a regular level math class (Oakes, 1987).

There is a wide range of research on the topic of tracking and ability grouping. Some of the research on tracking looks at the process for placing students into various tracks and ability groups, with a focus on either the organizational structures of schools or factors that can predict track placement of students. Other research on tracking looks at the impact it has on future outcomes. Close to 30 years of research has been conducted on the nature and impact of tracking on students, particularly among culturally and economically diverse students. Despite the overwhelming evidence of the potential harm to students' aspirations and outcomes, this practice persists in schools across the country. Windsor High has four tracks or ability groups, including college (the lowest track), honors, high honors (rigor of AP with no AP credit), and Advanced Placement Courses (10th – 12th grade). The forthcoming report will review past research on tracking, detail track placement and discipline patterns at Windsor High School (WHS); examine the link between performance gaps in reading and math scores and track placement and discipline patterns, and offer recommendations.

LITERATURE REVIEW

Factors That Impact Tracking

Studies that explore the placement process find that schools vary widely in their placement criteria for different tracks, the size of the tracks, the types of courses that are tracked, and the ability level of students in the different tracks (Oakes, 1985, 2005). Garet & DeLany (1988) found that course-taking patterns differ across schools and among the various academic departments. They suggested that these differences can be explained in part by the differences in how schools organize their curriculum and in part by the differences in the composition of the school's student population. Useem (1992) found that tracking in mathematics began at the seventh grade where placement is determined by school personnel with some parental input. Schools that do not rely on standardized test scores encourage more input from parents (Useem, 1991). Hallinan (1991, 1994) found that the likelihood of a student being assigned to a higher track varies by school, as do the characteristics of the track level to which the student is assigned. She found that the number of track levels is often decided at the district-level when a district has more than one secondary school. Student placement into a particular track is influenced by the characteristics of a school's track structure, assignment criteria, flexibility of track membership, and the school's scheduling priorities. In addition, schools were found to differ in the effect of a student's background characteristics on track placement (Hallinan, 1991, 1994). Jones, Vanfossen, & Ensminger (1995) also looked at placement criteria from an organizational perspective and found that a school's organizational and compositional characteristics affect the track placement of students, where students with similar characteristics may find themselves in different tracks depending on the schools they attend.

There is little agreement among studies regarding which academic indicators best predict track placement. Some studies report that grades exert a greater effect on track placement than standardized test scores (Hallinan, 1991), while others report that prior achievement as measured by test scores is the strongest predictor of track placement (Alexander & Cook, 1982; Alexander & McDill, 1976; Dauber, Alexander, & Entwisle, 1996; Gamoran & Mare, 1989; Oakes, Gamoran, & Page, 1992).

Several researchers found socioeconomic status (SES) to be a strong predictor of track placement (Alexander & Cook, 1982; Alexander & McDill, 1976; Gamoran, 1992; Hallinan, 1991), even though in Heyns' (1974) early research she found that SES did not have a strong impact on track placement. Alexander & McDill

(1976) followed up on Heyns' study and found that once SES was added to the model, it had a larger effect on track placement than academic ability. Specifically, they found that the higher a students' SES, the greater their chance of being enrolled in an academic track, and that lower SES students are often enrolled in general or vocational tracks. Gamoran (1992) found that in addition to test scores and other achieved characteristics, student's SES figured into the placement process. Evidence has also shown that tracking widens the gap between high and low SES students, as well as minority students, where a disproportionate number of poor and minority students are placed into lower tracks (Ballón, 2008; Gamoran, 1987, 1992; Gamoran & Mare, 1989; Kelly, 2009; Lucas & Gamoran, 2002; Oakes, 1985, 1987, 1990; Oakes, Gamoran, & Page, 1992; Oakes & Guiton, 1995; Oakes, Selvin, Karoly, & Guiton, 1992; Vanfossen, Jones, & Spade, 1985;). Gamoran & Mare (1989) reported that while tracking widens the gap between high and low SES students, it also compensates for differences between race and gender, thereby reducing any inequalities in these areas.

The issue of the effect of race on track placement is prevalent in the literature on tracking. Some studies have found a disproportionate number of minorities placed in lower tracks and have concluded that tracking widens the gap between minority and poor students (Ballón, 2008; Gamoran, 1992; Lucas & Gamoran, 2002; Oakes, 1985, 1987, 1990; Oakes, Gamoran, & Page, 1992; Oakes & Guiton, 1995; Oakes, Selvin, Karoly, & Guiton, 1992). Oakes (1985) found that tracking does not appear to be related to either overall increasing academic achievement or promoting positive attitudes and behaviors, and that poor and minority students seem to suffer the most from tracking. Oakes concluded that tracking retards academic progress, fosters low self-esteem, promotes social misbehavior, and lowers aspirations for students placed in lower tracks. Furthermore, Oakes notes that tracking separates students along socioeconomic lines so that a greater number of poor and minority students are found in the bottom tracks. Low income and minority students are more commonly enrolled in lower ability tracks (i.e. vocational and general) than their White or high-income peers who are more likely to be enrolled a higher ability, academic track (Oakes, 1985, 1990). Ballón (2008) specifically pointed out that African American and Mexican American students are underrepresented in honors mathematics track and white and Asian students are overrepresented in honors mathematics tracks. This is in large part explained by prior mathematics achievement, but that alone does not account for the variation in mathematics track placement (Ballón, 2008). On the other hand, there are some studies that do not report race/ethnicity as having an impact on track placement. For example,

Hallinan (1991) found SES to be a factor in English track placement only, but race/ethnicity was not a factor in either English or mathematics track placement.

Impact of Tracking on Future Outcomes

The process of sorting students leads to certain predictable outcomes, such as an inequality in student achievement (Hallinan, 1994; Hanushek & Wößmann, 2006; Oakes, 1987, 2005). Tracking and course-taking are found to account for a large amount of the differences in student achievement, particularly for low and average ability students (Braddock, 1990; Gamoran, 1987; Kulik & Kulik, 1982; Oakes, 1987). Other than student achievement, research has shown that tracking also has impact on future outcomes, including future track placement, opportunities, access to knowledge, likelihood of graduating from high school, goals and aspirations, attitudes, and socialization (Alexander, Cook, & McDill, 1978; Alexander & McDill, 1976; Dauber, Alexander, & Entwisle, 1996; Oakes, 1985; Oakes & Guiton, 1995; Stevenson, Schiller, & Schneider, 1994; Trusty & Niles, 2003; Vanfossen, Jones & Spade, 1985). Students placed in an academic track have more opportunities academically and beyond. Being in an academic track increases the likelihood of graduating and going to college compared to students in vocational or general tracks (Alexander & Cook, 1982; Gamoran & Berends, 1987; Gamoran & Mare, 1989; Rosenbaum, 1975; Trusty & Niles, 2003), the likelihood of having more career opportunities (Alexander, Cook, & McDill, 1978; Alexander & McDill, 1976). Cicourel & Kitsuse (1963) found that classifying students only reinforces their limitations and opportunities.

Relation of Literature to Study

The purpose of this exploratory study is to develop an understanding of and identify any relationships between discipline, track placement, and student achievement on the Connecticut Academic Performance Test (CAPT) at Windsor High School. For the purpose of this study, a track is defined as the course level in which a student is enrolled within an academic subject, such as college, honors, high honors, and Advanced Placement (AP) levels. The terms "track," "level," and "course level" are used interchangeably throughout this report. Subsequent to detailing the methodologies used in this analysis, attention will be given to track placement and discipline patterns at Windsor High School (WHS), the link between performance gaps in reading and math scores and track placement and discipline patterns, and the report will conclude with recommendations for addressing tracking.

METHODOLOGY

Sample

The data for this study comes from Windsor High School in Connecticut. The analysis looked at two graduate cohorts: 2011 and 2012. In 2010-11 school year, Windsor High School had 1301 students and the racial/ethnic breakdown for that student population was 52% Black, 30% White, 13% Hispanic, 4% Asian, and 1% two or more races.

Variables

Demographics data included gender, race/ethnicity, school lunch status (free, reduced price, regular price), a special education designation, and an English language learner designation. Student exit data identifies whether students graduated, moved, dropped out, or were still enrolled. Data included students' self-reported postsecondary plans, such as plans to attend a 2-year college, 4-year college, employment, or go into the military. Missing data was categorized as unknown. The analysis reports only postsecondary plans for students that were coded as graduated.

Discipline data was provided for the freshman 2007 and 2008 cohorts and included information on detention, suspension, expulsion, loss of privilege, reprimand, and warning. Student data represented all years in high school, and suspension data included both in-school and out-of-school suspensions combined.

Analysis of track placement was conducted using student course enrollment data for each grade level, 9th through 12th grades. Data files included course name and a code for the course level. The course levels analyzed were college level, honors level, high honors level, and Advanced Placement (AP) level courses. Data for the Connecticut Academic Performance Test (CAPT) was provided for both graduate cohorts. Data files included scale scores for the reading, writing, mathematics, and science subtests. CAPT is the Connecticut state assessment that is administered to students in their sophomore year. Students who do not meet expectations may retest in any subject in their junior or senior years.

Except for the postsecondary plan data, all data was provided for students at the start of their freshman year in 2007 and 2008, as opposed to only data for the 2011 and 2012 graduate cohort. This allowed for a more thorough

analysis of student movement through the years, and allowed for an analysis of what happened to students that did not graduate.

Data Analysis

The analysis of Windsor High School student data was mainly exploratory and descriptive. The purpose was to explore graduation rate and attrition, discipline consequences, and track placements disaggregated by gender and race/ethnicity. Descriptive statistics are provided for student demographic, graduation and attrition, self-reported postsecondary plans, number of detentions and suspensions students received, and number of college, honors, high honors, and AP courses in which students were enrolled in grades 9 through 12. Researchers also employed inferential analysis to explain relationships among variables (correlations) and to predict performance outcomes (regression analysis). These both require an explanation and guidance for proper interpretation of statistical measures.

Interpreting Correlations R^2 Values

Correlations were calculated between the number of courses students take in a given track level each year to determine if there was a relationship between enrollment in the different track levels across grades 9, 10, 11, and 12. A correlation indicates whether or not there is a relationship between two variables, how strong that relationship is, and if the relationship is positive (both variables increase or decrease together) or negative (one variable increases while the other decreases). Negative relationships are designated with a – symbol, while positive correlations will have no – symbol. For this analysis a positive correlation (R^2) indicates that a student is likely to be enrolled in a particular track in subsequent years. A negative correlation indicates enrollment in a particular track level in subsequent years is not likely. The strength of a relationship can be reported as weak (+/- 0.1 – 0.3), moderate (+/- 0.3 – 0.5), or strong (+/- 0.5 – 1.0), which is detailed as the +/- R^2 value on tables. Lastly, correlations that are statistically significant (designated with an * by statistical software) indicate a meaningful relationship that is beyond the norm. Yet, correlations do not indicate causality (cause & effect) only relatedness.

Understanding Regression Analysis

A regression analysis was conducted to identify potential significant predictors of student achievement on the CAPT reading and mathematics assessment. CAPT reading and mathematics scale scores were the dependent variables, which simply mean researchers wanted to understand which factors could explain why some students scored high or low on state assessments (variation in test scores). Students' gender, race/ethnicity, and 10th grade track level placement served as the independent variables or the factors being investigated to determine if and how they influence variations in test scores. In short, the purpose of the regression analysis conducted in this study was to determine if a student's race/ethnicity and track placement in 10th grade are significant predictors of how a student will perform on the CAPT.

Results

Demographics

Windsor High School is a majority-minority public high school. In its freshman year, the 2012 graduate cohort had 340 students, of which 55% were Black, 31% were White, 10% were Hispanic, and 4% were Asian. Windsor High does not have high levels of poverty, special education students, nor English Language Leaners. Demographics for the 2011 and 2012 graduate cohorts are similar and are presented in Table 1. Referencing these overall population demographics is important as overrepresentation figures are considered later in this analysis.

Table 1. Demographics

	2012 Cohort		**2011 Cohort**	
	n	*%*	*n*	*%*
Race/Ethnicity by Gender				
Female				
Asian	7	4%	10	5%
Black	87	55%	102	56%
Hispanic	19	12%	22	12%
White	46	29%	49	27%
Total	**159**		**183**	
Male				
Asian	8	4%	5	2%
Black	101	56%	130	57%
Hispanic	14	8%	20	9%
White	58	32%	75	33%
Total	**181**		**230**	
Meal Status				
Free Price Lunch	73	22%	78	19%
Reduced Price Lunch	29	9%	37	9%
Full Pay Lunch	238	70%	300	73%
Special Ed (Yes)	31	9%	60	15%
ELL (Yes)	18	5%	14	3.0%
Total Students	**340**		**413**	

Table 2 reports data on students' graduation and attrition for the 2011 and 2012 cohorts. A more accurate graduation rate calculation takes into account students who transferred in and deducts for students who transferred out of the district. Based on the data provided by the Windsor Public Schools, once the students who moved and non-residents were taken out of the total number of students, the adjusted graduation rate for the 2012 cohort was

100% for Asian students, 85% for Black students, 70% for Hispanic students, and 95% for White students. The adjusted graduation rate for the 2012 cohort was 86% for Black students, 94% for Hispanic students, and 89% for White students. The overall graduate rate for both the 2011 and 2012 cohorts was 88%. Table 3 shows that 79% of the students that graduated in 2012 and 68% that graduated in 2011 had plans to go to either a 2 year or 4 year college after high school.

Table 2. Graduation & Attrition

	Asian		**Black**		**Hispanic**		**White**		**Total**
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*
Exit Status									
2012 Cohort									
Graduated	13	87%	131	70%	19	58%	93	89%	256
GED/Adult Ed	0	0%	4	2%	3	9%	2	2%	9
Moved/Residency	2	13%	34	18%	6	18%	6	6%	48
Drop Out/Unknown	0	0%	6	3%	3	9%	1	1%	10
Still Enrolled	0	0%	6	3%	1	3%	2	2%	9
Other	0	0%	7	4%	1	3%	0	0%	8
Total	**15**	100%	**188**	100%	**33**	100%	**104**	100%	**340**
2011 Cohort									
Graduated	12	80%	166	72%	29	69%	101	81%	308
GED/Adult Ed	0	0%	4	2%	1	2%	7	6%	12
Moved/Residency	0	0%	40	17%	11	26%	11	9%	62
Drop Out/Unknown	1	7%	12	5%	1	2%	3	2%	17
Still Enrolled	0	0%	3	1%	0	0%	1	1%	4
Other	2	13%	7	3%	0	0%	1	1%	10
Total	**15**	100%	**232**	100%	**42**	100%	**124**	100%	**413**

Table 3. Postsecondary Plans (Graduates Only)

	2012 Cohort		**2011 Cohort**	
	n	*%*	*n*	*%*
College - 2 year	72	28%	65	21%
College - 4 year	130	51%	143	46%
Vocational	5	2%	14	5%
Employment/Military	10	4%	10	3%
Other/Unknown/No Data	39	15%	76	25%
Total	**256**		**308**	

Discipline

This first analysis documents patterns in student discipline among different student racial groups, while controlling for gender. The research question is:

> *How equitable are detention and suspension assignments among various racial and gender groups at Windsor High School?*

Tables 4a and 4b report the number of detentions disaggregated by race/ethnicity and controlled for gender for the 2011 and 2012 cohorts. Tables 5a and 5b report the number of suspensions disaggregated by race/ethnicity and controlled for gender. The suspension figures include in-school and out-of-school suspensions.

Distribution of Detentions

In the 2012 cohort, 72% of all female and 84% of all male students had at least one detention during their time at Windsor High School. In the 2011 cohort, 75% of all female and 84% of all male students had at least one detention. In the 2012 cohort, over 50% of Black and Hispanic male students had more than 10 detentions, compared to 27% of White male students. Over 50% of Black males from the 2011 cohort had more than 10 detentions, compared to 21% of Hispanic and 36% of White male students. Thirty-nine percent (39%) of Black female students in the 2012 cohort and 47% of Hispanic female students had more than 10 detentions, compared to 16% of White female students. In the 2011 cohort, 42% of both Black and Hispanic female students had more than 10 detentions, compared to 25% of White female students.

Figure 1 - % of Students with +10 Detentions (Based on Tables 4a and b).

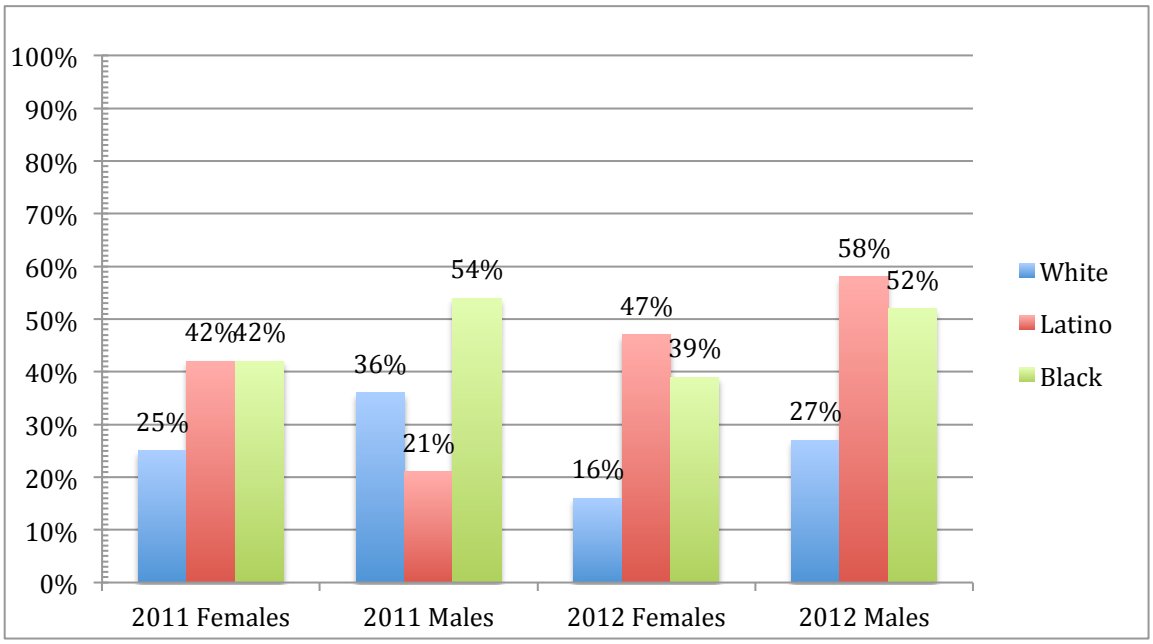


Table 4a. 2011 Cohort Discipline: Number of Detentions Incurred at Windsor Public High School - By Race & Gender

	Black		Hispanic		White		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Females								
1-5	40	47%	5	26%	20	63%	65	
6-10	10	12%	6	32%	4	13%	20	
11-15	9	10%	1	5%	7	22%	17	
16-20	10	12%	3	16%	0	0%	13	
21 or more	17	20%	4	21%	1	3%	22	
Total	86		19		32		137	
Percent within race/ethnicity	***102***	***84%***	***22***	***86%***	***49***	***65%***	***183***	***75%***
Males								
1-5	39	33%	10	53%	24	44%	73	
6-10	16	13%	5	26%	11	20%	32	
11-15	14	12%	2	11%	5	9%	21	
16-20	10	8%	1	5%	6	11%	17	
21 or more	40	34%	1	5%	9	16%	50	
Total	119		19		55		193	
Percent within race/ethnicity	***130***	***92%***	***20***	***95%***	***75***	***73%***	***230***	***84%***

Table 4b. 2012 Cohort Discipline: Number of Detentions Incurred at Windsor Public High School - By Race & Gender

	Black		Hispanic		White		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Females								
1-5	33	45%	5	33%	17	65%	55	
6-10	12	16%	3	20%	5	19%	20	
11-15	8	11%	1	7%	2	8%	11	
16-20	5	7%	3	20%	1	4%	9	
21 or more	15	21%	3	20%	1	4%	19	
Total	73		15		26		114	
Percent within race/ethnicity	***87***	***84%***	***19***	***79%***	***46***	***57%***	***159***	***72%***
Males								
1-5	29	30%	5	42%	26	59%	60	
6-10	17	18%	0	0%	6	14%	23	
11-15	11	11%	2	17%	2	5%	15	
16-20	12	13%	1	8%	5	11%	18	
21 or more	27	28%	4	33%	5	11%	36	
Total	96		12		44		152	
Percent within race/ethnicity	***101***	***95%***	***14***	***86%***	***58***	***76%***	***181***	***84%***

Distribution of Suspensions

In the 2012 cohort, 49% of the Black and 53% of the Hispanic female students had at least one suspension, compared to 28% of White female students. About three quarters of Black male (77%) and Hispanic male (71%) students had at least one suspension, compared to 33% of White male students. In the 2011 cohort, about 51% of the Black and 50% of the Hispanic female students had at least one suspension, compared to 22% of White female students. About two-three thirds of Black male (67%) students had at least one suspension, compared to 50% of Hispanic and 51% of White male students.

FIGURE 2 - % OF STUDENTS WITH AT LEAST 1 SUSPENSION (BASED ON TABLES 5A AND B).

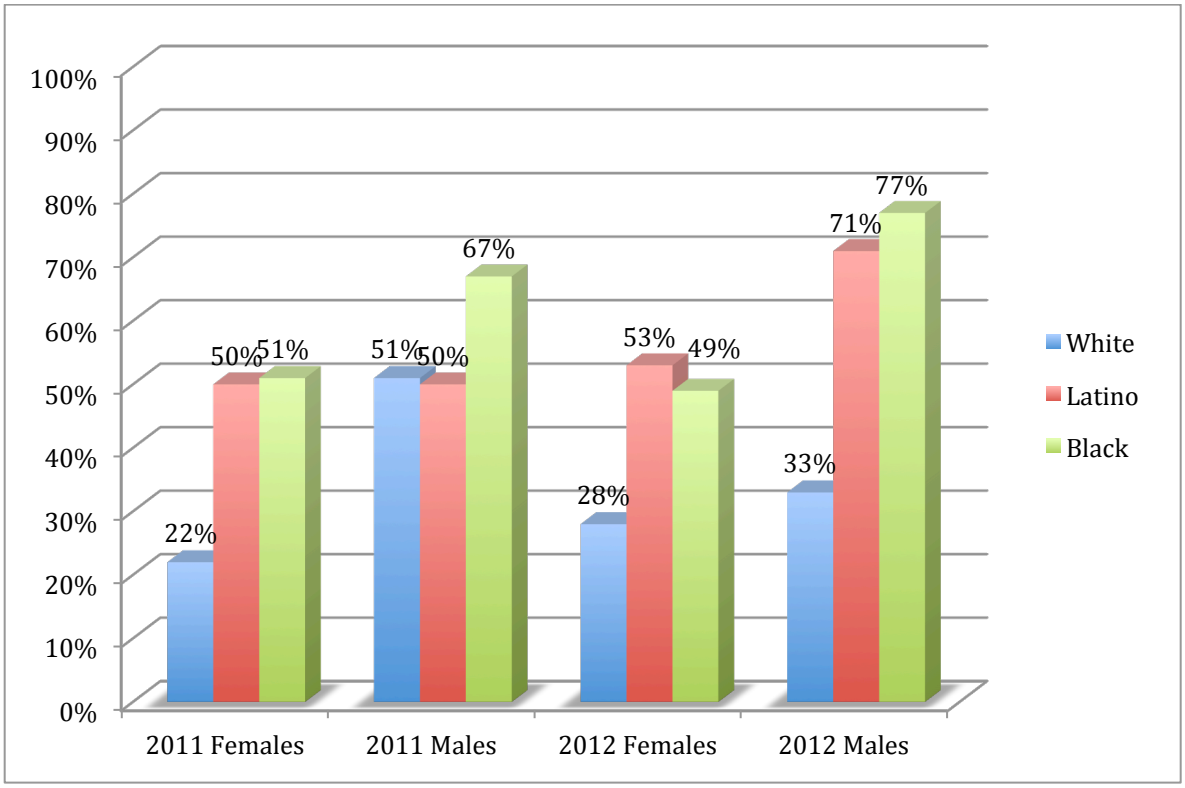


Table 5a. 2011 Cohort Discipline: Number of Suspensions Incurred at Windsor Public High School - By Race & Gender

	Black		Hispanic		White		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Females								
1	16	31%	2	18%	5	45%	23	
2-5	21	40%	4	36%	5	45%	30	
6-10	6	12%	1	9%	0	0%	7	
11 or more	9	17%	4	36%	1	9%	14	
Total	52		11		11		74	
Percent within race/ethnicity	***102***	***51%***	***22***	***50%***	***49***	***22%***	***183***	***40%***
Males								
1	23	26%	3	30%	11	29%	37	
2-5	24	28%	5	50%	17	45%	46	
6-10	16	18%	2	20%	5	13%	23	
11 or more	24	28%	0	0%	5	13%	29	
Total	87		10		38		135	
Percent within race/ethnicity	***130***	***67%***	***20***	***50%***	***75***	***51%***	***230***	***59%***

Table 5b. 2012 Cohort Discipline: Number of Suspensions Incurred at Windsor Public High School - By Race & Gender

	Black		Hispanic		White		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Females								
1	15	35%	3	30%	6	46%	24	
2-5	16	37%	4	40%	6	46%	26	
6-10	2	5%	2	20%	1	8%	5	
11 or more	10	23%	1	10%	0	0%	11	
Total	43		10		13		66	
Percent within race/ethnicity	***87***	***49%***	***19***	***53%***	***46***	***28%***	***159***	***42%***
Males								
1	13	17%	2	20%	6	32%	21	
2-5	29	37%	1	10%	6	32%	36	
6-10	16	21%	4	40%	3	16%	23	
11 or more	20	26%	3	30%	4	21%	27	
Total	78		10		19		107	
Percent within race/ethnicity	***101***	***77%***	***14***	***71%***	***58***	***33%***	***181***	***59%***

In sum, African and Latino American students are disproportionately assigned discipline in the form of both detentions and suspensions at WHS.

Track Placement

This second analysis considers the following research questions:

1. *What is the relationship between initial track placement and future courses taken?*
2. *How are students of various ethnicities and genders distributed throughout course tracks at WHS?*

The first question required an analysis of the relationship between initial placement of students in the 9th grade and future placements. The detailed results can be found in Tables 6a and 6b in Appendix A, which presents correlation matrixes of relationships between the number of placements in the college, honors, high honors, and Advanced Placement (AP) tracks across grades 9 through 12 for the 2011 and 2012 graduate cohorts. A summary of Table 6a and 6b highlighting major relationships are presented within the body of this analysis for convenience.

Recall that a correlation indicates whether or not there is a relationship between two variables, how strong that relationship is, and if the relationship is positive (both variables increase or decrease together) or negative (one variable increases while the other decreases). Negative relationships are designated with a – symbol, while positive correlations will have no – symbol. For this analysis a positive correlation (R^2) indicates that a student is likely to be enrolled in a particular track in subsequent years. A negative correlation indicates enrollment in a particular track level in subsequent years is not likely. The strength of a relationship can be reported as weak (+/- 0.1 – 0.3), moderate (+/- 0.3 – 0.5), or strong (+/- 0.5 – 1.0), which is detailed as the +/- R^2 value on tables. Lastly, correlations that are statistically significant (designated with an * by statistical software) indicate a meaningful relationship, yet this does not determine cause and effect. The summary table takes all these interpretation measures into account, and presents the most critical statistically significant correlations with their direction and strengths.

Finding 1: College Initial Placement

College Initial Placement. The first pattern of note is that in both cohorts there is a moderate, positive relationship between students placed in the college track in 9th grade and students placed in the college track in grades 10-12.

There is a moderate, negative relationship between students placed in the college track in 9th and 10th grade and students placed in the honors, high honors, or AP tracks in grades 11-12. Stated another way, the more college courses students enrolled in during their first two years of high school the greater the likelihood these students would remain in mostly college courses throughout high school.

Summary Table 6a & 6b – Correlations, Initial Placement and 11th & 12th Grade Courses

R Values Scale: Weak (+/- 0.1 – 0.3) Moderate (+/-0.3 – 0.5) Strong (+/- 0.5 – 1.0)	**10-12th Grade College**	**11-12th Grade Honors**	**11-12th Grade High Honors**	**11-12th Grade AP**
9th Grade College Placement	Moderate and Positive			
9th & 10th College Placement		Moderate and Negative	Moderate and Negative	Moderate and Negative
9th & 10th Honors Placement		Moderate-Strong and Positive	Weak and Positive	Weak and Positive
9th High Honors Placement				Moderate and Positive
10th High Honors Placement				Strong and Positive

Honors Initial Placement. The second critical pattern highlights the relationship between initial honors placement and future placement outcomes. According to the summary table there is a moderate to strong, positive relationship between students placed in the honors track in grades 9 and 10 and students placed in the honors track in grades 11-12. There is a weak, positive relationship between students placed in the honors track in grades 9 and 10 and students placed in the high honors or AP track in grades 11-12. In short, a 9th and 10th grade placement into honors appears to be the minimum pathway into both the high honors and AP tracks as upperclassmen.

High Honors Initial Placement. There is a moderate, positive relationship between students placed in a high honors track in 9th grade and students in an AP track in grades 11-12. There is a strong, positive relationship between students placed in a high honors track in 10th grade and students placed in an AP track in 11th and 12th grade. These results pinpoint that the most efficient pathway to AP coursework in the 11-12th grades is access to high honors courses in the 9th grade, and even more so in 10th grade.

Summary Table 6a & 6b – Correlations, Initial Placement and 11th & 12th Grade Courses

R Values Scale: Weak (+/- 0.1 – 0.3) Moderate (+/- 0.3 – 0.5) Strong (+/- 0.5 – 1.0)	**10-12th Grade College**	**11-12th Grade Honors**	**11-12th Grade High Honors**	**11-12th Grade AP**
9th Grade College Placement	Moderate and Positive			
9th & 10th College Placement		Moderate and Negative	Moderate and Negative	Moderate and Negative
9th & 10th Honors Placement		Moderate-Strong and Positive	Weak and Positive	Weak and Positive
9th High Honors Placement				Moderate and Positive
10th High Honors Placement				Strong and Positive

Overall, the initial and second year placements of students are critically related to future access to high quality courses, and collegiate preparation in the form of Advanced Placement (AP) courses. Yet, the diversity of students (ethnic and gender) must also be analyzed to determine how the distribution of students is impacted by the tracking system within Windsor High School.

Finding 2: Race-Gender Clustering and Tracking

3. How are students of various ethnicities and genders distributed throughout course tracks at WHS?

Is a student's race or gender a factor in track placement and movement in WHS? Disaggregating track placements by race/ethnicity and gender of student, and monitoring % change in track clusters over time provides critical insights to this inquiry. A closer look at track placement across the grades for the 2011 and 2012 graduate cohorts can be found in Appendix B (Tables 7a through 10b). The tables report the number of students taking 0, 1-2, 3-4, and 5 or more courses at each track (college, honors, high honors and AP). For the AP track, the greater number of courses is condensed to 3 or more, instead of 5 or more. The total column under each track level indicates the total number or students within each racial/ethnic group. Between grades 9 and 12 the total number of students within each group becomes smaller, which is an indicator of attrition over time.

Trends in the 9th Grade. In grade 9, over 70% of Black female students and over 85% of the Black male students in the 2011 and 2012 cohorts had 5 or more courses in the college track, compared to 53% of White female students in 2011 and 35% of White female students in 2012, and over 60% of White male students in both cohorts. Under 20% of Black female students and under 10% of Black male students in both cohorts have 3 or more honors courses. In the 2011 cohort, 28% of White female students have 3 or more honors courses. In the 2012 cohort 39% of White female students have 3 or more honors courses. In both cohorts, at least 27% of White male students have 3 or more honors courses.

Trends in the 10th Grade. In grade 10, between 69% and 84% of all Black students in the 2011 and 2012 cohorts respectively had 5 or more courses in the college track. Between 27% and 54% of all White students in the 2011 and 2012 cohorts respectively had 5 or more courses in the college track. Across the cohorts, 1-2% of Black female students took at least one AP course in tenth grade, compared to 22% of White female students in the 2011 cohort and 13% of White female students in the 2012 cohort. One percent (1%) of Black male students in both cohorts took at least one AP course in tenth grade, compared to 9% of White males in the 2011 cohort and 13% of White males in the 2012 cohort.

Trends in the 11th Grade. In grade 11, over three quarters of Black male (86%) and female (76%) students in the 2011 cohort had 5 or more college courses, compared to about one-half of white male (53%) and female (49%)

students. In the 2012 cohort, 78% of Black male students and 56% of Black female students had 5 or more college courses, compared to 45% of White male students and 23% of White female students. Across the two cohorts, less than 20% of Black female students and less than 5% of Black male students had at least one AP course, compared to over 30% of White female students and over 19% White male students. Regardless of gender, White students are more likely to have 3 or more honors level courses than Black students and to take at least one AP course.

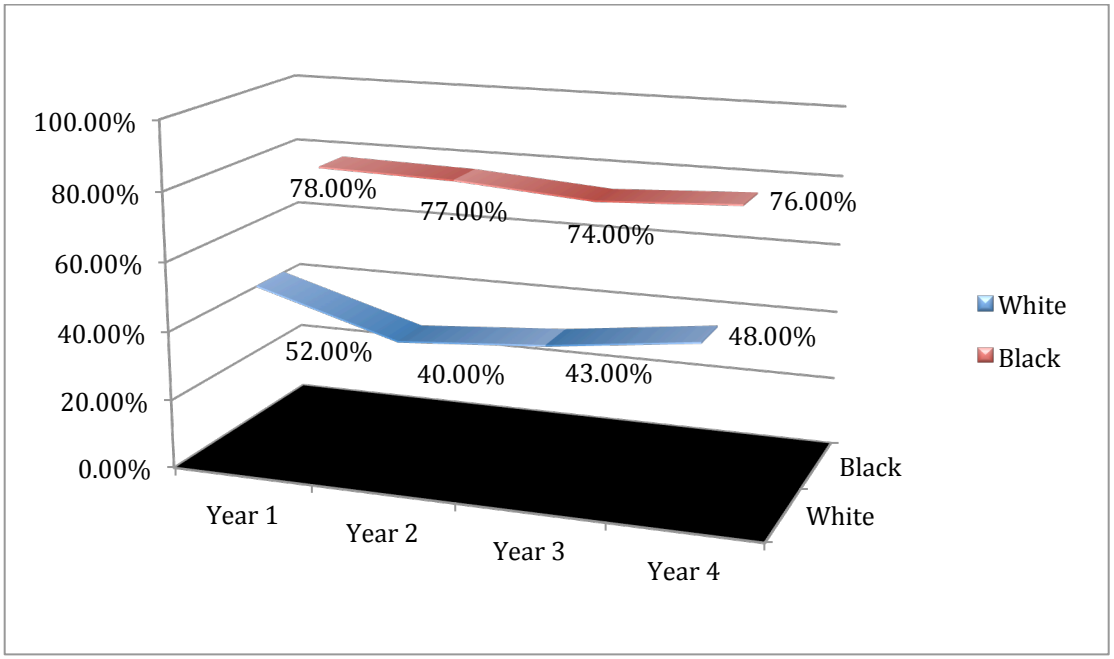
Trends in the 12th Grade. By grade 12, a greater percentage of Black male and female students continue to have 5 or more college courses, compared to white male and female students in both cohorts. In the 2011 cohort, 21% of Black female students and 14% of Black male students had at least one AP course, compared to 46% white female students and 48% of white male students. In the 2012 cohort, 37% of Black female students and 9% of Black male students had at least one AP course, compared to 64% of white female students and 50% of white male students. Consistent with the findings from the correlations, students that have 5 or more college level courses in grade 9 continue to have 5 or more college level courses in grade 12, and the majority of these students in these courses are Black and Hispanic students.

Findings 3: The Structuring of Inopportunity at WHS.

This section pulls some critical trends together from across both cohorts over four years of high school to undercover how inopportunity is structured at WHS. First, students with 5 or more college level courses will be referred to as having a college concentration. The researchers wanted to understand movement into and out of a college concentration, and if any combination of race or gender impacted movement through four years of high school, the results of this analysis are detailed in Figure 3 - % of Race in College Concentration (+5 courses) by Grade Level.

Figure 3 - % of Race in College Concentration (+5 Courses) by Grade Level

FOR 2011 AND 2012 COHORT.

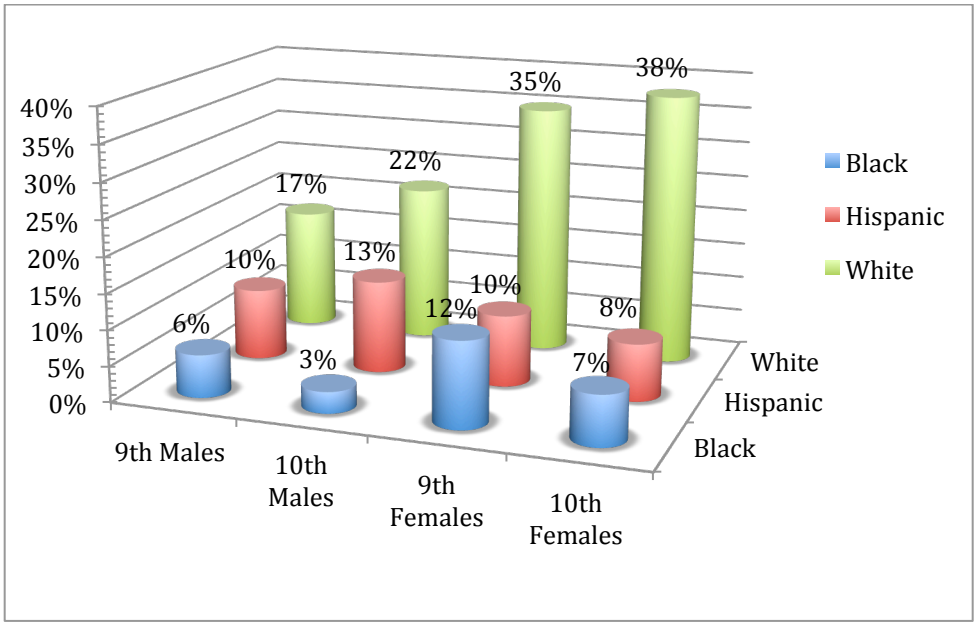


According to Figure 3, close to 8 in 10 African American incoming freshmen were placed into a college concentration, only 5 in 10 White students were. By the 10th grade White students experience a 12% exit rate from the college concentration, while African Americans were 37% overrepresented in this lower concentration. Yet, White students reentered the college concentration at higher rates through senior year, while African Americans remained by percent of ethnic group overwhelmingly concentrated in college level courses throughout their high school career. **While race of student contributes to degree of racial group clustering within a track, as the regression analysis indicates exposure to college concentration initially is an all but permanent placement.**

Another trend of inopportunity is illustrated in Figure 4, which displays the percent of students by race and gender enrolled in at least one high honors course. This figure identifies a significant gap (an average of 17% points) among White males and females in enrollment in high honors courses, which is typical of national trends since 2000. Yet, both groups are experiencing growth or increased access to high honors courses by the 10th grade, which correlations indicate will likely mean they will go on to enroll in more high honors and AP courses. This of

course is a desired outcome, and should be supported among all students. Yet, the opportunity disparities in initial placement should be highlighted, and patterns of acceleration of this inopportunity from 9th to 10th grade. **African American male 9th graders for instance, were almost three times less likely to be placed in high honors courses, and just one year later this gap accelerates exponentially to a sevenfold underrepresentation.** This acceleration of inopportunity was also noted among African and Latino American female students, such that 9th grade African and Latino American females were three times less likely to be placed into high honors courses.

FIGURE 4 - % OF RACE IN AT LEAST ONE HIGH HONORS COURSES BY GENDER AND GRADE LEVEL.

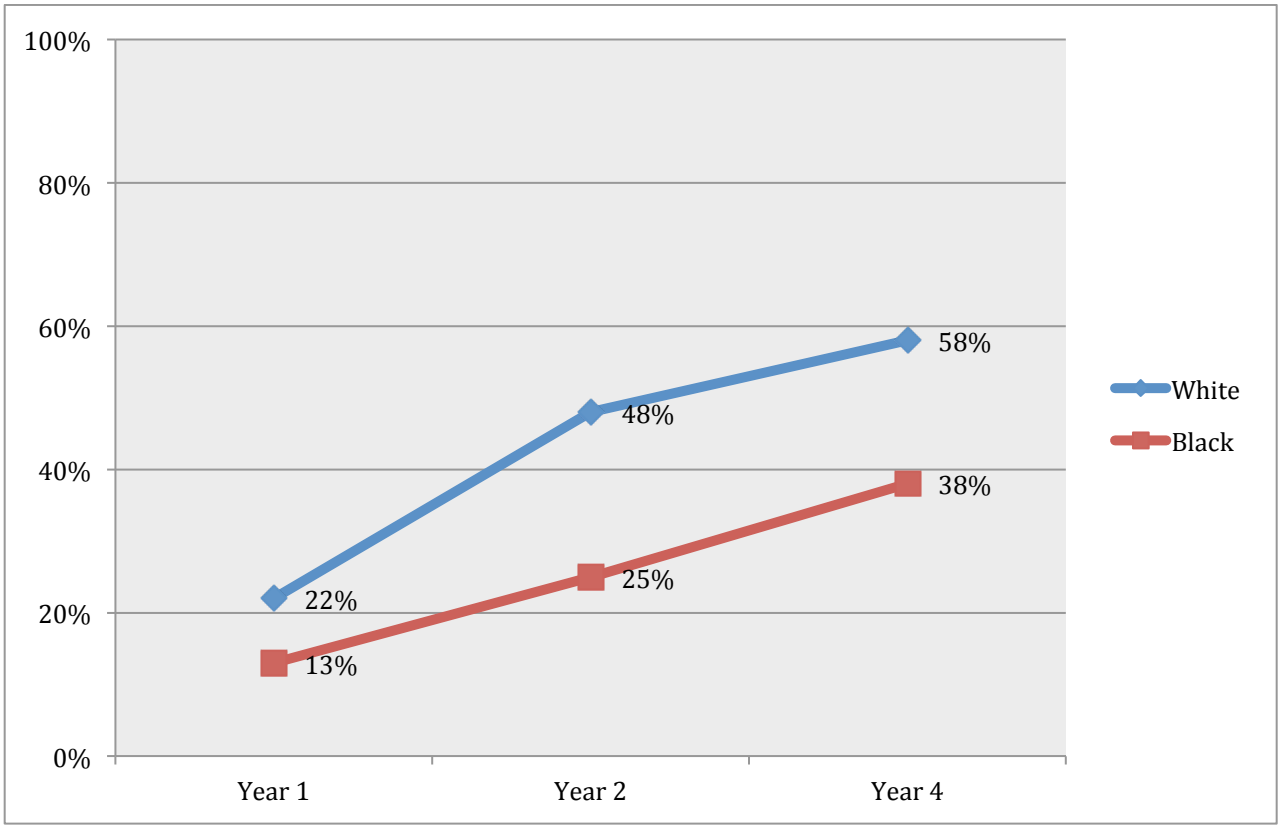


One year later, both African American males and females were approximately five times less likely to enroll in at least one high honors course in 10th grade. **Additionally, both African American males and females experienced close to a 50% attrition rate in high honors courses from 9th to 10th grade.** It is problematic that half of African Americans left high honors when all other student experienced increased enrollment. **This requires further inquiry given that 10th grade high honors access had the strongest correlation with access to AP courses for the 10th, 11th and 12th grades when compared to all other variables.**

A final indication of sustained inopportunity in WHS is access to an honors concentration for the graduating classes of 2011 and 2012, which is defined as having 3 or more honors courses each year. There is a

positive trend overall in WHS related to increasing access to an honors concentration as students matriculate. White students experienced a 26% increase in honors concentration from their freshen to sophomore years resulting in close to half of all White students being enrolled an honors concentration. **Over the same period, African American students also experienced increased access to high honor concentrations, yet by their sophomore years 75% of African American students did not have an honors concentration. This inequity of opportunity came at a critical moment in students' educational careers; during the same year in school that Connecticut issues its high stakes test, the Connecticut Academic Performance Test (CAPT).** Interviews with teachers and students confirm that honors courses are more challenging and move at a much faster rate than college level courses enabling teachers to cover more of the 10th grade curriculum before the administration of CAPT. **Could this inopportunity contribute to the achievement disparities between White and African American learners enrolled in WHS?**

Figure 5 - % of Race with Honors Concentration (+3 Courses).



Predictors of Student Achievement on Connecticut Academic Performance Test (CAPT)

For this final inquiry multiple regression analysis was conducted to investigate the impact of apparent inopportunity structures on student outcomes, namely student performance on the CAPT. Since the proceeding analyses highlighted the importance of the 10th grade placement to future placements and the point of acceleration of inopportunity, this final analysis will attempt to account for the impact of these disparities. The following is the research question:

3. *How much variation in CAPT reading and math scores can be predicted by 10th grade track placement and students' race/ethnicity?*

To begin, Table 11 presents the average (mean) CAPT mathematics and reading scores for the 2011 and 2012 cohorts, disaggregated by race/ethnicity. There is about a 40-point difference between Black and White students' average mathematics scores, and a 25-30 point difference between Hispanic and White students' average mathematics scores. Likewise, there is almost a 30-point difference in average reading scores between Black and White students. For the 2011 cohort, there was a 27-point difference in average reading scores between Hispanic and White students; and in the 2012 cohort there was a 13-point difference in average reading scores between these two groups.

Table 11. Mean CAPT Mathematics & Reading Scale Scores

	Mathematics Scale Score			Reading Scale Score		
	Mean	*SD*	*N*	*Mean*	*SD*	*N*
2011 Cohort						
Black	241.44	29.80	115	229.51	31.20	117
Hispanic	249.15	44.66	27	231.33	35.04	27
White	280.26	35.24	87	258.10	35.93	86
Total	258.90	38.99	241	241.72	36.43	242
2012 Cohort						
Black	235.08	34.01	105	219.44	27.60	104
Hispanic	251.88	30.51	17	236.47	32.72	17
White	276.92	27.70	85	249.33	30.53	84
Total	254.62	36.50	220	234.49	32.66	217

Multiple regression analysis was used to test if race/ethnicity and track placement into college, honors, or high honors in grade 10 significantly predicted student achievement in mathematics and reading on the CAPT. The

intercept group were Black students placed in a college level track. The results of the regression analysis for mathematics achievement of the 2011 cohort indicated that the predictors combined to explain 53% of the variance in students' mathematics scores (R^2=.528, F(3,240)=90.55, p<.01). The results of the regression analysis for mathematics achievement of the 2012 cohort indicated that the predictors explained 56% of the variance in students' scores (R^2=.559, F(3,206)=88.20, p<.01). Results from the regression on mathematics achievement are reported in Table 12 - Predictors of CAPT Mathematics Achievement.

Impact of Honors & High Honors Placements on Math Outcomes

The regression model found that the average mathematics score for White students was 19.14 points higher than Black or Hispanic students in the 2011 cohort, and 20.22 points higher in the 2012 cohort. The following are critical findings on the impact of track placement on CAPT mathematics performance for Black and Latino learners attending WHS:

- In the 2011 and 2012 cohorts, for every additional honors level course in 10th grade a student takes, their average mathematics score increased by 9.62 and 9.36 points over the average mathematics score for students taking college level classes in 10th grade.
- In the 2011 cohort, for every additional high honors level class at student takes in 10th grade their average mathematics score increased by 14.03 points over the average mathematics score for students taking college level classes in 10th grade.
- In the 2012 cohort, for every additional high honors level class at student takes in 10th grade their average mathematics score increases by 10.76 points over the average mathematics score for students taking college level classes in 10th grade.

Table 12. Predictors of CAPT Mathematics Achievement

Variable	2011 Cohort	2012 Cohort
Constant	224.67**	217.90**
White	19.14**	20.22**
Honors Courses, Grade 10	9.62**	9.36**
High Honors Courses, Grade 10	14.03**	10.76**
R^2	0.528	0.559
F	90.549**	88.198**
N	240	206

**p<.05 **p<.01*

Impact of Honors & High Honors Placements on Reading Outcomes

The results of the regression analysis for reading achievement of the 2011 cohort indicated that the predictors explained 44% of the variance in students' scores (R^2=.438, F(3,229)=60.39, p<.01). The results of the regression analysis for reading achievement of the 2012 cohort indicated that the predictors explained 52% of the variance in student's reading scores (R^2=.522, F(3,204)=75.15, p<.01). Results from the regression on reading achievement are reported in Table 13 - Predictors of CAPT Reading Achievement. The regression model for reading achievement finds that the average reading score for White students was 13.58 points higher than Black or Hispanic students in the 2011 cohort, and 8.16 points higher in the 2012 cohort. The following are critical findings on the impact of track placement on CAPT Reading performance for Black and Latino learners attending WHS:

- In the 2011 cohort, for every additional honors level class a student takes in 10th grade, their average reading score increased by 9.45 points over the average reading score of students taking college level classes in 10th grade.
- In the 2012 cohort, for every additional honors level class a student takes in 10th grade, their average reading score increased by 6.57 points over the average reading score of students taking college level classes in 10th grade.
- In the 2011 cohort, for every additional high honors class at student takes in 10th grade their average reading score increased by 10.12 points over the average reading score of students taking college level classes in 10th grade.
- In the 2012 cohort, for every additional high honors class a student takes in 10th grade their average reading score increased by 14.25 points over the average reading score of students taking college level classes in 10th grade.

Table 13. Predictors of CAPT Reading Achievement

Variable	2011 Cohort	2012 Cohort
Constant	211.24**	206.70**
White	13.58**	8.16*
Honors Courses, Grade 10	9.45**	6.57**
High Honors Courses, Grade 10	10.12**	14.25**
R^2	0.438	0.522
F	60.390**	75.146**
N	229	204

**p<.05 **p<.01*

SUMMARY

The purpose of this exploratory analysis was to understand what, if any, relationships there are between discipline, track placement, and student achievement on the Connecticut Academic Performance Test (CAPT) at Windsor High School. Overall there is a disparity among Black, Hispanic, and white students in terms of discipline, track placement, and achievement on the CAPT.

The findings from the exploratory analysis indicate that regardless of gender, there are a disproportional number of Black and Hispanic students taking multiple college level courses in grades 9 through 12. There is a positive relationship between enrollment in a college level course in grade 9 and continuing enrollment in college level courses in grades 10 through 12. Students that are enrolled in multiple college level courses in their freshman year are more likely to continue to be enrolled in college level courses throughout high school, and less likely to have many honors or AP courses by 11th and 12th grade. There are also a disproportional number of white students enrolled in AP courses in grades 10 through 12, compared to the number of Black and Hispanic students taking AP courses.

Student achievement on the CAPT reading and mathematics subtests can be predicted in part by race/ethnicity and the number of college, honors, and high honors courses that a student takes. White students have higher reading and mathematics scores than Black and Hispanic students. Students enrolled in a high honors course in 10th grade have higher reading and mathematics CAPT scores than students enrolled in honors and college level courses in 10th grade. Students enrolled in an honors course in 10th grade have higher reading and mathematics CAPT scores than students enrolled in college level courses in 10th grade. The high honors track in grade 10 has the strongest, positive relationship for placement into an AP course in grade 11, and the high honors track in grades 10 and 11 have the strongest, positive relationship for placement into an AP course in grade 12. Based on this exploratory analysis, the pathway to AP courses in grades 11 and 12 starts with enrollment in high honors courses in grade 10.

In addition to track placement, Black and Hispanic students receive more detentions and suspensions than White students, regardless of gender. Discipline and number of suspensions by 10th grade was not a significant predictor of student achievement on the CAPT. There are other factors outside of these that may help predict student achievement on the CAPT, but those factors are outside the scope of this study.

RECOMMENDATIONS

Our recommendations are provided within the context of Windsor School District's policies, particularly policy # 6121 – Affirmative Action: Non-Discrimination Instruction Program. This policy states:

1. The school district pledges itself to avoid any discriminatory actions, and instead seeks to foster good human and educational relations which will help to attain:

    A. Equal rights and opportunities for students and employees in the school community.

    B. Equal opportunity for all students to participate in the total program of the schools.

    E. All educational programs of the school district shall be open to all qualified persons without regard to, "...race, color, religious creed, age, sex, marital status, national origin, ancestry, present or past history of mental disorder, mental retardation, learning disability, or physical disability, including, but not limited to, blindness;...".

This policy should have ensured that the sustained nature of disciplinary disparities, opportunity gaps, and the achievement gap in WHS were eradicated two decades ago. The present analysis indicates that the conditions documented are systemic; therefore, neither group (students, parents, teachers, staff, administrators nor the School Board) nor individual is directly responsible for their genesis or sustained nature. Yet, it is certain that a normative culture has developed within WHS and perhaps the district in general that normalizes failure and mediocrity, particular for African and Latino American learners. Given the political discord in Windsor over the *Excellence and Equity Review* we urge the Board, District and WHS leadership develop a social marketing plan to disseminate and discuss these results with the public, so as to avoid the tendency of scapegoating and finger-pointing that will almost surely mean that the status quo will persist. In the light of this analysis, the researchers implore consideration of the following recommendations presented collectively as the *Equal Opportunity Action Plan*.

1. The Board shall craft and execute a policy to develop a Community-School Equal Opportunity Commission, tasked with developing and ensuring the implementation of an urgent, systematic, transparent and intentional *Equal Opportunity Action Plan* as a permanent component of the district's and WHS's annual improvement plan.

2. The goals of this plan should explicitly address the barriers to opportunity structured within WHS, as a prerequisite for optimal learning and teaching.

3. The specific developmental needs of student subgroups disaggregated by race and gender shall be studied within the context of a community-school inquiry team with focus groups.

4. These expressed needs should inform and be specified in the Action Plan, and measurable support structures that require progressive changes to services offered must be included with a plan to secure external funding.

5. The plan must provide the Board, administration, teachers and staff with on-going professional development in contemporary theories and practices in multicultural education by discipline (multicultural mathematics and science for example). This PD must be integrated with the district PD calendar such that it is ongoing, year-to-year, job imbedded, and not voluntary.

6. Such sustained exposure to culturally responsive schooling and leadership practices should continue until parity in the opportunity structures of WHS and the district are achieved for five consecutive years as measured by a biannual equity reviews commissioned by the Board via a university researcher.

    a. The equity review is not a comprehensive research project, but a precise two-day collection and review of qualitative focus groups and statistical trends (gap analyses).

7. The Action Plan must also detail specific processes for dismantling and replacing pre-existing structures, practices, and services that contribute to inequality or that contradict research on effective schooling of diverse learners.

8. The plan must provide guidance for engaging diverse parents in the advocacy of their children, community organizations in support of the developmental needs of students and guidance to the district and WHS to remove existing barriers for minority parent engagement.

9. The plan must detail strategies to address potential resistance among the community, teachers, staff, and administration and within the systems of the district itself, and must publically reward efforts by individuals to redress equity issues within their sphere of influence.

10. Lastly, the plan must provide a date by which systems of inopportunity will be completely dismantled as measured by a more detailed Equity Review with similar gap and regression analysis detailed in this report. If these goals are not met, the researchers recommend that the Board submit the district to State oversight to ensure systems of inequality are eliminated.

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APPENDIX A

CORRELATIONS BETWEEN COLLEGE, HONORS, HIGH HONORS, AND AP LEVEL COURSES

TABLE 6A. CORRELATIONS BETWEEN COLLEGE, HONORS, HIGH HONORS, AND AP LEVEL COURSES: GRAD YEAR 2011, GRADES 9-12

	College Grade 9	College Grade 10	College Grade 11	College Grade 12	Honors Grade 9	Honors Grade 10	Honors Grade 11	Honors Grade 12	High Honors Grade 9	High Honors Grade 10	High Honors Grade 11	High Honors Grade 12	AP Grade 10	AP Grade 11	AP Grade 12
College Gr. 9	1	**.672	**.660	**.642	**-.676	**-.551	**-.561	**-.446	**-.548	**-.529	**-.465	-.040	**-.424	**-.542	**-.620
College Gr. 10	**.672	1	**.663	**.644	**-.544	**-.585	**-.559	**-.469	**-.498	**-.490	**-.448	-.052	**-.410	**-.499	**-.616
College Gr. 11	**.660	**.663	1	**.726	**-.581	**-.600	**-.660	**-.525	**-.494	**-.502	**-.451	-.075	**-.389	**-.530	**-.662
College Gr. 12	**.642	**.644	**.726	1	**-.519	**-.565	**-.598	**-.671	**-.505	**-.511	**-.424	-.061	**-.437	**-.561	**-.673
Honors Gr. 9	**-.676	**-.544	**-.581	-.519	1	**.785	**.637	**.488	**.259	**.304	**.290	.060	**.242	**.352	**.443
Honors Gr. 10	**-.551	**-.585	**-.600	**-.565	**.785	1	**.770	**.629	**289	**.225	**.253	.108	**.163	**.303	**.414
Honors Gr. 11	**-.561	**-.559	**-.660	**-.598	**.637	**.770	1	**.649	**.334	**.242	**.189	-.007	**.180	**.192	**.423
Honors Gr. 12	**-.446	**-.469	**-.525	**-.671	**.488	**.629	**.649	1	**.317	**.230	**.176	-.007	**.156	**.304	**.255
High Honors Gr. 9	**-.548	**-.498	**-.494	**-.505	**.259	**289	**.334	**.317	1	**.810	**.567	-.027	**.609	**.618	**.604
High Honors Gr. 10	**-.529	**-.490	**-.502	**-.511	**.304	**.225	**.242	**.230	**.810	1	**.678	-.023	**.631	**.704	**.722
High Honors Gr. 11	**-.465	**-.448	**-.451	**-.424	**.290	**.253	**.189	**.176	**.567	**.678	1	**.199	**.436	**.482	**.676
High Honors Gr. 12	-.040	-.052	-.075	-.061	.060	.108	-.007	-.007	-.027	-.023	**.199	1	0	.039	.091
AP Gr. 10	**-.424	**-.410	**-.389	**-.437	**.242	**.163	**.180	**.156	**.609	**.631	**.436	0	1	**.573	**.554
AP Gr. 11	**-.542	**-.499	**-.530	**-.561	**.352	**.303	**.192	**.304	**.618	**.704	**.482	.039	**.573	1	**.674
AP Gr. 12	**-.620	**-.616	**-.662	**-.673	**.443	**.414	**.423	**.255	**.604	**.722	**.676	.091	**.554	**.674	1

**Correlation is significant at the .01 level (2-tailed) *Correlation is significant at the .05 level (2-tailed)

TABLE 6B. CORRELATIONS BETWEEN COLLEGE, HONORS, HIGH HONORS, AND AP LEVEL COURSES: GRAD YEAR 2012, GRADES 9-12

	College Grade 9	College Grade 10	College Grade 11	College Grade 12	Honors Grade 9	Honors Grade 10	Honors Grade 11	Honors Grade 12	High Honors Grade 9	High Honors Grade 10	High Honors Grade 11	High Honors Grade 12	AP Grade 10	AP Grade 11	AP Grade 12
College Gr. 9	1	**.649	**.541	**.559	**-.637	**-.526	**-.409	**-.387	**-.639	**-.612	**-.508	*-.145	**-.343	**-.514	**-.562
College Gr. 10	**.649	1	**.675	**.653	**-.581	**-.638	**-.492	**-.507	**-.546	**-.572	**-.516	-.115	**-.367	**-.506	**-.598
College Gr. 11	**.541	**.675	1	**.685	**-.511	**-.576	**-.631	**-.562	**-.450	**-.467	**-.392	*-.139	**-.241	**-.493	**-.588
College Gr. 12	**.559	**.653	**.685	1	**-.508	**-.560	**-.574	**-.682	**-.468	**-.494	**-.449	*-.137	**-.328	**-.505	**-.660
Honors Gr. 9	**-.637	**-.581	**-.511	**-.508	1	**.751	**.656	**.530	**.201	**.262	*.122	*.138	.091	**.304	**.347
Honors Gr. 10	**-.526	**-.638	**-.576	**-.560	**.751	1	**.789	**.633	**.276	**.201	*.136	.070	.022	**.298	**.389
Honors Gr. 11	**-.409	**-.492	**-.631	**-.574	**.656	**.789	1	**.668	**.211	**.152	.056	.119	-.031	**.198	**.342
Honors Gr. 12	**-.387	**-.507	**-.562	**-.682	**.530	**.633	**.668	1	**.205	**.215	*.155	.009	.116	**.248	**.260
High Honors Gr. 9	**-.639	**-.546	**-.450	**-.468	**.201	**.276	**.211	**.205	1	**.841	**.776	**.160	**.521	**.646	**.677
High Honors Gr. 10	**-.612	**-.572	**-.467	**-.494	**.262	**.201	**.152	**.215	**.841	1	**.841	**.235	**.593	**.734	**.725
High Honors Gr. 11	**-.508	**-.516	**-.392	**-.449	*.122	*.136	.056	*.155	**.776	**.841	1	.068	**.667	**.579	**.694
High Honors Gr. 12	*-.145	-.115	*-.139	*-.137	*.138	.070	.119	.009	**.160	**.235	.068	1	-.038	**.190	**.191
AP Gr. 10	**-.343	**-.367	**-.241	**-.328	.091	.022	-.031	.116	**.521	**.593	**.667	-.038	1		
AP Gr. 11	**-.514	**-.506	**-.493	**-.505	**.304	**.298	**.198	**.248	**.646	**.734	**.579	**.190	**.514	1	**.686
AP Gr. 12	**-.562	**-.598	**-.588	**-.660	**.347	**.389	**.342	**.260	**.677	**.725	**.694	**.191	**.487	**.686	1

**Correlation is significant at the .01 level (2-tailed) *Correlation is significant at the .05 level (2-tailed)

APPENDIX B

TRACK PLACEMENT FOR GRADES 9-12, DISAGGREGATED BY RACE/ETHNICITY AND GENDER

TABLE 7A. TRACK PLACEMENT GRADE 9: BY RACE & GENDER, 2011 COHORT

	Females							Males							
	Black		Hispanic		White		Total		Black		Hispanic		White		Total
	n	%	*n*	%	*n*	%	*n*		*n*	%	*n*	%	*n*	%	*n*
College								***College***							
0	0	0%	0	0%	0	0%	**0**	0	0	0%	0	0%	1	1%	**1**
1-2	4	4%	0	0%	12	24%	**16**	1-2	4	3%	4	20%	8	11%	**16**
3-4	20	20%	4	19%	11	22%	**35**	3-4	15	12%	2	10%	18	25%	**35**
5 or more	78	76%	17	81%	26	53%	**121**	5 or more	111	85%	14	70%	46	63%	**171**
College Total	**102**		**21**		**49**		**172**	**College Total**	**130**		**20**		**73**		**223**
Honors								***Honors***							
0	56	55%	12	57%	20	41%	**88**	0	103	79%	13	65%	31	42%	**147**
1-2	30	29%	7	33%	15	31%	**52**	1-2	16	12%	3	15%	21	29%	**40**
3-4	14	14%	2	10%	11	22%	**27**	3-4	10	8%	1	5%	17	23%	**28**
5 or more	2	2%	0	0%	3	6%	**5**	5 or more	1	1%	3	15%	4	5%	**8**
Honors Total	**102**		**21**		**49**		**172**	**Honors Total**	**130**		**20**		**73**		**223**
High Honors								***High Honors***							
0	88	86%	18	86%	35	71%	**141**	0	122	94%	20	100%	62	85%	**204**
1-2	9	9%	2	10%	3	6%	**14**	1-2	6	5%	0	0%	4	5%	**10**
3-4	5	5%	0	0%	9	18%	**14**	3-4	2	2%	0	0%	4	5%	**6**
5 or more	0	0%	1	5%	2	4%	**3**	5 or more	0	0%	0	0%	3	4%	**3**
High Honors Total	**102**		**21**		**49**		**172**	**High Honors Total**	**130**		**20**		**73**		**223**

TABLE 7B. TRACK PLACEMENT GRADE 9: BY RACE & GENDER, 2012 COHORT

	Females							Males							
	Black		Hispanic		White		Total		Black		Hispanic		White		Total
	n	%	*n*	%	*n*	%	*n*		*n*	%	*n*	%	*n*	%	*n*
College								***College***							
0	0	0%	0	0%	3	7%	**3**	0	1	1%	1	7%	1	2%	**3**
1-2	9	10%	0	0%	17	37%	**26**	1-2	3	3%	3	21%	10	17%	**16**
3-4	10	11%	2	11%	10	22%	**22**	3-4	9	9%	2	14%	11	19%	**22**
5 or more	68	78%	17	89%	16	35%	**101**	5 or more	88	87%	8	57%	36	62%	**132**
College Total	**87**		**19**		**46**		**152**	**College Total**	**101**		**14**		**58**		**173**
Honors								***Honors***							
0	43	49%	9	47%	5	11%	**57**	0	73	72%	11	79%	16	28%	**100**
1-2	29	33%	7	37%	23	50%	**59**	1-2	20	20%	2	14%	26	45%	**48**
3-4	13	15%	3	16%	12	26%	**28**	3-4	8	8%	0	0%	14	24%	**22**
5 or more	2	2%	0	0%	6	13%	**8**	5 or more	0	0%	1	7%	2	3%	**3**
Honors Total	**87**		**19**		**46**		**152**	**Honors Total**	**101**		**14**		**58**		**173**
High Honors								***High Honors***							
0	78	90%	18	95%	27	59%	**123**	0	96	95%	11	79%	46	79%	**153**
1-2	5	6%	1	5%	4	9%	**10**	1-2	1	1%	1	7%	0	0%	**2**
3-4	3	3%	0	0%	8	17%	**11**	3-4	4	4%	2	14%	6	10%	**12**
5 or more	1	1%	0	0%	7	15%	**8**	5 or more	0	0%	0	0%	6	10%	**6**
High Honors Total	**87**		**19**		**46**		**152**	**High Honors Total**	**101**		**14**		**58**		**173**

TABLE 8A. TRACK PLACEMENT GRADE 10: BY RACE & GENDER, 2011 COHORT

	Females								Males						
	Black		Hispanic		White		Total		Black		Hispanic		White		Total
	n	*%*	*n*	*%*	*n*	*%*	*n*		*n*	*%*	*n*	*%*	*n*	*%*	*n*
College								***College***							
0	1	1%	0	0%	4	9%	**5**	0	4	3%	1	5%	3	4%	**8**
1-2	11	12%	4	21%	11	24%	**26**	1-2	4	3%	2	11%	11	16%	**17**
3-4	17	18%	4	21%	11	24%	**32**	3-4	18	15%	3	16%	18	26%	**39**
5 or more	65	69%	11	58%	20	43%	**96**	5 or more	92	78%	13	68%	38	54%	**143**
College Total	**94**		**19**		**46**		**159**	**College Total**	**118**		**19**		**70**		**207**
Honors								***Honors***							
0	41	44%	6	32%	10	22%	**57**	0	75	64%	10	53%	24	34%	**109**
1-2	27	29%	7	37%	18	39%	**52**	1-2	25	21%	5	26%	17	24%	**47**
3-4	24	26%	5	26%	11	24%	**40**	3-4	15	13%	4	21%	20	29%	**39**
5 or more	2	2%	1	5%	7	15%	**10**	5 or more	3	3%	0	0%	9	13%	**12**
Honors Total	**94**		**19**		**46**		**159**	**Honors Total**	**118**		**19**		**70**		**207**
High Honors								***High Honors***							
0	86	91%	17	89%	31	67%	**134**	0	113	96%	17	89%	61	87%	**191**
1-2	7	7%	1	5%	6	13%	**14**	1-2	4	3%	1	5%	3	4%	**8**
3-4	1	1%	1	5%	8	17%	**10**	3-4	1	1%	1	5%	5	7%	**7**
5 or more	0	0%	0	0%	1	2%	**1**	5 or more	0	0%	0	0%	1	1%	**1**
High Honors Total	**94**		**19**		**46**		**159**	**High Honors Total**	**118**		**19**		**70**		**207**
AP								***AP Total***							
0	92	98%	18	95%	36	78%	**146**	0	117	99%	18	95%	64	91%	**199**
1-2	2	2%	1	5%	10	22%	**13**	1-2	1	1%	1	5%	6	9%	**8**
AP Total	**94**		**19**		**46**		**159**	**AP Total**	**118**		**19**		**70**		**207**

TABLE 8B. TRACK PLACEMENT GRADE 10: BY RACE & GENDER, 2012 COHORT

	Females								Males						
	Black		Hispanic		White		Total		Black		Hispanic		White		Total
	n	*%*	*n*	*%*	*n*	*%*	*n*		*n*	*%*	*n*	*%*	*n*	*%*	*n*
College								***College***							
0	2	3%	2	11%	1	2%	**5**	0	2	2%	0	0%	3	6%	**5**
1-2	5	6%	1	6%	17	38%	**23**	1-2	1	1%	4	33%	13	25%	**18**
3-4	12	15%	5	28%	15	33%	**32**	3-4	11	12%	0	0%	14	26%	**25**
5 or more	59	76%	10	56%	12	27%	**81**	5 or more	75	84%	8	67%	23	43%	**106**
College Total	**78**		**18**		**45**		**141**	**College Total**	**89**		**12**		**53**		**154**
Honors								***Honors***							
0	25	32%	9	50%	2	4%	**36**	0	58	65%	7	58%	11	21%	**76**
1-2	23	29%	1	6%	13	29%	**37**	1-2	17	19%	3	25%	19	36%	**39**
3-4	26	33%	4	22%	23	51%	**53**	3-4	14	16%	2	17%	14	26%	**30**
5 or more	4	5%	4	22%	7	16%	**15**	5 or more	0	0%	0	0%	9	17%	**9**
Honors Total	**78**		**18**		**45**		**141**	**Honors Total**	**89**		**12**		**53**		**154**
High Honors								***High Honors***							
0	73	94%	17	94%	25	56%	**115**	0	87	98%	10	83%	38	72%	**135**
1-2	4	5%	1	6%	10	22%	**15**	1-2	2	2%	0	0%	7	13%	**9**
3-4	1	1%	0	0%	10	22%	**11**	3-4	0	0%	2	17%	6	11%	**8**
5 or more	0	0%	0	0%	0	0%	**0**	5 or more	0	0%	0	0%	2	4%	**2**
High Honors Total	**78**		**18**		**45**		**141**	**High Honors Total**	**89**		**12**		**53**		**154**
AP								***AP Total***							
0	77	99%	18	100%	39	87%	**134**	0	88	99%	11	92%	46	87%	**145**
1-2	1	1%	0	0%	6	13%	**7**	1-2	1	1%	1	8%	7	13%	**9**
AP Total	**78**		**18**		**45**		**141**	**AP Total**	**89**		**12**		**53**		**154**

TABLE 9A. TRACK PLACEMENT GRADE 11: BY RACE & GENDER, 2011 COHORT

	Females								Males						
	Black		Hispanic		White		Total		Black		Hispanic		White		Total
	n	%	*n*	%	*n*	%	*n*		*n*	%	*n*	%	*n*	%	*n*
College								***College***							
0	0	0%	0	0%	2	5%	**2**	0	0	0%	2	13%	1	2%	**3**
1-2	9	11%	3	18%	15	35%	**27**	1-2	5	5%	3	19%	15	23%	**23**
3-4	10	13%	3	18%	5	12%	**18**	3-4	10	9%	1	6%	15	23%	**26**
5 or more	61	76%	11	65%	21	49%	**93**	5 or more	93	86%	10	63%	35	53%	**138**
College Total	**80**		**17**		**43**		**140**	**College Total**	**108**		**16**		**66**		**190**
Honors								***Honors***							
0	21	26%	5	29%	7	16%	**33**	0	59	55%	5	31%	20	30%	**84**
1-2	29	36%	4	24%	11	26%	**44**	1-2	28	26%	5	31%	15	23%	**48**
3-4	20	25%	7	41%	14	33%	**41**	3-4	15	14%	6	38%	21	32%	**42**
5 or more	10	13%	1	6%	11	26%	**22**	5 or more	6	6%	0	0%	10	15%	**16**
Honors Total	**80**		**17**		**43**		**140**	**Honors Total**	**108**		**16**		**66**		**190**
High Honors								***High Honors***							
0	78	98%	15	88%	33	77%	**126**	0	106	98%	15	94%	56	85%	**177**
1-2	2	3%	2	12%	10	23%	**14**	1-2	2	2%	1	6%	9	14%	**12**
3-4	0	0%	0	0%	0	0%	**0**	3-4	0	0%	0	0%	1	2%	**1**
High Honors Total	**80**		**17**		**43**		**140**	**High Honors Total**	**108**		**16**		**66**		**190**
AP								***AP Total***							
0	64	80%	14	82%	29	67%	**107**	0	106	98%	13	81%	54	82%	**173**
1-2	11	14%	3	18%	7	16%	**21**	1-2	2	2%	2	13%	9	14%	**13**
3 or more	5	6%	0	0%	7	16%	**12**	3 or more	0	0%	1	6%	3	5%	**4**
AP Total	**80**		**17**		**43**		**140**	**AP Total**	**108**		**16**		**66**		**190**

TABLE 9B. TRACK PLACEMENT GRADE 11: BY RACE & GENDER, 2012 COHORT

	Females								Males						
	Black		Hispanic		White		Total		Black		Hispanic		White		Total
	n	%	*n*	%	*n*	%	*n*		*n*	%	*n*	%	*n*	%	*n*
College								***College***							
0	3	4%	0	0%	3	7%	**6**	0	2	2%	2	22%	3	6%	**7**
1-2	8	11%	4	24%	13	30%	**25**	1-2	2	2%	4	44%	12	24%	**18**
3-4	20	28%	9	53%	18	41%	**47**	3-4	14	17%	0	0%	13	25%	**27**
5 or more	40	56%	4	24%	10	23%	**54**	5 or more	63	78%	3	33%	23	45%	**89**
College Total	**71**		**17**		**44**		**132**	**College Total**	**81**		**9**		**51**		**141**
Honors								***Honors***							
0	22	31%	4	24%	1	2%	**27**	0	40	49%	5	56%	10	20%	**55**
1-2	15	21%	3	18%	7	16%	**25**	1-2	19	23%	2	22%	17	33%	**38**
3-4	17	24%	4	24%	23	52%	**44**	3-4	15	19%	2	22%	15	29%	**32**
5 or more	17	24%	6	35%	13	30%	**36**	5 or more	7	9%	0	0%	9	18%	**16**
Honors Total	**71**		**17**		**44**		**132**	**Honors Total**	**81**		**9**		**51**		**141**
High Honors								***High Honors***							
0	70	99%	17	100%	27	61%	**114**	0	81	100%	7	78%	36	71%	**124**
1-2	0	0%	0	0%	15	34%	**15**	1-2	0	0%	2	22%	14	27%	**16**
3-4	1	1%	0	0%	2	5%	**3**	3-4	0	0%	0	0%	1	2%	**1**
5 or more	0	0%	0	0%	0	0%	**0**	5 or more	0	0%	0	0%	0	0%	**0**
High Honors Total	**71**		**17**		**44**		**132**	**High Honors Total**	**81**		**9**		**51**		**141**
AP								***AP Total***							
0	59	83%	15	88%	24	55%	**98**	0	77	95%	7	78%	32	63%	**116**
1-2	12	17%	1	6%	19	43%	**32**	1-2	3	4%	1	11%	15	29%	**19**
3 or more	0	0%	1	6%	1	2%	**2**	3 or more	1	1%	1	11%	4	8%	**6**
AP Total	**71**		**17**		**44**		**132**	**AP Total**	**81**		**9**		**51**		**141**

TABLE 10A. TRACK PLACEMENT GRADE 12: BY RACE & GENDER, 2011 COHORT

	Females								Males						
	Black		Hispanic		White		Total		Black		Hispanic		White		Total
	n	*%*	*n*	*%*	*n*	*%*	*n*		*n*	*%*	*n*	*%*	*n*	*%*	*n*
College								***College***							
0	2	3%	0	0%	3	8%	**5**	0	0	0%	0	0%	1	2%	**1**
1-2	4	6%	0	0%	10	25%	**14**	1-2	3	4%	2	14%	9	17%	**14**
3-4	17	25%	5	31%	3	8%	**25**	3-4	8	10%	3	21%	14	26%	**25**
5 or more	46	67%	11	69%	24	60%	**81**	5 or more	69	86%	9	64%	30	56%	**108**
College Total	**69**		**16**		**40**		**125**	**College Total**	**80**		**14**		**54**		**148**
Honors								***Honors***							
0	16	23%	6	38%	3	8%	**25**	0	35	44%	5	36%	12	22%	**52**
1-2	18	26%	5	31%	15	38%	**38**	1-2	27	34%	4	29%	18	33%	**49**
3-4	21	30%	2	13%	17	43%	**40**	3-4	12	15%	3	21%	16	30%	**31**
5 or more	14	20%	3	19%	5	13%	**22**	5 or more	6	8%	2	14%	8	15%	**16**
Honors Total	**69**		**16**		**40**		**125**	**Honors Total**	**80**		**14**		**54**		**148**
High Honors								***High Honors***							
0	69	100%	16	100%	40	100%	**125**	0	80	100%	14	100%	53	98%	**147**
1-2	0	0%	0	0%	0	0%	**0**	1-2	0	0%	0	0%	1	2%	**1**
High Honors Total	**69**		**16**		**40**		**125**	**High Honors Total**	**80**		**14**		**54**		**148**
AP								***AP Total***							
0	55	80%	11	69%	22	55%	**88**	0	70	88%	12	86%	28	52%	**110**
1-2	8	12%	4	25%	7	18%	**19**	1-2	6	8%	0	0%	14	26%	**20**
3 or more	6	9%	1	6%	11	28%	**18**	3 or more	4	5%	2	14%	12	22%	**18**
AP Total	**69**		**16**		**40**		**125**	**AP Total**	**80**		**14**		**54**		**148**

TABLE 10B. TRACK PLACEMENT GRADE 12: BY RACE & GENDER, 2012 COHORT

	Females								Males						
	Black		Hispanic		White		Total		Black		Hispanic		White		Total
	n	*%*	*n*	*%*	*n*	*%*	*n*		*n*	*%*	*n*	*%*	*n*	*%*	*n*
College								***College***							
0	1	2%	1	7%	2	5%	**4**	0	2	3%	1	17%	2	4%	**5**
1-2	10	15%	1	7%	14	32%	**25**	1-2	3	4%	1	17%	14	29%	**18**
3-4	10	15%	4	27%	13	30%	**27**	3-4	7	10%	1	17%	13	27%	**21**
5 or more	44	68%	9	60%	15	34%	**68**	5 or more	57	83%	3	50%	19	40%	**79**
College Total	**65**		**15**		**44**		**124**	**College Total**	**69**		**6**		**48**		**123**
Honors								***Honors***							
0	18	28%	4	27%	2	5%	**24**	0	27	39%	1	17%	4	8%	**32**
1-2	17	26%	4	27%	14	32%	**35**	1-2	22	32%	2	33%	12	25%	**36**
3-4	14	22%	5	33%	16	36%	**35**	3-4	14	20%	1	17%	22	46%	**37**
5 or more	16	25%	2	13%	12	27%	**30**	5 or more	6	9%	2	33%	10	21%	**18**
Honors Total	**65**		**15**		**44**		**124**	**Honors Total**	**69**		**6**		**48**		**123**
High Honors								***High Honors***							
0	64	98%	14	93%	42	95%	**120**	0	69	100%	6	100%	47	98%	**122**
1-2	1	2%	1	7%	2	5%	**4**	1-2	0	0%	0	0%	1	2%	**1**
3-4	0	0%	0	0%	0	0%	**0**	3-4	0	0%	0	0%	0	0%	**0**
High Honors Total	**65**		**15**		**44**		**124**	**High Honors Total**	**69**		**6**		**48**		**123**
AP								***AP Total***							
0	41	63%	8	53%	16	36%	**65**	0	63	91%	4	67%	24	50%	**91**
1-2	23	35%	7	47%	18	41%	**48**	1-2	6	9%	1	17%	14	29%	**21**
3 or more	1	2%	0	0%	10	23%	**11**	3 or more	0	0%	1	17%	10	21%	**11**
AP Total	**65**		**15**		**44**		**124**	**AP Total**	**69**		**6**		**48**		**123**

The Comprehensive School Climate Inventory

Measuring the Climate for Learning

Prepared for Windsor High School, September 2012



The CSCI has been developed by the National School Climate Center (NSCC)
schoolclimate.org

Adapt this school climate report to meet your needs:

If you need to see a simple overview of your survey results:

- Review the **response rates** for your school on **pages 8-9.** Also look at the **demographic graphs on pages 133-2** .
- Identify any under-represented populations or demographic groups, and keep this in mind as you read.
- Be sure you understand the **dimensions of school climate,** as measured by the CSCI. See **page 5** for an explanation.
- Look at the **summary graphs** on **pages 12-19** to see how each group perceives the dimensions of climate in your school.
- Look at the **relative rankings** for each school group on **pages 18-19,** and see how they compare across groups.
- Look for **areas rated negatively** by one or more groups, as well as **dimensions that are ranked very differently** by different groups. These could signal areas that need attention. Review the **guidelines for improvement** on **pages -** to begin working toward school climate change.

If you need an in-depth look at your survey results:

- Review the overview information in the left-hand column.
- To get a fuller picture of the **range of perceptions** within each school group about each dimension, look at the score distributions in **Group Rating and Rankings on pages 11-13.**
- **On pages 24-45,** you can see graphs for each group **organized by school climate dimension.**
- **On pages 47-55,** the same graphs are **organized by school group** (all student graphs together, etc.).
- Examine how different **sub-groups** within each school group viewed the various dimensions beginning on **page 56.** This shows **different perceptions** based on gender, grade, race/ethnicity, and (for school personnel) years of experience.

Note: this data will only be shown when there are sufficient numbers to guarantee anonymity for respondents.

If you need a detailed examination of your survey results:

- Review the overview information in the left-hand column, and the in-depth information in the center column.
- Read carefully through the entire report—there are additional graphs that are not identified in the other two columns. Detailed explanations and guiding questions are included next to each graph.
- On **pages 101-132,** you'll find a **detailed breakdown** of how each group responded to **each individual survey item.** These are grouped by school climate dimension, so you can see exactly which survey items made up each dimension. The full **text of the item** is included, as well as a chart showing the **percentage** of respondents from that group who gave each of the five potential responses, or did not respond at all.

Note: The survey was developed to be **most reliable** at the level of climate dimensions, rather than item-by-item. Therefore, NSCC does not recommend making decisions based on this data alone.

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Appendix A: Further Details on the CSCI Measure **141**

The Comprehensive School Climate Inventory (CSCI). Copyright © 2006 by the National School Climate Center (NSCC).

I. Introduction

What is school climate?

- School climate refers to the quality of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.
- The 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 12 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 enforcement and norms for adult intervention.
2 Sense of Physical Security	Sense that students and adults feel safe from physical harm in the school.
3 Sense of Social-Emotional Security	Sense that 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 dialog 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 and 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 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 and norms for broad participation in school life for students, staff, and families.
10 Physical Surroundings	Cleanliness, order, and appeal of facilities and adequate resources and materials.
Staff Only	
11 Leadership	Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.
12 Professional Relationships	Positive attitudes and relationships among school staff that support effectively working and learning together.

I. Introduction

Goals for this Report

The report will show you:

- How surveyed members of your school community—**students, school personnel** and **parents**—rate each dimension of school climate.
- Which dimensions of school climate are perceived by each group as generally **positive, negative,** or **neutral.**
- Which dimensions are rated **highest** and **lowest** for each group as a whole.
- The **distribution of rating patterns** for individuals within each group for every dimension so that you can see the **range of responses** from negative to positive.
- **Where perceptions are consistent** across the three school groups—students, school personnel and parents—and **where they diverge.**

In reading through this report:

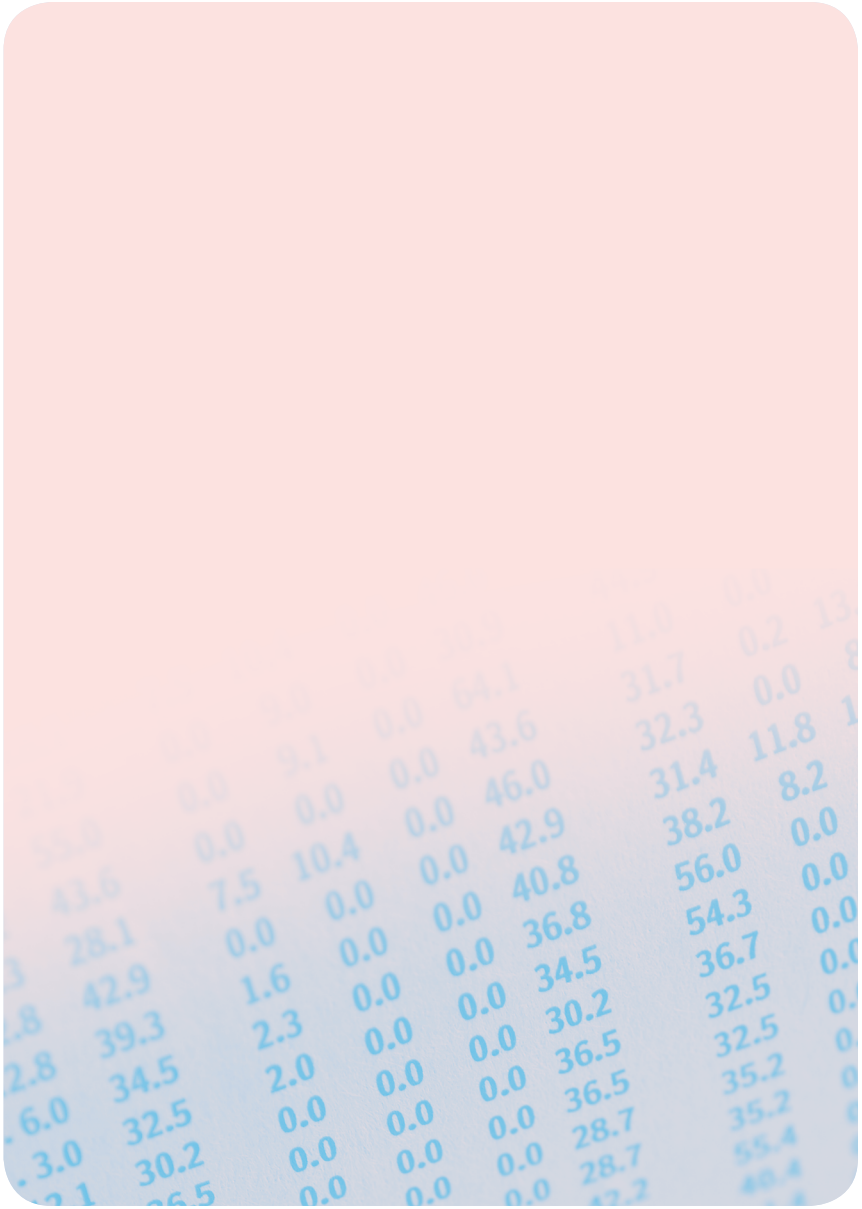
1. You will see that **similar information is presented in a variety of ways.** If one graph or chart does not seem to capture the information you feel is most important, a different part of the report may provide what you need.
2. Looking at results is often a question of peeling back layers of information. It is important to **progress from overall summary to more detailed results** in order to get a full picture. Looking at results at only one level may be misleading.
3. It is important to understand that the real value in the data is the degree to which the information becomes a catalyst for discussion, deeper inquiry, and action. The report will present the findings for your school and try to help you understand how to examine and interpret them to **aid the process of inquiry and discussion.**

II. School Climate Overview

This overview section will give you a snapshot of **who responded to the survey,** as well as feedback on the way each school group perceives your school climate in the **broadest terms**—based on **median scale scores for each dimension of school climate.** It will also give you an overview of the amount of **variation** within each group's perceptions of these ten dimensions.

To help you interpret this feedback, results are presented:

1. as scores that can be considered **positive, negative** and **neutral**
2. **in rank order** from the highest to lowest rated dimensions
3. as **comparative profiles** to help you understand how **each group** perceives the range of dimensions and how **each dimension** is perceived across the different groups



Why is this important?

- One of the most important attributes of this survey is its ability to reflect the perceptions of the distinct populations who were surveyed ---- students, school personnel and parents. Therefore, it is important to know how many members of each group responded.

How to look at this data:

- It is **not unusual to see the lowest response rates for parents,** as they are further removed from school life than students or school personnel.
- The survey results are most valuable when they capture the perceptions of all school community members, and **low response rates should be addressed.**
- In the Detailed Results section, there is a **demographic profile** of respondents in all three groups. In addition to considering the overall response rate, it is recommended that you look at the profile of respondents **compared** to your school profile. To the extent that respondents for each group do not mirror the school's composition, **the voice you are hearing may be skewed.** You should keep this in mind and make an effort to reach out to groups that appear to have been under-represented.
- This is especially important if the survey results indicate that different sub-groups experience the school in very different ways, which you can see in Section III.

School Voice: Response Rates

Group	Population Size	# Respondents	% of Population Represented
Students	1239*	867	69.98%
School Personnel	144*	117	81.25%
Parents	1239*	65	5.25%

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

Group Ratings and Rankings

Why is this important?

- These charts allow you to see how each group rates the dimensions of school climate, as well as the variability of opinion within each group.

How to look at this data:

- In the center column, you'll see the median scale score for each of the relevant dimensions that contribute to overall school climate.
- The **median score is the midpoint** of the distribution of scale scores for the individuals in this group. It should give you an understanding of how the group **as a whole** perceives each dimension.
- You'll also see that each bar is color coded into three sections from darkest to lightest. In looking at the results, it is important to understand not just how the group as a whole perceives this dimension, but also the range and distribution of opinion within each group.
- The color coding represents the percentage of individuals in each group whose scale scores fall into three ranges: negative (<2.5), positive (>3.5) and neutral (2.5-3.5).

Note:

How were these dimension scores obtained from the survey responses, and how were "negative," "neutral," and "positive" scores identified?

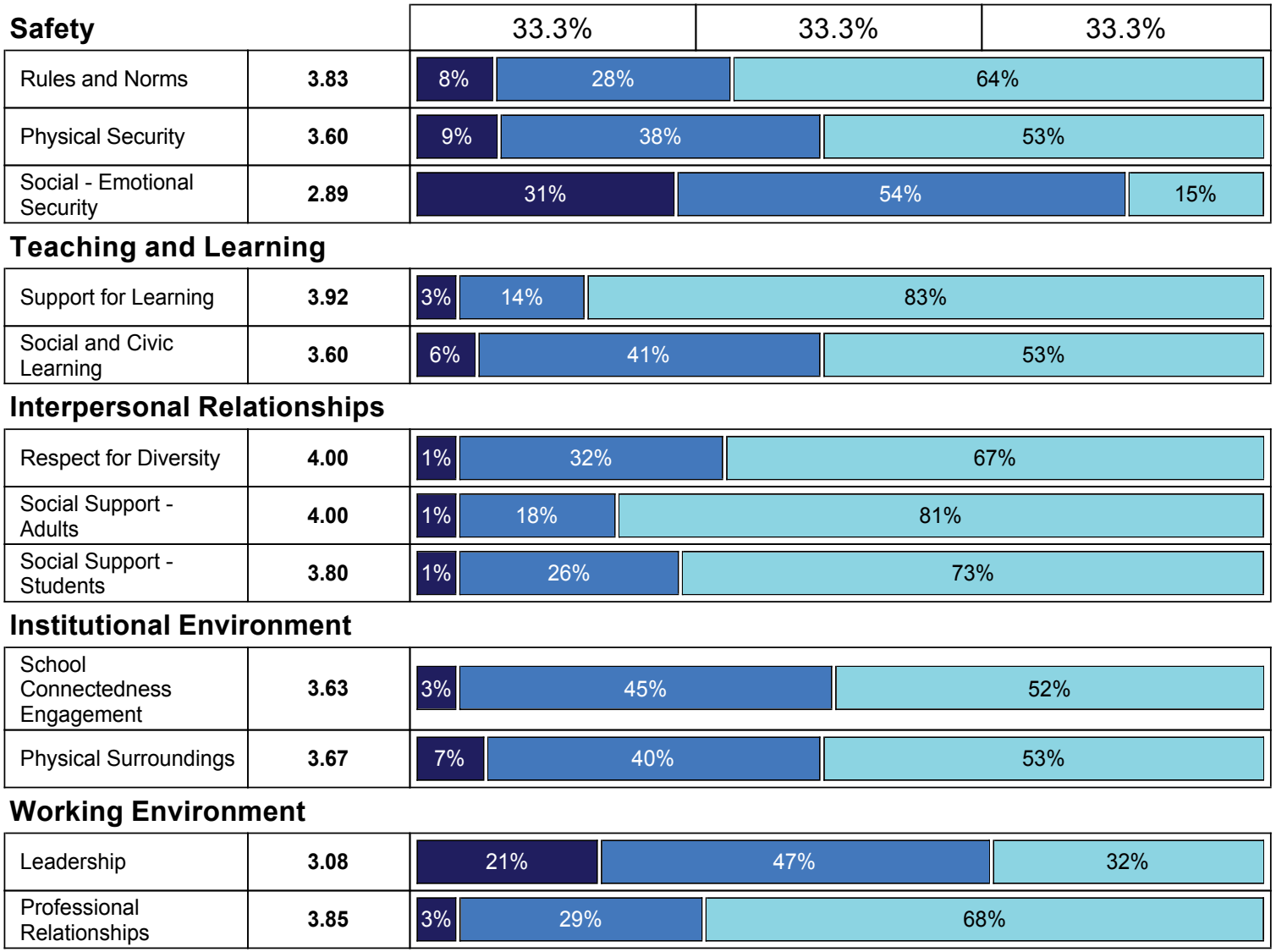
As you may remember from the survey itself, possible responses ranged from 1 (the most negative) to 5 (the most positive). Each of the survey items is linked to one particular dimension of school climate. For each dimension, we give each individual respondent a "scale score" based on an average of his or her responses to those particular items. In order to obtain an overall sense of the group's perception of a particular dimension, we found the median of all the individual scale scores. **The median is a midpoint—there are equal numbers of scores below and above the median.** To help you interpret the scores, we've grouped them according to the 5-point scale from the original survey. Any individual dimension scores below 2.5 were considered negative, any scores above 3.5 were considered positive, and any scores between 2.5 and 3.5 were considered neutral.

Median Scores and Rating Patterns — Students

Dimension	Median	Score Distribution
Safety		33.3% | 33.3% | 33.3%
Rules and Norms	**3.50**	10% | 45% | 45%
Physical Security	**3.40**	8% | 53% | 39%
Social - Emotional Security	**2.89**	27% | 66% | 7%
Teaching and Learning		
Support for Learning	**3.40**	12% | 48% | 40%
Social and Civic Learning	**3.00**	27% | 54% | 19%
Interpersonal Relationships		
Respect for Diversity	**3.25**	13% | 56% | 32%
Social Support - Adults	**3.38**	11% | 51% | 38%
Social Support - Students	**3.60**	10% | 37% | 53%
Institutional Environment		
School Connectedness Engagement	**3.25**	12% | 57% | 31%
Physical Surroundings	**3.00**	17% | 60% | 23%

	= % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)
	= % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)
	= % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)

Median Scores and Rating Patterns — School Personnel



Median Scores and Rating Patterns — Parents

Dimension	Median	Score Distribution		
Safety		33.3%	33.3%	33.3%
Rules and Norms	**4.00**	13%	21%	67%
Physical Security	**4.00**	5%	32%	63%
Social - Emotional Security	**3.00**	32%	40%	29%
Teaching and Learning				
Support for Learning	**3.60**	19%	28%	53%
Social and Civic Learning	**3.22**	19%	51%	30%
Interpersonal Relationships				
Respect for Diversity	**3.50**	14%	40%	46%
Social Support - Adults	**3.75**	9%	34%	56%
Social Support - Students	**3.80**	11%	29%	60%
Institutional Environment				
School Connectedness Engagement	**3.88**	16%	24%	60%
Physical Surroundings	**3.67**	3%	44%	53%

	= % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)
	= % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)
	= % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)

II. School Climate Overview

Why is this important?

- This chart allows you to look at a comparative profile of the overall (median) ratings to help you understand two important relationships: 1. how ratings for different dimensions compare for the same school group; and 2. how ratings for similar dimensions compare across school groups.

How to look at this data:

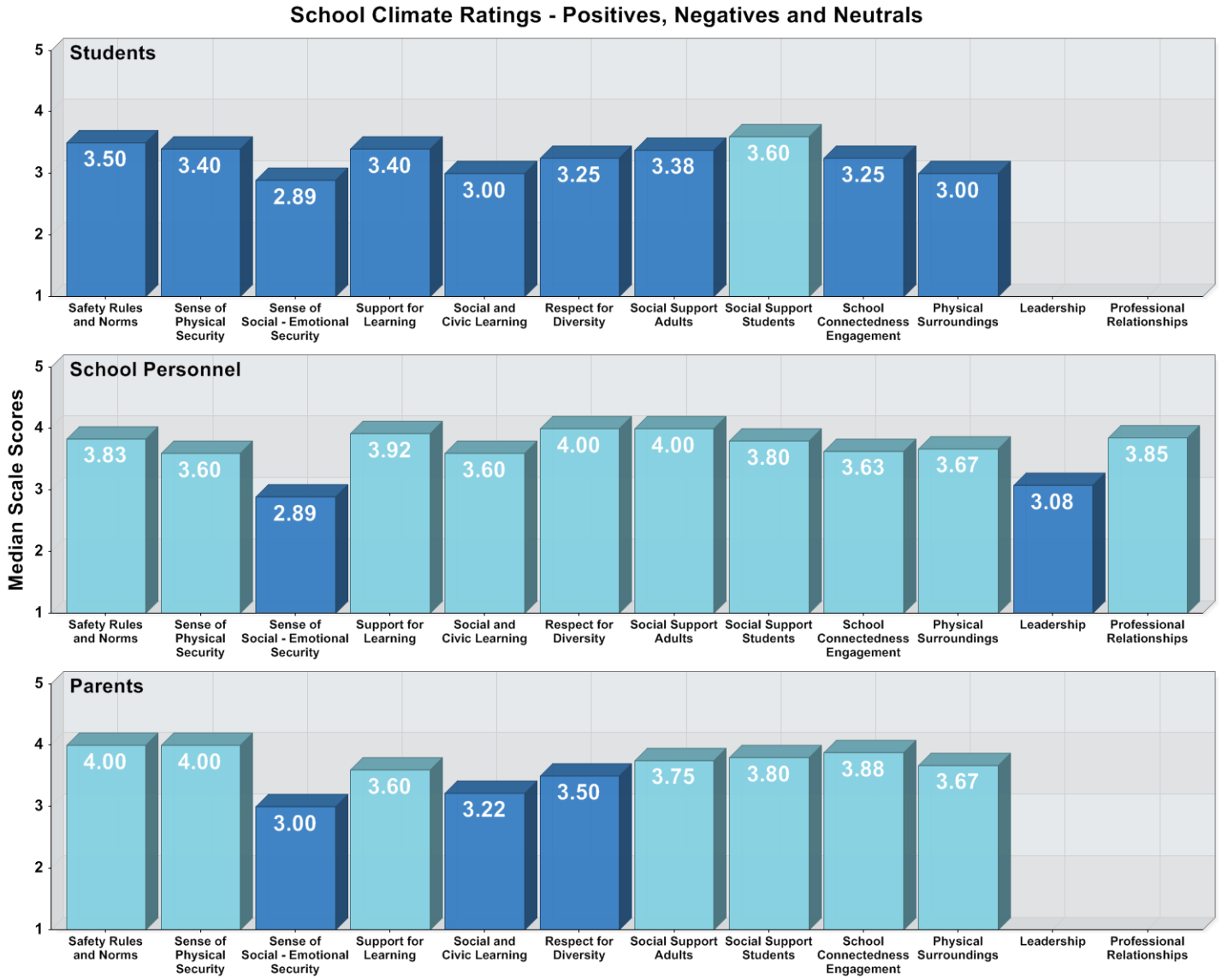
- The bars are color-coded to help you see at a glance the dimensions that each group rates as positive (higher than 3.5), negative (lower than 2.5), or neutral (between 2.5 and 3.5).
- Look for each group's relative perceptions about the various aspects of school climate by looking across the chart.
- Look at the convergence of opinion across groups by looking at the columns that correspond to each dimension.

Important Note:

When you compare results across groups, remember that while the surveys are designed to measure similar dimensions, they do so in slightly different ways and with different populations. Therefore, some level of difference is to be expected, simply because of the differences inherent in the groups themselves. (For example, adults may be less likely to give extreme answers than students as a result of age.) We recommend that you concentrate most on major differences, and pay special attention to the relative rankings of the dimensions by each group. For example, if the school personnel rated the environment higher than any other dimension (regardless of the actual numerical score), while the students rated it near the bottom, that would be worth exploring.

For more detailed information about each group's perceptions, be sure to look at the detailed response patterns (in Section III of this report). The median is only a midpoint—there are as many scores below that number as above.

School Climate Ratings — Positives, Negatives and Neutrals



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

Why is this important?

- As a companion to the previous chart, this chart presents the positive, negative and neutral ratings in slightly different form.

How to look at this data:

- You will see each school climate dimension listed in the left column, with the surveyed school groups across the top. For each group the chart indicates whether the median scale score was positive, negative or neutral as shown in the color-coded key.
- We recommend that you keep in mind the considerations discussed earlier about group differences, although major discrepancies between school groups should certainly be explored further.
- Dimensions that are rated negatively, especially if the negative ratings are consistent across groups, indicate areas that should be addressed. Because **safety is such a foundational dimension,** special attention should be paid to low ratings in this area.
- We encourage you to **examine these findings in the context** of the more detailed profiles that follow. In all cases, it is important to consider and discuss not just whether dimensions are rated positively or negatively, but also to **use the results to think about why**—what you as a school may have done to promote dimensions that are strong, and how weaker dimensions may have been neglected or even inadvertently undermined.
- NSCC also recommends that the answers to these questions lead you to **consider more questions and ideas for data-gathering** in your school, either now or in the future.

Comparative Ratings — Another View

	Students	School Personnel	Parents
Safety Rules & Norms			
Sense of Physical Security			
Sense of Social-Emotional Security			
Support for Learning			
Social and Civic Learning			
Respect for Diversity			
Social Support / Adults			
Social Support / Students			
School Connectedness / Engagement			
Physical Surroundings			
Leadership	--- N/A ---		--- N/A ---
Professional Relationships	--- N/A ---		--- N/A ---

	= median rating in the negative range (scores lower than 2.5 on a 5 - point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)
	= median rating in the positive range (scores above 3.5 on a 5 - point scale)

Why is this important?

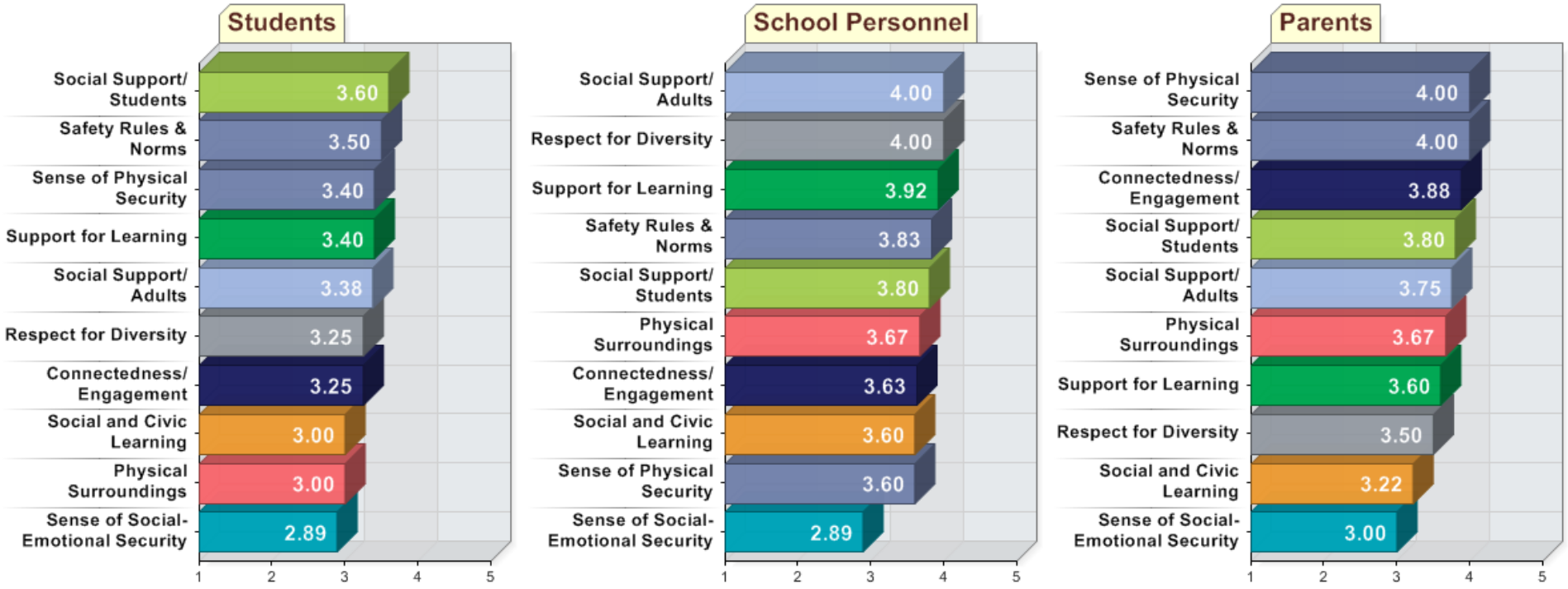
- This chart allows you to look at **scale scores in relative terms** for each school group. It also allows you to look at the order in which each group rates the dimensions in comparison with the other two groups. This should give you a sense of the way those in different groups perceive the school's relative strengths and weaknesses.

How to look at this data:

- This chart shows you a graphic representation of **each school group's median dimension ratings, in rank order** from highest-rated to lowest-rated. You can use this chart to **compare the relative perceptions** of the different groups—for example, a particular dimension may be rated at the top for one group, but near the bottom for another. This should give you a sense of how the different groups perceive the school's relative strengths and weaknesses.
- Results are presented as a series of side-by-side graphs, one for each school group. The length of the bar indicates the value of the median rating (which is also shown numerically at the end of the bar itself).
- The **dimensions are color-coded,** so you can easily look across groups to see how the different groups perceived a particular dimension of school climate.
- NSCC encourages you to **focus on relative rankings rather than numerical ratings.** In other words, if students rate Environment higher than any other category, while teachers rate it one of the lowest, you might obtain **a better understanding** of the difference in perceptions than if you simply compare the median rating for each group on that dimension. So make use of this graph to examine the relative rankings, and how the perceptions of the different groups compare to one another.

The chart on the following page is a companion to this and presents the relative rankings for each group in a **numeric** (rather than graphic) format.

Median Scale Scores - Rank Order



Comparative Rankings for Shared School Climate Dimensions

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

III. In-Depth Profiles

This In-Depth Profile section will provide you with a **deeper and more focused picture** of perceptions about safety, teaching and learning, relationships, and the institutional environment for each of the school groups and for **selected sub-groups** of students, school personnel and parents.

The School Climate Dimensions and Comparative Rating Patterns sections will provide **information on the rating patterns of each group for each dimension,** looking at consistency of response **for each school group** across school dimensions and also comparing the patterns **across the surveyed school groups.**

In the Overview section at the beginning of this report, the emphasis was on **overall group response,** based on median, or mid-point scores, which is a good indicator of overall opinion. However, **one overall measure can never fully capture everything** that you want to know. This section of the report will help you **dig deeper** to understand the distribution of responses and act accordingly.

The Sub-Group Profiles section focuses on **comparative ratings for key sub-groups. This includes students** (e.g. grade, gender, race/ethnicity, language status); **school personnel** (e.g. grade and experience); and **parents** (e.g. grade, race/ethnicity). This should help you see whether there are identifiable groups that perceive school climate dimensions in consistently different ways and which dimensions might be most sensitive to different population characteristics.

- Introduction
- School Climate Dimensions:
  - Safety—Rules & Norms
  - Sense of Physical Security
  - Sense of Social-Emotional Security
  - Support for Learning
  - Social & Civic Learning
  - Respect for Diversity
  - Social Support—Adults
  - Social Support—Students
  - School Connectedness/Engagement
  - Physical Surroundings
  - Leadership
  - Professional Relationships
- Comparative Rating Patterns Across Dimensions:
  - Students
  - School Personnel
  - Parents
- Sub-Group Profiles:
  - Students
  - School Personnel
  - Parents

III. In-Depth Profiles

Introduction

- The findings in the School Climate Dimensions section are organized around the twelve (School Personnel) or ten (Students and Parents) measured dimensions of school climate organized under the four major areas that contribute to school climate: safety, teaching and learning, relationships and the environment.
- Because there are as many scores below the median as above, it is **important to look not just at the median ratings, but also to understand the distribution of responses by digging more deeply.** For example a median rating of 3.0 on the 5 point scale might mean that almost all of those responding had scores between 2.5 and 3.5, or it could mean that half had highly negative scores (close to 1) and half had highly positive scores (close to 5). How you interpret and act on this information would be very different in these two instances.
- The graphs in this section illustrate the **pattern of responses for each school group,** showing the percentage of students, school personnel and parents whose scale scores for each dimension fall into each range from very negative to very positive. In looking at and discussing the response patterns for each dimension, you should think about the degree to which respondents cluster around certain judgments or vary across the spectrum. If the pattern indicates multiple clusters, this may suggest that there are sub-groups that could be experiencing this dimension of school climate very differently.
- **Sub-group ratings can be further explored** in the Sub-Group Profiles section, which reports results for some of the sub-groups that might be expected to experience various aspects of school climate differently. Your school should identify whether there are additional sub-groups that might be important for future analysis.
- For full details on how the surveyed groups responded to each individual survey item that comprises each school dimension scale, you can refer to the Detailed Results section at the end of this Report.

Why is this important?

- These charts will allow you to see in greater detail the distribution of scale scores for individuals within each group. This enables you to **understand how much individuals' perceptions within each group converge around the group median score** and the percentage whose scale scores fall into different ranges from highly negative to highly positive.
- The first set of graphs is **organized around the ten dimensions of school climate,** which allows you to see the range of perceptions for the three surveyed populations in relation to each dimension. The second set is **organized by survey group** (e.g all student graphs together, all parent graphs together, etc). This allows you to see each group's responses across all dimensions, and identify any patterns.

How to look at this data:

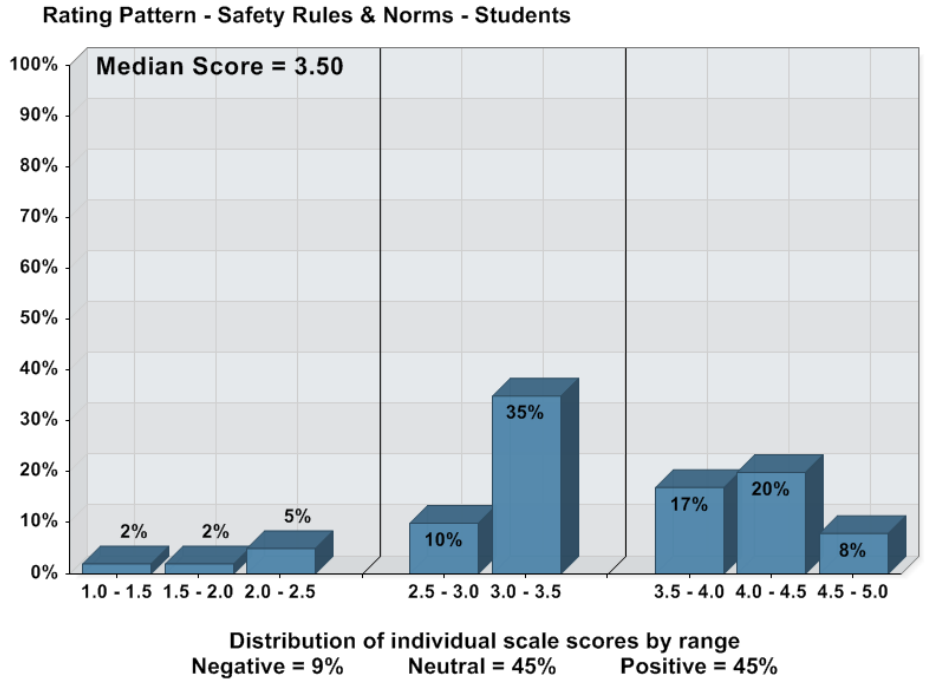
- These charts show the percentage of individuals within each of the three groups whose scores fall into different ranges from very negative (1.0 to 1.5) to very positive (4.5-5.0) on the five-point scale. **The scores are grouped in increments of 0.5 to provide you with more detail** about the distribution of scores within each school group.
- As has been shown in previous charts, there is a notation giving the percentage of respondents whose scores can be considered negative (less than 2.5), positive (greater than 3.5) and neutral (between 2.5 and 3.5). The median score is also noted on each chart.
- **You should start by looking at the response patterns for each group and consider:**
  - The percentage of each population surveyed (e.g students, school personnel, and parents) who perceive each dimension in a positive, negative or neutral light in your school, as well as how consistent the patterns of opinion appear to be within each group.
  - Whether there are other indicators in your school that dovetail with these patterns, and any theories you have that may account for some of the variation.
- In the next section you can explore these theories by looking at overall rating patterns for specific sub-groups that may experience school differently. For example, do girls report a different sense of physical security vs. boys? Do school personnel with more experience see support for learning differently from newer staff?
- **You should also look at these patterns in comparative terms:**
  - Is there any one group whose opinions appear more consistent? For example, is there more convergence of opinion among school staff than among students or parents? For which dimensions do you see this most clearly? How much do the patterns vary?
  - What are the shifting patterns between negative, positive and neutral?
  - If one group rates respect for diversity higher than another, is this primarily because more individuals see it in a very positive way, or fewer see it in a very negative light? What might be affecting these ratings?
  - What does it mean for your school if most opinions converge toward the center vs. a range of opinions that are both very positive and very negative? What difference might it make in what actions you consider appropriate for improvement?

SAFETY

Safety is a basic need. Feeling unsafe naturally undermines learning and healthy development. Safe schools promote student achievement and school success. Historically, schools have concentrated on physical safety, showing less sensitivity to emotional safety. In recent years, schools have become more attuned to how social safety and the problem of social bullying shapes learning and development. This survey looks at three aspects of safety: rules and norms (institutional safety) and actual sense of security - both physical and social-emotional.

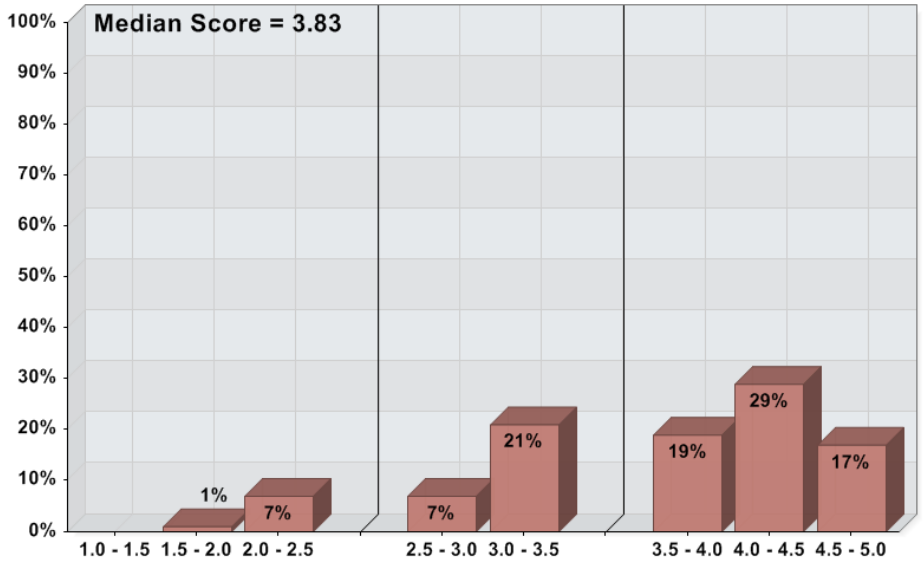
Safety: Rules and Norms

This scale focuses on the clarity of the school's rules for maintaining safety, both physical safety and social-emotional safety, and the consistency and fairness with which rules are enforced. For example, is it clear that there are rules about physical and social bullying? Are they fairly enforced by adults in the school?



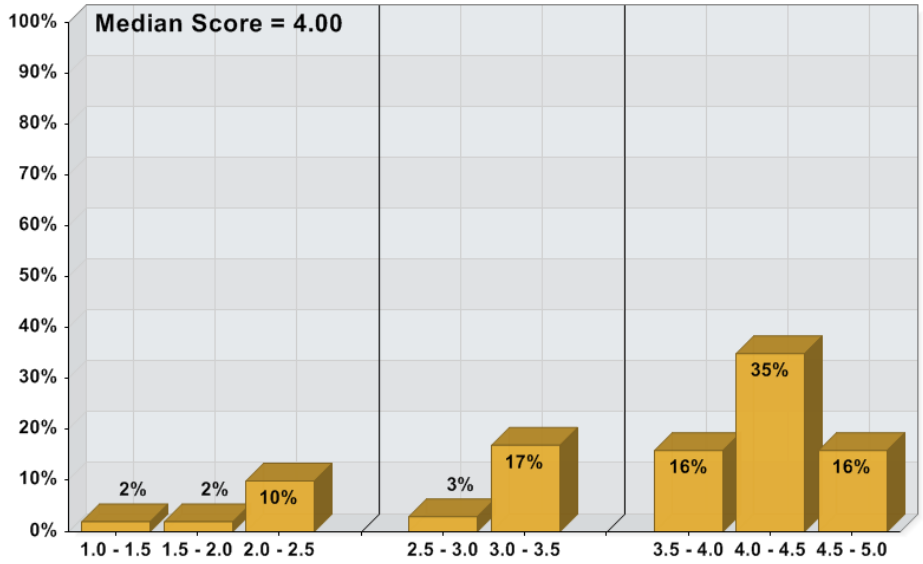
For complete details on the items that comprise all of these scales, please refer to pp. - . 100 132
As a result of rounding, percentages may differ slightly from those on pages 11-13.

Rating Pattern - Safety Rules & Norms - School Personnel



Distribution of individual scale scores by range
Negative = 8% Neutral = 28% Positive = 65%

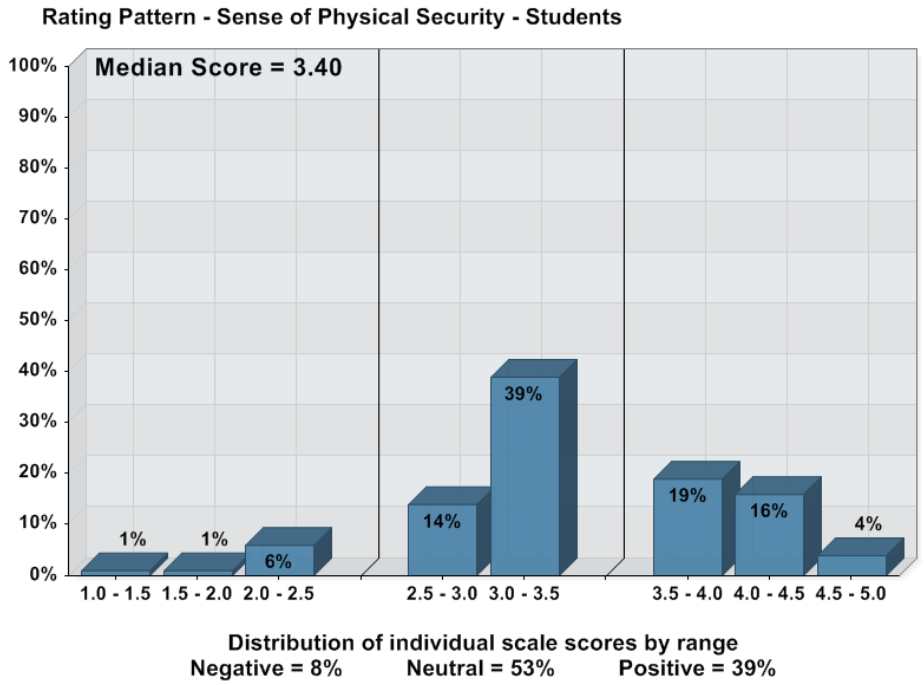
Rating Pattern - Safety Rules & Norms - Parents



Distribution of individual scale scores by range
Negative = 14% Neutral = 20% Positive = 67%

Safety: Sense of Physical Security

This scale focuses on the degree to which people feel physically safe in the school building and in the area surrounding the school. For example, have individuals themselves experienced physical abuse and to what extent have they seen others being subjected to physical harm such as pushing, slapping or punching?

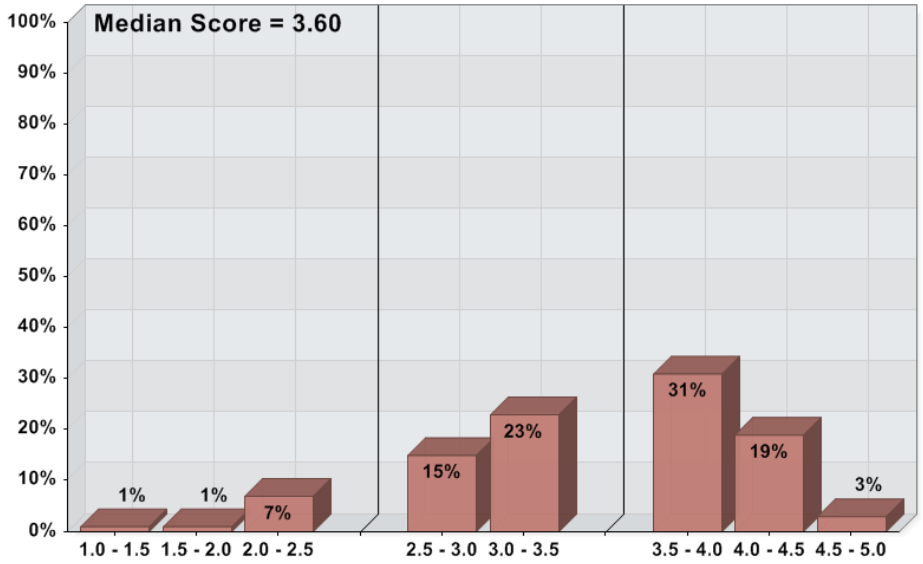


For complete details on the items that comprise all of these scales, please refer to pp. - . 100 132

As a result of rounding, percentages may differ slightly from those on pages 11-13.

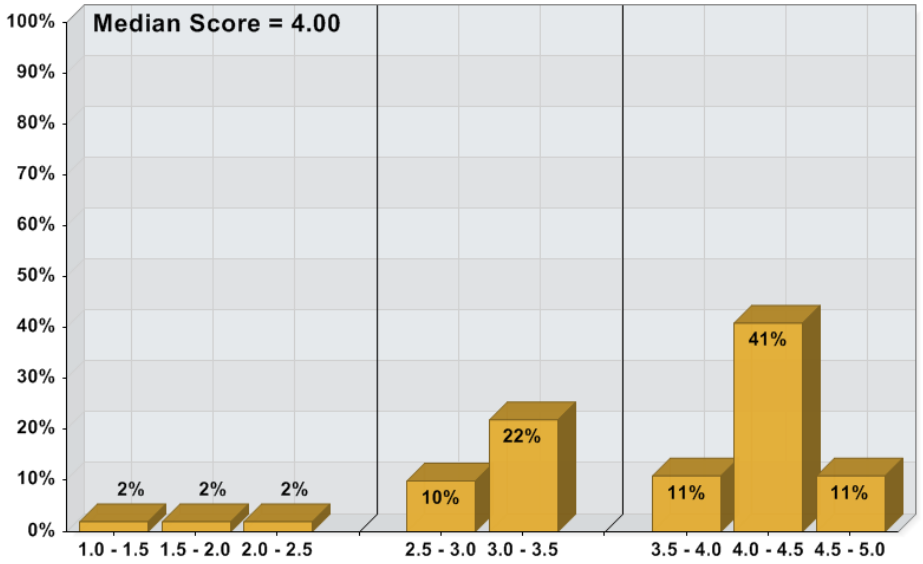
School Climate Dimensions: Sense of Physical Security

Rating Pattern - Sense of Physical Security - School Personnel



Distribution of individual scale scores by range
Negative = 9% Neutral = 38% Positive = 53%

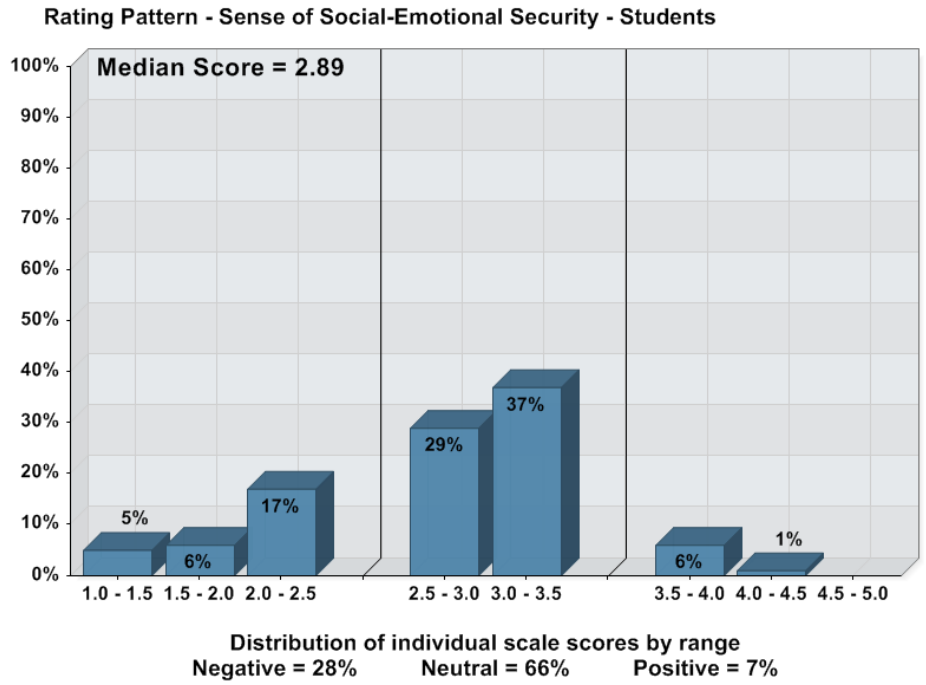
Rating Pattern - Sense of Physical Security - Parents



Distribution of individual scale scores by range
Negative = 6% Neutral = 32% Positive = 63%

Safety: Sense of Social-Emotional Security

This scale focuses on the degree to which people feel safe in social-emotional terms. Questions on this scale probe experience and witnessing of verbal abuse, harassment, and exclusion.

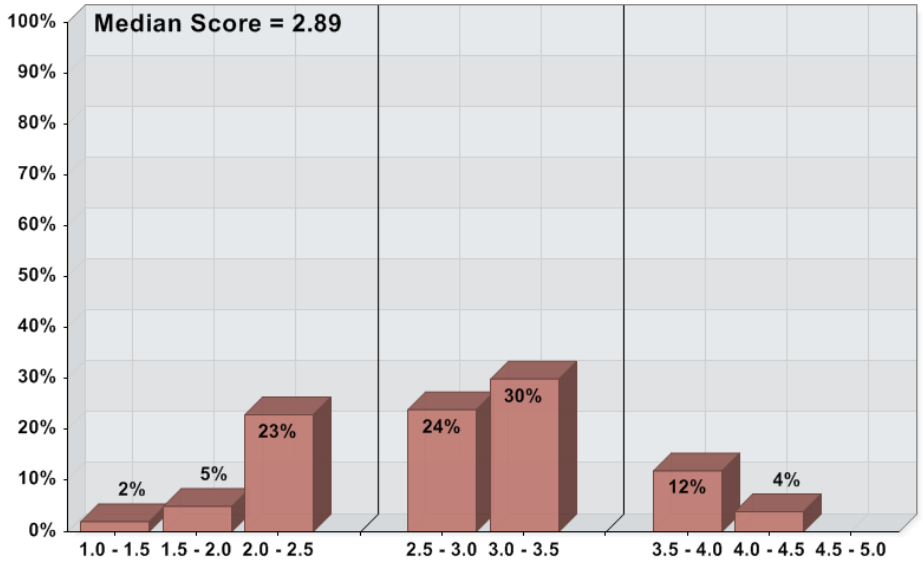


For complete details on the items that comprise all of these scales, please refer to pp. - . 100 132

As a result of rounding, percentages may differ slightly from those on pages 11-13.

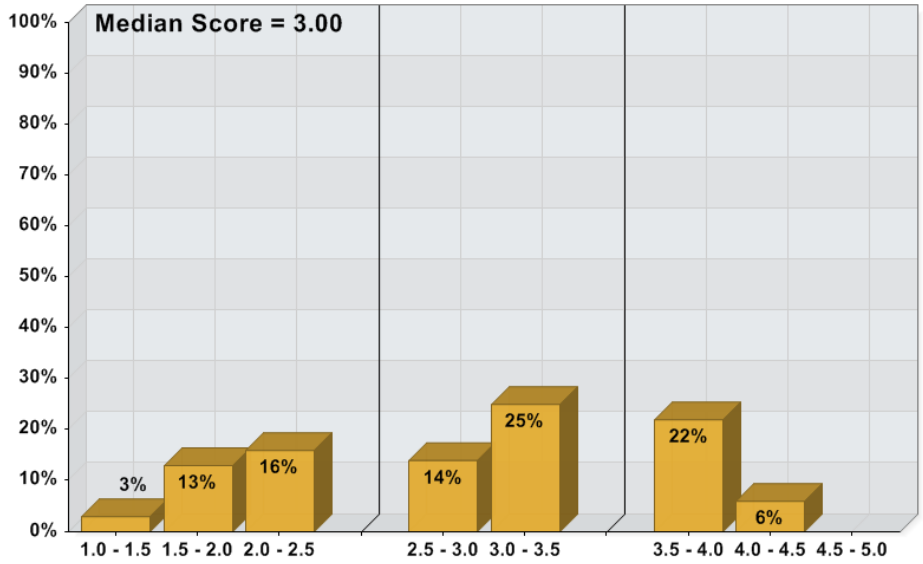
School Climate Dimensions: Sense of Social-Emotional Security

Rating Pattern - Sense of Social-Emotional Security - School Personnel



Distribution of individual scale scores by range
Negative = 30% Neutral = 54% Positive = 16%

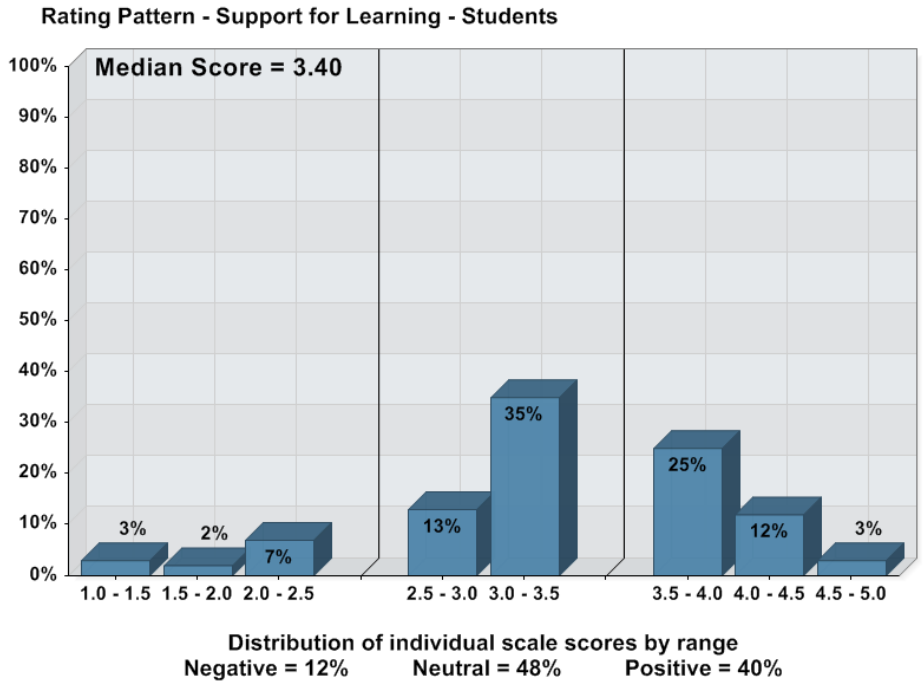
Rating Pattern - Sense of Social-Emotional Security - Parents



Distribution of individual scale scores by range
Negative = 32% Neutral = 39% Positive = 28%

TEACHING AND LEARNING

The goal of schooling is to foster learning and development. Educational research has identified factors that influence school success, including the use of varied and customized instructional strategies and the promotion of students' reflective, self-monitoring, and decision-making skills. Students are also more able learners when they are made comfortable taking risks, when they feel safe "not knowing", and can genuinely ask for help in understanding. Adults' expectations for students—and the ability to communicate this—also powerfully shape learning and school engagement. Teaching and learning is always social, emotional and ethical as well as cognitive in nature. Active and purposeful social, emotional, and ethical teaching and modeling also supports students' academic achievement and school success, as well as their development into responsible and productive citizens.

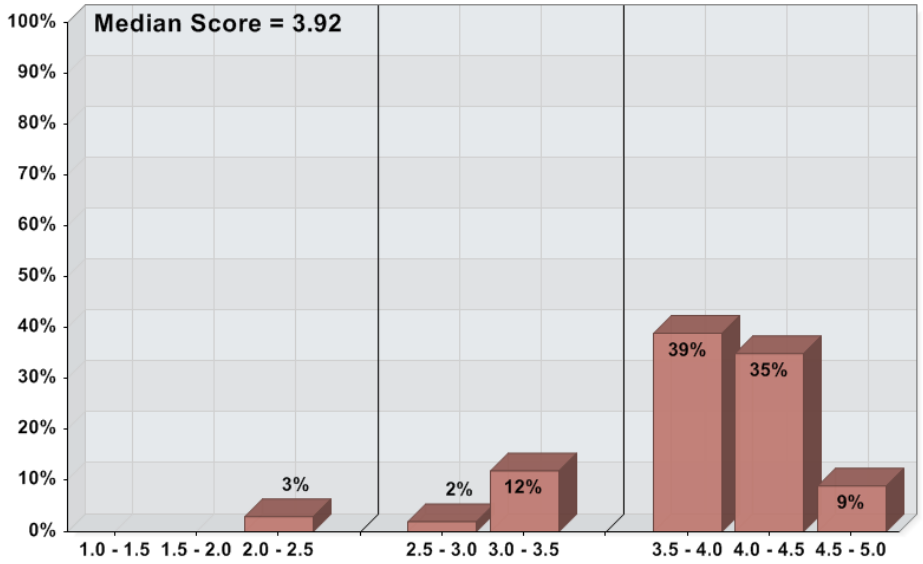


Teaching and Learning: Support for Learning

This scale highlights adults' and students' interactions in the learning process. For example, do students feel that teachers let them know when they do a good job and offer them constructive feedback? Is schoolwork challenging? Is there support for learning from mistakes? Is there an opportunity to demonstrate knowledge and skills in a variety of ways?

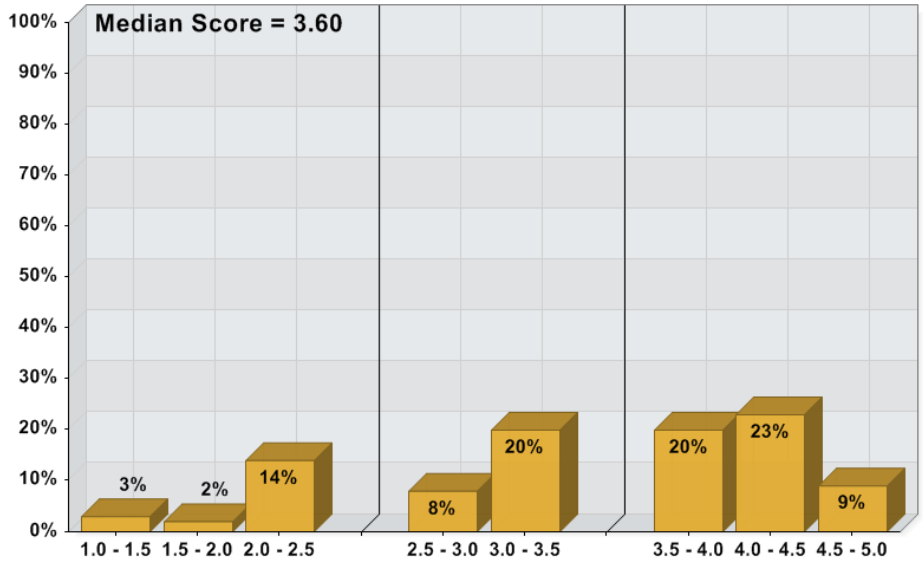
For complete details on the items that comprise all of these scales, please refer to pp. - . 100 132
As a result of rounding, percentages may differ slightly from those on pages 11-13.

Rating Pattern - Support for Learning - School Personnel



Distribution of individual scale scores by range
Negative = 3% Neutral = 14% Positive = 83%

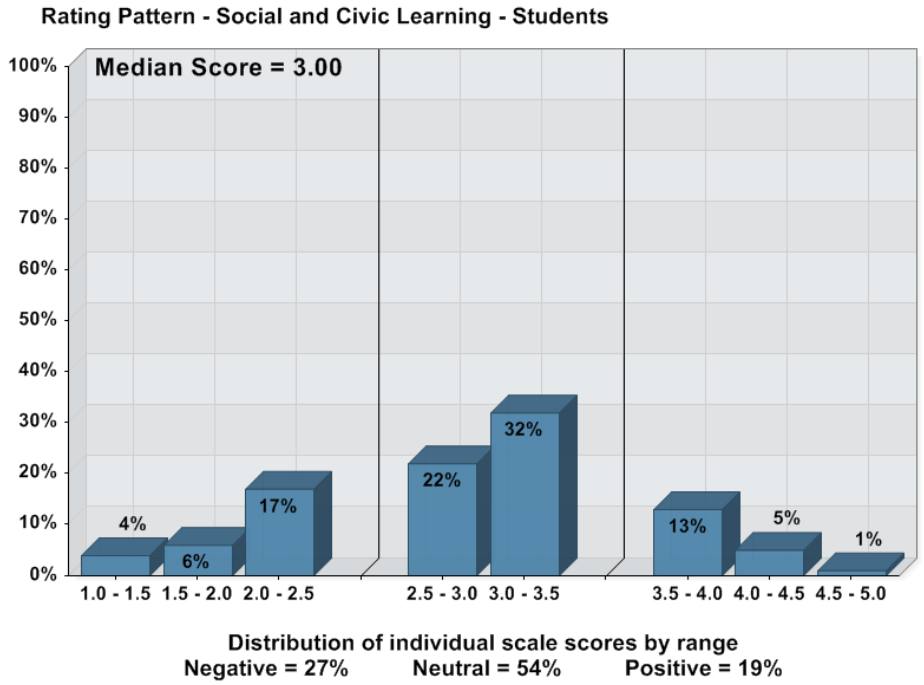
Rating Pattern - Support for Learning - Parents



Distribution of individual scale scores by range
Negative = 19% Neutral = 28% Positive = 52%

Teaching and Learning: Social and Civic Learning

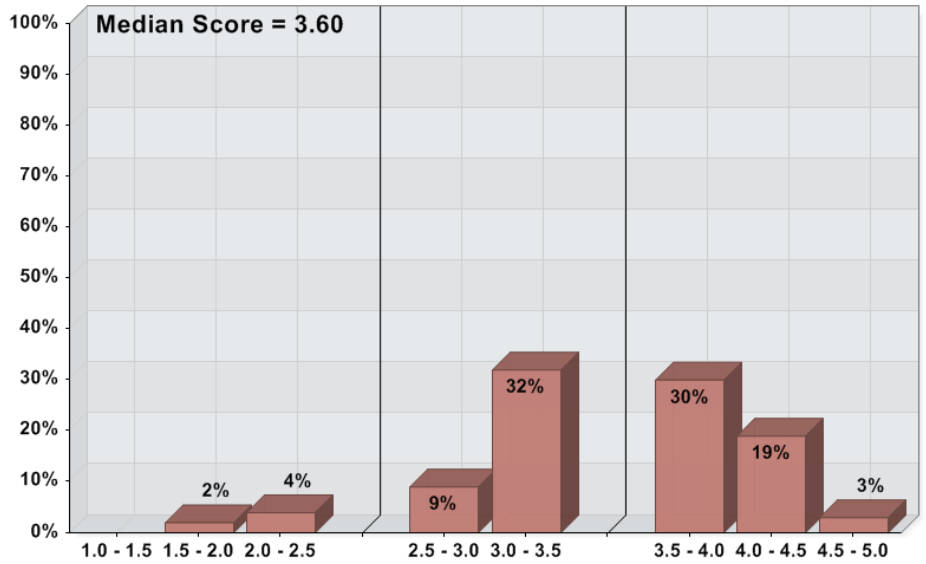
This scale describes the extent to which social and civic knowledge and skills are actively incorporated into school learning and how ethical dispositions are recognized and valued. For example, do students learn to listen and cooperate with others? Are they encouraged to think about "right" and "wrong"? Are they supported in the development of skills for reflection and self-control? Do they learn how to resolve conflicts effectively and amicably?



For complete details on the items that comprise all of these scales, please refer to pp. - . 100 132

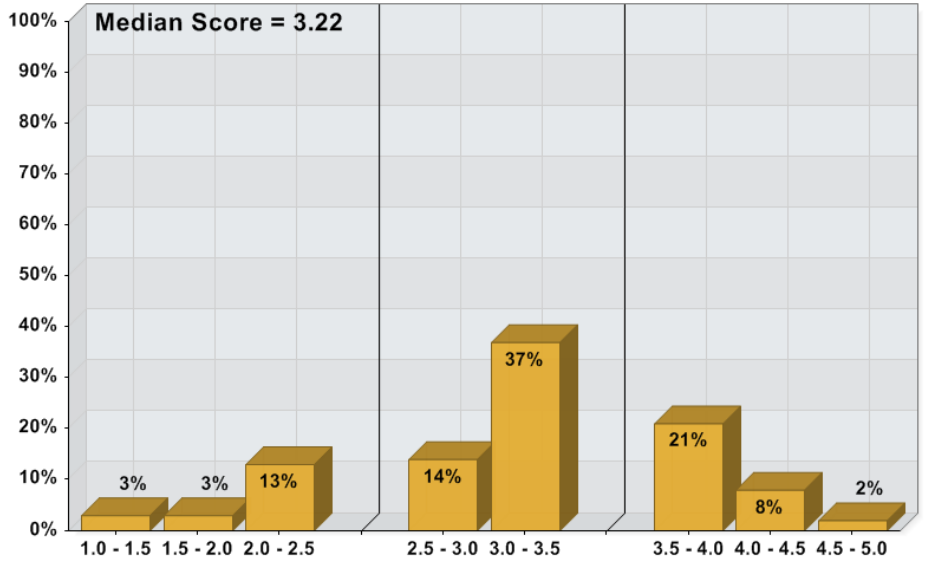
As a result of rounding, percentages may differ slightly from those on pages 11-13.

Rating Pattern - Social and Civic Learning - School Personnel



Distribution of individual scale scores by range
Negative = 6% Neutral = 41% Positive = 52%

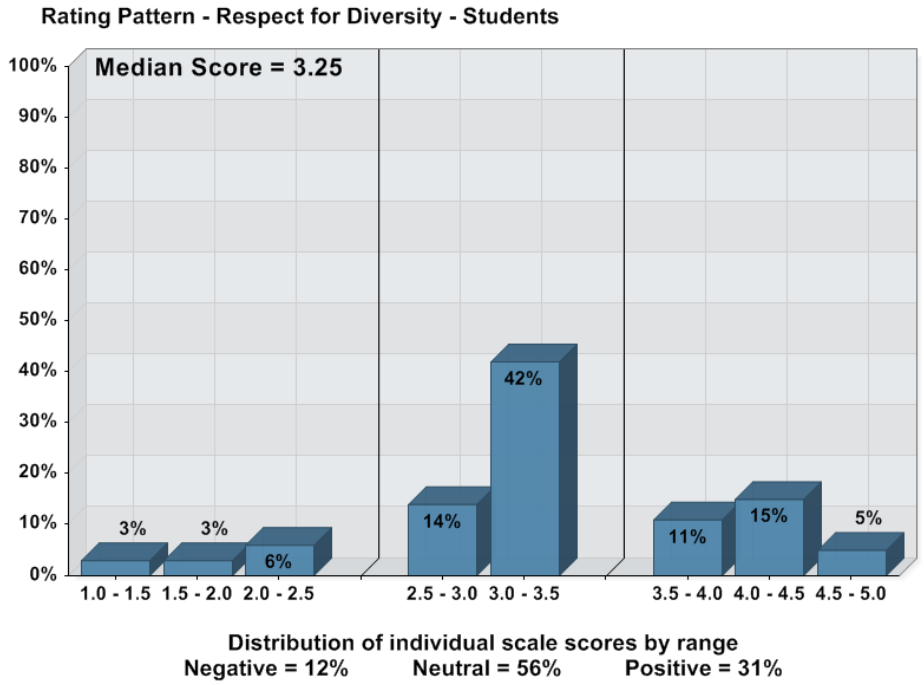
Rating Pattern - Social and Civic Learning - Parents



Distribution of individual scale scores by range
Negative = 19% Neutral = 51% Positive = 31%

INTERPERSONAL RELATIONSHIPS

School experiences are based on relationships. The extent to which adults and students listen to, respect and trust one another shapes the school community. How do students treat one another and do they have a network of friends they can count on for support? What is the quality of support they feel they can expect from adults in the school? Do they feel there are adults who care about them as individuals and to whom they can turn for help? Finally, how well do adults communicate and collaborate with one another and what tone does that set for students? How all of this is perceived by students profoundly affects their expectations for appropriate behavior and the quality of their school experience.



Interpersonal Relationships: Respect for Diversity

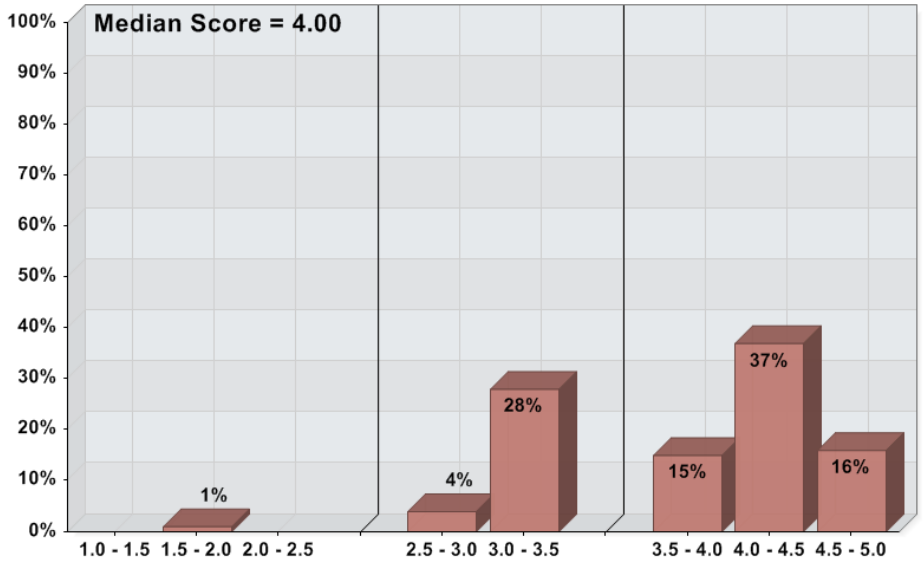
This scale focuses on the extent to which adults and students in the school respect each others' differences with regard to such factors as gender, race/ethnicity, or physical differences. It focuses on peer relationships among students and among adults and on the relationships between adults and students.

For complete details on the items that comprise all of these scales, please refer to pp. - . 100 132

As a result of rounding, percentages may differ slightly from those on pages 11-13.

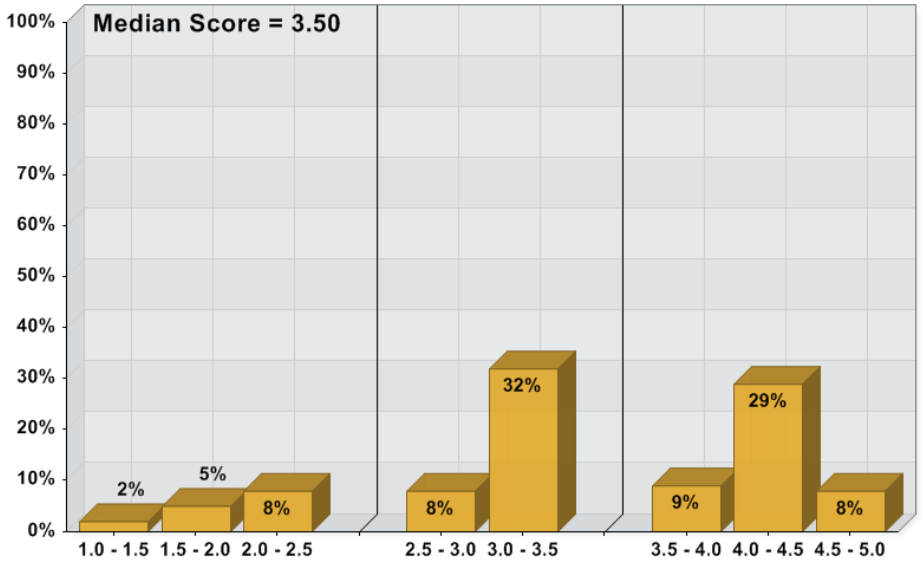
School Climate Dimensions: Respect for Diversity

Rating Pattern - Respect for Diversity - School Personnel



Distribution of individual scale scores by range
Negative = 1% Neutral = 32% Positive = 68%

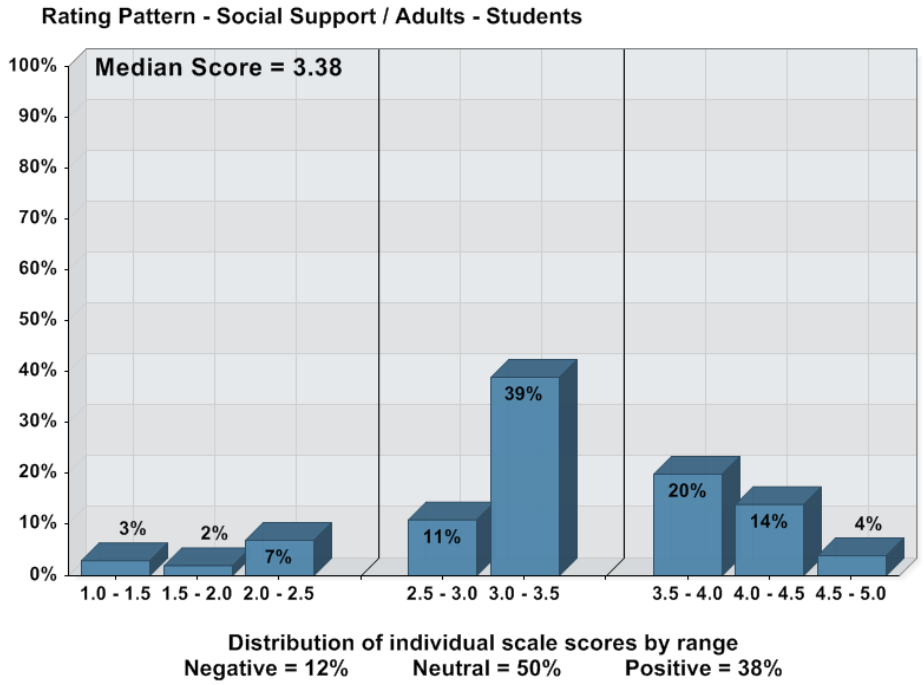
Rating Pattern - Respect for Diversity - Parents



Distribution of individual scale scores by range
Negative = 15% Neutral = 40% Positive = 46%

Interpersonal Relationships: Social Support—Adults

This scale deals with quality of social relationships among adults and students. Is there mutual trust and support? Do adults appear to work well with their peers? Do students feel that adults in the school show an interest in them and listen to what they have to say?

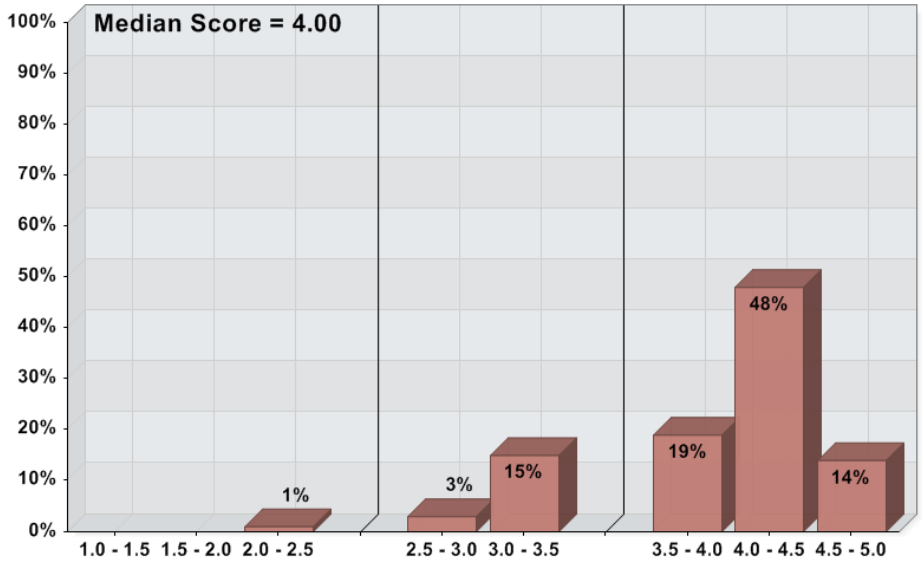


For complete details on the items that comprise all of these scales, please refer to pp. - . 100 132

As a result of rounding, percentages may differ slightly from those on pages 11-13.

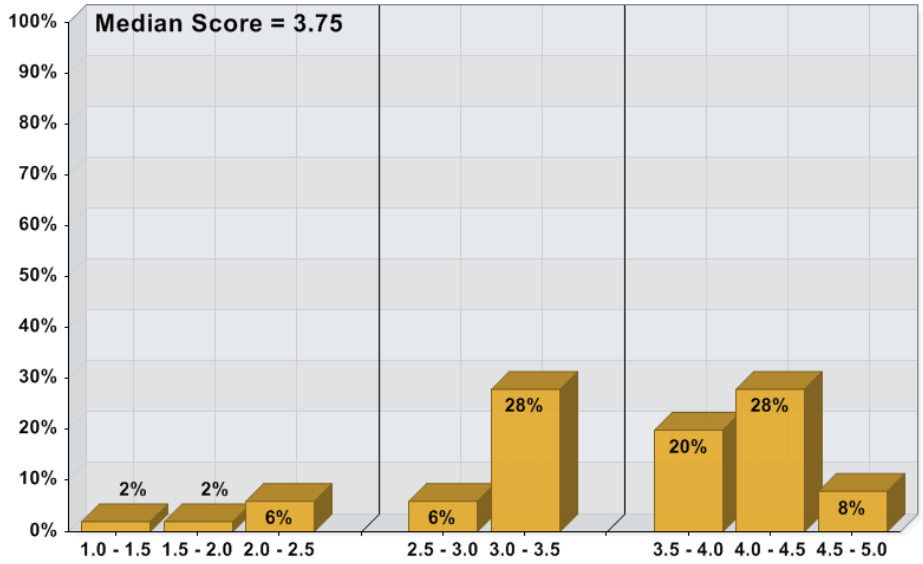
School Climate Dimensions: Social Support—Adults

Rating Pattern - Social Support/ Adults - School Personnel



Distribution of individual scale scores by range
Negative = 1% Neutral = 18% Positive = 81%

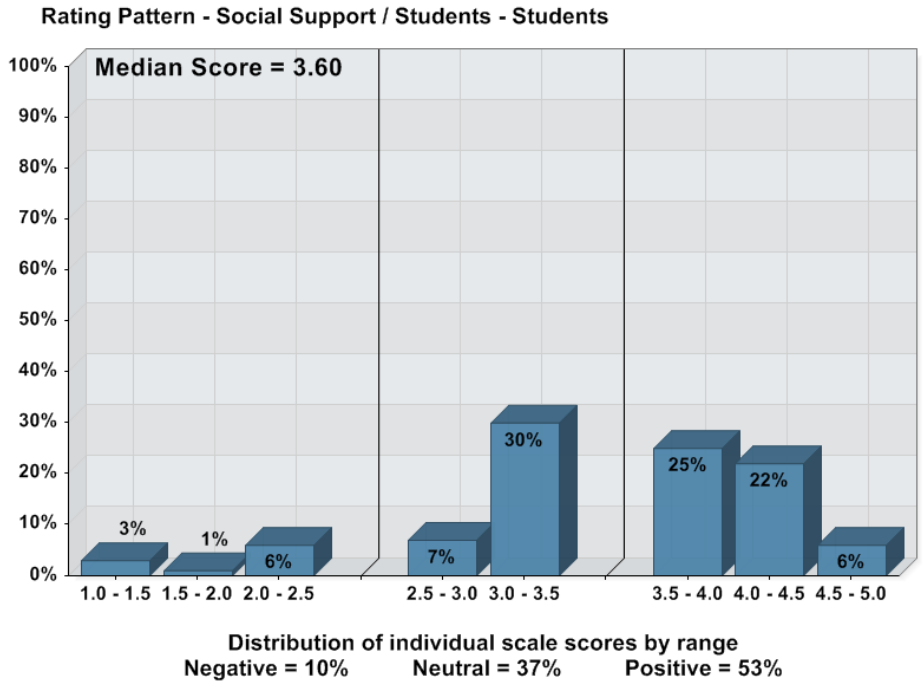
Rating Pattern - Social Support / Adults - Parents



Distribution of individual scale scores by range
Negative = 10% Neutral = 34% Positive = 56%

Interpersonal Relationships: Social Support—Students

This scale deals with quality of social support among students. Do students have a network of friends that sustain them academically and socially?

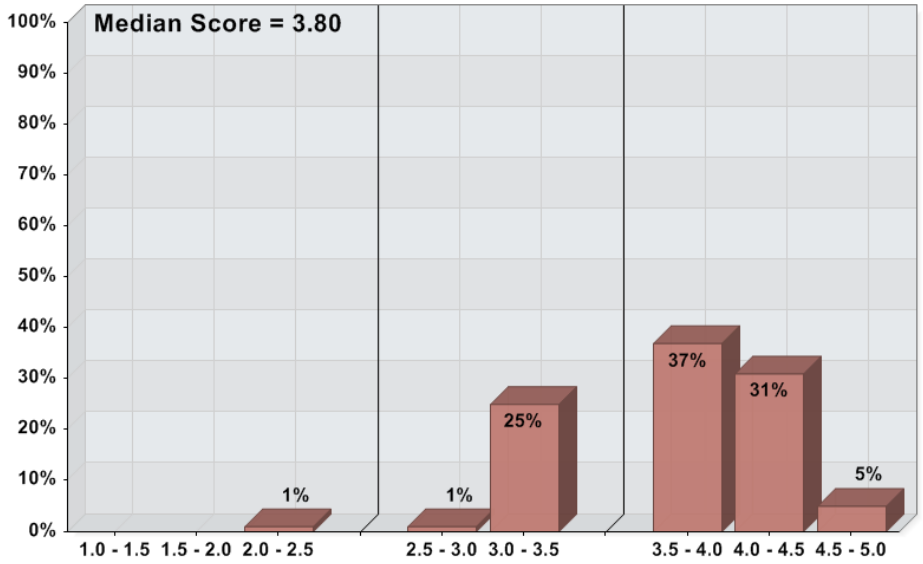


For complete details on the items that comprise all of these scales, please refer to pp. - . 100 132

As a result of rounding, percentages may differ slightly from those on pages 11-13.

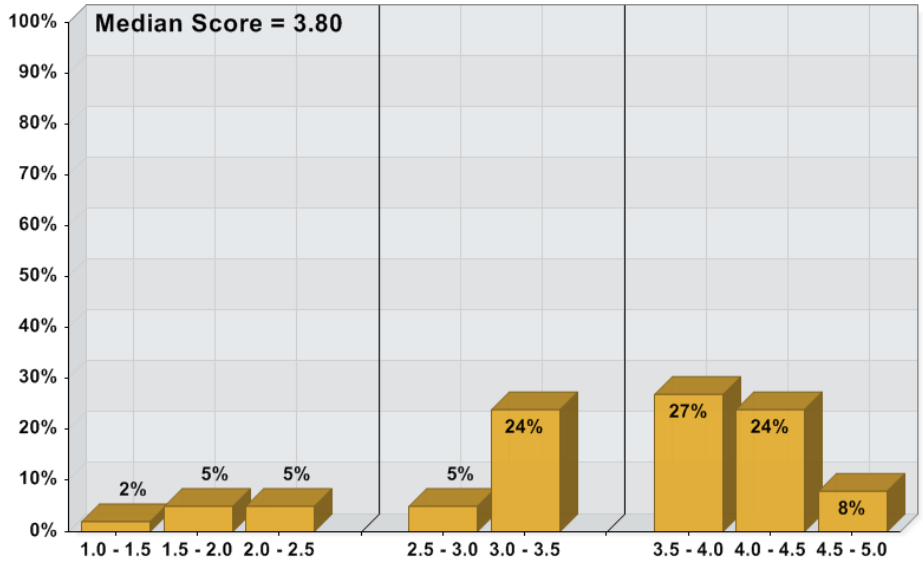
School Climate Dimensions: Social Support—Students

Rating Pattern - Social Support/ Students - School Personnel



Distribution of individual scale scores by range
Negative = 1% Neutral = 26% Positive = 73%

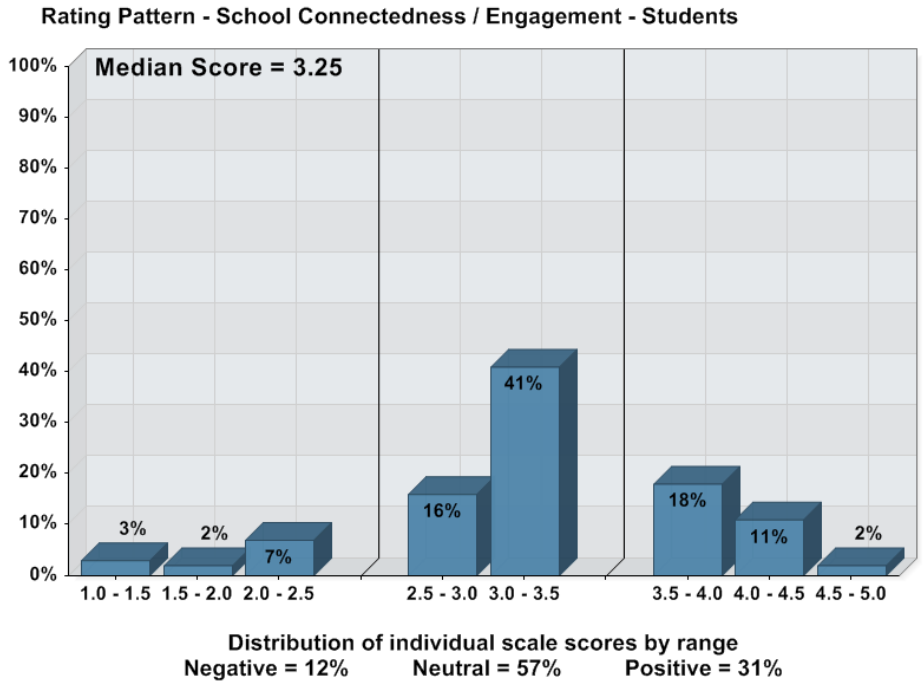
Rating Pattern - Social Support / Students - Parents



Distribution of individual scale scores by range
Negative = 12% Neutral = 29% Positive = 59%

INSTITUTIONAL ENVIRONMENT

The institutional environment in the school is defined in both physical and social terms. Socially, this entails students' positive sense of connectedness to and engagement in the life of the school as an institution. Do they identify positively with the school and have a sense that both they and their families belong there and are welcome. This is an important aspect of a student's school experience and contributes substantially to school success. The physical environment - facilities and resources - is also important. Naturally, how clean, cared for, orderly and attractive the school is affects teaching, learning, school engagement and overall morale.



Institutional Environment: School Connectedness/ Engagement

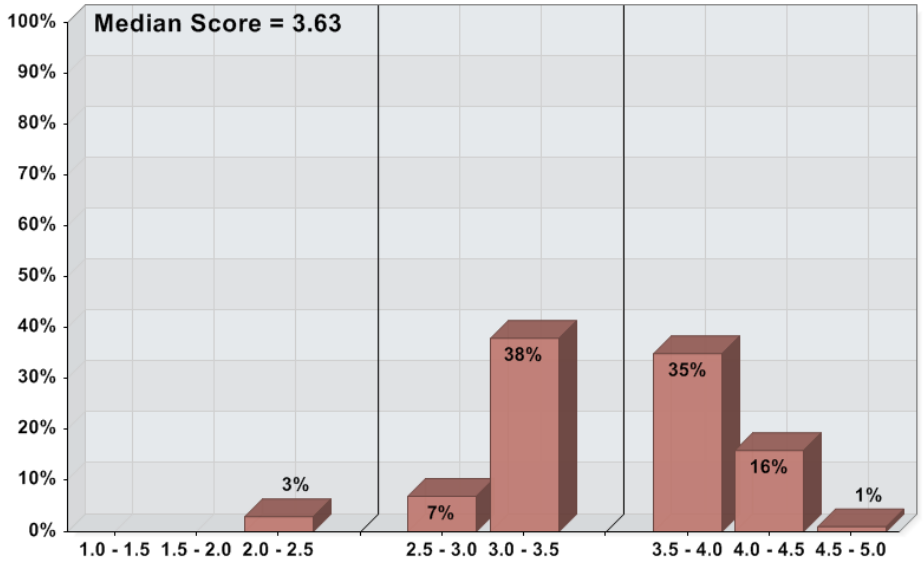
This scale focuses on how positively students feel about their school and the degree to which they and their families are encouraged to participate in school life. Do students feel good about their school and what they accomplish there? Do they feel that they are encouraged to become involved in school life beyond academics? Does the school reach out to families, by keeping them informed and making them feel comfortable speaking with teachers or attending school events?

For complete details on the items that comprise all of these scales, please refer to pp. - . 100 132

As a result of rounding, percentages may differ slightly from those on pages 11-13.

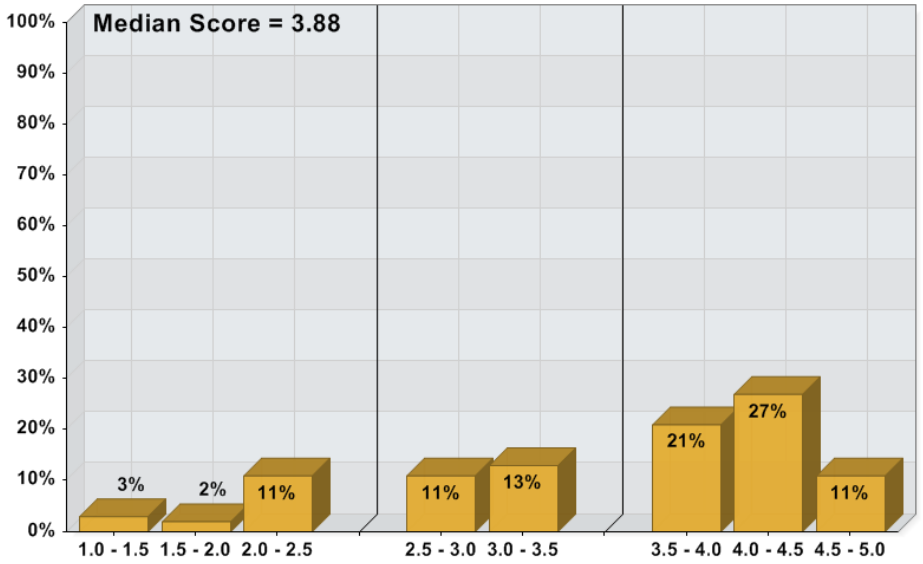
School Climate Dimensions: School Connectedness/Engagement

Rating Pattern - Connectedness/ Engagement - School Personnel



Distribution of individual scale scores by range
Negative = 3% Neutral = 45% Positive = 52%

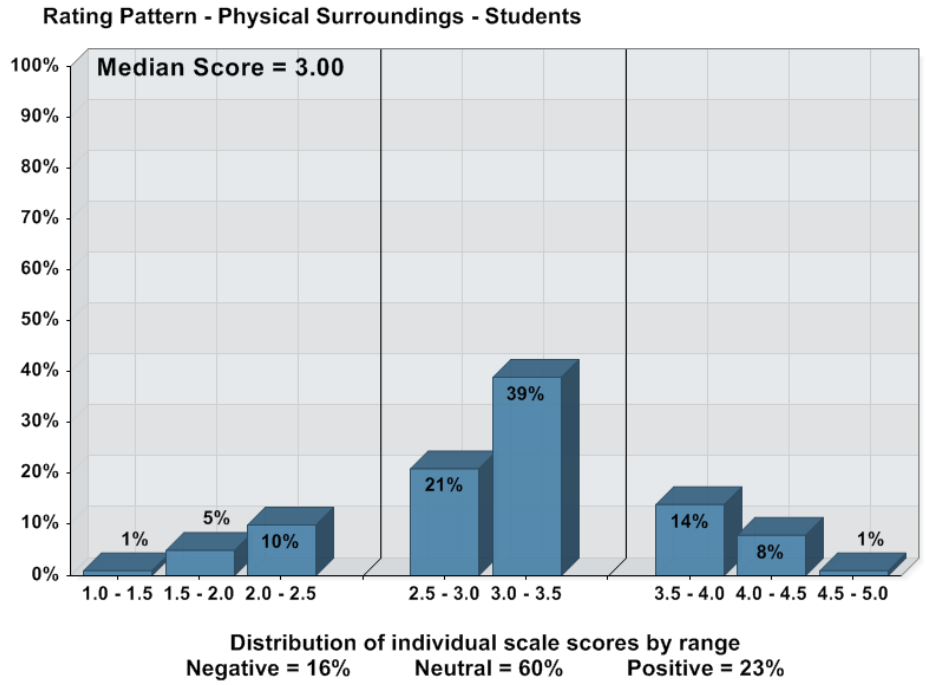
Rating Pattern - School Connectedness / Engagement - Parents



Distribution of individual scale scores by range
Negative = 16% Neutral = 24% Positive = 59%

Institutional Environment: Physical Surroundings

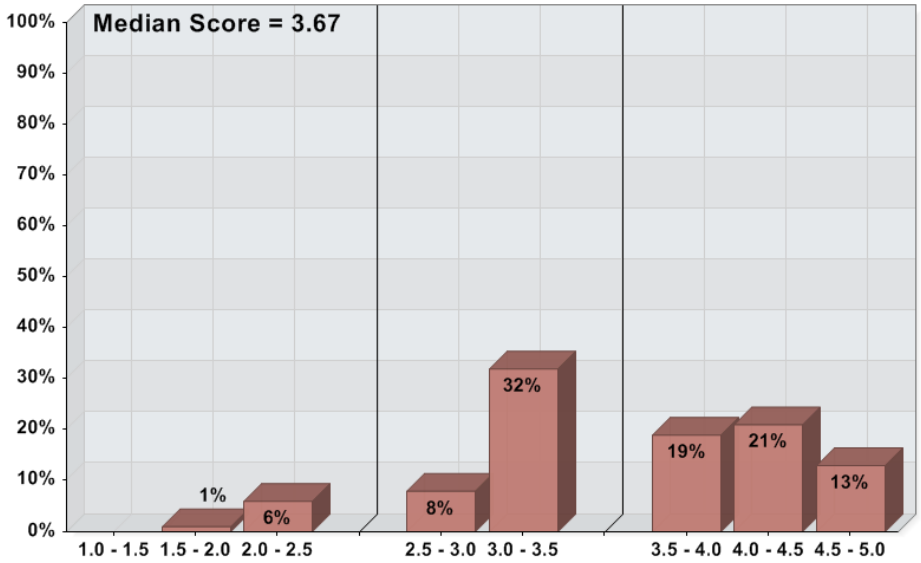
This scale focuses on the school's physical plant. This includes the range of school facilities, their attractiveness, cleanliness and condition, and the adequacy of the space and resources for positive school life.



For complete details on the items that comprise all of these scales, please refer to pp. - . 100

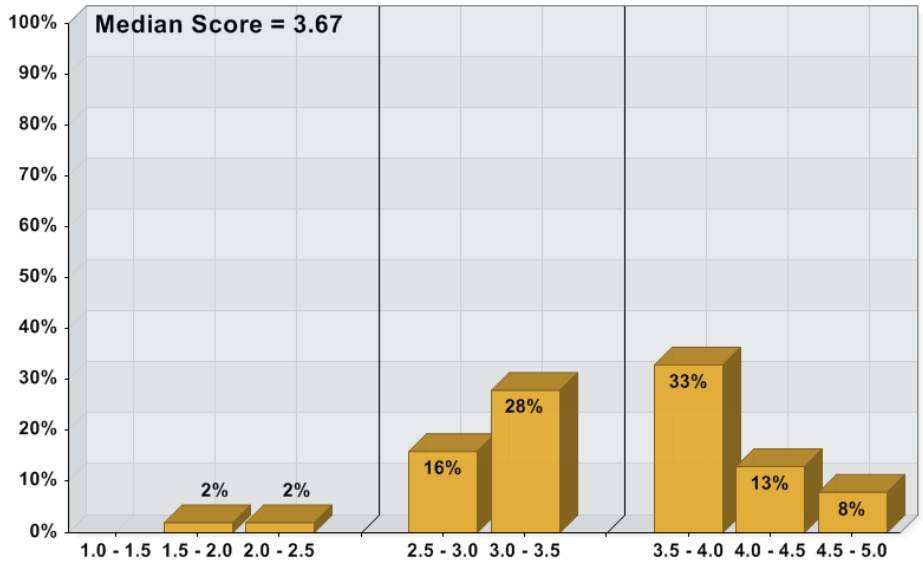
As a result of rounding, percentages may differ slightly from those on pages 11-13.

Rating Pattern - Physical Surroundings - School Personnel



Distribution of individual scale scores by range
Negative = 7% Neutral = 40% Positive = 53%

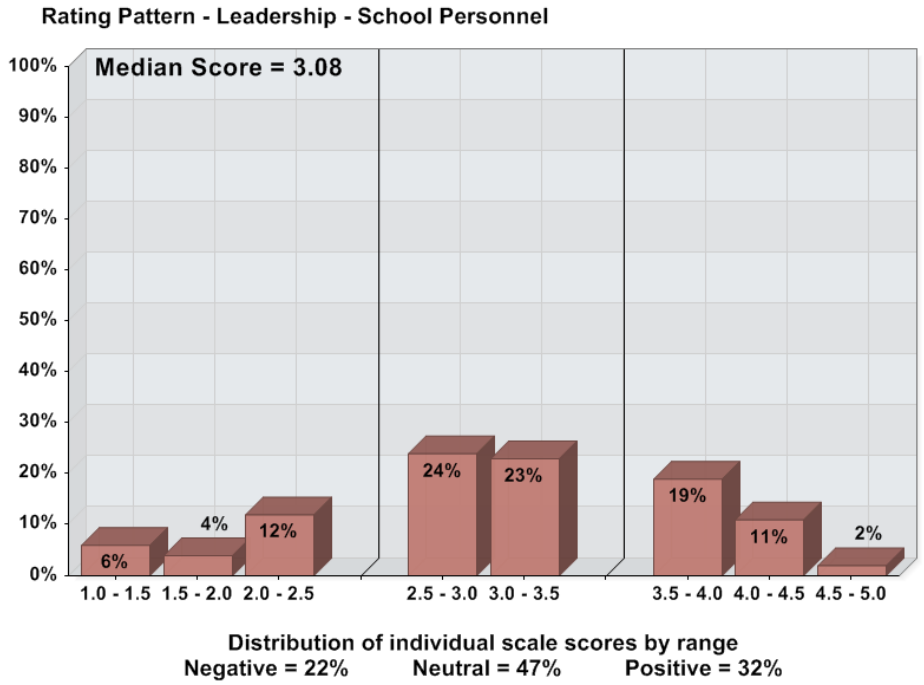
Rating Pattern - Physical Surroundings - Parents



Distribution of individual scale scores by range
Negative = 4% Neutral = 44% Positive = 54%

Staff Only: Leadership

This scale focuses on the leadership characteristics and decision making style of the school's administration. Do school leaders establish and communicate a clear vision? Are they accessible and open? Are they supportive and appreciative of school staff? Do they involve staff in key decisions?

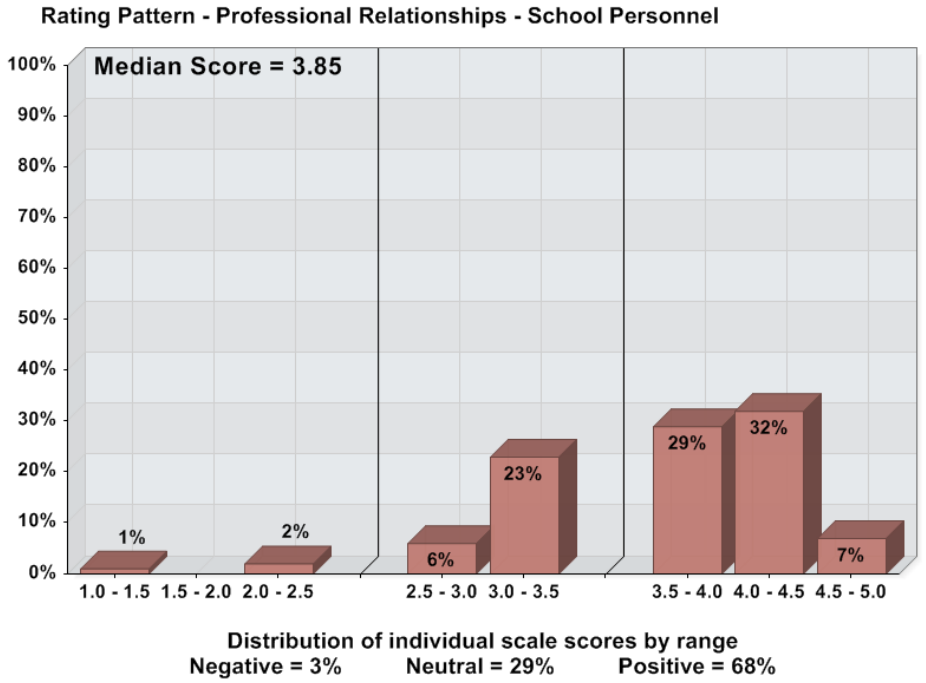


For complete details on the items that comprise all of these scales, please refer to pp. - . 100 132

As a result of rounding, percentages may differ slightly from those on pages 11-13.

Staff Only: Professional Relationships

This scale focuses on the quality of working relationships among school staff. Do staff work well together and learn from one another? Is there mutual trust and constructive collaboration? Are staff supportive of one another and generous with their help?



Comparative Rating Patterns Across Dimensions

Why is this important?

- Looking at all the graphs for each school group should help you understand how consistently the group perceives the elements that contribute to school climate.

How you should look at this data:

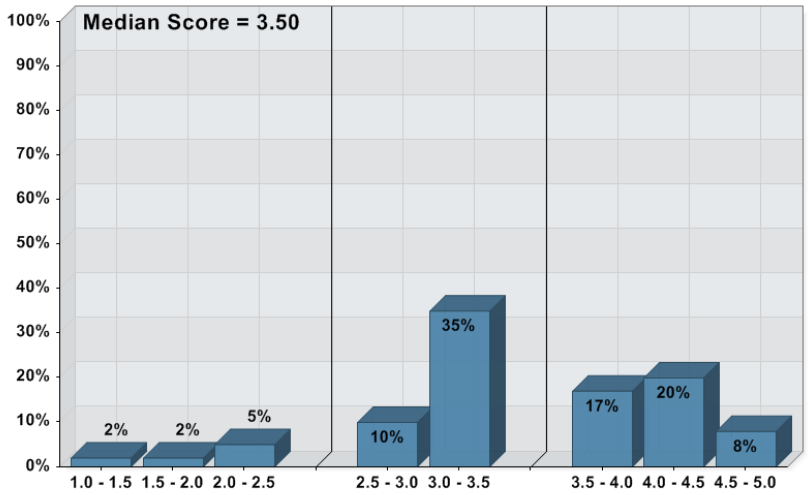
- Look at the distribution of scores across all dimensions:
  - Does the group tend toward similar distribution patterns for all?
  - Is the pattern one of greater consistency or a wide range of opinion?
  - Does the pattern skew toward the extremes more on the positive or negative side?
  - Are the distribution patterns very different from one dimension to the next? Are there any that stand out as being particularly divergent from the norm?

How do patterns compare for dimensions that you might want to consider together? For example, is there more agreement about physical safety than about social-emotional safety? If one has a higher median score, is that primarily because more individuals see that one as very positive or because not as many see it as very negative?

For complete details on the items that comprise all of these scales, please refer to pp. - . 100 132

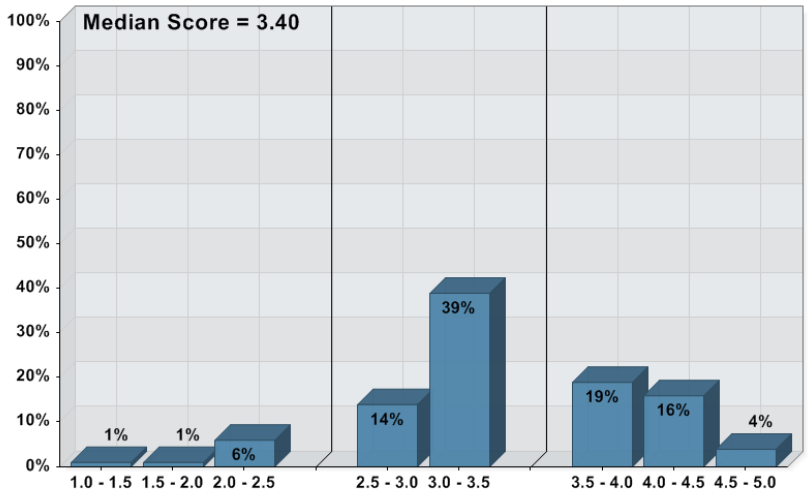
As a result of rounding, percentages may differ slightly from those on pages 11-13.

Rating Pattern - Safety Rules & Norms - Students



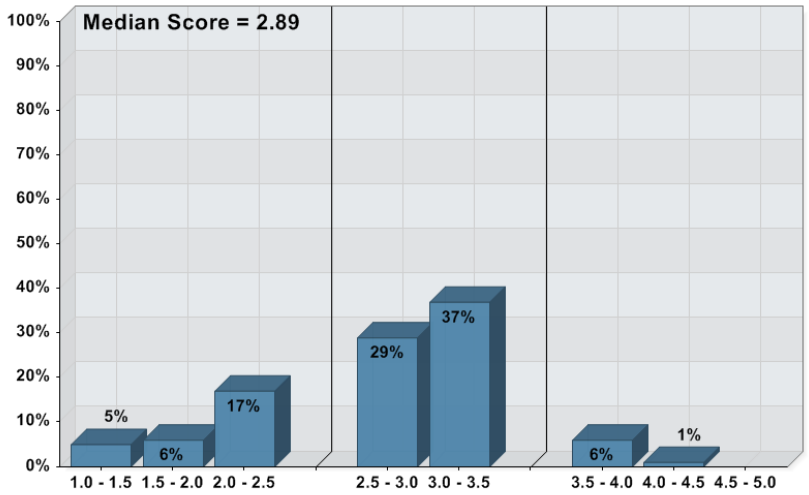
Distribution of individual scale scores by range
Negative = 9% Neutral = 45% Positive = 45%

Rating Pattern - Sense of Physical Security - Students



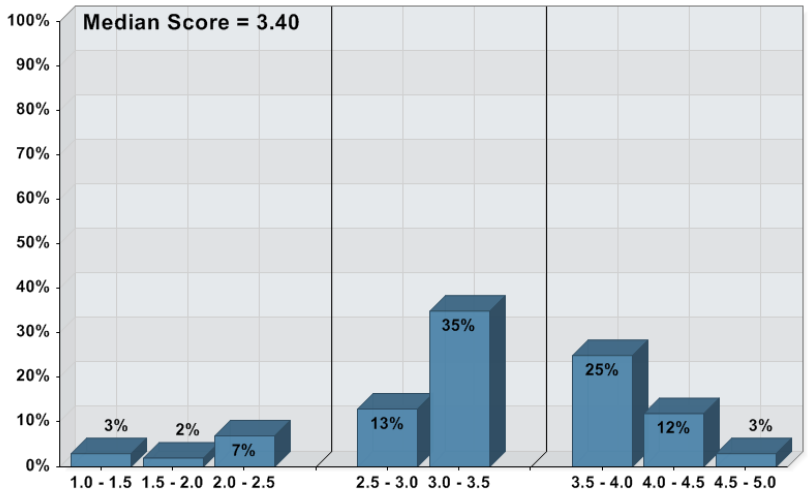
Distribution of individual scale scores by range
Negative = 8% Neutral = 53% Positive = 39%

Rating Pattern - Sense of Social-Emotional Security - Students



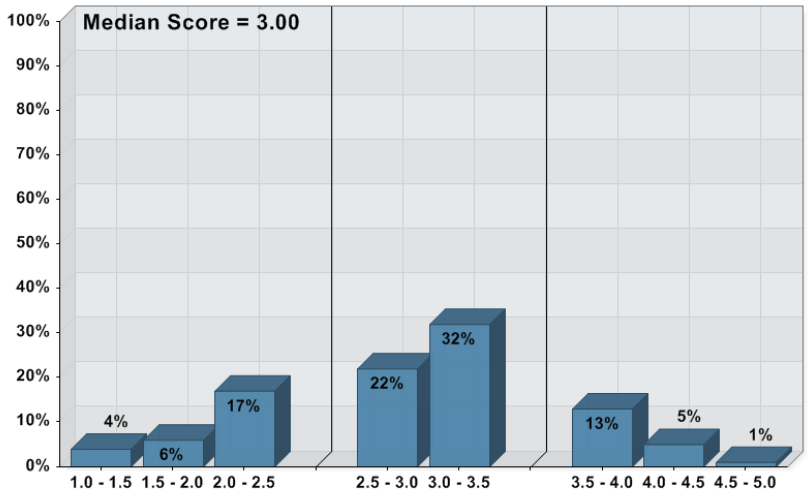
Distribution of individual scale scores by range
Negative = 28% Neutral = 66% Positive = 7%

Rating Pattern - Support for Learning - Students



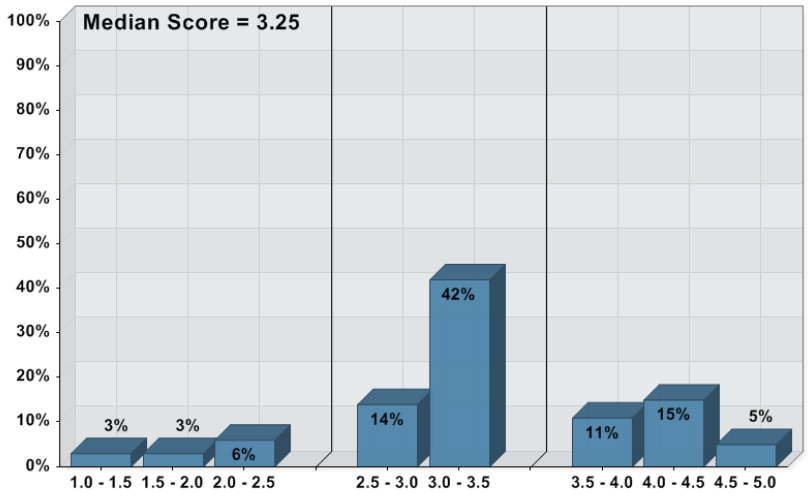
Distribution of individual scale scores by range
Negative = 12% Neutral = 48% Positive = 40%

Rating Pattern - Social and Civic Learning - Students



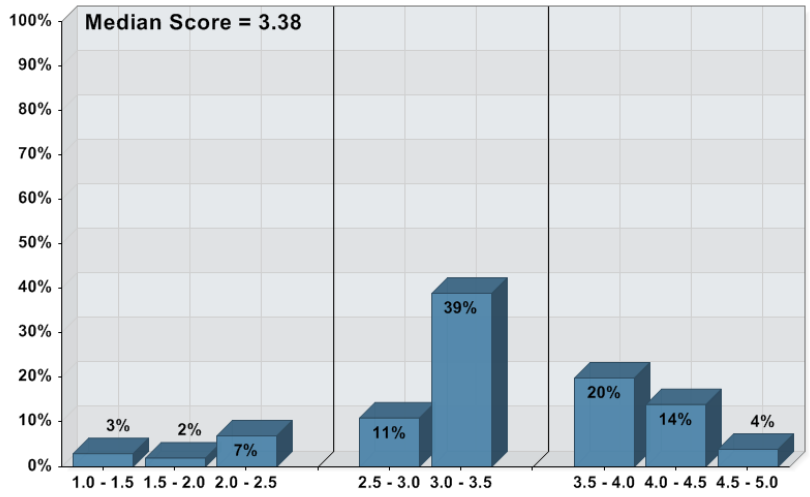
Distribution of individual scale scores by range
Negative = 27% Neutral = 54% Positive = 19%

Rating Pattern - Respect for Diversity - Students



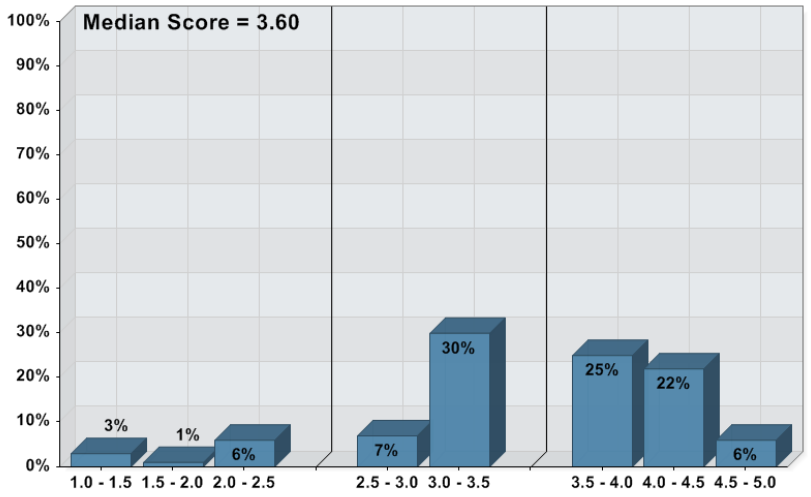
Distribution of individual scale scores by range
Negative = 12% Neutral = 56% Positive = 31%

Rating Pattern - Social Support / Adults - Students



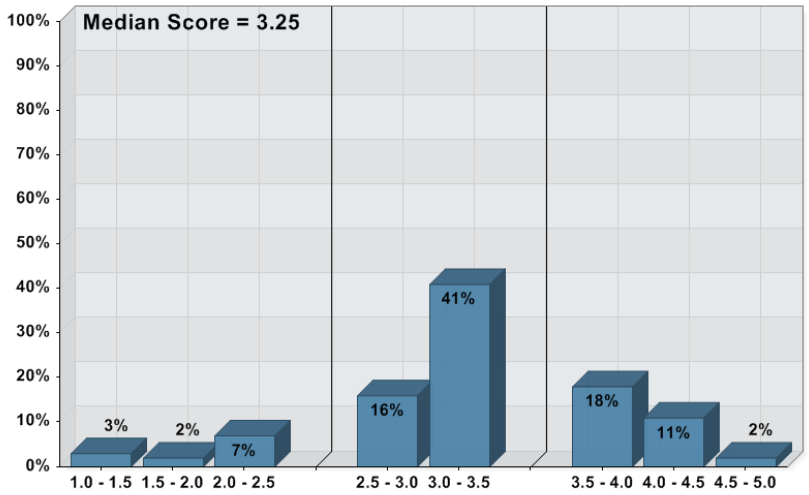
Distribution of individual scale scores by range
Negative = 12% Neutral = 50% Positive = 38%

Rating Pattern - Social Support / Students - Students



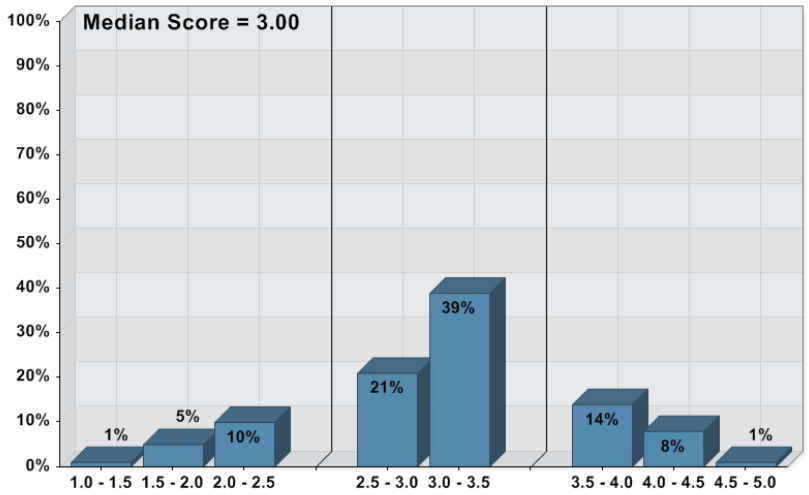
Distribution of individual scale scores by range
Negative = 10% Neutral = 37% Positive = 53%

Rating Pattern - School Connectedness / Engagement - Students



Distribution of individual scale scores by range
Negative = 12% Neutral = 57% Positive = 31%

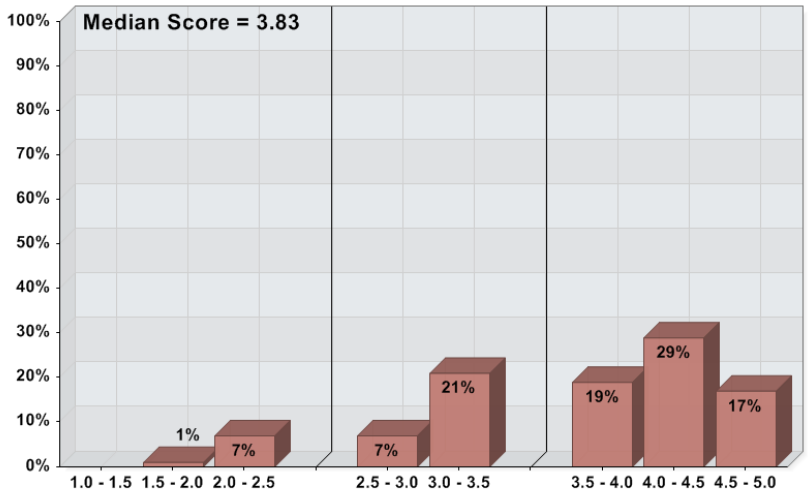
Rating Pattern - Physical Surroundings - Students



Distribution of individual scale scores by range
Negative = 16% Neutral = 60% Positive = 23%

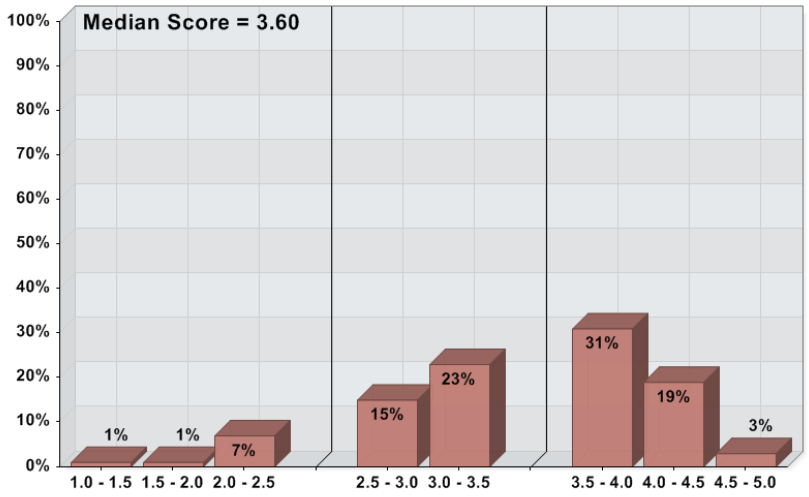
III. In-Depth Profiles

Rating Pattern - Safety Rules & Norms - School Personnel



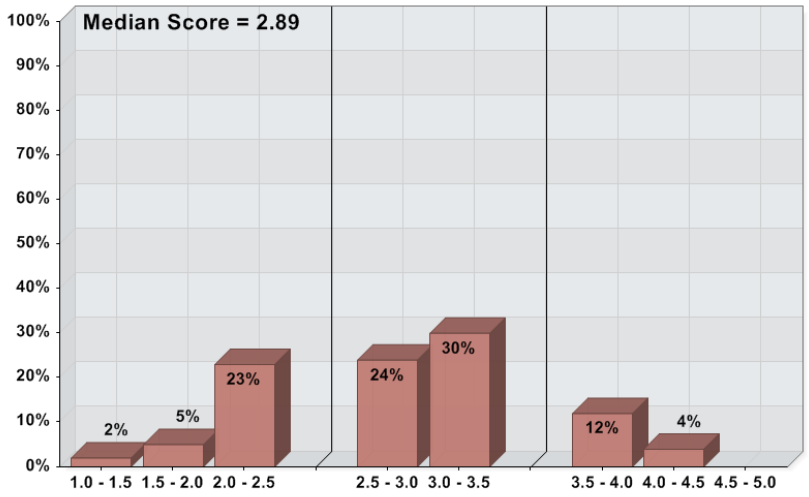
Distribution of individual scale scores by range
Negative = 8% Neutral = 28% Positive = 65%

Rating Pattern - Sense of Physical Security - School Personnel



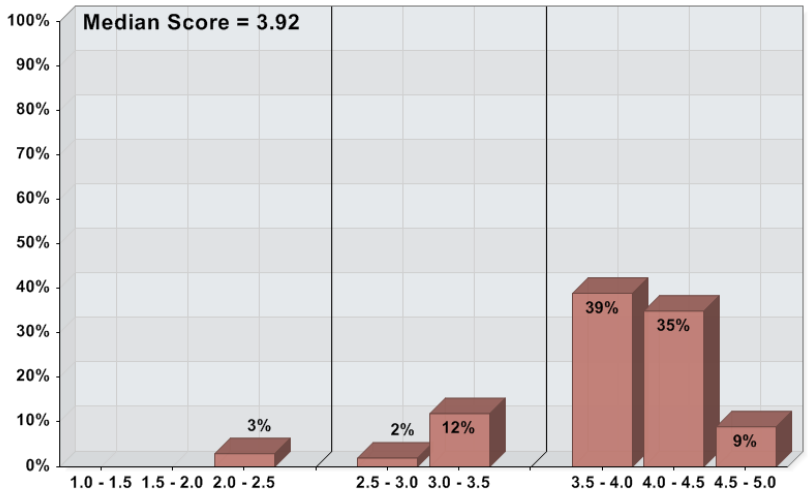
Distribution of individual scale scores by range
Negative = 9% Neutral = 38% Positive = 53%

Rating Pattern - Sense of Social-Emotional Security - School Personnel



Distribution of individual scale scores by range
Negative = 30% Neutral = 54% Positive = 16%

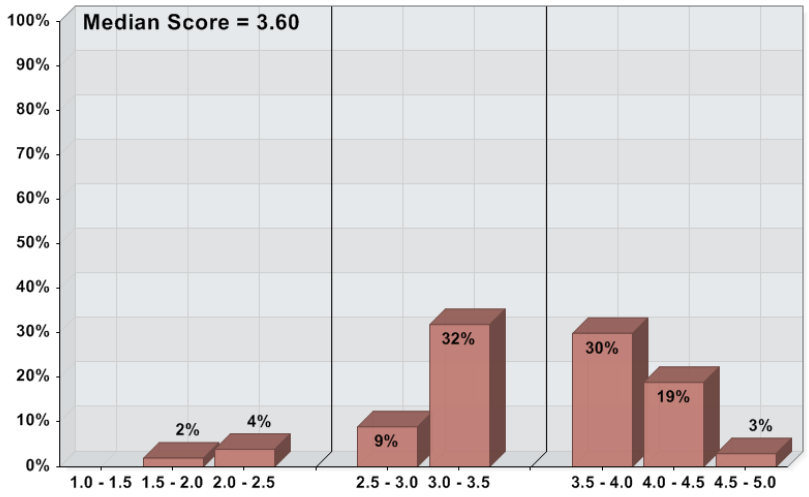
Rating Pattern - Support for Learning - School Personnel



Distribution of individual scale scores by range
Negative = 3% Neutral = 14% Positive = 83%

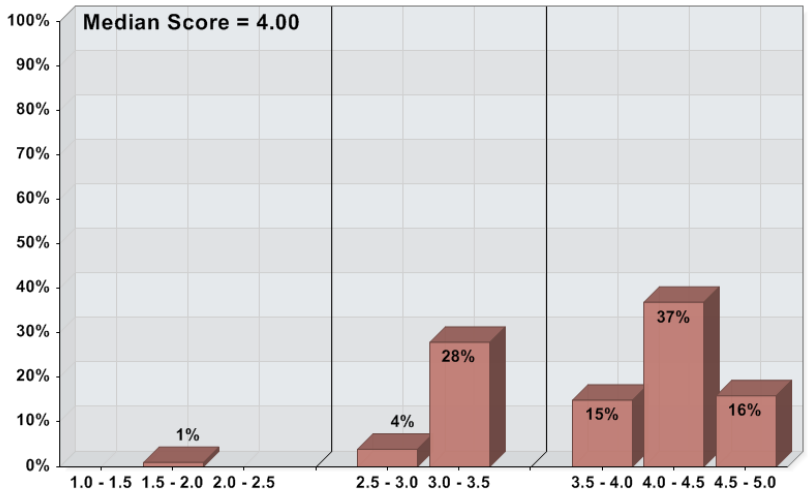
Comparative Rating Patterns Across Dimensions: School Personnel

Rating Pattern - Social and Civic Learning - School Personnel



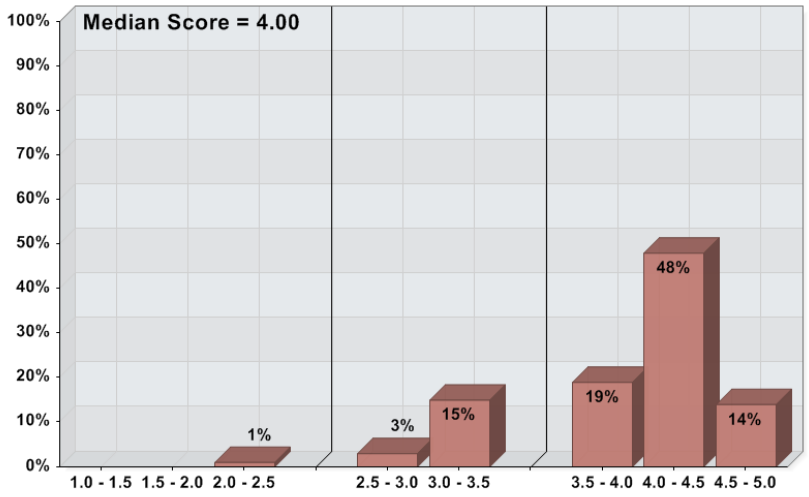
Distribution of individual scale scores by range
Negative = 6% Neutral = 41% Positive = 52%

Rating Pattern - Respect for Diversity - School Personnel



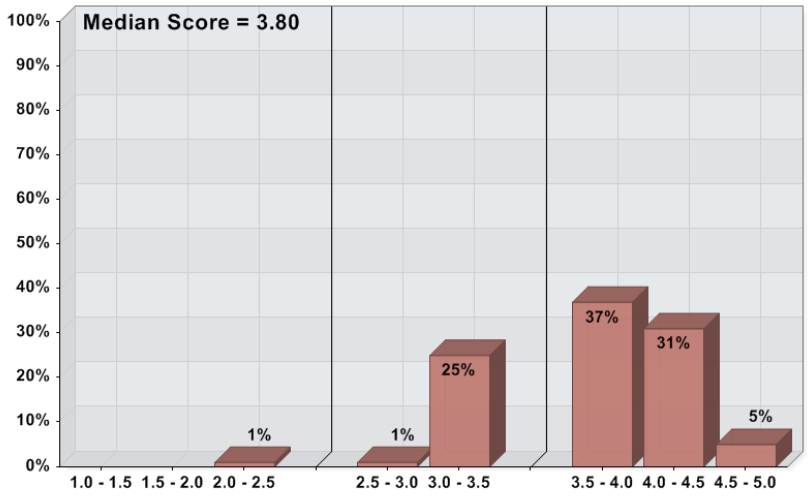
Distribution of individual scale scores by range
Negative = 1% Neutral = 32% Positive = 68%

Rating Pattern - Social Support/ Adults - School Personnel



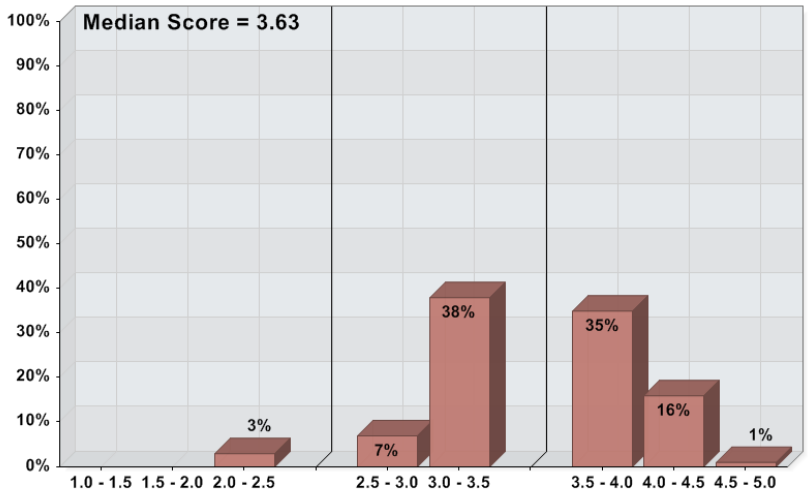
Distribution of individual scale scores by range
Negative = 1% Neutral = 18% Positive = 81%

Rating Pattern - Social Support/ Students - School Personnel



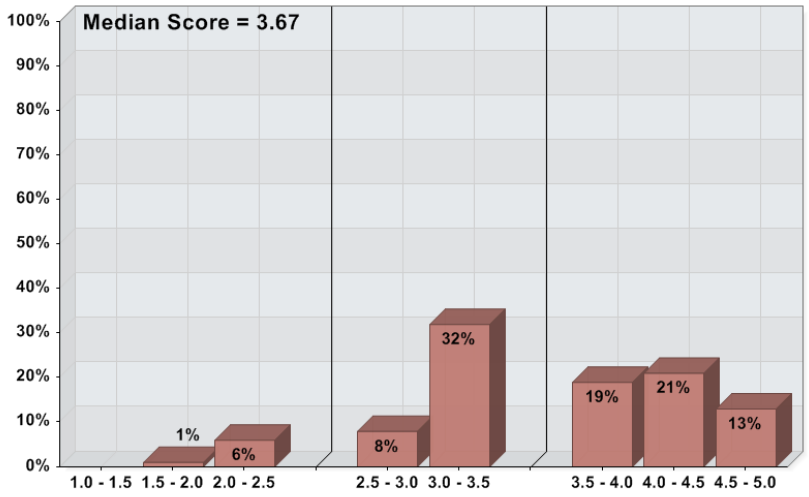
Distribution of individual scale scores by range
Negative = 1% Neutral = 26% Positive = 73%

Rating Pattern - Connectedness/ Engagement - School Personnel



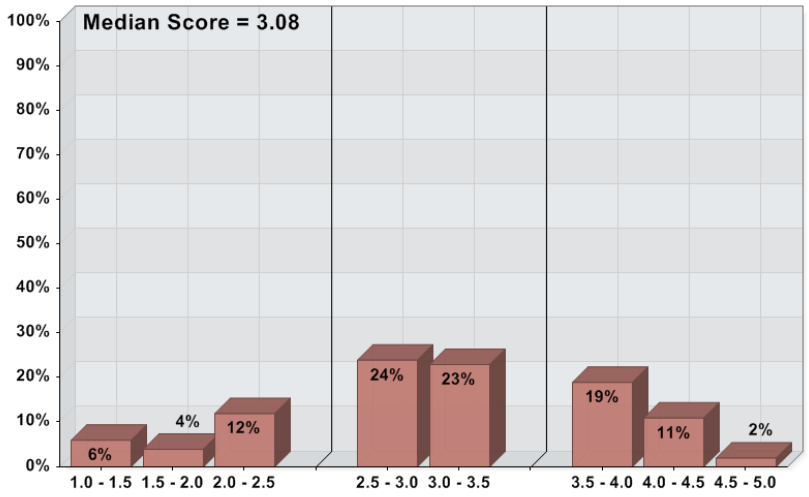
Distribution of individual scale scores by range
Negative = 3% Neutral = 45% Positive = 52%

Rating Pattern - Physical Surroundings - School Personnel



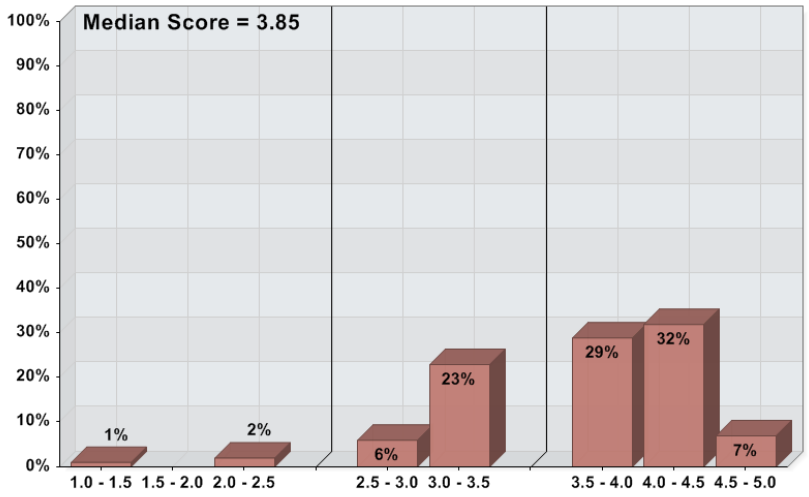
Distribution of individual scale scores by range
Negative = 7% Neutral = 40% Positive = 53%

Rating Pattern - Leadership - School Personnel



Distribution of individual scale scores by range
Negative = 22% Neutral = 47% Positive = 32%

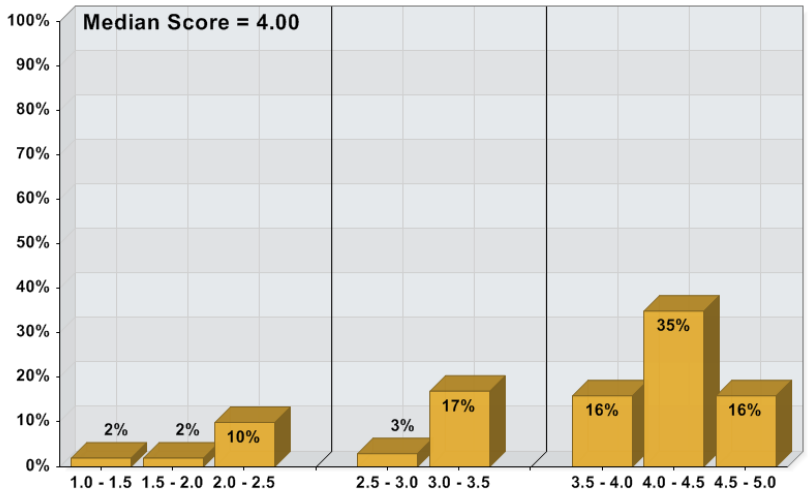
Rating Pattern - Professional Relationships - School Personnel



Distribution of individual scale scores by range
Negative = 3% Neutral = 29% Positive = 68%

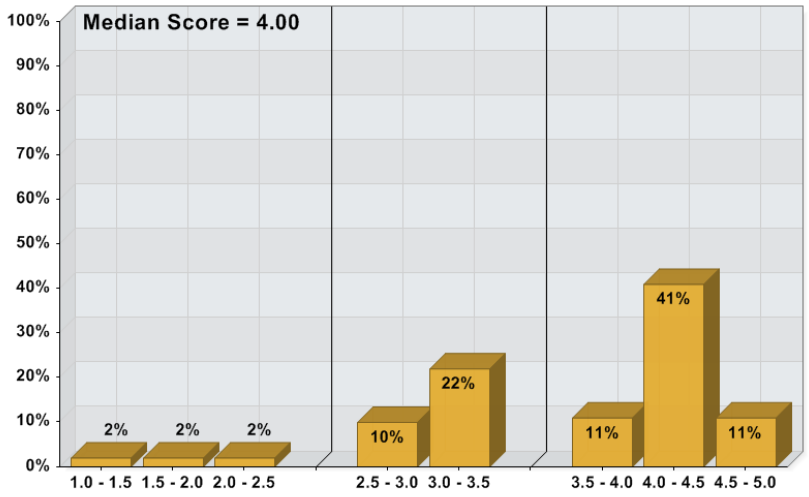
Comparative Rating Patterns Across Dimensions: Parents

Rating Pattern - Safety Rules & Norms - Parents



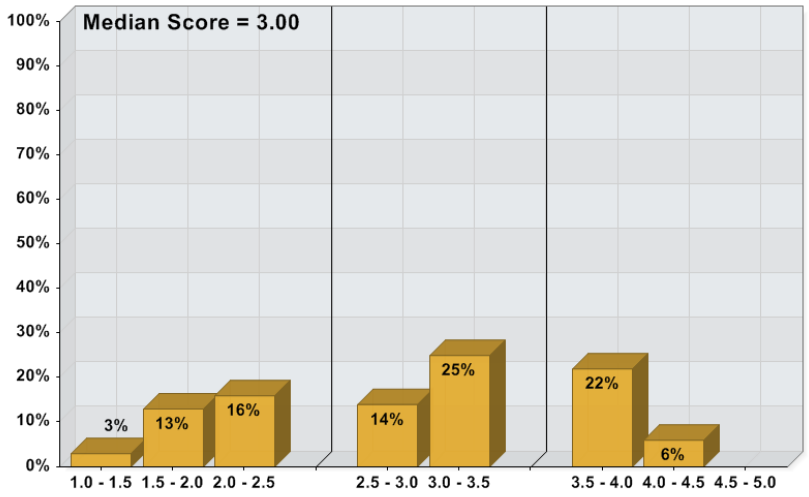
Distribution of individual scale scores by range
Negative = 14% Neutral = 20% Positive = 67%

Rating Pattern - Sense of Physical Security - Parents



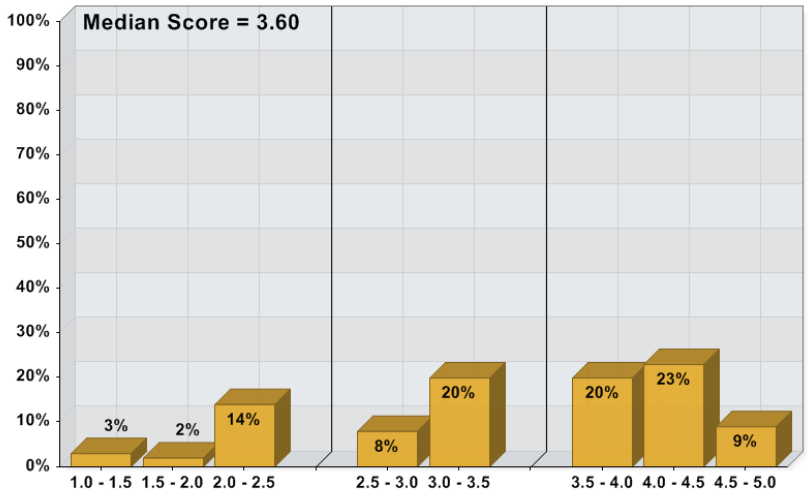
Distribution of individual scale scores by range
Negative = 6% Neutral = 32% Positive = 63%

Rating Pattern - Sense of Social-Emotional Security - Parents



Distribution of individual scale scores by range
Negative = 32% Neutral = 39% Positive = 28%

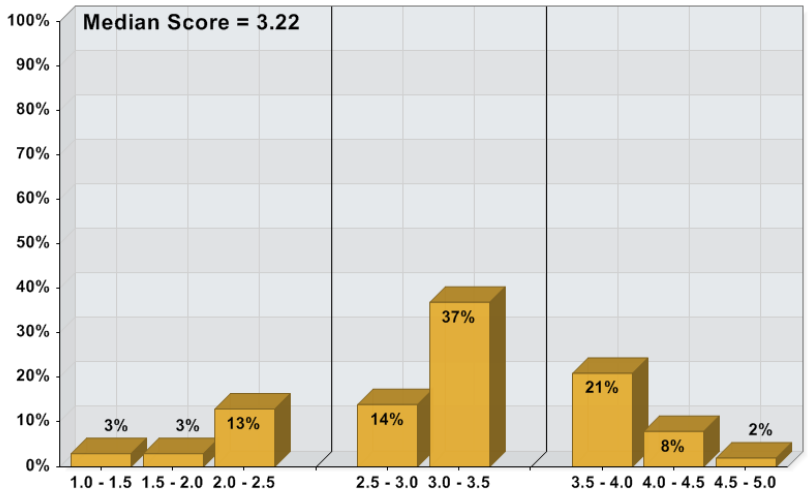
Rating Pattern - Support for Learning - Parents



Distribution of individual scale scores by range
Negative = 19% Neutral = 28% Positive = 52%

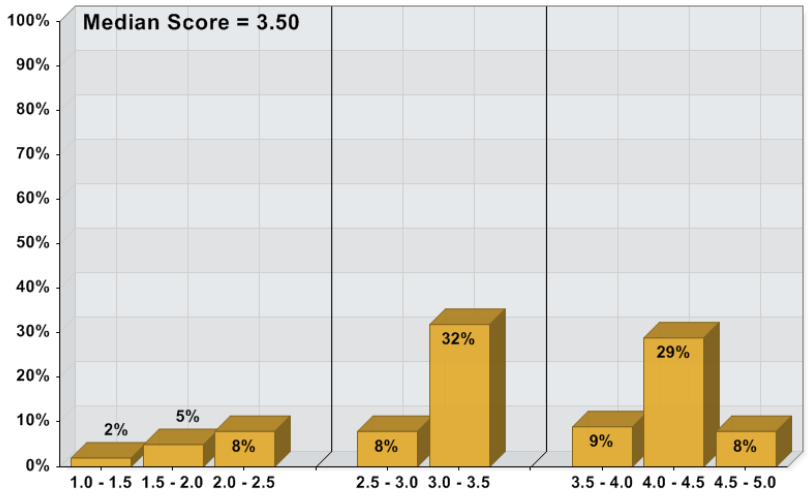
Comparative Rating Patterns Across Dimensions: Parents

Rating Pattern - Social and Civic Learning - Parents



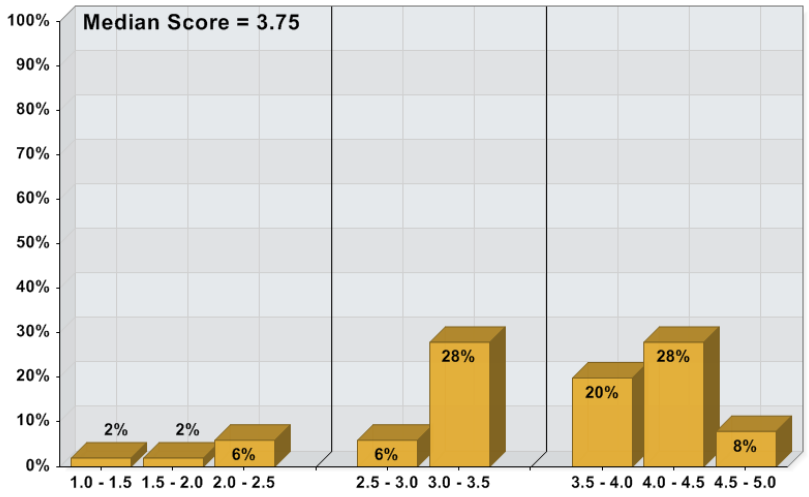
Distribution of individual scale scores by range
Negative = 19% Neutral = 51% Positive = 31%

Rating Pattern - Respect for Diversity - Parents



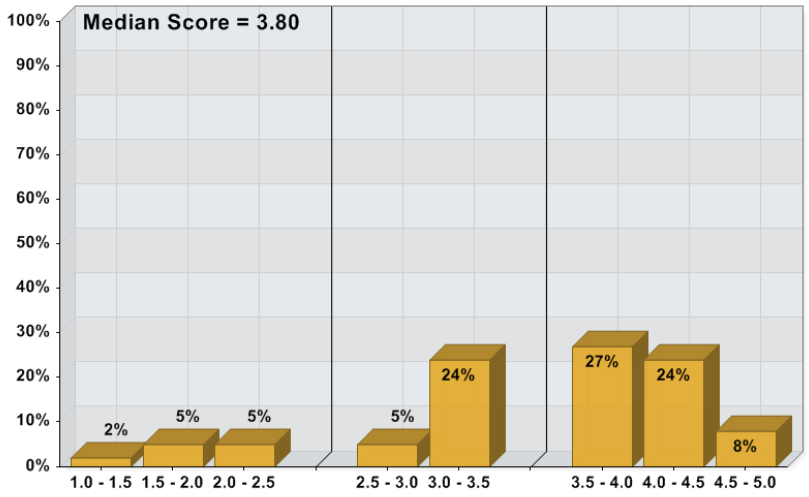
Distribution of individual scale scores by range
Negative = 15% Neutral = 40% Positive = 46%

Rating Pattern - Social Support / Adults - Parents



Distribution of individual scale scores by range
Negative = 10% Neutral = 34% Positive = 56%

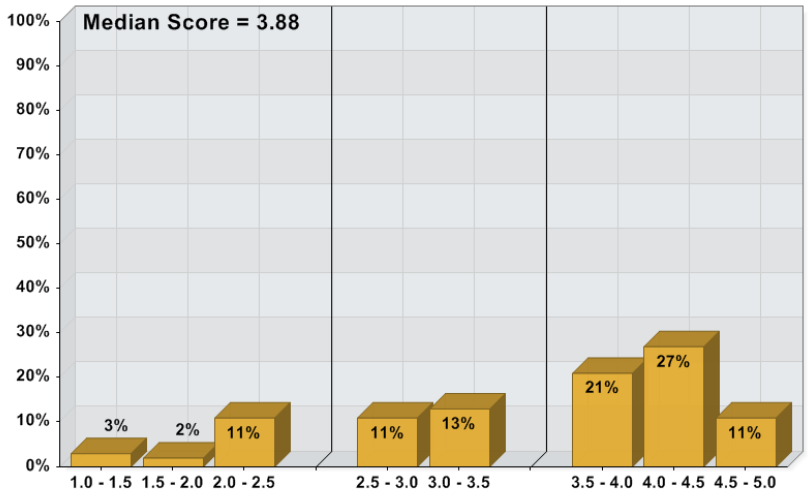
Rating Pattern - Social Support / Students - Parents



Distribution of individual scale scores by range
Negative = 12% Neutral = 29% Positive = 59%

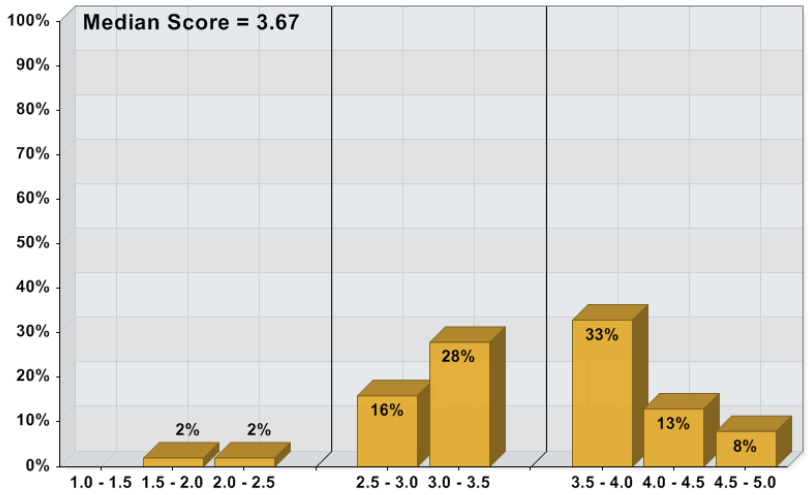
Comparative Rating Patterns Across Dimensions: Parents

Rating Pattern - School Connectedness / Engagement - Parents



Distribution of individual scale scores by range
Negative = 16% Neutral = 24% Positive = 59%

Rating Pattern - Physical Surroundings - Parents



Distribution of individual scale scores by range
Negative = 4% Neutral = 44% Positive = 54%

Sub-Group Ratings

Why is this important?

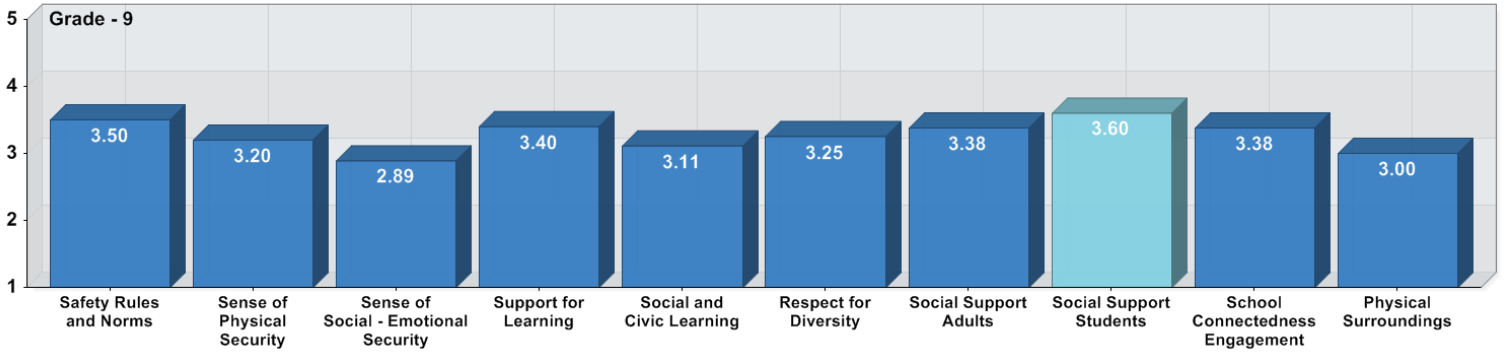
- This chart allows you to see how **sub-groups of the surveyed populations** experience each dimension of school climate.

How to look at this data:

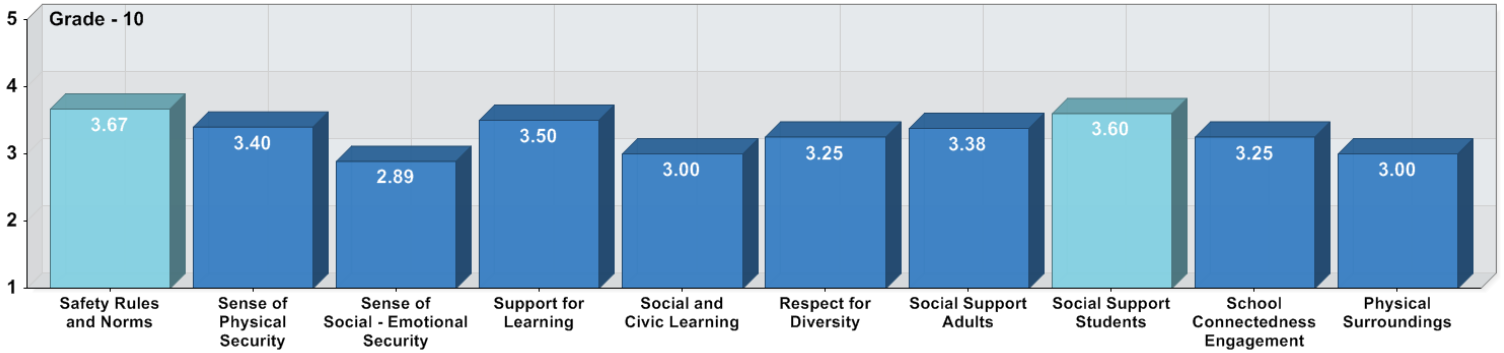
- These charts can facilitate some interesting comparisons. Take note of:
  - How scores for a **single dimension** compare for **different sub-groups** (vertically).
  - How scores **across dimensions** compare for members of the **same sub-group** (horizontally).
- **Consider the following kinds of questions,** when looking at these comparisons:
  - Do members of one sub-group tend to produce scale ratings that are consistently higher, or lower, than the others?
  - Might some of these patterns help explain clusters of opinion that were on the high, or low, end of the response distributions for a dimension in the prior section?
  - To what extent might different patterns be attributable to developmental differences and/or patterns of adjustment?
  - To what extent might different patterns be attributable to school policies that affect these groups in different ways?

IMPORTANT NOTE: Any sub-groups that are too small to guarantee privacy to the respondents will not be included. **Therefore, some of the charts in this section may be missing.** This is not an error—it means that fewer than 10 people from that particular sub-group (for example, males) in that population (for example, school personnel) responded to the CSCI survey.

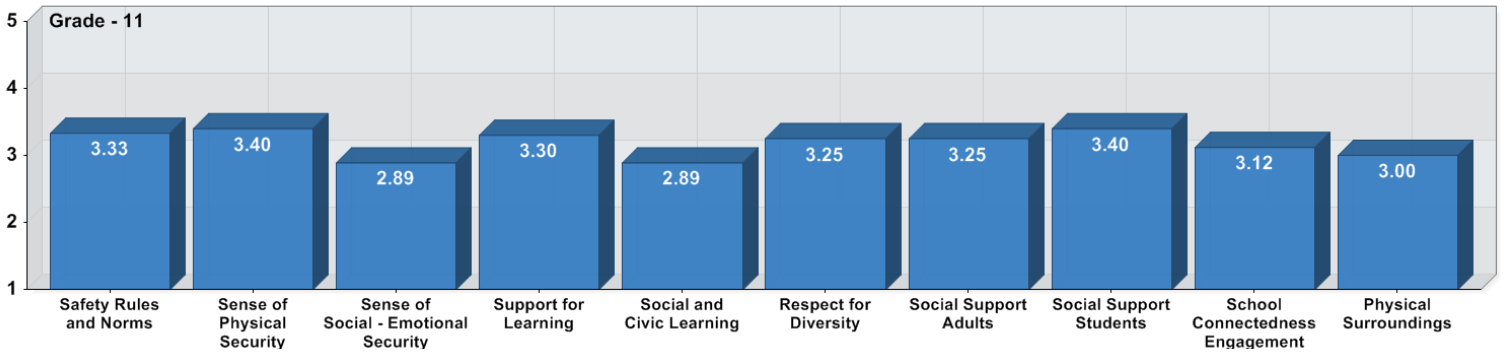
School Climate Dimensions - Student by Grade



School Climate Dimensions - Student by Grade



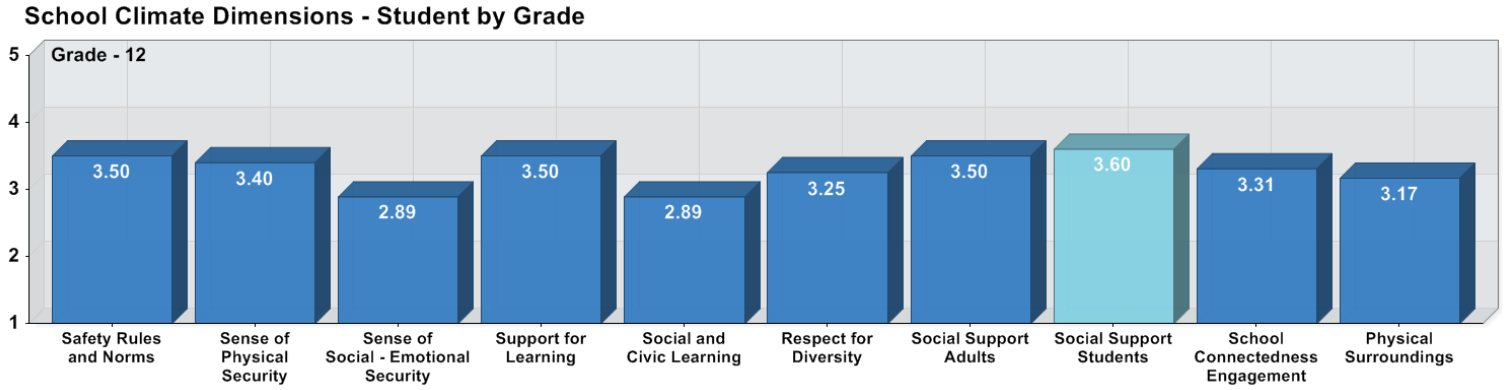
School Climate Dimensions - Student by Grade



= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
= median rating in the positive range (scores above 3.5 on a 5-point scale)

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 133.

Sub-Group Ratings: Students



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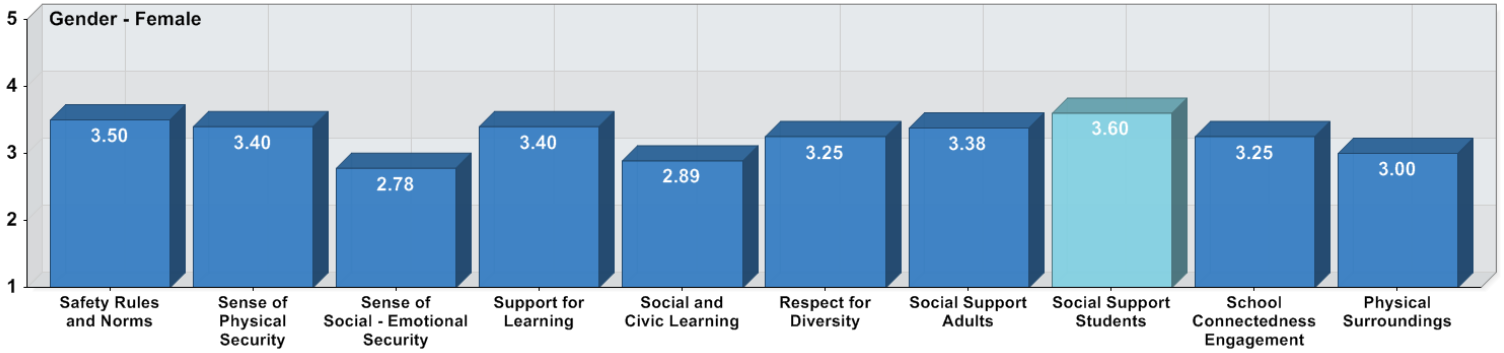
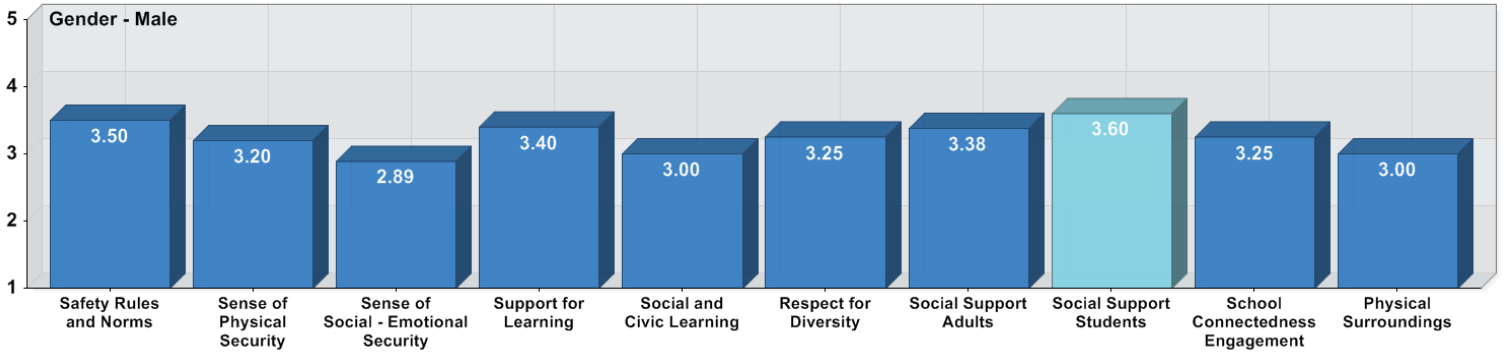
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 133.

School Climate Dimensions - Student by Gender



School Climate Dimensions - Student by Gender



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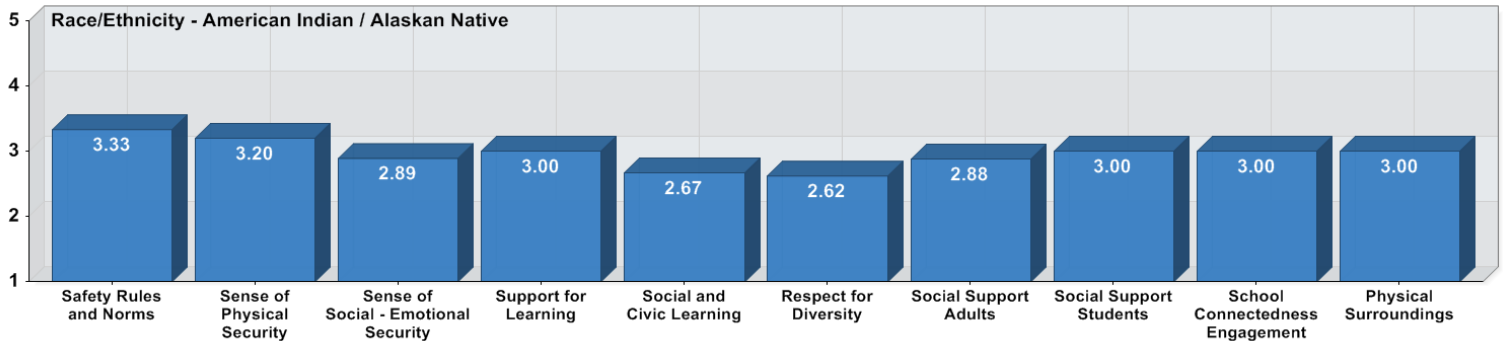
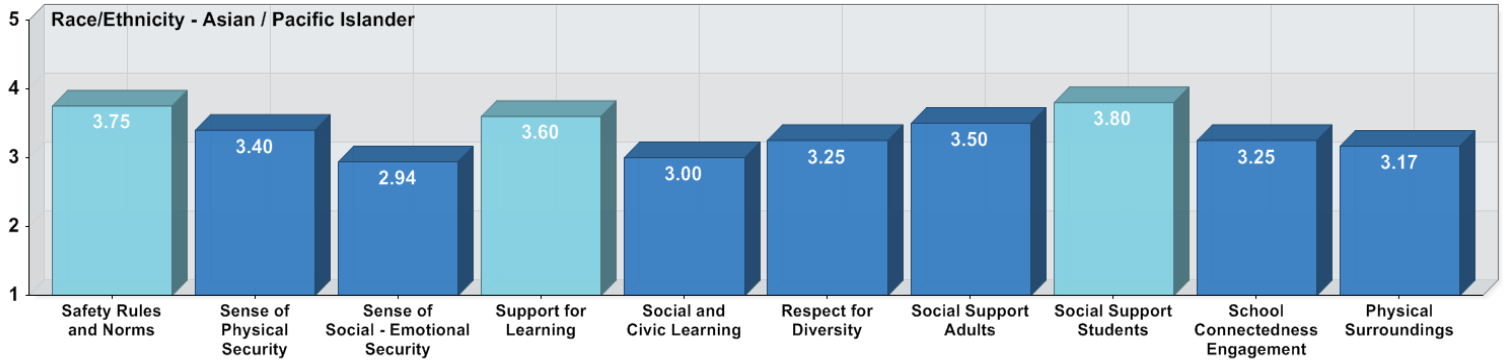
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 133.

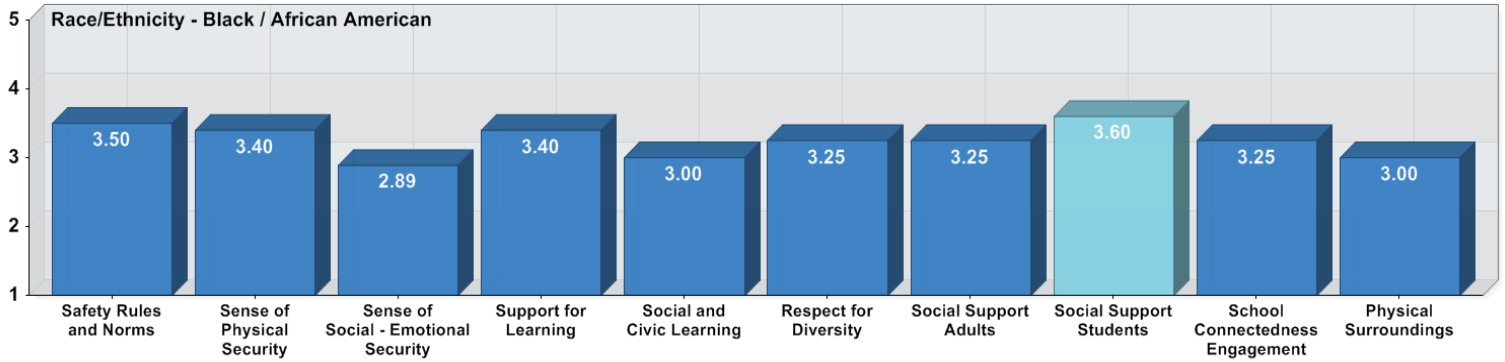
School Climate Dimensions - Student by Race/Ethnicity



School Climate Dimensions - Student by Race/Ethnicity



School Climate Dimensions - Student by Race/Ethnicity



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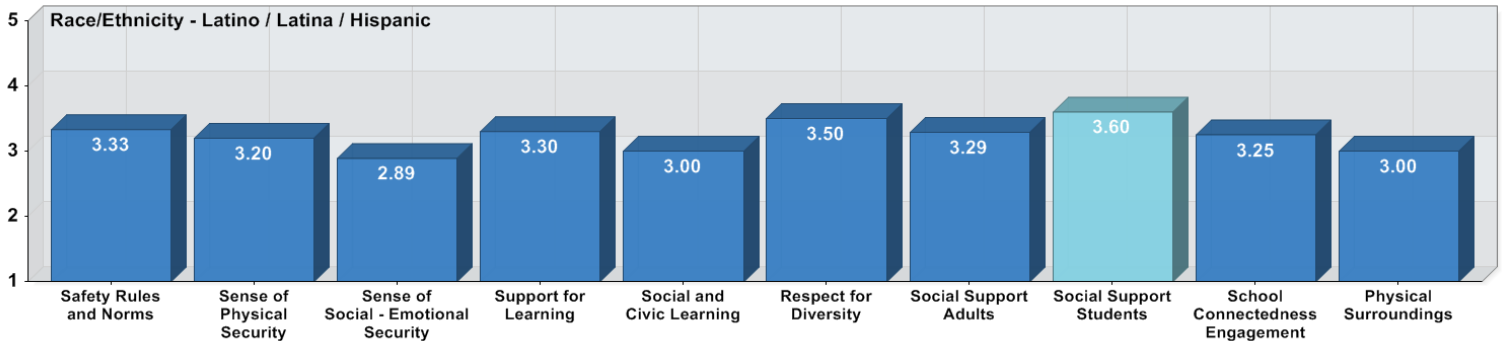
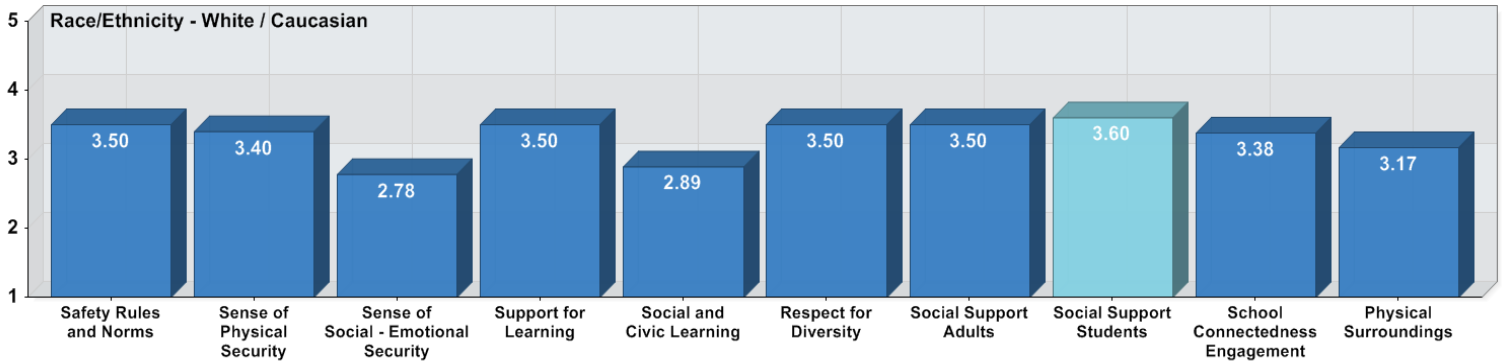
Details on sub-group sizes can be seen in the Demographic Profiles starting on page 133.

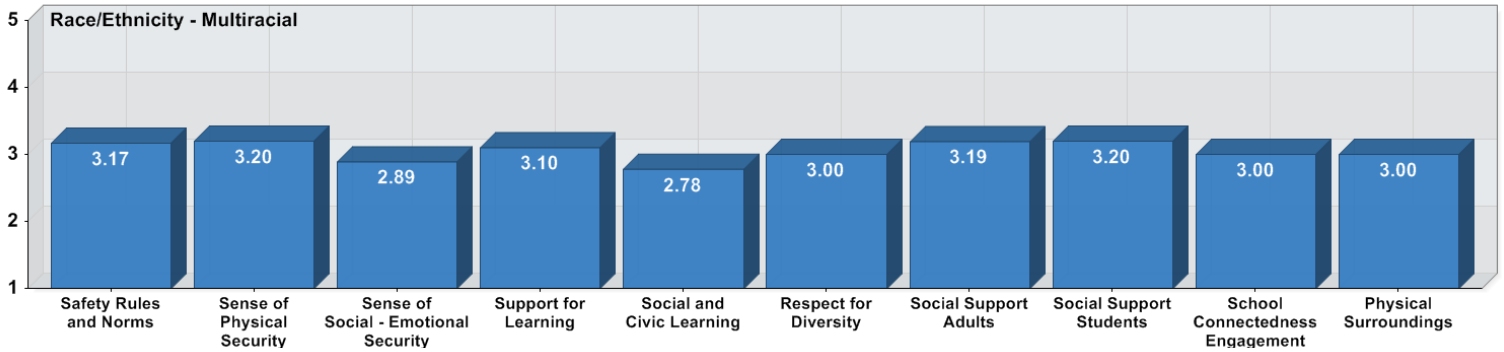
School Climate Dimensions - Student by Race/Ethnicity



School Climate Dimensions - Student by Race/Ethnicity



School Climate Dimensions - Student by Race/Ethnicity



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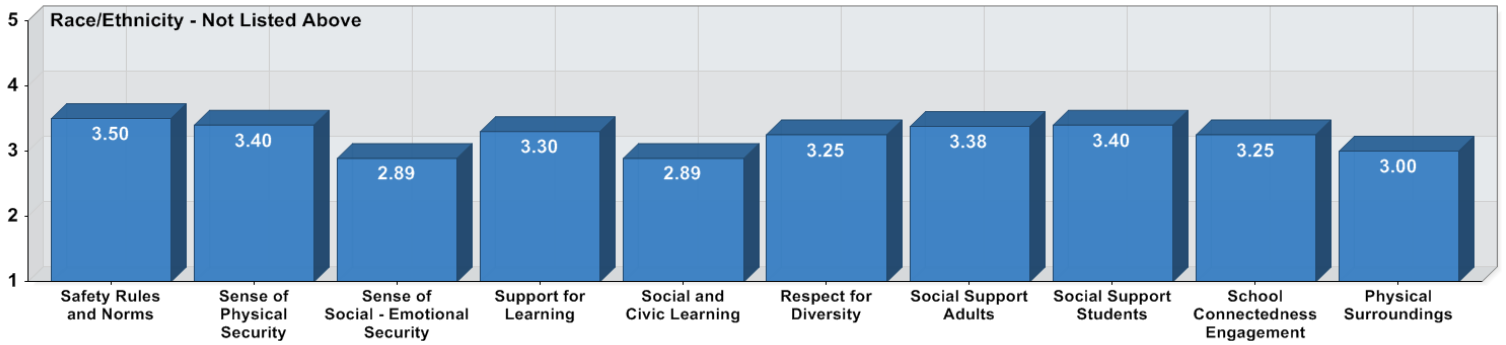
Details on sub-group sizes can be seen in the Demographic Profiles starting on page 133.

Sub-Group Ratings: Students

School Climate Dimensions - Student by Race/Ethnicity



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
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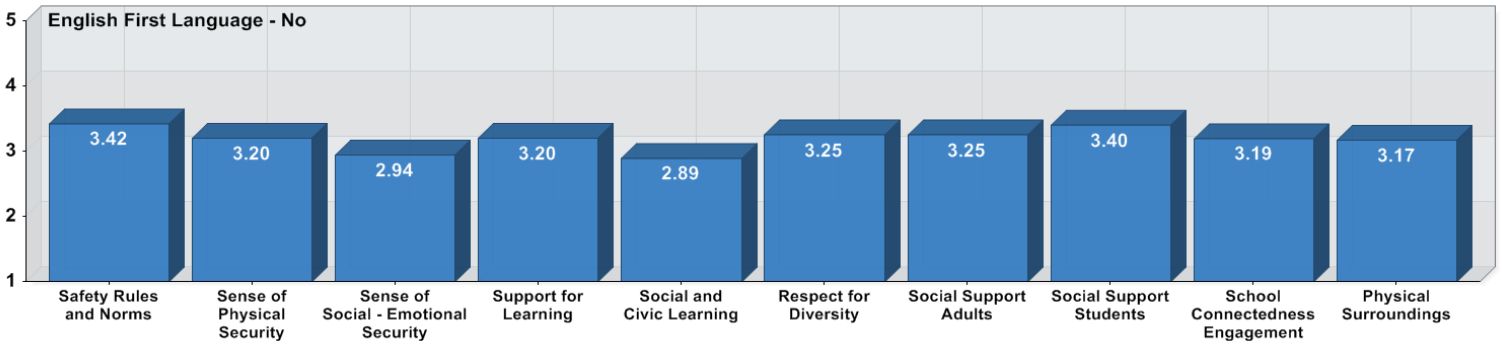
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

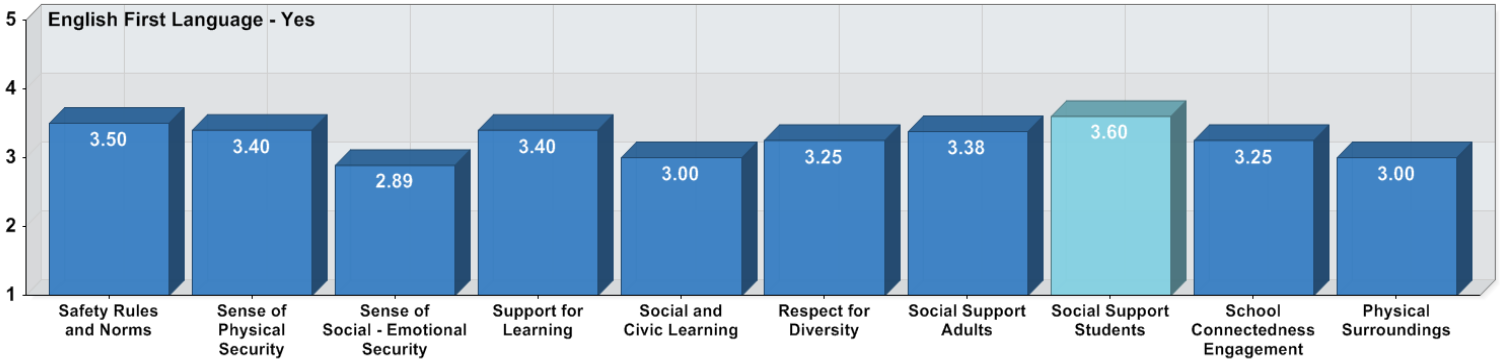
Details on sub-group sizes can be seen in the Demographic Profiles starting on page 133.

Sub-Group Ratings: Students

School Climate Dimensions - Student by English First Language



School Climate Dimensions - Student by English First Language



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
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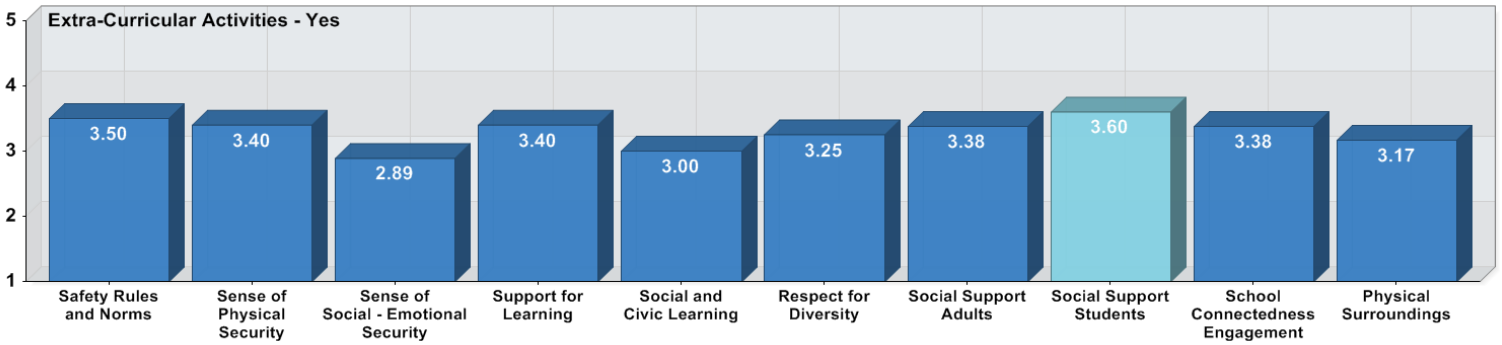
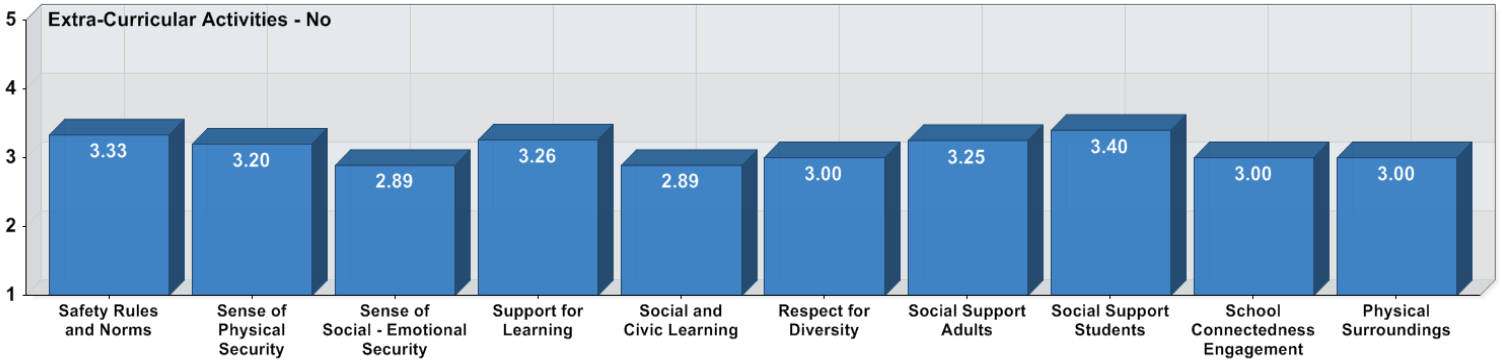
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 133.

School Climate Dimensions - Student by Extra-Curricular Activities



School Climate Dimensions - Student by Extra-Curricular Activities



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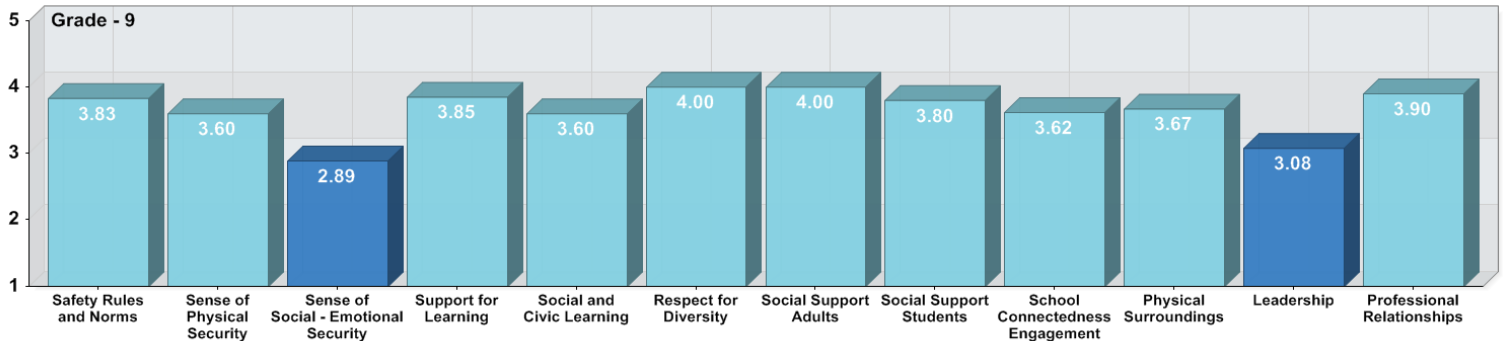
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

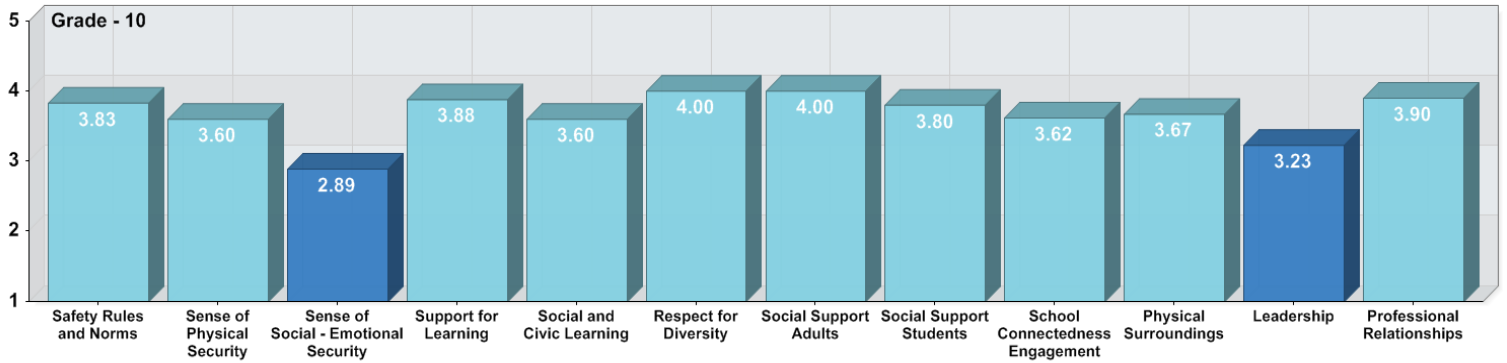
Details on sub-group sizes can be seen in the Demographic Profiles starting on page 64.

Sub-Group Ratings: School Personnel

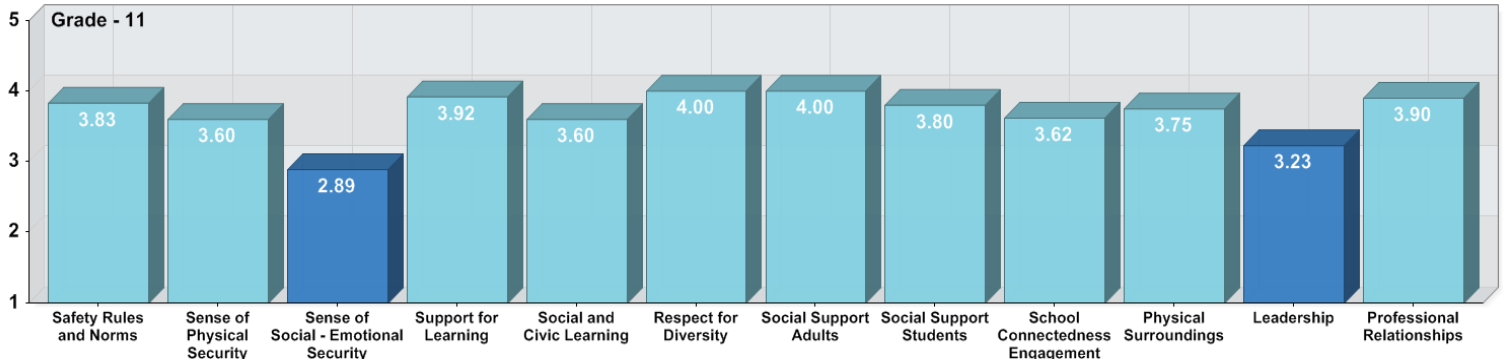
School Climate Dimensions - School Personnel by Grade



School Climate Dimensions - School Personnel by Grade



School Climate Dimensions - School Personnel by Grade



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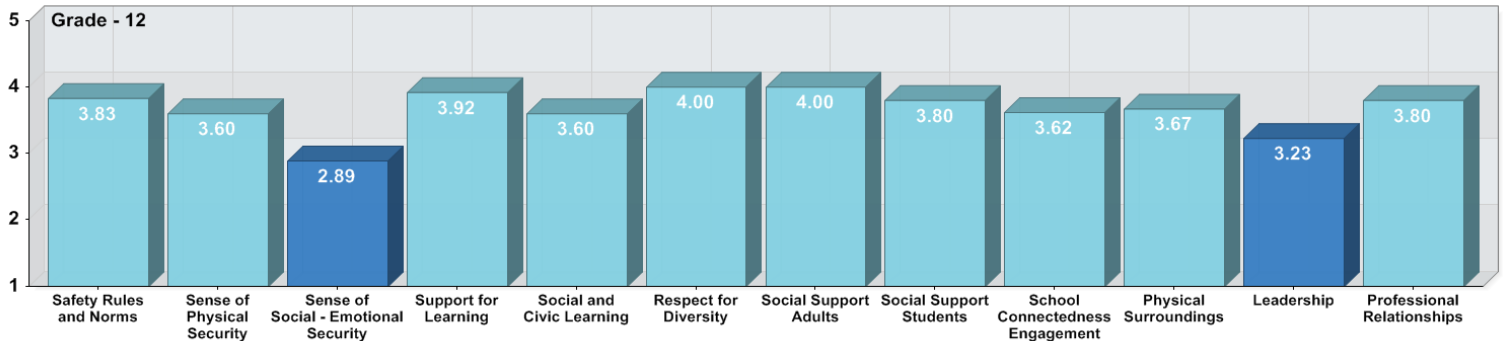
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 133.

School Climate Dimensions - School Personnel by Grade



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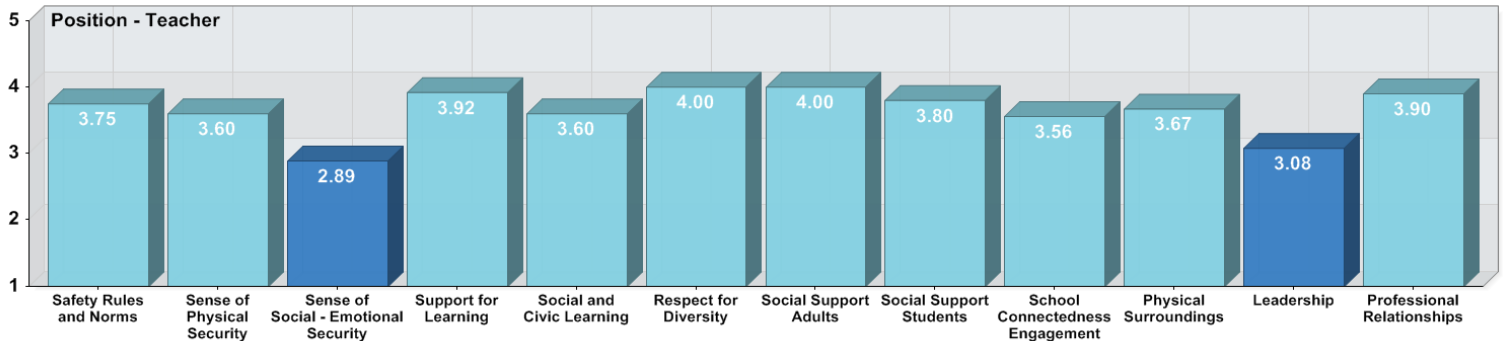
Details on sub-group sizes can be seen in the Demographic Profiles starting on page 133.

Sub-Group Ratings: School Personnel

School Climate Dimensions - School Personnel by Position



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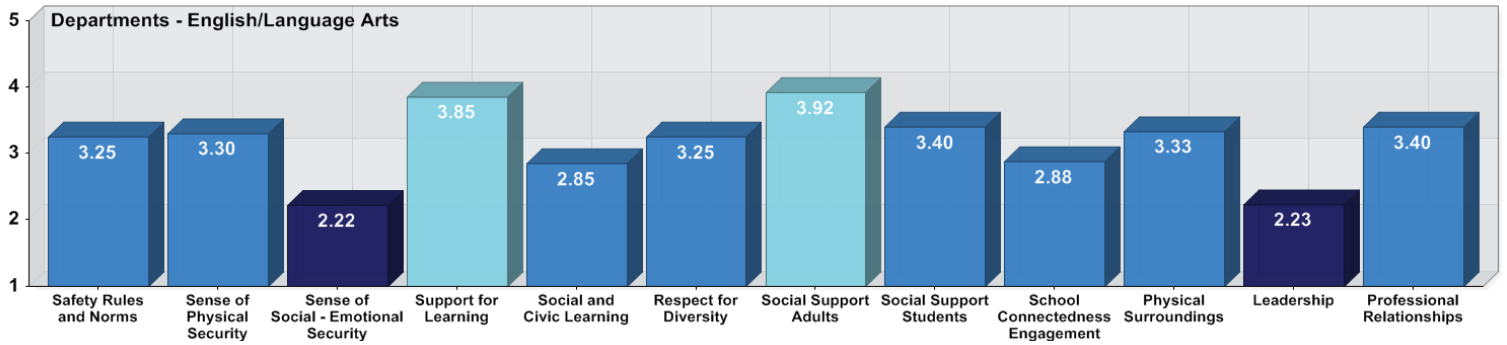
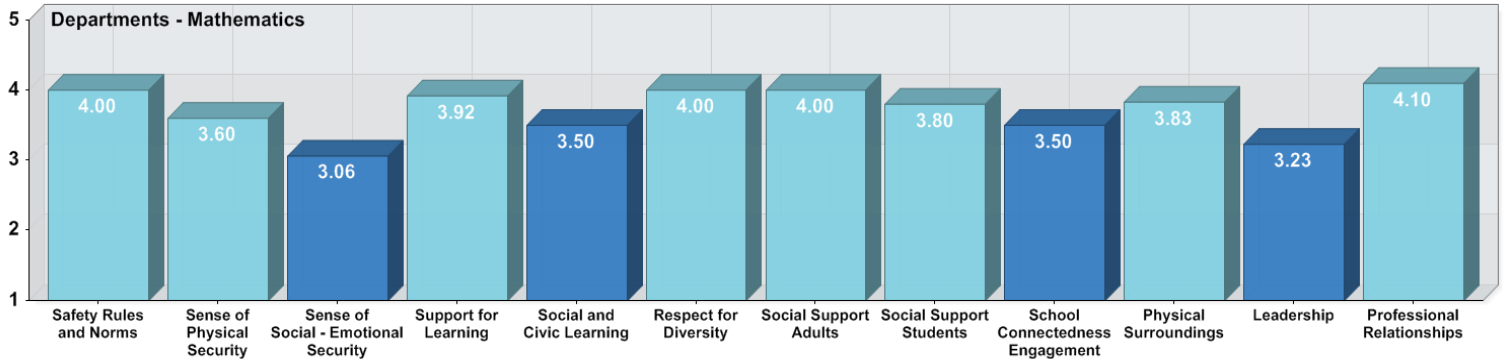
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 133.

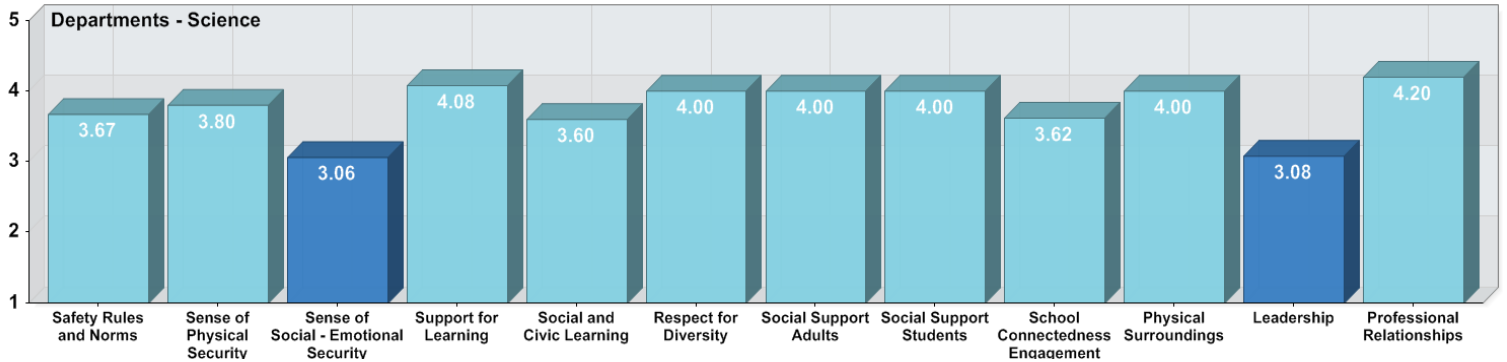
School Climate Dimensions - School Personnel by Departments



School Climate Dimensions - School Personnel by Departments



School Climate Dimensions - School Personnel by Departments



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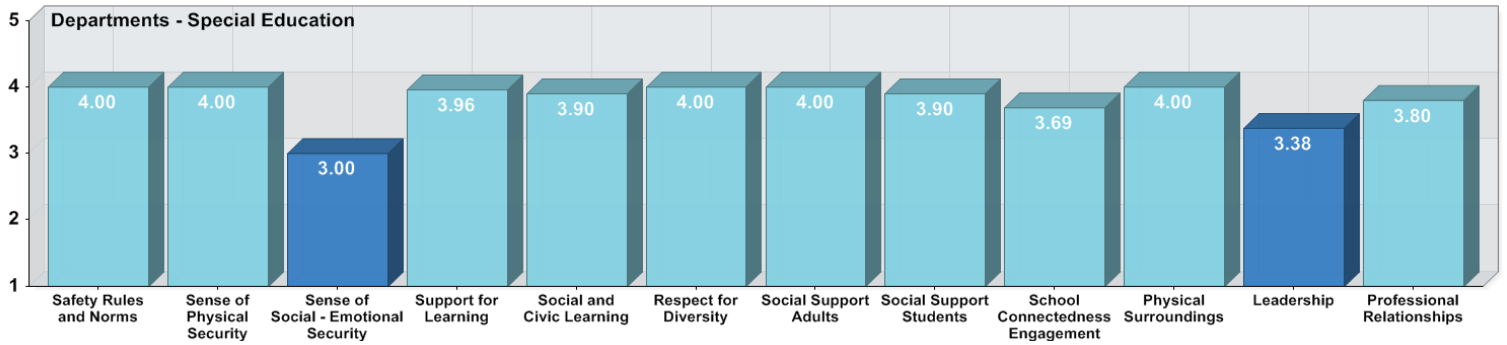
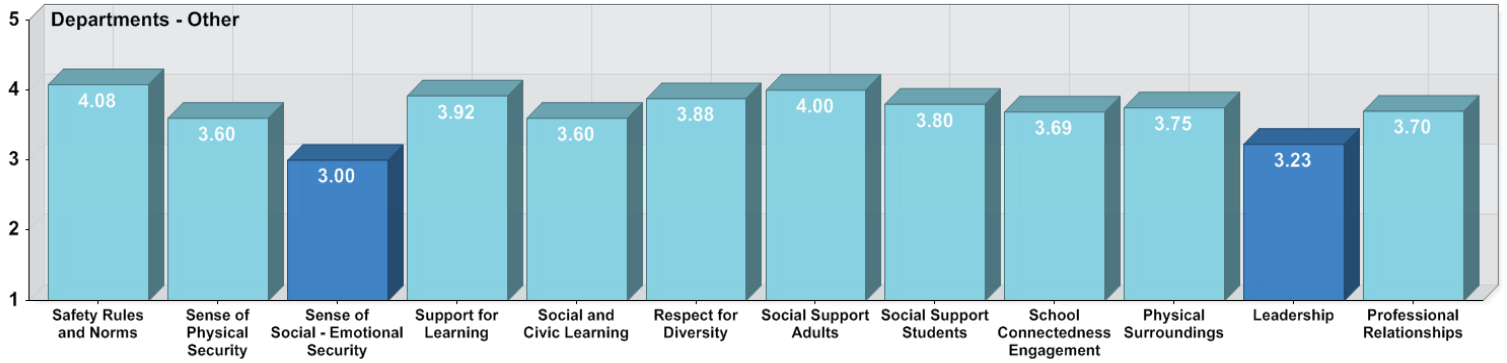
Details on sub-group sizes can be seen in the Demographic Profiles starting on page 133.

Sub-Group Ratings: School Personnel

School Climate Dimensions - School Personnel by Departments



School Climate Dimensions - School Personnel by Departments



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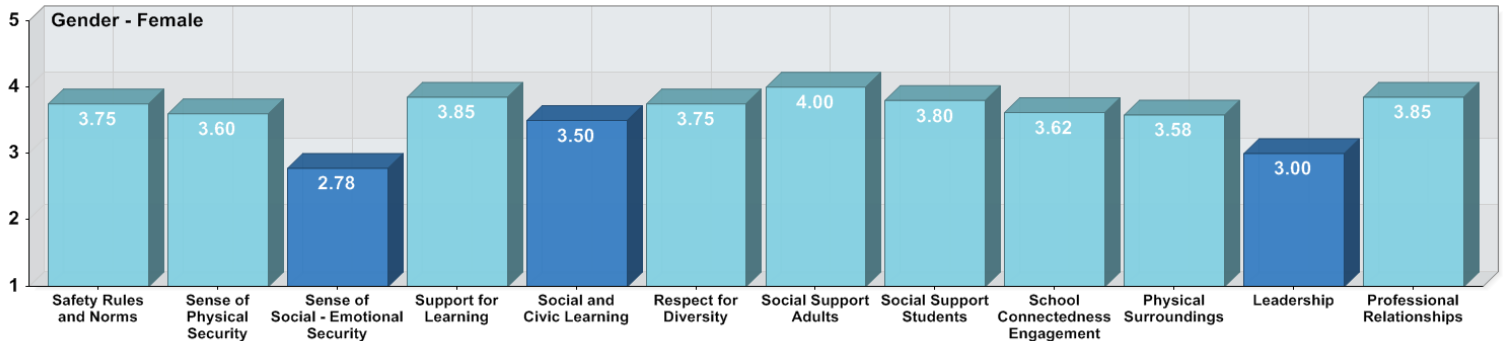
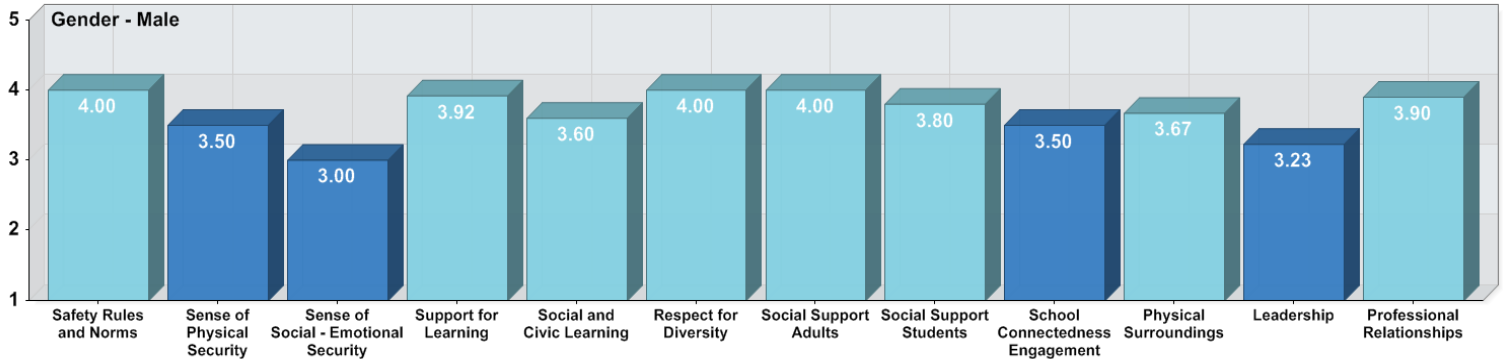
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 133.

School Climate Dimensions - School Personnel by Gender



School Climate Dimensions - School Personnel by Gender



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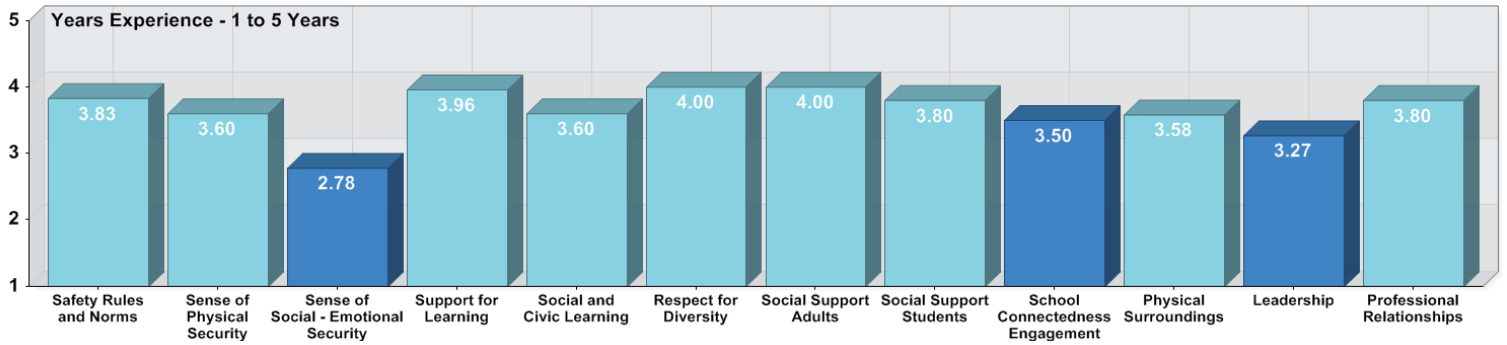
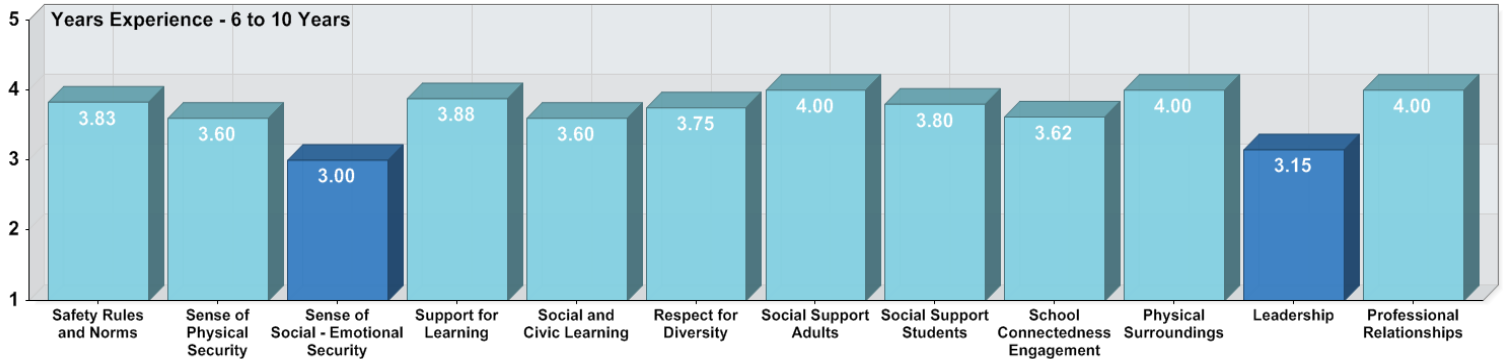
Details on sub-group sizes can be seen in the Demographic Profiles starting on page 133.

Sub-Group Ratings: School Personnel

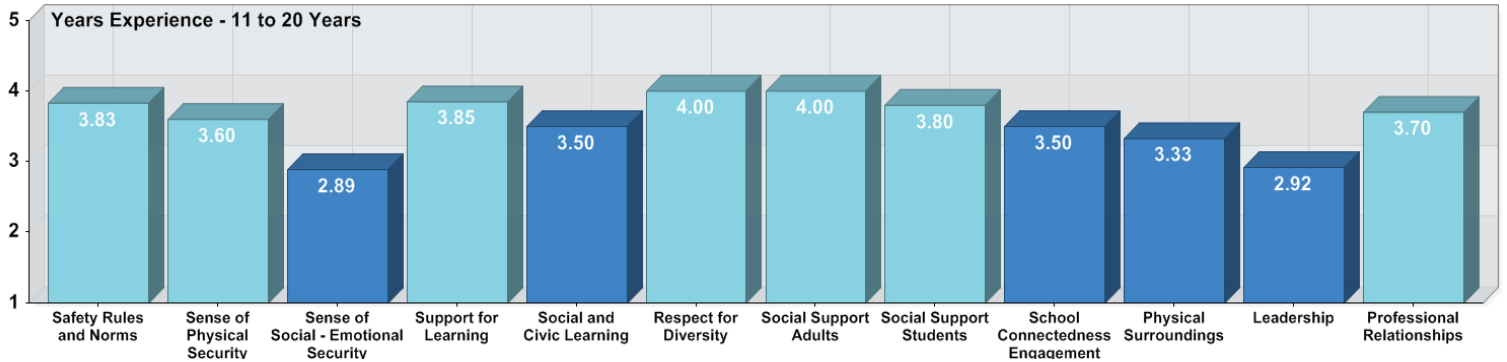
School Climate Dimensions - School Personnel by Years Experience



School Climate Dimensions - School Personnel by Years Experience



School Climate Dimensions - School Personnel by Years Experience



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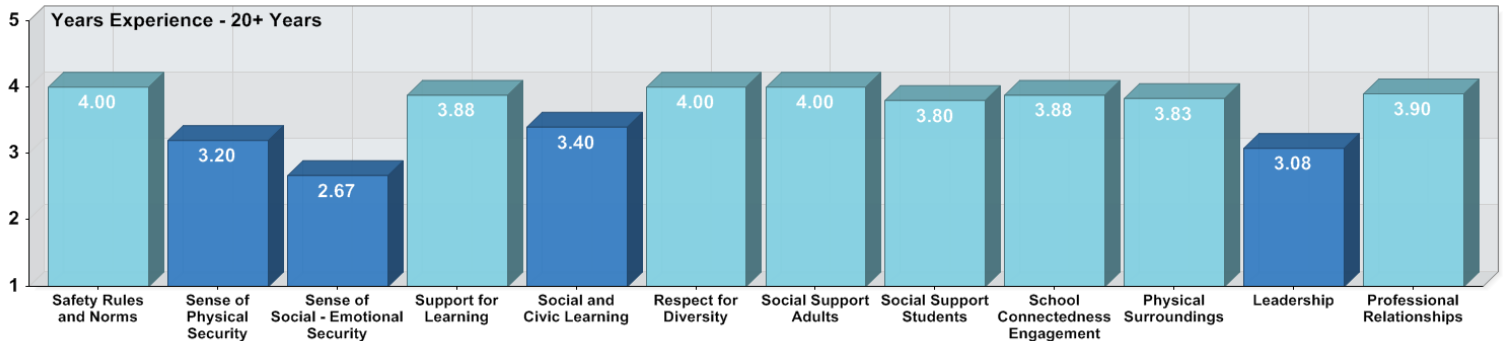
Details on sub-group sizes can be seen in the Demographic Profiles starting on page 133.

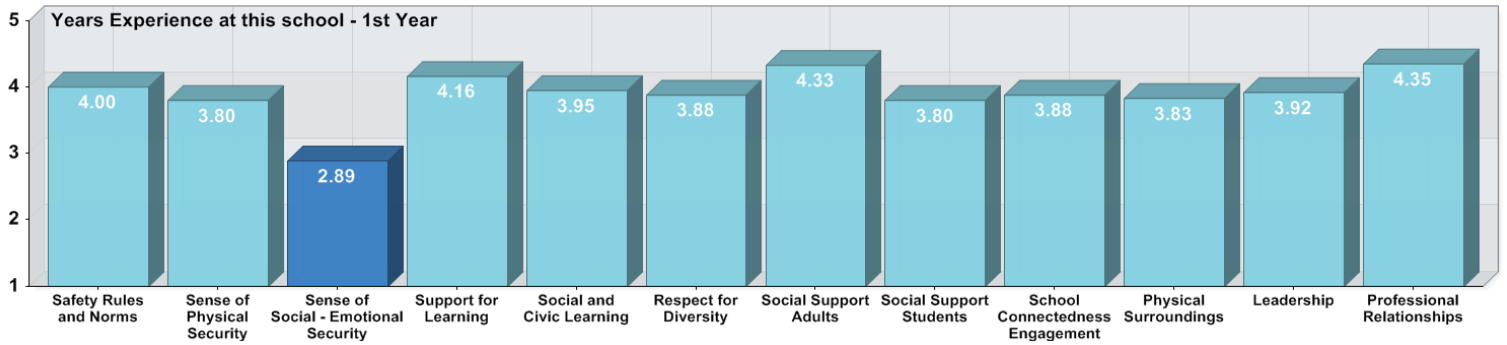
School Climate Dimensions - School Personnel by Years Experience



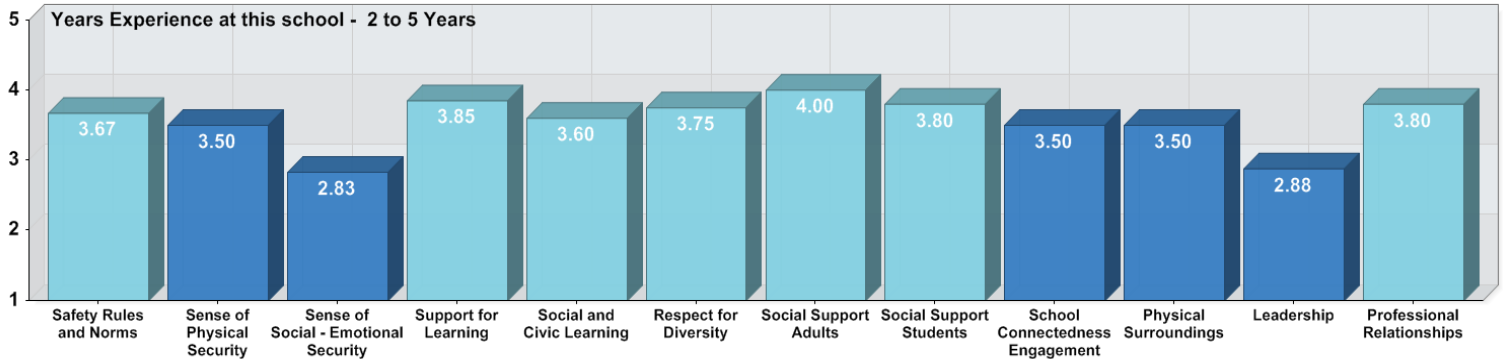
	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 133.

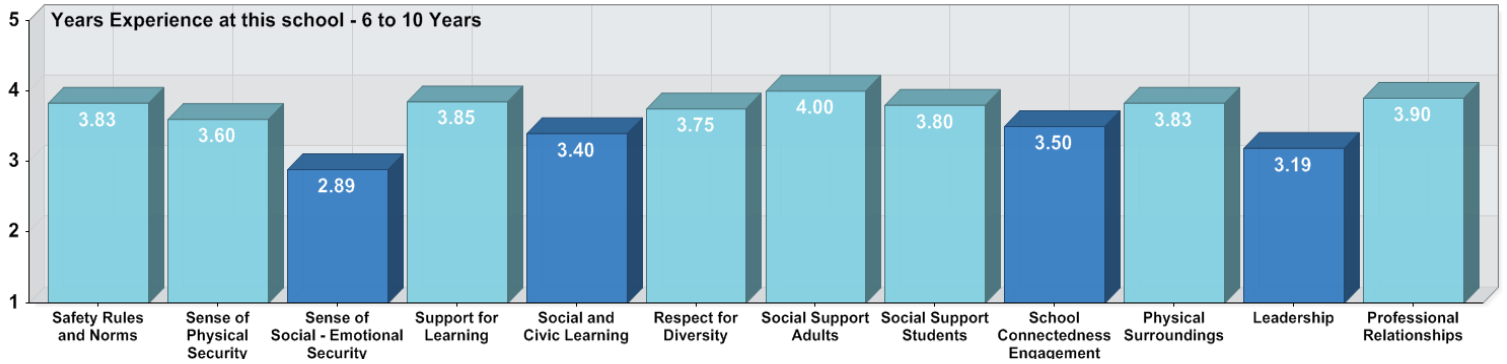
School Climate Dimensions - School Personnel by Years Experience at this school



School Climate Dimensions - School Personnel by Years Experience at this school



School Climate Dimensions - School Personnel by Years Experience at this school



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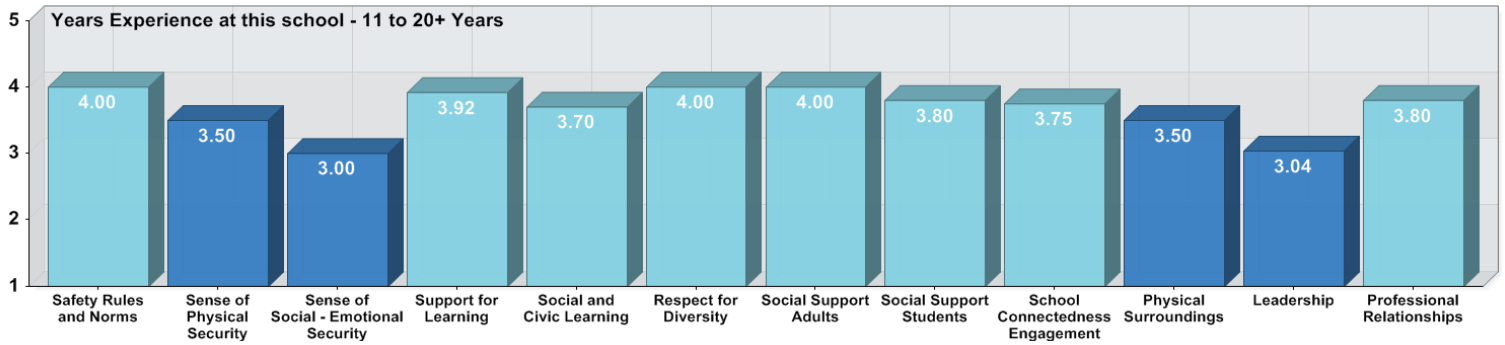
School Climate Dimensions - School Personnel by Years Experience at this school

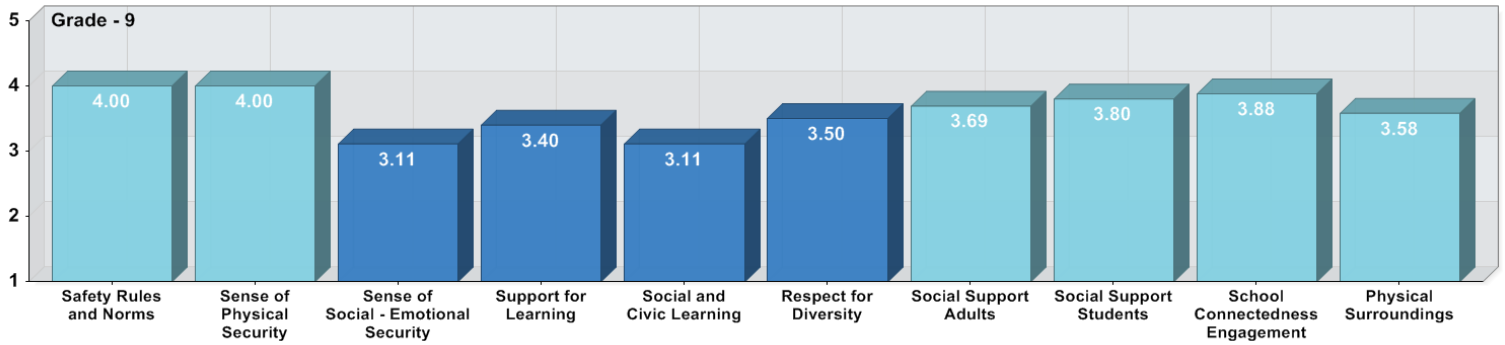


	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

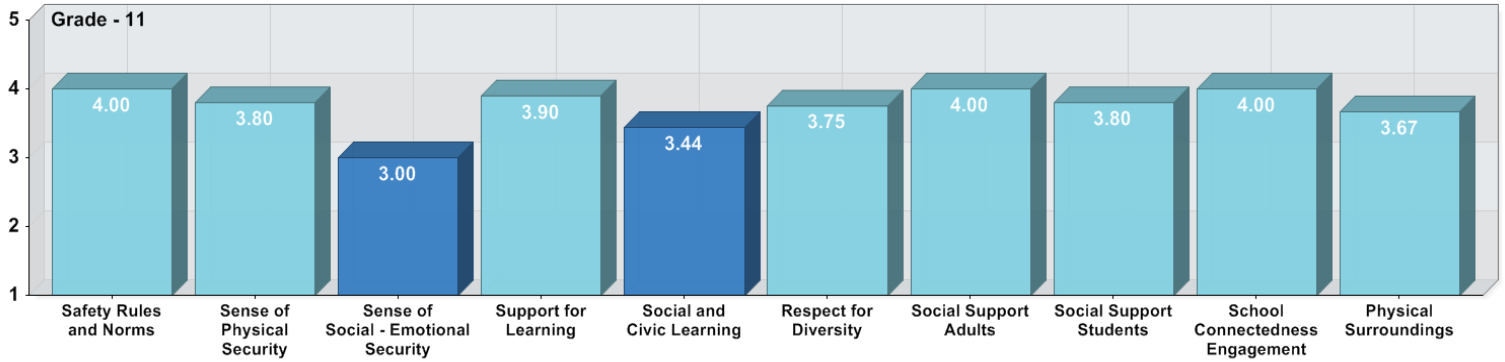
Details on sub-group sizes can be seen in the Demographic Profiles starting on page 133.

Sub-Group Ratings: Parents

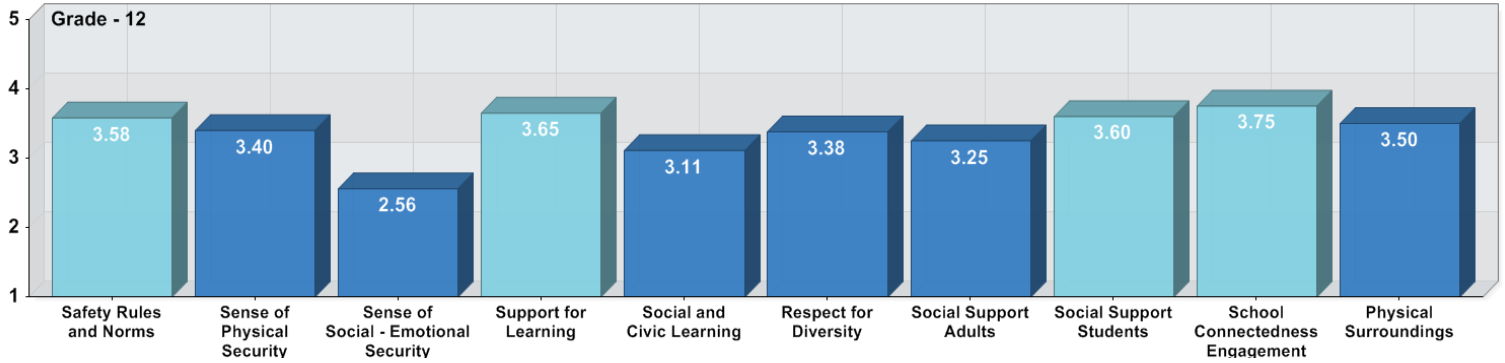
Parent by Child's Grade



Parent by Child's Grade



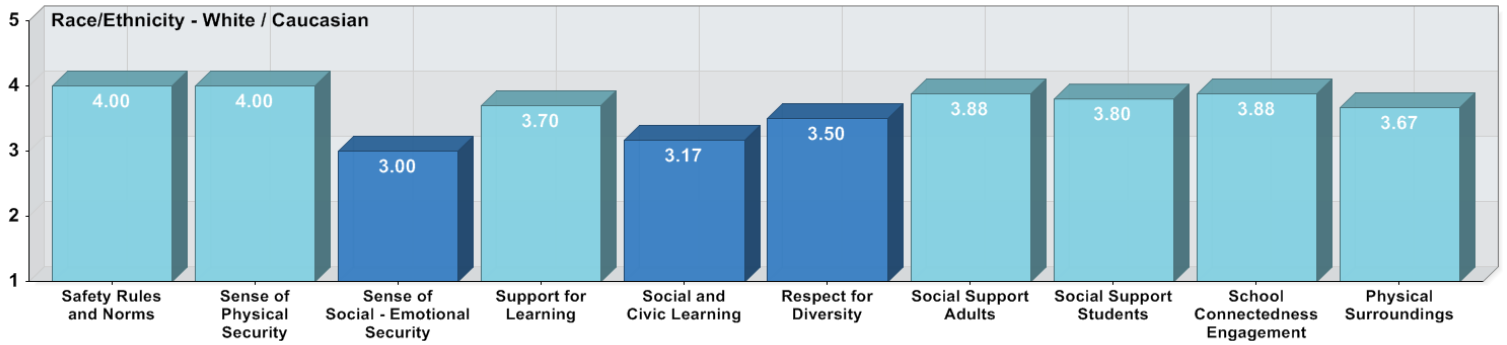
Parent by Child's Grade



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 133.

School Climate Dimensions - Parent by Race/Ethnicity



	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

Details on sub-group sizes can be seen in the Demographic Profiles starting on page 133.

IV. Recommended Guidelines and Resources

This Recommended Guidelines and Resources section should help you understand how to approach the process of change and where to start based on the feedback in this report. There are two recommendations sections in this report.

Starting on the next page, you'll find the **Process Recommendations,** which will provide you with a few ideas on beginning the process of translating the CSCI results into useful action to improve your school climate. You'll also find the **Action Charts.** There is one chart for each of the school climate dimensions. Each one outlines a process for moving from examining your school's survey results to understanding the reasons for any perceived problems, and from there to developing specific solutions.

For More Information, Visit our website [www.schoolclimate.org]. At NSCC's website you'll find more comprehensive information and extensive resources, including a list of professional development workshops and other services that can help you in your school climate improvement work.

We encourage you and your school to use the CSCI findings presented here to bring the school community together. The recommendation sections in this report suggest a series of specific steps and strategies to support the process. As you decide which school climate-related spheres you want to focus on, we hope you will draw on NSCC's resources to support programmatic planning and implementation.

- **Process Recommendations: How To Do It and Where to Start**
- **Action Charts**



IV. Recommended Guidelines and Resources

Process Recommendations: How To Do It and Where to Start

All schools look for specific programmatic recommendations when planning improvements to their school climate. However, **how we go about facilitating school improvement** is as important, if not more important, than the specific curriculum, techniques or interventions that we use in a given phase of school improvement. We all know, for example, that an excellent academic curriculum will be useless if the environment does not support it. The teacher must understand how to use it and be invested in its success; the students must be prepared for the material, and so on. In order to see results, you must **create a school environment that supports any initiatives you introduce.** Otherwise, they are likely to be undermined.

Below are ten process guidelines that current literature and practice have shown to be effective in supporting school climate improvement efforts. More detailed information can be found on NSCC's Website, www.schoolclimate.org, including tools, templates and case histories that illustrate potential barriers.

1) Form a representative and inclusive leadership team. If it has not been done already, it is strongly recommended that you form a representative and inclusive leadership team to shepherd your school climate improvement initiative. When all members of the school community are represented, school improvement plans have a greater likelihood of success. There are a variety of ways that leadership teams can convene forums where students, staff, administrators, teachers, community members and parents have an opportunity to share their perceptions, prioritize goals, and develop and implement action plans.

2) Designate a coordinator for the school climate improvement process. Sustained school climate improvement efforts depend on a well-developed plan and **a skilled coordinator who is visible to the school community.** Ideally, the school principal is involved in the initiative, but most of the day-to-day work is handled by the coordinator. This frees up the principal to continue his or her tasks, and also ensures that the process is overseen by someone who can devote the necessary time and attention. The **skills you look for in a coordinator will depend on your school climate improvement plan.** For example, a plan that is focused around integrating the teaching of social and emotional skills into regular classroom instruction may require a different coordinator than a plan that begins with a focus on student safety interventions. It's also important not to overlook social and emotional skill development in adults when developing a plan and hiring a coordinator.

3) Educators, students, parents, and mental health professionals must work together. Substantive school reform efforts must involve ongoing and vital partnerships between members of the school community. How can you promote parent as well as student participation? How can educators and mental health professionals work together to anticipate barriers to learning and healthy development?

4) Adult Learning: How teachers and parents act is often more important than what they say. Effective K-12 social, emotional, ethical and academic learning necessitates that **adults be involved with social, emotional and ethical learning themselves.** How will you make this process meaningful for adults in your school community?

5) Promoting authentic learning communities. This is a goal for virtually all school reform efforts. All of these process recommendations will promote learning communities. How can you make this an explicit goal? What are the specific ways that educators reveal that they are "learners"?

6) Time frame: Substantive school improvement is, at a minimum, a three to five year process. School improvement efforts that are designed to "bear fruit" within a year or two tend to fail. Often, there is pressure to increase reading and math scores this year. How can your community develop three to five year plans that have the potential to result in substantive school climate improvement and also "stay the course"?

7) Be sure your school climate improvement plan is well-designed and realistic. It is easy to be overly enthusiastic and attempt to do too much too soon. It can also be tempting to develop a plan quickly and finalize it without much serious discussion about whether it will be effective. The plan must be integrated into school life, and it must be supported by every member of the school community. If you have not developed these aspects of your plan, it is likely that your efforts will not be successful.

8) Research and use evidence-based curricula to support change in your school. Naturally, it is important that the process of school improvement build on instructional and programmatic efforts that work. As your school begins to define goals, what evidence-based curriculum might best serve learners and teachers?

9) Continuous evaluation is an essential part of effective school improvement efforts. How can your community develop methods of evaluation about what is and is not working? How can evaluation become the basis for authentic learning rather than another administrative burden? When you develop action plans, try to build in specific measures of your current status and set benchmarks for how you'd like to see those measures improve over time so that you can monitor your progress as you go.

10) Setting Goals: Focus on areas of strength and weakness. School climate improvement efforts—naturally—tend to focus on areas of relative need or weakness. However, it is often best to begin goal setting around areas of relative strength. **When the school community focuses on change projects that yield results, it becomes significantly easier**

to address major areas of challenge in ways that result in systemic change. This strategy of **"small wins"** can be very effective. Change is difficult. We suggest that your initial implementation efforts **build on spheres of strength and/or represent areas where you—realistically—believe you will be able to make an impact in the first year.** When schools elect to address their most challenging areas first, there can be little or no change in the first year and, this can be demoralizing to the school community. If your school does decide to do this, you should take care to set up realistic expectations.

One last point on goal setting is to stress the fundamental importance of feeling safe in schools. **To the extent that members of the school community do not feel safe in your school, we suggest that this become a focus for initial action.**

On the pages that follow, you will find a chart for each dimension of school climate. If your survey data suggest that one or more school groups perceive challenges with a given dimension, the charts are designed to help you develop a plan to make improvements. The dimensions do overlap with one another, and you will see similarities in some charts, especially for closely-related dimensions such as physical and social-emotional safety.

The first column makes suggestions about **digging deeper** into the problem. You can't design an effective plan until you understand more about the problem and the negative perceptions—where they are, what they consist of, and how they relate to other perceptions.

The second column identifies some of the underlying factors that can lead to low scores in each of the three school populations. This is not intended as a replacement for your own research, but as a starting point to help you think about potential areas on which to focus. **Your interventions must be based on your own investigations.**

The third column includes some **specific steps** you can take to address problems with this dimension, as well as programs or policies that have been successful in other schools. Additional programmatic ideas and a wide variety of resources are available at your school portal and on NSCC's website (www.schoolclimate.org), including books, articles, organizations, and professional development offerings.

Both here and on the web we've identified approaches and programs that have been successful in the past, but we encourage you to **conduct your own evaluations** and determine which programs will be most effective in your school. Also consider **where your efforts will have the greatest impact—**some early successes will help build greater support for long-term change.

- Physical Safety
- Social-Emotional Safety
- Support for Learning
- Social & Civic Learning
- Respect for Diversity
- Social Support—Adults & Students
- School Connectedness/ Engagement
- Physical Surroundings
- Leadership and Professional Relationships



Physical Safety: When Physical Safety is perceived as a problem in your school, here are some steps you can take:			
School Group	**Developing a Deeper Understanding of the Problem**	**Identifying Some Common Sources of the Problem**	**Approaches/Programs that Schools and Research Have Found to Be Successful**
Students	**Look at the two scales—Rules & Norms for Safety and Sense of Physical Security. Are there issues with school policy (Rules & Norms) or with peoples' experience of safety (Sense of Physical Security) or both?** **How do student responses to these dimensions compare to other information about safety** that you collect in your school, such as Incident Reports or student complaints? **Are there sub-groups of students who feel particularly unsafe?** • Look at Section III C to see if there are differences by gender, grade or race/ethnicity. **Are there particular aspects of safety that students perceive to be a problem?** • Look at Section V for details on how students responded to each item that makes up the scales for Safety - Rules & Norms and Sense of Physical Security. **Can you dig deeper** through focus groups, follow-up surveys, or more informal forums for conversations with specific groups about particular issues? • For example, if the youngest students in the school are feeling particularly threatened, can you find out more about how and why, via additional research and/or by discussions with school counselors and/or teachers?	**Rules, Systems and Norms:** • Not clearly defined • Not fairly or strongly enforced; difficult to enforce • Not well-aligned with consequences • Not informed by the experiences of students and school personnel **Supervision:** • Insufficient adult presence • Adults insufficiently trained in crisis management and/or in socially & emotionally informed discipline	**Review your student code of conduct. Make sure that it is developmentally appropriate and aligns with your school's core values. Involve staff in the process and students as appropriate by age.** **Map problems by area and time. Have students and staff mark school diagrams indicating where they experience or witness problem behaviors and when. If possible, institute a computerized program that will track physical incidents in school.** This will allow you to use current data to identify problem locations in the building (more supervision can be provided) as well as analyze data by type of infraction, date, frequency, and consequences imposed. **Make it easy and safe to report safety concerns.** All adults should be prepared to receive reports (written or oral) from students in a sensitive manner and to convey them to the appropriate person. It may also help to provide boxes where students can report problems anonymously. Try to provide each student with an adult in whom they can confide. **Be sure your school has a crisis plan** and that students, school personnel, and parents all feel confident about what to do. Consider speaking to your local police or fire department if you need guidance in developing an effective plan. **Increase visibility and availability of adults in unstructured or "problem" areas** of the school. This will help students feel safer and lead to more student-adult conversations, increasing the probability that adults will hear about student concerns. **Educate all or key school personnel—including School Safety Agents—in how to deal effectively with children in crisis.** Many of these programs provide excellent training for developing social-emotional skills and ethical dispositions in school personnel, as well as awareness of the ways in which conflicts can escalate unnecessarily and how to defuse them. **Address the issue of bullying.** Establish and communicate the school's anti-bullying commitment. Create a common language and establish policies and procedures for addressing bullying incidents when and where they occur. Continued on next page

Physical Safety: When Physical Safety is perceived as a problem in your school, here are some steps you can take:			
School Group	**Developing a Deeper Understanding of the Problem**	**Identifying Some Common Sources of the Problem**	**Approaches/Programs that Schools and Research Have Found to Be Successful**
School Personnel	**How do school personnel responses to this dimension compare** to other information related to the way school personnel perceive student safety? Their own safety? **Are there sub-groups of school personnel who perceive the school to be particularly unsafe?** • Look at Section III C to see if there are differences by grade, role or experience. • How does this compare to other information & teacher reports? • How does this compare to student patterns by grade? **Are there particular aspects of safety that school personnel perceive to be a problem?** • Look at Section V for details. **Can you dig deeper** through staff meetings or more formal means such as follow-up surveys or focus groups?	**Individual Competencies:** • Students' lack of development in social & emotional skills, such as self-regulation, communication, and conflict resolution • Room for adults to improve capacity for self-reflection and ability to model positive behaviors **Peer/School Culture:** • Unhealthy norms for behavior among students and/or school personnel • Insufficient modeling of supportive behavior, including up-stander norms • Low levels of group support & trust	**School-wide efforts to teach** coping with stress, problem-solving, communication, conflict resolution, and other important social-emotional skills. **Coordinate health-promotion and risk-prevention efforts.** Train school personnel to recognize student behavior that may indicate problems. Provide targeted services to students who need them. This requires collaboration with mental health professionals. **Promote students' development of civic skills and behaviors in academic classes.** Rather than relying primarily on external controls and compliance, provide students with opportunities to internalize values and learn and practice strategies that promote individual and group responsibility. **Find evidence-based programs that will be effective in your school.** Look for programs that have been studied and shown to be successful. It's helpful if the developers are available to support you and answer questions, and be sure you understand the program's goals, target population, expected outcomes, and essential elements of effective implementation. Spend some time finding a program you have faith in—the extra effort will pay off. Here are a few excellent sites that provide information on programs related to safety that have been rigorously tested for effectiveness: **Blueprints for Violence Prevention** http://www.colorado.edu/cspv/blueprints/index.html **SAMHSA Model Programs** http://nrepp.samhsa.gov/index.asp **Promising Practices Network—Programs That Work** http://www.promisingpractices.net/programs.asp **NSCC can help—**See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for a growing body of professional development and training in areas related to physical safety, including "Breaking the Bully-Victim-Bystander Cycle" and "Conflict Resolution".
Parents	**How do parent responses to this dimension compare** to prior parent feedback about safety? **Are parent respondents representative of your school body as a whole?** If not, can you reach out more to under-represented groups? **Are there sub-groups of parents who feel that their children may be unsafe in and around school?** • Look at Section III C to see if there are differences by grade, gender or race/ethnicity. • How does this compare to other information from parents, such as calls and comments? • How does this compare to the student patterns by grade, gender or race/ethnicity? **Are there particular aspects of safety that parents perceive to be a problem?** • Look at Section V for details.		

Social-Emotional Safety: When Social-Emotional Safety is perceived as a problem in your school, here are some steps you can take:			
School Group	**Developing a Deeper Understanding of the Problem**	**Identifying Some Common Sources of the Problem**	**Approaches/Programs that Schools and Research Have Found to Be Successful**
Students	**Are there issues with school policy (Rules & Norms) or with the experience of safety (Sense of Social-Emotional Security), or both?** **How do student responses to these dimensions compare to other indicators of social-emotional safety** in your school? How does this relate to the experience of physical safety? **Are there sub-groups of students who feel particularly vulnerable to social-emotional threats?** Look at Section III C to see if there are differences by gender, grade or race/ethnicity. • How does this compare to reports from guidance counselor/teachers, parent concerns? • Are patterns similar to physical safety, or do different groups feel more at-risk from one vs. the other? **Are there particular aspects of social-emotional safety that students perceive to be a problem?** • Look at Section V for details on how students responded to each item that makes up the Sense of Social-Emotional Security scale as well as the scale for Safety - Rules & Norms. • How does this relate to Respect for Diversity? **Can you dig deeper** through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about particular issues? • For example, if name calling is a particular problem, can you find out more about when this occurs? Are there issues related to online media? • Can you probe more to identify whether threatening behavior is tied to certain groups, or whether threatening behavior is tied to intolerance for certain groups?	**Note:** physical and social-emotional safety are closely linked. Therefore, you will see similarities in the "common sources" and "successful approaches" columns for these two dimensions. **Rules, Systems & Norms** (especially those related to social bullying, teasing, and respectful behavior): • Not clearly defined • Not fairly enforced • Not strongly enforced • Not well aligned with consequences **Supervision:** • Insufficient adult presence • Adults insufficiently trained in socially & emotionally informed discipline • More difficult to monitor vs. infractions for physical safety • Adults don't realize these problems require intervention	**Review your student code of conduct with an eye toward social-emotional safety as well as physical safety.** How well does it support social-emotional education and shared values and communicate this commitment? Involve staff in the process and students as appropriate by age. **Map problem areas and times for social safety in line with the process outlined earlier for physical safety.** **Make it easy and safe to report problems.** All adults should be prepared to receive reports (written or oral) from students in a sensitive manner and convey them to the appropriate person. It may also help to provide ways for students to report anonymously. **Increase visibility and availability of adults in unstructured or "problem" areas of the school.** This will help students feel safer and also lead to more student-adult conversations, increasing the probability that adults will hear about student concerns and understand where problems are coming from. **Educate school personnel in dealing effectively with children in trauma and in strategies to help prevent problems from escalating into school-wide crises.** **Address the issue of bullying.** Establish and communicate the school's anti-bullying commitment. Create a common language and establish policies and procedures for addressing bullying incidents when and where they occur. **Foster respect for diversity through programs that teach tolerance and appreciation for differences.** Continued on next page

Social-Emotional Safety: When Social-Emotional Safety is perceived as a problem in your school, here are some steps you can take:			
School Group	**Developing a Deeper Understanding of the Problem**	**Identifying Some Common Sources of the Problem**	**Approaches/Programs that Schools and Research Have Found to Be Successful**
School Personnel	**How do school personnel responses to this dimension compare** to other information about social-emotional safety as it is perceived by and/or affects teachers? **Are there sub-groups of school personnel who perceive the problem to be particularly serious?** • Look at Section III C to see if there are differences by grade, role or experience. • How does this relate to Respect for Diversity? **Are there particular aspects of social-emotional safety that school personnel perceive to be a problem?** • Look at Section V for details. • Are problems centered on certain kinds of behaviors? **Can you dig deeper** in staff meetings or through more formal means such as follow-up surveys or focus groups?	**Individual Competencies:** • Students' under-developed social & emotional knowldege skills, and dispositions (self-awareness, self-regulation, flexible problem solving, responsibility, and cooperative capacities) • Need for adults to enhance their own social-emotional capacities and their ability to promote and model these behaviors **Peer/School Culture:** • Unhealthy norms for behavior (social bullying and other problems are common) • Inconsistent modeling of supportive behavior, including upstander norms • Low levels of group support & trust • A culture that is insufficiently tolerant of differences. Often social bullying is associated with lack of respect for others based on characteristics such as gender, race/ethnicity or sexual orientation.	**Initiate or reinforce school-wide efforts to integrate direct instruction and practice of social-emotional skills**, including recognizing and regulating emotions, problem-solving, effective communication, and conflict resolution. **Coordinate health-promotion and risk-prevention efforts.** Educate school personnel to recognize student behavior that may indicate problems. Provide targeted services to students who need them. This requires collaboration with mental health professionals. **Promote students' development of civic skills and behaviors in academic classes.** Rather than relying primarily on external controls and compliance, provide students with opportunities to internalize values and learn and practice strategies that promote individual and group responsibility. **Find evidence-based programs that will be effective in your school.** Look for programs that have been studied and shown to be successful. It's helpful if the developers are available to support you and answer questions. Be sure you understand the program's goals, target population, expected outcomes, and essential elements of effective implementation. Spend some time finding a program you have faith in—the extra effort will pay off. Below are sites that provides information on programs related to social and emotional safety that have been rigorously tested for effectiveness in addressing a wide range of issues: **Promising Practices Network—Programs That Work** http://www.promisingpractices.net/programs.asp **Blueprints for Violence Prevention** http://www.colorado.edu/cspv/blueprints/index.html **CASEL - Meta-analysis of SEL Programs** http://www.casel.org/sel/meta.php **SAMHSA Model Programs** http://nrepp.samhsa.gov/index.asp **NSCC can help—**See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for a growing body of professional development and training in areas related to social-emotional safety, including 'Breaking the Bully-Victim-Bystander Cycle", "Conflict Resolution" and "Infusing SEL into the Curriculum".
Parents	**How does this compare** to prior feedback from parents in general about social-emotional safety? **Are there sub-groups of parents who feel that their children may be unsafe in and around school?** • Look at Section III C to see if there are differences by grade, gender or race/ethnicity. • How does this compare to other information from parents, such as calls and comments? • How does this compare to the student patterns by grade, gender or race/ethnicity? • How does this compare to patterns for physical safety? **Are there particular aspects of social-emotional safety that parents perceive to be a problem?** • Look at Section V for details. **Can you dig deeper** through parent outreach?		

Support for Learning: When Support for Learning is perceived as a problem in your school, here are some steps you can take:			
School Group	**Developing a Deeper Understanding of the Problem**	**Identifying Some Common Sources of the Problem**	**Approaches/Programs that Schools and Research Have Found to Be Successful**
Students	**How do student responses to this dimension compare** to information on students' academic performance and to perceptions of staff about this dimension? **Are there sub-groups of students who feel particularly unsupported in their academic work?** • Look at Section III C to see if there are differences by gender, grade or race/ethnicity. • How does this compare to academic measures for these same groups? **Are there particular aspects of support for learning that students perceive to be a problem?** • Look at Section V for details on how students responded to each item that makes up the Support for Learning scale. • How does this relate to School Personnel perceptions? **Can you dig deeper** through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about specific issues? • For example, if these issues are particularly acute for specific grades, do you have any theories about aspects of teaching and learning that may be contributing to these issues, e.g. curriculum, scheduling, or testing, in those grades? • Can you test out these theories with further research?	**Challenges in Curriculum:** • Limitations of curriculum in relation to student needs and interests • Learning is disconnected from the real world; students do not see its value • Learning does not build on students' personal or life experience **Challenges in Instructional Practices:** • Need for additional professional development to support instructional practices such as differentiated instruction, formative assessment, authentic assessments, inquiry-based instruction, etc. **Challenges in Classroom Management:** • School personnel have insufficient professional development in how to foster caring and productive classroom communities. • School policies and guidance are insufficient to mitigate chronic misbehavior in the classroom.	**Develop opportunities for teachers to review and revise the curriculum.** If teachers have considerable concerns about the curriculum or the way students interact with it, those concerns should be explored. **Support teachers in continuing their education through professional development and other opportunities.** Make every effort to include teachers in decisions about professional development, and be sure a range of techniques are used (mentoring, peer observation, collaborative work groups). **Ensure that extra help is easily available to all students.** It should be easy for students to take advantage of the extra help—transportation should be available, if before or after school. Depending upon your school, you may be able to provide extra help in a variety of ways—teachers, parents, community groups, peer tutoring, or matching younger and older students. **Classroom Management is often identified by teachers, especially newer teachers, as the most frustrating part of their jobs in the classroom.** Working with teachers, research some programs that have been successful in helping teachers learn and use effective classroom management techniques. This helps teachers feel more competent and less stressed, and good classroom management enables them to spend more time and energy on instruction. **Help teachers show students how the work they do in school is connected to their lives and the world around them.** Encourage field trips, service-learning classes or projects, interdisciplinary units, and links with the community. Consider making explicitly practical classes available to students (money management, relationship skills, resume-writing, etc). Continued on next page

Support for Learning: When Support for Learning is perceived as a problem in your school, here are some steps you can take:			
School Group	**Developing a Deeper Understanding of the Problem**	**Identifying Some Common Sources of the Problem**	**Approaches/Programs that Schools and Research Have Found to Be Successful**
School Personnel	**How do the school personnel responses to this dimension compare** to other information about teachers' feelings of success in the classroom? **Are there sub-groups of school personnel who rate this dimension less positively than others?** • Look at Section III C to see if there are differences by grade, role or experience. **Are there particular aspects of quality of instruction that school personnel rate poorly?** • Look at Section V for details. • Are problems aligned with student perceptions? **Can you dig deeper** through staff meetings or more formal means such as follow-up surveys or focus groups?	**Structural Barriers/Resource Constraints:** • Problematic student/teacher ratios • Pacing of curriculum • Scheduling constraints • Length of school day/school year • Testing pressure **Behavioral/Attitudinal Barriers:** • Behavioral patterns and attitudes that impede ability of students to constructively ask for or receive help • Behavioral patterns or attitudes that impede ability of teachers to constructively give help to all students	**Consider how adult attitudes related to learning impact the school experience for students.** Be clear about the school environment you'd like to see. Take time to define your goals as specifically as possible, and think about what kind of experience and qualities staff would need to have to realize this vision. For example, do school personnel make it clear that risk-taking and mistakes are part of the learning process? Do they support independent student inquiry? Be specific about this in recruiting potential new staff members, as well as with current staff. **All schools deal with structural barriers, including budget, physical space, and state or federal education/testing requirements.** Often a school leader has minimal power to change those circumstances. Evaluate your own structural barriers and how they influence your school community. This might include student/teacher ratios, classroom space, required curriculum, mandated testing, and professional contracts. Consider how students, parents, and school personnel are affected by these aspects of school life. Think about what latitude you may have to change some of these factors and/or what action you can take to mitigate their impact within existing constraints. **There is a wide array of resources for the development of supportive environments for learning.** Below are just a few websites that can connect you to relevant research and help identify evidence-based programs to address a range of issues related to support for learning. **ERIC - Education Resources Information Center** http://www.eric.ed.gov **Center for Comprehensive School Reform & Improvement—Database** http://www.centerforcsri.org/research/improvement.cgi **What Works Clearinghouse—Institute of Education Sciences** http://ies.ed.gov/ncee/wwc/ **Promising Practices Network—Programs That Work** http://www.promisingpractices.net/programs.asp **NSCC can help**—See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for a growing body of professional development and training in areas related to instructional support, including "Effective Classroom Management".
Parents	**How do the parent responses to this dimension compare** to ongoing feedback from parents about teaching and instruction? **Are there sub-groups of parents who feel that their children are less well-supported academically?** • Look at Section III C to see if there are differences by grade, gender or race/ethnicity. • How does this compare to other information from parents, such as calls and comments? • How does this compare to the student patterns by grade, gender or race/ethnicity? **Are there particular aspects of quality of instruction that parents perceive to be a problem?** • Look at Section V for details. **Can you dig deeper** through parent outreach? Might this be a subject for further discussion and/or research on Curriculum or Teacher-Conference Nights?		

Social and Civic Learning: When Social and Civic Learning is perceived as a problem in your school, here are some steps you can take:			
School Group	**Developing a Deeper Understanding of the Problem**	**Identifying Some Common Sources of the Problem**	**Approaches/Programs that Schools and Research Have Found to Be Successful**
Students	**How do student responses to this dimension compare** to other information about whether students are learning useful social and civic skills in school? How does it compare to staff perceptions? **Do social-emotional and civic education appear to be lacking for all students,** or for particular sub-groups of students? Conversely, does it appear to be particularly strong for certain groups of students? • Look at Section III C to see if there are differences, particularly by grade. **Are there particular aspects of social-emotional & civic education that are missing?** • Look at Section V for details on how students responded to each item that makes up the Social & Civic Learning scale • How does this relate to perceptions of school personnel? **Can you dig deeper** through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about specific issues?	**Structural:** • Pressures related to time and testing • Inadequate personnel to support these efforts • Piecemeal and disjointed interventions that are not sufficently integrated into behavioral norms for the school **Instructional:** • No dedicated curriculum covering social-emotional learning, ethical dispositions and civic competencies • No embedded instruction on these subjects within academic lessons • Uneven implementation within and across classrooms • Social and civic instruction that staff think of as embedded or implicit may not be picked up by students	**Review what your school is already doing** to teach social and emotional skills to students and civic dispositions, and consider how it may be standardized, adapted or expanded in order to be more effective. Remember, we are always modelling ways of handling social, emotional and ethical challenges, whether consciously, helpfully, or not. Social-emotional and civic education covers a broad array of important skills that can be successfully learned in a variety of ways. School programs can encompass stand-alone classes, e.g. mediation or ethics and school-wide service learning projects. **Appoint a Social-Emotional/Civic Education Coordinator** to be responsible for organizing and implementing these initiatives, as well as supporting school personnel in their efforts. Also, **develop a committee or task force** made up of administrators and teachers from all grade levels to review materials and curricula. They can be responsible for overseeing the implementation of social and emotional, and/or civic and character education in the school. Research some successful programs and choose one that seems to be a good fit for your school. There are many excellent curricula available that provide guidelines and lesson plans for teaching social-emotional skills and ethical dispositions. Determine what outcomes you're looking for and find a way to evaluate the success of the program after some time has passed. **Observe your own behavior,** and consider the ways in which you could become more socially and emotionally skilled and a more positive role model. Find opportunities for personal and collegial reflection. **Work to educate students, parents and school personnel on the value of social and emotional skills, ethical dispositions and civic behaviors.** There are a number of research studies supporting the importance of these skills which may be helpful to you in making your case for change. Reinforce the value of these skills. Ask people to describe a person they admire. Most likely, the qualities they name will be social, emotional and ethical strengths. **Institute a student peer mediation program.** This can help resolve student conflicts while also teaching important skills in dealing with disagreements. Continued on next page

Social and Civic Learning: When Social and Civic Learning is perceived as a problem in your school, here are some steps you can take:			
School Group	**Developing a Deeper Understanding of the Problem**	**Identifying Some Common Sources of the Problem**	**Approaches/Programs that Schools and Research Have Found to Be Successful**
School Personnel	**How do the responses to this dimension compare** to other indicators from staff? How does it compare to student perceptions? **Are there sub-groups of school personnel who rate this dimension less positively than others?** • Look at Section III C to see if there are differences by grade or experience. **Are there particular aspects of social, emotional, ethical, and civic learning that school personnel identify as lacking, or others that appear to be especially well supported?** • Look at Section V for details. • Are these aligned with student perceptions? **Can you dig deeper** through staff meetings to understand patterns and potential barriers?	**Professional Development:** • Insufficient opportunities to learn how to deliver stand-alone social and civic curriculum and/or infuse these principles into classroom practice or academic content **Cultural/Attitudinal:** • School leaders and staff do not overtly communicate the value of social-emotional, ethical and civic learning • Adults' actions may be unintentionally at odds with espoused beliefs and values as promoted in programs, symbols and signs • Parents may not signal to their children or to the school that it is important for schools to promote social and civic knowledge, skills and dispositions	**Encourage service learning projects and other activities** that help students apply their knowledge in new ways. A service learning project can help students become more committed members of their own community, and also help them translate their knowledge into real-world challenges. These can be school-wide projects, classroom-based or connected to after-school clubs. Schools should also strongly encourage students to take part extracurricular activities that can develop students' social-emotional skills, such as sports, student government, arts and clubs. **Provide professional development, mentoring and other opportunities** for school personnel to develop their own social and emotional skills as well as their ability to infuse these principles into their classroom practice. These skills can be taught separately from academic subjects or incorporated into academics, for example, through a classroom discussion about the emotional motivations of a particular fictional character, or the ethical choices often raised in science. **Find research to support the value of social and civic learning and investigate evidence-based programs that will be effective in your school.** Look for programs that have been studied and shown to be successful. As importantly, think about how you will integrate any programs into your current school practice and encourage students to apply the skills they are learning in the classroom. Below are sites that provide research information and evidence-based programs: **ERIC - Education Resources Information Center** http://www.eric.ed.gov **Center for Comprehensive School Reform & Improvement** - Database http://www.centerforcsri.org/research/improvement.cgi **What Works Clearinghouse - Institute of Education Sciences** http://ies.ed.gov/ncee/wwc/ **Promising Practices Network—Programs That Work** http://www.promisingpractices.net/programs.asp **CASEL - Meta-analysis of SEL Programs** http://www.casel.org/sel/meta.php **NSCC can help—**See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for a growing body of professional development and training in areas related to social and civic education, including "Infusing SEL into the Curriculum" and "Conflict Resolution".
Parents	**How do the parent responses to this dimension compare** to ongoing feedback from parents about social, emotional, ethical, and civic learning? Are parents in your school typically aware of and/or concerned about this issue? **Are there sub-groups of parents who feel that their children are less well-supported by this kind of instruction?** • Look at Section III C to see if there are differences by grade, gender or race/ethnicity. • How does this compare to other information from parents, such as calls and comments? • How does this compare to the student patterns by grade, gender or race/ethnicity? **Are there particular aspects of social, emotional,, ethical and civic learning that parents perceive to be present or missing?** • Look at Section V for details. **Can you dig deeper** through parent outreach? Might this be a subject for further discussion and/or research on Curriculum or Teacher-Conference Nights?		

Respect for Diversity: When Respect for Diversity is perceived as a problem in your school, here are some steps you can take:			
School Group	**Developing a Deeper Understanding of the Problem**	**Identifying Some Common Sources of the Problem**	**Approaches/Programs that Schools and Research Have Found to Be Successful**
Students	**How do the student responses to this dimension compare** to other information about respect for diversity that you may monitor in your school? How does this relate to issues of safety? **Are there sub-groups of students who feel particularly sensitive about the level of tolerance and support for diversity in the school?** • Look at Section III C to see if there are differences by gender, grade or race/ethnicity. • How does this compare to reports from guidance counselors, teachers and parents? • Are patterns similar to those for safety? **Are there particular aspects of respect for diversity that are perceived to be a problem?** • Look at Section V for details on how students responded to each item that contribute to Respect for Diversity. • Is there any suggestion that problems relate more to peer interaction among students or adult/adult or adult/student relations? **Can you dig deeper** through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about specific issues? • Can you probe more to identify whether there are specific issues related to diversity that are especially problematic? Gender? Race/ethnicity? For older students, sexual orientation?	**Peer/School Culture:** • Insufficient exposure to diversity • Weak or ineffective norms for mutual respect and tolerance • School culture that so narrowly defines success that it inhibits the appreciation of diversity and the potential contribution of all community members • Insufficient modeling of supportive attitudes and behavior • Low levels of trust for discussion of differences • Diversity issues not regarded as a problem • Overt signs of respect for diversity (posters, mission statements) at odds with school experience	**Develop a school-wide vision for Respect for Diversity.** What does Respect for Diversity mean to members of the school community and how would they like to see it embodied in school life? **You can help develop this shared vision by facilitating discussions with students and staff about what Respect for Diversity means to them.** What types of diversity do they want to promote? What are the current challenges? **Provide structured opportunities (e.g. Challenge Day, School Retreats, Service Learning) for students and staff to develop an awareness of personal and group biases** that inhibit community building and to develop an appreciation of common ground and interconnectedness. **Bring in community groups that deal with issues of discrimination and rights related to race, gender, sexual orientation, and other differences.** Identify local groups who help support these efforts in schools. There are also some well-respected national organizations which may have local chapters in your area or can help connect you to local organizations that address similar issues. Consider contacting: the Anti-Defamation League, National Organization for Women, the NAACP, the Gay and Lesbian Association Against Defamation, the Congress on Racial Equality, and others. **Make it easy and safe for both students and school personnel to report incidents of mistreatment that target specific groups.** **Provide easy and safe opportunities for community members to offer suggestions for promoting increased respect for diversity in the school.** **Provide training in mediation or conflict resolution** to help head off potential incidents. Continued on next page

Respect for Diversity: When Respect for Diversity is perceived as a problem in your school, here are some steps you can take:			
School Group	**Developing a Deeper Understanding of the Problem**	**Identifying Some Common Sources of the Problem**	**Approaches/Programs that Schools and Research Have Found to Be Successful**
School Personnel	**How do the school personnel responses to this dimension compare** to other information about respect for diversity as it is perceived by and/or affects teachers? **Are there sub-groups of school personnel who perceive the problem to be particularly severe?** • Look at Section III C to see if there are differences by grade, role or experience. • How does this relate to perceptions of safety? **Are there particular aspects of respect for diversity that school personnel perceive to be a problem?** • Look at Section V for details. • Are problems centered on specific relationships—students, adults, adult-student interactions? **Can you dig deeper** in staff meetings or through more formal means such as follow-up surveys or focus groups?	**Individual Attitudes/ Dispositions:** • Students' need for development in social & emotional skills and ethical dispositions such as empathy & fairness • Room for adults to improve self-reflective capacity and ability to model positive behaviors **Professional Development:** • School staff may need additional learning opportunities to feel comfortable intervening in these situations • School staff may need to develop greater awareness of how lack of respect may be negatively affecting their students	**Use any incidents as learning opportunities.** Rather than condemning the perpetrators, attempt to create an open dialogue about the source of the problem and different perspectives on the incident. Harshly condemning the behavior without mediation can squelch dialogue and give students the idea that these issues should not be discussed. **Provide training to school personnel on diversity-related issues.** (Also attend these trainings yourself—this sets a positive tone for the school.) Be sure school personnel understand how problems can affect feelings of safety in the school as well as the students' ability to learn. Encourage teachers to raise these issues in their classrooms. **Provide learning opportunities for students to become more comfortable with all groups within your school community.** Remember that adults must take the lead on this issue—students will be paying attention to the adult attitudes and the example that is set. Well-designed interventions can make a difference in your school, as well as authentic celebrations of holidays or other occasions designed to honor individual groups of people. **Encourage any interested students to form a club focused on bias awareness and respect for diversity.** Let them take the lead on their chosen activities. Students might also take on the task of researching a school climate problem on their own—choosing the topic, gathering information and proposing solutions. **Following are just some of the organizations that focus on this work:** Anti-Defamation League—http://www.adl.org Teaching Tolerance—http://www.teachingtolerance.org Facing History and Ourselves—http://www.facinghistory.org/ **NSCC can help—**See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for a growing body of professional development and training in areas related to instructional support, including "Diversity Training" and "Conflict Resolution".
Parents	**How do the parent responses to this dimension compare** to prior feedback from parents in general about respect for diversity? How does this relate to parents' perceptions about School Community & Collaboration? **Are the views of all parents represented in the data** (see Response Rates at the beginning of the report)? **Are there sub-groups of parents who perceive this to be a particularly severe problem?** • Look at Section III C to see if there are differences by grade, gender or race/ethnicity. • How does this compare to other information from parents, such as calls and comments? • How does this compare to the student patterns by grade, gender or race/ethnicity? • How does this compare to patterns for safety? **Are there particular aspects of respect for diversity that parents perceive to be a problem?** • Look at Section V for details. • Are problems centered on specific relationships—students, adults, adult-student interactions? **Can you dig deeper** through parent outreach?		

Social Support: When Social Support from adults or students is perceived as a problem in your school, here are some steps you can take:			
School Group	**Developing a Deeper Understanding of the Problem**	**Identifying Some Common Sources of the Problem**	**Approaches/Programs that Schools and Research Have Found to Be Successful**
Students	**How does this compare to other information, in general, about the quality of relationships and social support in your school?** **Are there sub-groups of students who do not feel that they have sustaining friendships with peers or the social support of the adults in the school?** • Look at Section III C to see if there are differences by gender, grade or race/ethnicity. • How does this compare to reports from guidance counselors/teachers, parent concerns? • Are patterns similar to those for morale? Are they related to respect for diversity? **Are there particular aspects of Social Support that are stronger than ohters?** • Look at Section V for details on how students responded to each item that contribute to these two scales—Social Support—Adults and Social Support—Students **Can you dig deeper through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about specific issues?** • Can you probe more to identify whether there are specific groups that may feel especially disaffected?	**School Culture and Norms:** • School environment insufficiently supportive or inclusive • Impediments to school personnel developing strong relationships with one another • Impediments to school personnel building strong relationships or connecting with students individually; could be related to scheduling and/or to class size • Students have insufficient opportunity to interact with a wide and diverse group of peers because of structure, scheduling or social norms.	**Encourage supportive relationships between school personnel and students by instituting an advisory period and/or class meetings,** during which students would meet in small groups with an adult. This has been shown to improve the quality of individual relationships between adults and students, which has a salutary effect on students' health and their success in school. This can encourage an exchange of ideas not only between adults and students, but also promote connections and friendships among students. **Provide opportunities for professional learning** about connecting with and engaging students through workshops, conferences, reciprocal classroom observations and professional learning communities. **Develop a school-wide service learning program or project.** If the entire school is working toward a common goal, and trying to make a difference in the community, students may begin to feel more closely connected to those around them - both peers and adults. **Encourage students to become involved in extra-curricular activities** where they can develop additional friendships and positive relationships with adult advisors. **Encourage adults to become advisors for extra-curricular activities** so that they can connect with students outside of the classroom and get to know students' non-academic interests and talents. **Consider developing other non-academic opportunities for team-building and socializing for students** such as class trips, outdoor education or student retreats. **Investigate the benefits of peer counseling programs and student mentor programs** for older to younger students. Continued on next page

Social Support: When Social Support from adults or students is perceived as a problem in your school, here are some steps you can take:			
School Group	**Developing a Deeper Understanding of the Problem**	**Identifying Some Common Sources of the Problem**	**Approaches/Programs that Schools and Research Have Found to Be Successful**
School Personnel	**How do the school personnel responses to this dimension compare** to ongoing feedback about relationships in the school from school staff? How does this compare to indicators such as staff turnover? **Are there sub-groups of school personnel who perceive the problem most?** • Look at Section III C to see if there are differences by grade, role or experience. **Are there particular aspects of social support that are problematic?** • Look at Section V for details. • Do staff percieve problems in peer support among students? Do their perceptions align with student perceptions? Are sub-groups of staff more sensitive to issues than others? • Do staff percieve problems in the support that students recieve from adults in the school? Do their perceptions align with student perceptions? Are sub-groups of staff more sensitive to these issues? **Can you dig deeper** through staff meetings or more formal means such as follow-up surveys or focus groups?		**Find research to support the value of relationships and mutual trust in schools and investigate evidence-based programs that may effectively support the development of higher quality relationships in your school.** Below are sites that provide research information and evidence-based programs: **ERIC—Education Resources Information Center** http://www.eric.ed.gov **Center for Comprehensive School Reform & Improvement—Database** http://www.centerforcsri.org/research/improvement.cgi **What Works Clearinghouse—Institute of Education Sciences** http://ies.ed.gov/ncee/wwc/ **Promising Practices Network—Programs That Work** http://www.promisingpractices.net/programs.asp For Adult/Adult Professional Relationships as perceived by school staff, see Action Charts for Leadership and Professional Relationships **NSCC can help—**See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for a growing body of professional development and training in areas related to the quality of relationships. This includes resources from a range of organizations, including NSCC (which offers trainings in 'Team Building' and 'Developing a Middle School Advisory Program,' among others).
Parents	**How do parent responses to this dimension compare** to prior parent feedback about the social adjustment of their children? Do parents feel that there are adults in the school that their child can turn to? **Are there sub-groups of parents who feel that their children may not be socially supported in the school?** • Look at Section III C to see if there are differences by grade, gender or race/ethnicity. • How does this compare to other information from parents, such as calls and comments? • How does this compare to the student patterns by grade, gender or race/ethnicity? **Are there particular aspects that parents perceive to be a problem?** • Look at Section VI for details.		

V. Action Charts

School Connectedness/Engagement

School Connectedness/Engagement: When School Connectedness/Engagement is perceived as a problem in your school, here are some steps you can take:			
School Group	**Developing a Deeper Understanding of the Problem**	**Identifying Some Common Sources of the Problem**	**Approaches/Programs that Schools and Research Have Found to Be Successful**
Students	**How do the student responses to this dimension compare** to other information about student connectedness/engagement? Which other scales seem to be aligned with these patterns? Do they relate more to quality of relationships, teaching & learning, or safety and security? **Are there sub-groups of students who appear to be particularly disengaged?** • Look at Section III C to see if there are differences by gender, grade or race/ethnicity. • How does this compare to reports from guidance counselors, teachers, and parents? **Are there particular aspects of this dimension that are perceived as particularly inadequate?** • Look at Section V for details. **Can you dig deeper through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about specific issues?** • Can you probe more to identify whether there are specific groups that may feel especially disconnected?	**According to research, there are several factors that are associated with weak school ties:** • perceiving that teachers are unsupportive and uncaring • ostracism from peers and teachers • being disengaged in current and future academic programs • believing that discipline is unfair and ineffective • not participating in extracurricular activities	**Address other issues that students have identified as problems.** As you can see, the factors in the second column are related to several other dimensions of school climate measured by the CSCI survey. Closely examine your survey results and take note of the dimensions that are ranked lowest of the ten (or eight) by the three different groups. Think about ways in which issues in these other areas might be undermining school connectedness and positive engagement. Also think about the ways in which higher rated dimensions might present opportunities that can be leveraged to support stronger connectedness/engagement. **Develop a new school tradition designed to build cohesion in the school community.** Include students in the planning of this new tradition, and ensure it is something the entire school community can get excited about. **Consider instituting a suggestion box for activities** that interest students and partner with community groups that can support programs extra-curricular activities and enrichment programs. **Offer incentives for involvement in extracurricular activities.** This may be as simple as removing barriers to involvement in these activities. Be sure transportation is available, and consider providing food in the cafeteria after school hours, or keeping the school library staffed and open after school. Encourage staff as well as students to participate and consider ways to support their involvement. Publicly recognize the hard work and accomplishments of extracurricular groups/activities. Continued on next page

School Connectedness/Engagement: When School Connectedness/Engagement is perceived as a problem in your school, here are some steps you can take:

School Group	Developing a Deeper Understanding of the Problem	Identifying Some Common Sources of the Problem	Approaches/Programs that Schools and Research Have Found to Be Successful
School Personnel	**How do the school personnel responses to this dimension compare** to other information about the morale of school personnel? What other scales seem to be aligned with low ratings for connectedness/engagement of teachers, administrators, and other school personnel? How does this compare to indicators such as retention/turnover or absenteeism? **Are there sub-groups of school personnel who appear to be particularly disengaged?** • Look at Section III C to see if there are differences by grade, role, or experience.	**Barriers to Parental Involvement:** • Insufficient outreach and positive communication or miscommunications, unintended messages • Miscommunications and unintended messages that may make certain groups feel unwelcome • School policies and decision-making style • Logistical barriers—scheduling, access • Language and culture • Physical layout of the school and intimidating or cumbersome sign-in procedures	**Improve communication, which is often a major factor influencing parent perceptions of school climate.** • Quality of schoool communication to parents/families and • Responsiveness of the school and the teachers to communications from the parents/family Both can affect how parents perceive the school and their level of overall satisfaction **Institute a weekly or monthly school newsletter.** A website, e-mail list or blog may also be effective. **Invite parents into the school regularly.** Encourage teachers and other school personnel to find ways of including parents in their activities. Make the school easily accessible for parents. **Find out what would support parents in becoming more involved with the school.** Through parent surveys or other means, discover what parents say are the major obstacles to participation in parents' night and other school events. Some schools have created community centers to fill important needs for parents (child care, food, medical care, educational offerings, community events) while also drawing them into the school environment. **Make sure the school is a welcoming environment for all families** and that it is sensitive to the language and culture of the families of all students in the school. **Find ways to connect school personnel to the community,** e.g. take them on a tour of the neighborhood, guided by parents. Consider making this a regular event. The following are sources of research and programs on school connectedness/engagement: **ERIC - Education Resources Information Center** http://www.eric.ed.gov **What Works Clearinghouse - Institute of Education Sciences** http://ies.ed.gov/ncee/wwc/ **NSCC can help—**See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for a growing body of professional development and training in areas related to school connectedness.
Parents	**How do the parent responses to this dimension compare** to other indicators of parent satisfaction? **Are there sub-groups of parents who appear to be less positive about the school?** • Look at Section III C to see if there are differences by grade, gender, race/ethnicity. • How does this compare to patterns of parent comments or complaints? • How does this compare to the student patterns by grade, gender, race/ethnicity?		

Physical Surroundings: When Physical Surroundings is perceived as a problem in your school, here are some steps you can take:			
School Group	**Developing a Deeper Understanding of the Problem**	**Identifying Some Common Sources of the Problem**	**Approaches/Programs that Schools and Research Have Found to Be Successful**
Students	**How do the student responses to this dimension compare** to other indicators that the school has about the physical environment? Is this perceived consistently by all members of the school community? **Are there sub-groups of students who perceive the environment to be particularly problematic?** • Look at Section III C to see if there are differences by gender, grade or race/ethnicity. • Are facilities/supplies different for any groups of students (for example, by grade)? **Are there particular aspects of the environment perceived as particularly inadequate?** • Look at Section V for details. • Are problems centered on facilities, maintenance or supplies?	**Inadequate facilities:** • Older schools with structural problems • Inadequate space for the size of the student body • Poor maintenance • Lacking adequate lunchrooms, gyms, libraries, labs **Structural limitations:** • Supplies • Insufficient or outdated technology	**Once you've done the follow-up work to find out what aspects of the school environment are most troubling, solicit ideas on what can be done about the problem(s).** **Consider a community meeting to discuss solutions for the problem.** Examine all ideas that come from the community, even if they seem implausible at first. • **Here's one way to structure such a meeting** that has been effective for others: first, ask everyone present to brainstorm all the problems they would like to be fixed. Write down every single one. Begin at the top of the list, and start a discussion on which of the first two items is more important. When you've decided on one, compare that item to the next item on the list and discuss which of the two is most important, and so on. This technique is most effective with a skilled and impartial moderator. **Find a way to upgrade the school environment yourself.** • Perhaps a large group of parents, school personnel, and students can **work together one day** on a task such as painting the school, repairing the playground, or cleaning up trash. • **You can also look for community members** with specific skills in these areas that they might be willing to contribute. • **Physical improvements of this kind can also improve school morale** and show the school community that changes are being made. Even small, visible changes can help build excitement and commitment to the school climate improvement process. Aim for some "small triumphs" that will have this effect. • **Involving students in these efforts** can help them to understand the work involved, and encourage them to take better care of the school. It can also build community and common purpose. • **Work from the "broken windows" philosophy popularized by the NYPD.** Taking care of even small environmental issues can help improve other aspects of school climate. Continued on next page

Physical Surroundings: When Physical Surroundings is perceived as a problem in your school, here are some steps you can take:			
School Group	**Developing a Deeper Understanding of the Problem**	**Identifying Some Common Sources of the Problem**	**Approaches/Programs that Schools and Research Have Found to Be Successful**
School Personnel	**How do the school personnel responses to this dimension compare** to other indicators that the school has about the physical environment? Is this perceived consistently by all members of the school community? **Are there sub-groups of school personnel who perceive the environment to be particularly problematic?** • Look at Section III C to see if there are differences by role, experience, grade. • Are facilities/supplies different for any groups of school personnel—by role, subject area, grade? **Are there aspects of the environment that are perceived as particularly inadequate?** • Look at Section V for details. • Are problems centered on facilities, supplies, time?		**Develop fund-raising ideas to support changes and updates in the school.** There are several resources available to assist with fund-raising ideas, and literally thousands of creative ideas can be found in books and on websites. • Be sure to **assign responsibility for this task** to a person or group of people. Fund-raising can be an excellent job for a parent or parent-teacher group to take on. Older students often take an active role as well. • **The people benefiting from or requesting the changes may be willing to contribute** to this effort in some way. This could mean financial contributions or a commitment of labor or time. • **There are many funding sources now online,** including websites that allow school personnel to post items or funds they need for specific purposes (a field trip, new books, a microscope). Individual donors can view the requests and choose to fund one or more. • **Don't forget the usual financial channels** when seeking funds for school improvements. Even budget requests that have been previously denied might be reconsidered if the school community is willing to contribute a specific amount of time, money, or labor to get the work done. **If nothing can immediately be done** about a problem in the school environment (for example, overcrowding or a design flaw in the building), you can still look for ways to make the issue easier to deal with. Solicit ideas from the school community. **NSCC can help**—See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for a growing body of professional development and training in related areas.
Parents	**How do the parent responses to this dimension compare** to other indicators that the school has about the physical environment? Is this perceived consistently by all members of the school community? **Are there sub-groups of parents who perceive the environment to be particularly problematic?** • Look at Section III C to see if there are differences by gender, race/ethnicity, grade. **Are there aspects of the environment that are perceived as particularly inadequate?** • Look at Section V for details. • Are problems centered on facilities, supplies, time?		

V. Action Charts

Professional Development and Leadership

Dimensions Related to Working Conditions for School Personnel: If one or both of these are perceived to be problems in your school, here are some steps you can take:			
	Developing a Deeper Understanding of the Problem	**Identifying Some Common Sources of the Problem**	**Approaches/Programs that Schools and Research Have Found to Be Successful**
School Personnel: Leadership	**How does this compare to other scales and indicators** related to the experience of school personnel? How does this compare to other measures of professional satisfaction and retention? **Are there sub-groups of school personnel who perceive school leadership to be weaker and less supportive?** • Look at Section III C to see if there are differences by grade, role, or experience. **Are there particular aspects of leadership that are perceived as inadequate?** • Look at Section V for details. • Are problems perceived to center on vision, accessibility and support? **Can you dig deeper through focus groups, follow-up surveys, or more informal, but structured conversations with specific groups about specific issues?**	**Vision:** • Lack of clarity • Lack of consistency • Lack of communication regarding the school's vision and mission **Support:** • Insuffficient access to school leaders • Insufficient or ineffective communication from school leaders • School personnel does not feel supported/appreciated by administration **Decision Making Style:** • Limited involvement of staff in decisions affecting instruction, professional learning and/or discipline	**Learn more about your leadership and decision-making styles and your approach to conflict resolution.** Self-assessment inventories, personal and collegial reflection can be helpful. Use this knowledge to inform your working relationships at school. **Think about your vision for the school.** Has it been developed as a shared vision across the school community. Is it revisited overtime to reflect new voices, goals and challenges. **Consider ways in which you could improve communication with teachers and staff.** Ask for their input in guiding your efforts. Develop more collaborative decision making styles and norms for distributed leadership. **Make a special effort to involve teachers in decisions about professional development and provide teachers with opportunities related to social-emotional issues,** e.g. socially & emotionally informed classroom management, self-reflection and diversity. **NSCC can help—**See the Resource section of your School Portal. Also visit NSCC's website (www.schoolclimate.org) for supports and resources.
School Personnel: Professional Relationships	**How does the response to this dimension compare** to other scales and indicators related to the quality of teaching and learning? How does this compare to retention or other measures of satisfaction? **Are there sub-groups of school personnel who appear perceive less support in the way of professional development?** • Look at Section III C to see if there are differences by grade, role, or experience. **Are there particular aspects of professional development that are perceived as inadequate?** • Look at Section V for details. • Are problems perceived to center on content, methods, degree of input? • Examine the response to questions about specific PD experience in Detailed Results section. Have teachers had this training? Can you dig deeper through follow up conversations?	**Workplace structure & norms:** • Insufficient opportunities for collaboration with colleagues (e.g. between teachers) • Insufficient communication and cooperation across different groups (e.g., teachers, support staff, and administration) • Ineffective norms that do not promote mutual trust and support • No structures or encouragement for sharing professional practice and learning from one another • Scheduling pressures that prohibit collaboration	**Structure opportunities for staff to work together** within and across positions, disciplines and grade levels. **Develop Professional Learning Communities** for examining and sharing instructional practice. **Develop norms for observing classrooms, sharing feedback, and developing principles for best practice.** **Ask teachers to present successful techniques or programs at staff meetings.** This can be a helpful way of passing on knowledge as well as recognizing the accomplishments of teachers and staff members. **Consider implementing a mentoring program or group discussions** for teachers about classroom experiences. **Adopt team-building activities.** There are a variety of these available, and they can help build a foundation for better communication and improved relationships.

This final section provides **very specific information on how each group responded to the individual CSCI survey items.** It is presented by surveyed population (e.g. students, school personnel, and parents) for each dimension.

You'll also find **demographic profiles of respondents for each group.** Demographic information was entered by each respondent, on the last page of the survey. These demographic groups correspond to the sub-group graphs in the In-Depth Profile section of the report. If this demographic information does not match closely with your school population as a whole, some groups may have been under-represented in the surveyed population.

For more specific information on **understanding the CSCI Measure** and the way results are presented, see Appendix A.

Note: The survey was designed to be interpreted at the level of the school climate dimensions, and therefore NSCC does not recommend making decisions based on the item-by-item data alone.

- **Scale scores by Group**
- **Item-by-Item Survey Responses**
  (Students, School Personnel & Parents)
- **Demographic Profiles**
  (Students, School Personnel & Parents)



Comparative Ratings for Shared School Climate Dimensions

	Students			School Personnel			Parents		
School Climate Dimension	Med.	Min.	Max.	Med.	Min.	Max.	Med.	Min.	Max.
Safety Rules & Norms	3.50	1.00	5.00	3.83	1.67	5.00	4.00	1.00	5.00
Sense of Physical Security	3.40	1.00	5.00	3.60	1.00	5.00	4.00	1.40	5.00
Sense of Social-Emotional Security	2.89	1.00	5.00	2.89	1.11	4.44	3.00	1.22	4.44
Support for Learning	3.40	1.00	5.00	3.92	2.00	5.00	3.60	1.00	5.00
Social and Civic Learning	3.00	1.00	5.00	3.60	1.70	5.00	3.22	1.00	4.78
Respect for Diversity	3.25	1.00	5.00	4.00	1.75	5.00	3.50	1.00	5.00
Social Support/ Adults	3.38	1.00	5.00	4.00	2.00	5.00	3.75	1.00	5.00
Social Support/ Students	3.60	1.00	5.00	3.80	2.00	5.00	3.80	1.00	4.80
Connectedness/ Engagement	3.25	1.00	5.00	3.63	2.25	4.50	3.88	1.00	4.88
Physical Surroundings	3.00	1.00	5.00	3.67	1.83	5.00	3.67	1.67	5.00
Leadership	N/A	N/A	N/A	3.08	1.00	5.00	N/A	N/A	N/A
Professional Relationships	N/A	N/A	N/A	3.85	1.30	5.00	N/A	N/A	N/A

Safety Rules & Norms	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
In my school, there are clear rules against hurting other people (for example, hitting, pushing or tripping).	4.00	1 / 5	0.06 (52)	0.10 (84)	0.21 (179)	0.43 (373)	0.20 (177)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in the school are fair about making sure that all students follow the rules against physically hurting other people.	3.00	1 / 5	0.08 (66)	0.14 (120)	0.30 (262)	0.36 (314)	0.11 (99)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in the school will stop students if they see them physically hurting each other (for example, pushing, slapping or punching).	4.00	1 / 5	0.05 (42)	0.08 (67)	0.26 (226)	0.39 (332)	0.23 (194)	0.00 (0)	0.00 (0)	0.00 (0)
In my school, there are clear rules against insults, teasing, harassment and other verbal abuse.	4.00	1 / 5	0.05 (44)	0.11 (95)	0.33 (285)	0.40 (341)	0.11 (96)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in this school are fair about making sure that all students follow the rules against insults, teasing, harassment or other verbal abuse.	3.00	1 / 5	0.09 (75)	0.13 (113)	0.41 (350)	0.32 (273)	0.06 (49)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in the school stop students if they see them insulting, teasing, harassing or otherwise verbally abusing other students.	3.00	1 / 5	0.06 (51)	0.09 (75)	0.38 (323)	0.36 (312)	0.11 (97)	0.00 (0)	0.00 (0)	0.00 (0)

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Sense of Physical Security	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
I have seen students being hurt at school more than once by other students (for example, pushed, slapped, punched, or beaten up).*	3.00	1 / 5	0.07 (64)	0.17 (144)	0.28 (244)	0.30 (255)	0.18 (155)	0.00 (0)	0.00 (0)	0.00 (0)
I feel safe in the schoolyard or area right around the school.	4.00	1 / 5	0.07 (57)	0.08 (68)	0.30 (261)	0.42 (364)	0.12 (107)	0.00 (0)	0.00 (0)	0.00 (0)
I have been physically hurt at school more than once by other students (for example, pushed, slapped, punched or beaten up).*	2.00	1 / 5	0.36 (311)	0.24 (209)	0.26 (222)	0.09 (80)	0.05 (39)	0.00 (0)	0.00 (0)	0.00 (0)
I feel physically safe in all areas of the school building.	4.00	1 / 5	0.07 (58)	0.11 (93)	0.32 (274)	0.38 (330)	0.12 (107)	0.00 (0)	0.00 (0)	0.00 (0)
There are places in my school where I do not feel physically safe.*	3.00	1 / 5	0.20 (175)	0.27 (232)	0.33 (283)	0.13 (116)	0.06 (54)	0.00 (0)	0.00 (0)	0.00 (0)

* For this item, a higher score indicates a negative perception rather than a positive one.
This has been taken into account in analyzing survey results and creating scale scores for other parts of the report.

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Sense of Social-Emotional Security	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
Many students at my school go out of their way to treat other students badly.*	3.00	1 / 5	0.06 (53)	0.20 (175)	0.42 (360)	0.23 (195)	0.09 (79)	0.00 (0)	0.00 (0)	0.00 (0)
I have been insulted, teased, harassed or otherwise verbally abused more than once in this school.*	3.00	1 / 5	0.20 (169)	0.25 (213)	0.23 (195)	0.20 (172)	0.13 (114)	0.00 (0)	0.00 (0)	0.00 (0)
There are many students in my school who seem to be made fun of a lot by other students.*	3.00	1 / 5	0.07 (60)	0.13 (113)	0.33 (286)	0.33 (287)	0.14 (118)	0.00 (0)	0.00 (0)	0.00 (0)
Most students in my school act in a way that is sensitive to the feelings of other students.	3.00	1 / 5	0.15 (132)	0.23 (195)	0.42 (357)	0.16 (138)	0.04 (33)	0.00 (0)	0.00 (0)	0.00 (0)
Students at my school will try to stop students from insulting or making fun of other students.	3.00	1 / 5	0.16 (138)	0.19 (164)	0.43 (367)	0.18 (155)	0.04 (35)	0.00 (0)	0.00 (0)	0.00 (0)
Very few students insult or make fun of other students.	3.00	1 / 5	0.24 (209)	0.23 (196)	0.34 (289)	0.15 (131)	0.04 (37)	0.00 (0)	0.00 (0)	0.00 (0)
There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.*	3.00	1 / 5	0.06 (54)	0.11 (93)	0.41 (353)	0.30 (259)	0.12 (100)	0.00 (0)	0.00 (0)	0.00 (0)
I have seen other students insulted, teased, harassed or otherwise verbally abused more than once by other students in this school.*	4.00	1 / 5	0.05 (44)	0.12 (101)	0.32 (274)	0.37 (316)	0.15 (127)	0.00 (0)	0.00 (0)	0.00 (0)
Most students in my school try to treat other students the way they'd want to be treated.	3.00	1 / 5	0.14 (119)	0.16 (138)	0.42 (365)	0.23 (194)	0.05 (44)	0.00 (0)	0.00 (0)	0.00 (0)

* For this item, a higher score indicates a negative perception rather than a positive one.
This has been taken into account in analyzing survey results and creating scale scores for other parts of the report.

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Support for Learning	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
My teachers encourage me to try out new ideas (think independently).	4.00	1 / 5	0.08 (65)	0.12 (101)	0.28 (242)	0.43 (370)	0.10 (84)	0.00 (0)	0.00 (0)	0.00 (0)
My teachers let me know when I do a good job.	4.00	1 / 5	0.07 (63)	0.08 (71)	0.26 (223)	0.46 (393)	0.13 (111)	0.00 (0)	0.00 (0)	0.00 (0)
If I am feeling confused about something in class, I feel comfortable saying so.	3.00	1 / 5	0.07 (59)	0.14 (116)	0.31 (264)	0.38 (327)	0.11 (92)	0.00 (0)	0.00 (0)	0.00 (0)
Teachers give me an opportunity to show them what I know and can do in a variety of ways (for example, papers, presentations, projects, tests).	4.00	1 / 5	0.06 (49)	0.09 (78)	0.32 (277)	0.41 (349)	0.12 (107)	0.00 (0)	0.00 (0)	0.00 (0)
In school, I feel challenged to do more than I thought I could.	3.00	1 / 5	0.08 (67)	0.14 (119)	0.39 (336)	0.31 (268)	0.08 (71)	0.00 (0)	0.00 (0)	0.00 (0)
My teachers give me useful feedback on my work.	3.00	1 / 5	0.08 (69)	0.10 (87)	0.32 (279)	0.41 (355)	0.08 (73)	0.00 (0)	0.00 (0)	0.00 (0)
My teachers encourage us to see mistakes as a natural part of the learning process.	3.00	1 / 5	0.08 (70)	0.12 (100)	0.36 (310)	0.37 (321)	0.07 (60)	0.00 (0)	0.00 (0)	0.00 (0)
My teachers show me how to learn from my mistakes.	3.00	1 / 5	0.08 (71)	0.12 (103)	0.36 (310)	0.38 (324)	0.06 (54)	0.00 (0)	0.00 (0)	0.00 (0)
My teachers help me figure out how I learn best.	3.00	1 / 5	0.07 (61)	0.14 (118)	0.40 (345)	0.32 (272)	0.07 (61)	0.00 (0)	0.00 (0)	0.00 (0)
My teachers give me individual attention on schoolwork.	3.00	1 / 5	0.08 (70)	0.14 (120)	0.39 (337)	0.33 (280)	0.06 (54)	0.00 (0)	0.00 (0)	0.00 (0)

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Social and Civic Learning	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
In my school, we talk about ways to help us control our emotions.	2.00	1 / 5	0.17 (150)	0.34 (293)	0.32 (279)	0.14 (119)	0.03 (22)	0.00 (0)	0.00 (0)	0.00 (0)
In my school, we have learned ways to resolve disagreements so that everyone can be satisfied with the outcome.	3.00	1 / 5	0.13 (114)	0.25 (215)	0.40 (342)	0.20 (169)	0.03 (22)	0.00 (0)	0.00 (0)	0.00 (0)
In my school, we talk about the way our actions will affect others.	3.00	1 / 5	0.11 (91)	0.20 (169)	0.35 (299)	0.30 (256)	0.05 (42)	0.00 (0)	0.00 (0)	0.00 (0)
In my school, we discuss issues that help me think about how to be a good person.	3.00	1 / 5	0.11 (94)	0.20 (174)	0.36 (314)	0.28 (242)	0.05 (42)	0.00 (0)	0.00 (0)	0.00 (0)
In my school, we discuss issues that help me think about what is right and wrong.	3.00	1 / 5	0.09 (79)	0.17 (144)	0.39 (332)	0.30 (259)	0.06 (48)	0.00 (0)	0.00 (0)	0.00 (0)
In my school, we have learned how to work quickly and quietly so we can get our work done and still do other things we enjoy.	3.00	1 / 5	0.11 (96)	0.19 (163)	0.37 (321)	0.27 (234)	0.05 (47)	0.00 (0)	0.00 (0)	0.00 (0)
In my school, we talk about the importance of understanding our feelings and the feelings of others.	3.00	1 / 5	0.16 (135)	0.22 (190)	0.40 (341)	0.19 (163)	0.04 (31)	0.00 (0)	0.00 (0)	0.00 (0)
In my school, we work on listening to others so that we really understand what they are trying to say.	3.00	1 / 5	0.09 (80)	0.19 (167)	0.42 (363)	0.25 (216)	0.04 (32)	0.00 (0)	0.00 (0)	0.00 (0)
I feel that I am better at working with other people because of what I learn in my school.	3.00	1 / 5	0.09 (74)	0.14 (118)	0.42 (362)	0.30 (256)	0.06 (53)	0.00 (0)	0.00 (0)	0.00 (0)

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Respect for Diversity	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
Students in this school respect differences in other students (for example, gender, race, culture, etc.).	3.00	1 / 5	0.11 (93)	0.21 (182)	0.31 (264)	0.30 (260)	0.07 (63)	0.00 (0)	0.00 (0)	0.00 (0)
Students in this school respect differences in adults (for example, gender, race, culture, etc.).	3.00	1 / 5	0.09 (77)	0.16 (134)	0.38 (326)	0.32 (276)	0.06 (51)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in this school respect differences in students (for example, gender, race, culture, etc.).	3.00	1 / 5	0.08 (65)	0.09 (77)	0.35 (303)	0.38 (330)	0.10 (87)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in this school respect each other's differences (for example gender, race, culture, etc.).	3.00	1 / 5	0.06 (51)	0.08 (65)	0.39 (334)	0.38 (323)	0.10 (86)	0.00 (0)	0.00 (0)	0.00 (0)

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Social Support / Adults	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
Adults who work in my school treat students with respect.	3.00	1 / 5	0.08 (68)	0.15 (129)	0.35 (299)	0.36 (314)	0.06 (51)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in my school seem to work well with one another.	4.00	1 / 5	0.04 (36)	0.07 (59)	0.28 (243)	0.50 (431)	0.11 (95)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in this school have high expectations for students' success.	3.00	1 / 5	0.07 (60)	0.12 (100)	0.32 (278)	0.38 (329)	0.11 (94)	0.00 (0)	0.00 (0)	0.00 (0)
Adults who work in my school treat one another with respect.	4.00	1 / 5	0.08 (70)	0.06 (51)	0.34 (294)	0.42 (363)	0.10 (86)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in my school seem to trust one another.	3.00	1 / 5	0.06 (51)	0.08 (71)	0.44 (377)	0.35 (301)	0.07 (59)	0.00 (0)	0.00 (0)	0.00 (0)
If students need to talk to an adult in school about a problem, there is someone they trust who they could talk to.	3.00	1 / 5	0.07 (62)	0.09 (81)	0.38 (329)	0.35 (301)	0.10 (87)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in my school are willing to listen to what students have to say.	3.00	1 / 5	0.10 (82)	0.12 (101)	0.40 (346)	0.32 (275)	0.06 (55)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in my school are interested in getting to know students.	3.00	1 / 5	0.08 (71)	0.12 (103)	0.42 (359)	0.32 (279)	0.05 (47)	0.00 (0)	0.00 (0)	0.00 (0)

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Social Support / Students	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
Students have friends at school they can turn to if they have questions about homework.	4.00	1 / 5	0.05 (40)	0.07 (64)	0.19 (163)	0.46 (392)	0.23 (201)	0.00 (0)	0.00 (0)	0.00 (0)
Students have friends at school they can trust and talk to if they have problems.	4.00	1 / 5	0.05 (43)	0.07 (62)	0.24 (203)	0.45 (383)	0.19 (167)	0.00 (0)	0.00 (0)	0.00 (0)
Students work well with other students in class even if they are not in the same group of friends.	3.00	1 / 5	0.09 (78)	0.19 (163)	0.34 (296)	0.32 (273)	0.06 (48)	0.00 (0)	0.00 (0)	0.00 (0)
Students have friends at school to eat lunch with.	4.00	1 / 5	0.06 (48)	0.07 (59)	0.34 (288)	0.38 (329)	0.16 (134)	0.00 (0)	0.00 (0)	0.00 (0)
Students try to make new students feel welcome in the school.	3.00	1 / 5	0.08 (72)	0.10 (87)	0.39 (339)	0.34 (292)	0.08 (70)	0.00 (0)	0.00 (0)	0.00 (0)

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School Connectedness / Engagement	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
My school tries to get students to join in after school activities.	4.00	1 / 5	0.07 (63)	0.11 (95)	0.29 (247)	0.43 (374)	0.10 (87)	0.00 (0)	0.00 (0)	0.00 (0)
My school tries to get all families to be part of school activities.	3.00	1 / 5	0.14 (121)	0.28 (244)	0.35 (297)	0.20 (170)	0.03 (28)	0.00 (0)	0.00 (0)	0.00 (0)
I feel like I belong at my school.	3.00	1 / 5	0.12 (106)	0.10 (83)	0.36 (315)	0.30 (261)	0.12 (100)	0.00 (0)	0.00 (0)	0.00 (0)
I like my school.	3.00	1 / 5	0.17 (145)	0.13 (116)	0.35 (305)	0.25 (218)	0.09 (77)	0.00 (0)	0.00 (0)	0.00 (0)
My school tries to let my family know about what's going on in school.	3.00	1 / 5	0.10 (82)	0.13 (114)	0.33 (284)	0.36 (309)	0.08 (72)	0.00 (0)	0.00 (0)	0.00 (0)
I feel good about what I do in school.	3.00	1 / 5	0.06 (52)	0.09 (77)	0.36 (309)	0.41 (350)	0.08 (73)	0.00 (0)	0.00 (0)	0.00 (0)
My parents and family members feel comfortable talking to my teachers.	4.00	1 / 5	0.05 (44)	0.08 (70)	0.35 (300)	0.40 (343)	0.12 (104)	0.00 (0)	0.00 (0)	0.00 (0)
I think my parents/guardians feel welcome at my school.	3.00	1 / 5	0.07 (57)	0.07 (58)	0.39 (336)	0.36 (311)	0.11 (94)	0.00 (0)	0.00 (0)	0.00 (0)

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Physical Surroundings	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
My school building is kept clean.	3.00	1 / 5	0.16 (139)	0.18 (159)	0.36 (310)	0.24 (211)	0.05 (43)	0.00 (0)	0.00 (0)	0.00 (0)
My school has up-to-date computers and other electronic equipment available to students.	3.00	1 / 5	0.10 (84)	0.14 (118)	0.32 (272)	0.33 (287)	0.11 (97)	0.00 (0)	0.00 (0)	0.00 (0)
My school is physically attractive (well designed, nicely decorated, etc.).	3.00	1 / 5	0.14 (123)	0.16 (134)	0.40 (347)	0.24 (206)	0.06 (49)	0.00 (0)	0.00 (0)	0.00 (0)
We have space and facilities for extra-curricular activities at my school.	4.00	1 / 5	0.05 (47)	0.08 (73)	0.33 (281)	0.41 (353)	0.12 (106)	0.00 (0)	0.00 (0)	0.00 (0)
We need more basic supplies in school (for example, books, paper and chalk). *	3.00	1 / 5	0.08 (65)	0.19 (162)	0.38 (323)	0.23 (202)	0.13 (109)	0.00 (0)	0.00 (0)	0.00 (0)
My school building is kept in good condition.	3.00	1 / 5	0.10 (87)	0.14 (124)	0.42 (358)	0.30 (254)	0.04 (37)	0.00 (0)	0.00 (0)	0.00 (0)

* For this item, a higher score indicates a negative perception rather than a positive one.
This has been taken into account in analyzing survey results and creating scale scores for other parts of the report.

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Safety Rules & Norms	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
In this school, there are clear rules against physically hurting other people (for example, hitting, pushing or tripping).	4.00	1 / 5	0.03 (4)	0.10 (12)	0.09 (10)	0.43 (50)	0.34 (39)	0.00 (0)	0.01 (1)	0.00 (0)
Adults in the school fairly enforce rules regarding physical violence.	4.00	1 / 5	0.04 (5)	0.18 (21)	0.12 (14)	0.41 (48)	0.24 (28)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in this school will stop students if they see them physically hurting each other (for example, pushing, slapping or punching).	4.00	2 / 5	0.00 (0)	0.08 (9)	0.07 (8)	0.55 (64)	0.28 (33)	0.00 (0)	0.02 (2)	0.00 (0)
In this school, there are clear rules against insults, teasing, harassment and other verbal abuse.	4.00	1 / 5	0.03 (4)	0.16 (19)	0.14 (16)	0.50 (58)	0.16 (19)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in the school fairly enforce rules against insults, teasing, harassment, or other verbal abuse.	4.00	1 / 5	0.04 (5)	0.25 (29)	0.16 (18)	0.49 (57)	0.06 (7)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in the school stop students if they see them insulting, teasing, harassing or otherwise verbally abusing other students.	4.00	2 / 5	0.00 (0)	0.10 (11)	0.10 (11)	0.66 (76)	0.15 (17)	0.00 (0)	0.00 (0)	0.00 (0)

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Item-by-Item Survey Responses: School Personnel

Sense of Physical Security	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
There are areas of this school where adults do not feel physically safe.*	2.00	1 / 5	0.24 (28)	0.37 (43)	0.19 (22)	0.16 (19)	0.03 (4)	0.00 (0)	0.00 (0)	0.00 (0)
I have seen students push, slap, punch or beat up other students more than once in this school.*	4.00	1 / 5	0.09 (10)	0.16 (19)	0.09 (11)	0.46 (53)	0.20 (23)	0.00 (0)	0.00 (0)	0.00 (0)
Most students feel physically safe in the schoolyard or area right around the school.	4.00	1 / 5	0.01 (1)	0.06 (7)	0.22 (26)	0.59 (68)	0.11 (13)	0.00 (0)	0.01 (1)	0.00 (0)
Most students feel physically safe in all areas of the school building.	4.00	1 / 5	0.01 (1)	0.07 (8)	0.20 (23)	0.57 (66)	0.15 (17)	0.00 (0)	0.00 (0)	0.00 (0)
There are areas of this school where students do not feel physically safe.*	2.00	1 / 5	0.09 (10)	0.47 (54)	0.25 (29)	0.16 (18)	0.03 (3)	0.00 (0)	0.02 (2)	0.00 (0)

* For this item, a higher score indicates a negative perception rather than a positive one.
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Sense of Social-Emotional Security	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
Many students at this school go out of their way to treat other students badly.*	2.00	1 / 5	0.07 (8)	0.44 (51)	0.21 (24)	0.22 (25)	0.07 (8)	0.00 (0)	0.00 (0)	0.00 (0)
It's common for students to tease and insult one another.*	4.00	1 / 5	0.02 (2)	0.14 (16)	0.19 (22)	0.53 (61)	0.12 (14)	0.00 (0)	0.01 (1)	0.00 (0)
There are many students in this school who seem to be made fun of a lot by other students.*	3.00	1 / 5	0.03 (3)	0.25 (29)	0.32 (37)	0.36 (42)	0.03 (3)	0.00 (0)	0.02 (2)	0.00 (0)
Most students in this school act in a way that is sensitive to the feelings of other students.	3.00	1 / 5	0.03 (3)	0.25 (29)	0.26 (30)	0.40 (46)	0.06 (7)	0.00 (0)	0.01 (1)	0.00 (0)
Students at this school will try to stop students from insulting or making fun of others.	3.00	1 / 5	0.06 (7)	0.35 (40)	0.31 (36)	0.24 (28)	0.03 (3)	0.00 (0)	0.01 (1)	0.00 (0)
Very few students make fun of other students.	2.00	1 / 5	0.04 (5)	0.48 (56)	0.27 (31)	0.18 (21)	0.02 (2)	0.00 (0)	0.01 (1)	0.00 (0)
There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.*	3.00	1 / 5	0.02 (2)	0.14 (16)	0.34 (40)	0.42 (49)	0.07 (8)	0.00 (0)	0.01 (1)	0.00 (0)
I have seen students insult, tease, harass or otherwise verbally abuse other students more than once in this school.*	4.00	1 / 5	0.02 (2)	0.11 (13)	0.14 (16)	0.52 (60)	0.21 (24)	0.00 (0)	0.01 (1)	0.00 (0)
Most students in this school try to treat other students the way they'd want to be treated.	4.00	1 / 5	0.01 (1)	0.14 (16)	0.29 (33)	0.53 (61)	0.03 (4)	0.00 (0)	0.00 (0)	0.00 (0)

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Support for Learning	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
Teachers encourage students to think independently.	4.00	2 / 5	0.00 (0)	0.05 (6)	0.16 (19)	0.66 (76)	0.13 (15)	0.00 (0)	0.00 (0)	0.00 (0)
Teachers let students know when they do a good job.	4.00	2 / 5	0.00 (0)	0.02 (2)	0.06 (7)	0.68 (79)	0.24 (28)	0.00 (0)	0.00 (0)	0.00 (0)
Students feel comfortable letting their teachers know when they are confused.	4.00	2 / 5	0.00 (0)	0.12 (14)	0.20 (23)	0.58 (67)	0.10 (12)	0.00 (0)	0.00 (0)	0.00 (0)
Students can get extra help if they need it.	4.00	2 / 5	0.00 (0)	0.01 (1)	0.03 (4)	0.53 (61)	0.42 (49)	0.00 (0)	0.01 (1)	0.00 (0)
Teachers give their students opportunities to show what they know and can do in a variety of ways (for example, papers, presentations, projects, tests).	4.00	1 / 5	0.01 (1)	0.03 (3)	0.13 (15)	0.65 (75)	0.19 (22)	0.00 (0)	0.00 (0)	0.00 (0)
Teachers use activities and assignments designed to help determine which teaching methods work best for each student.	4.00	1 / 5	0.02 (2)	0.12 (14)	0.11 (13)	0.66 (76)	0.08 (9)	0.00 (0)	0.02 (2)	0.00 (0)
Teachers challenge students to exceed their expectations.	4.00	1 / 5	0.01 (1)	0.11 (13)	0.21 (24)	0.57 (65)	0.10 (12)	0.00 (0)	0.00 (0)	0.00 (0)
Teachers give their students useful feedback on their work.	4.00	1 / 5	0.01 (1)	0.05 (6)	0.21 (24)	0.62 (71)	0.10 (12)	0.00 (0)	0.01 (1)	0.00 (0)
Advanced students are given appropriately challenging work.	4.00	2 / 5	0.00 (0)	0.06 (7)	0.09 (10)	0.48 (56)	0.34 (39)	0.00 (0)	0.03 (4)	0.00 (0)
Teachers encourage their students to see mistakes as a natural part of the learning process.	4.00	2 / 5	0.00 (0)	0.09 (11)	0.20 (23)	0.60 (70)	0.08 (9)	0.00 (0)	0.03 (3)	0.00 (0)
Teachers show their students how to learn from their own mistakes.	4.00	2 / 5	0.00 (0)	0.03 (3)	0.28 (33)	0.59 (68)	0.09 (11)	0.00 (0)	0.01 (1)	0.00 (0)
Teachers help their students figure out how they learn best.	4.00	1 / 5	0.01 (1)	0.04 (5)	0.24 (28)	0.62 (71)	0.08 (9)	0.00 (0)	0.01 (1)	0.00 (0)
Teachers give their students individual attention on schoolwork.	4.00	1 / 5	0.01 (1)	0.07 (8)	0.12 (14)	0.69 (79)	0.11 (13)	0.00 (0)	0.00 (0)	0.00 (0)

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Social and Civic Learning	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
Adults in this school talk with students about strategies for understanding and controlling their emotions.	4.00	1 / 5	0.01 (1)	0.09 (10)	0.19 (22)	0.56 (65)	0.16 (18)	0.00 (0)	0.00 (0)	0.00 (0)
In this school, we teach ways to resolve disagreements so that everyone can be satisfied with the outcome.	3.00	1 / 5	0.06 (7)	0.25 (29)	0.37 (43)	0.30 (35)	0.02 (2)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in this school help students think about how their actions will affect others.	4.00	1 / 5	0.01 (1)	0.06 (7)	0.17 (20)	0.68 (79)	0.08 (9)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in this school discuss issues that help students think about how to be a good person.	4.00	1 / 5	0.01 (1)	0.09 (11)	0.28 (33)	0.52 (60)	0.09 (10)	0.00 (0)	0.01 (1)	0.00 (0)
Adults in this school help students think about how they would handle difficult situations.	4.00	2 / 5	0.00 (0)	0.08 (9)	0.26 (30)	0.59 (68)	0.07 (8)	0.00 (0)	0.01 (1)	0.00 (0)
In this school, we discuss issues that help students think about what is right and wrong.	4.00	1 / 5	0.02 (2)	0.11 (13)	0.28 (33)	0.52 (60)	0.06 (7)	0.00 (0)	0.01 (1)	0.00 (0)
In this school, we teach skills that help students plan their time so they can get their work done and still do other things they enjoy.	3.00	1 / 5	0.04 (5)	0.22 (25)	0.31 (36)	0.36 (41)	0.06 (7)	0.00 (0)	0.01 (1)	0.00 (0)
Adults in this school encourage students to understand the importance of their feelings and those of others.	4.00	2 / 5	0.00 (0)	0.13 (15)	0.29 (34)	0.51 (59)	0.07 (8)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in this school help students listen to others so that they really understand what they are trying to say.	4.00	2 / 5	0.00 (0)	0.09 (11)	0.39 (45)	0.45 (52)	0.07 (8)	0.00 (0)	0.00 (0)	0.00 (0)
In this school, we encourage students to learn how to work well with other students.	4.00	2 / 5	0.00 (0)	0.10 (12)	0.16 (18)	0.67 (78)	0.07 (8)	0.00 (0)	0.00 (0)	0.00 (0)

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Respect for Diversity	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
Students in this school respect each other's differences (for example, gender, race, culture, etc.).	4.00	1 / 5	0.03 (3)	0.17 (20)	0.17 (20)	0.52 (60)	0.11 (13)	0.00 (0)	0.00 (0)	0.00 (0)
Students in this school respect differences in adults (for example, gender, race, culture, etc.).	4.00	1 / 5	0.03 (3)	0.10 (12)	0.23 (27)	0.59 (68)	0.05 (6)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in this school respect differences in students (for example, gender, race, culture, etc.).	4.00	1 / 5	0.01 (1)	0.01 (1)	0.11 (13)	0.59 (68)	0.28 (32)	0.00 (0)	0.01 (1)	0.00 (0)
Adults in this school respect each other's differences (for example gender, race, culture, etc.).	4.00	2 / 5	0.00 (0)	0.03 (3)	0.06 (7)	0.70 (81)	0.21 (24)	0.00 (0)	0.01 (1)	0.00 (0)

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Social Support / Adults	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
Adults who work in this school treat students with respect.	4.00	2 / 5	0.00 (0)	0.05 (6)	0.11 (13)	0.58 (67)	0.26 (30)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in this school have high expectations for students' success.	4.00	2 / 5	0.00 (0)	0.16 (18)	0.19 (22)	0.52 (60)	0.14 (16)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in this school generally act with students' best interests in mind.	4.00	2 / 5	0.00 (0)	0.08 (9)	0.08 (9)	0.64 (74)	0.21 (24)	0.00 (0)	0.00 (0)	0.00 (0)
There are adults in this school that students would trust enough to talk to if they had a problem.	4.00	2 / 5	0.00 (0)	0.02 (2)	0.04 (5)	0.63 (72)	0.30 (35)	0.00 (0)	0.01 (1)	0.00 (0)
Adults in this school are willing to listen to what students have to say.	4.00	2 / 5	0.00 (0)	0.03 (3)	0.11 (13)	0.73 (84)	0.13 (15)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in this school are interested in getting to know students.	4.00	2 / 5	0.00 (0)	0.03 (3)	0.14 (16)	0.74 (85)	0.10 (11)	0.00 (0)	0.00 (0)	0.00 (0)

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Social Support / Students	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
Students have friends at school they can turn to if they have questions about homework.	4.00	2 / 5	0.00 (0)	0.02 (2)	0.19 (22)	0.71 (82)	0.09 (10)	0.00 (0)	0.00 (0)	0.00 (0)
Students have friends at school they can trust and talk to if they have problems.	4.00	2 / 5	0.00 (0)	0.02 (2)	0.19 (22)	0.66 (77)	0.13 (15)	0.00 (0)	0.00 (0)	0.00 (0)
Students in this school seem to work well with one another even if they're not in the same group of friends.	4.00	1 / 5	0.01 (1)	0.14 (16)	0.26 (30)	0.51 (59)	0.09 (10)	0.00 (0)	0.00 (0)	0.00 (0)
Students have friends at school to eat lunch with.	4.00	2 / 5	0.00 (0)	0.03 (4)	0.21 (24)	0.63 (72)	0.11 (13)	0.00 (0)	0.02 (2)	0.00 (0)
Students try to make new students feel welcome in the school.	4.00	2 / 5	0.00 (0)	0.04 (5)	0.35 (39)	0.53 (60)	0.07 (8)	0.00 (0)	0.01 (1)	0.00 (0)

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School Connectedness / Engagement	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
This school encourages students to get involved in extra-curricular activities.	4.00	2 / 5	0.00 (0)	0.03 (4)	0.08 (9)	0.48 (56)	0.41 (47)	0.00 (0)	0.00 (0)	0.00 (0)
This school encourages staff to get involved in extra-curricular activities.	4.00	1 / 5	0.01 (1)	0.10 (12)	0.33 (38)	0.47 (54)	0.08 (9)	0.00 (0)	0.02 (2)	0.00 (0)
This school encourages all families to be part of school activities.	3.00	1 / 5	0.04 (5)	0.17 (20)	0.34 (39)	0.38 (44)	0.07 (8)	0.00 (0)	0.00 (0)	0.00 (0)
This school feels like a positive community.	3.00	1 / 5	0.04 (5)	0.21 (24)	0.26 (30)	0.44 (51)	0.05 (6)	0.00 (0)	0.00 (0)	0.00 (0)
People are proud to be part of this school community.	3.00	1 / 5	0.07 (8)	0.41 (47)	0.38 (44)	0.12 (14)	0.03 (3)	0.00 (0)	0.00 (0)	0.00 (0)
This school makes an effort to keep families informed about what's going on in school.	4.00	1 / 5	0.01 (1)	0.08 (9)	0.19 (22)	0.63 (73)	0.09 (11)	0.00 (0)	0.00 (0)	0.00 (0)
Parents and family members are made to feel comfortable talking to teachers.	4.00	2 / 5	0.00 (0)	0.07 (8)	0.17 (20)	0.64 (74)	0.11 (13)	0.00 (0)	0.00 (0)	0.00 (0)
Parents/guardians are made to feel welcome at this school.	4.00	2 / 5	0.00 (0)	0.05 (6)	0.16 (18)	0.61 (71)	0.17 (20)	0.00 (0)	0.01 (1)	0.00 (0)

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Physical Surroundings	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
This school building is kept clean.	4.00	1 / 5	0.02 (2)	0.05 (6)	0.09 (11)	0.56 (65)	0.28 (32)	0.00 (0)	0.00 (0)	0.00 (0)
This school has up-to-date computers and other electronic equipment available to students.	4.00	1 / 5	0.10 (12)	0.25 (29)	0.08 (9)	0.38 (44)	0.19 (22)	0.00 (0)	0.00 (0)	0.00 (0)
This school is physically attractive (well designed, nicely decorated, etc.).	4.00	1 / 5	0.02 (2)	0.11 (13)	0.22 (25)	0.54 (63)	0.11 (13)	0.00 (0)	0.00 (0)	0.00 (0)
We have space and facilities for extra-curricular activities at this school.	4.00	1 / 5	0.04 (5)	0.11 (13)	0.07 (8)	0.53 (62)	0.24 (28)	0.00 (0)	0.00 (0)	0.00 (0)
We need more basic supplies in school (for example, books, paper and chalk).*	3.00	1 / 5	0.10 (12)	0.36 (41)	0.18 (21)	0.22 (25)	0.12 (14)	0.00 (0)	0.02 (2)	0.00 (0)
This school building is kept in good condition.	4.00	1 / 5	0.01 (1)	0.09 (10)	0.11 (13)	0.59 (68)	0.21 (24)	0.00 (0)	0.00 (0)	0.00 (0)

* For this item, a higher score indicates a negative perception rather than a positive one.
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Leadership	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
The administration at this school is fair in the way they allocate resources.	4.00	1 / 5	0.04 (5)	0.15 (17)	0.22 (26)	0.46 (53)	0.12 (14)	0.00 (0)	0.01 (1)	0.00 (0)
The administration at this school provides teachers with opportunities to work together collaboratively.	2.00	1 / 5	0.14 (16)	0.37 (43)	0.16 (19)	0.26 (30)	0.07 (8)	0.00 (0)	0.00 (0)	0.00 (0)
Most teachers at this school feel comfortable asking for help from the administration.	3.00	1 / 5	0.06 (7)	0.30 (34)	0.16 (18)	0.43 (49)	0.06 (7)	0.00 (0)	0.00 (0)	0.00 (0)
The administration at this school places a high priority on curriculum and instructional issues.	4.00	1 / 5	0.09 (10)	0.15 (17)	0.22 (26)	0.41 (48)	0.12 (14)	0.00 (0)	0.01 (1)	0.00 (0)
The administration involves teachers in planning professional development activities.	3.00	1 / 5	0.15 (17)	0.33 (38)	0.28 (32)	0.21 (24)	0.03 (4)	0.00 (0)	0.01 (1)	0.00 (0)
The work I do at this school is appreciated by the administration.	3.00	1 / 5	0.09 (11)	0.20 (23)	0.22 (25)	0.33 (38)	0.16 (19)	0.00 (0)	0.00 (0)	0.00 (0)
The administration at this school communicates openly with teachers and staff.	3.00	1 / 5	0.11 (13)	0.25 (29)	0.31 (36)	0.28 (33)	0.04 (5)	0.00 (0)	0.00 (0)	0.00 (0)
The administration at this school is supportive of teachers and staff members.	4.00	1 / 5	0.11 (13)	0.15 (17)	0.23 (27)	0.43 (50)	0.08 (9)	0.00 (0)	0.00 (0)	0.00 (0)
The administration at this school involves staff in decisions about instruction.	3.00	1 / 5	0.06 (7)	0.29 (33)	0.30 (35)	0.30 (34)	0.03 (4)	0.00 (0)	0.02 (2)	0.00 (0)
The administration at this school effectively communicates a strong and compelling vision for what they want the school to be.	3.00	1 / 5	0.12 (14)	0.33 (37)	0.23 (26)	0.24 (27)	0.08 (9)	0.00 (0)	0.00 (0)	0.00 (0)
The administration at this school is accessible to teachers and staff.	4.00	1 / 5	0.09 (10)	0.14 (16)	0.17 (19)	0.50 (57)	0.11 (13)	0.00 (0)	0.00 (0)	0.00 (0)
The administration at this school involves staff in decisions about the school discipline policy.	3.00	1 / 5	0.12 (14)	0.29 (33)	0.23 (26)	0.32 (37)	0.03 (3)	0.00 (0)	0.01 (1)	0.00 (0)
The administration at this school places a high priority on developing staff expertise.	3.00	1 / 5	0.09 (10)	0.26 (30)	0.29 (33)	0.30 (35)	0.06 (7)	0.00 (0)	0.00 (0)	0.00 (0)

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Professional Relationships	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
Staff in this school typically work well with one another.	4.00	2 / 5	0.00 (0)	0.08 (9)	0.17 (20)	0.57 (66)	0.17 (20)	0.00 (0)	0.01 (1)	0.00 (0)
Most staff in this school are generous about helping others with instructional issues.	4.00	1 / 5	0.02 (2)	0.05 (6)	0.18 (21)	0.54 (63)	0.20 (23)	0.00 (0)	0.01 (1)	0.00 (0)
Staff in this school try to learn from one another.	4.00	2 / 5	0.00 (0)	0.11 (13)	0.18 (21)	0.62 (72)	0.09 (10)	0.00 (0)	0.00 (0)	0.00 (0)
Staff members typically treat one another with professional respect.	4.00	1 / 5	0.01 (1)	0.09 (10)	0.12 (14)	0.65 (75)	0.14 (16)	0.00 (0)	0.00 (0)	0.00 (0)
Most staff seem comfortable asking for help from their colleagues.	4.00	1 / 5	0.01 (1)	0.07 (8)	0.11 (13)	0.66 (76)	0.15 (17)	0.00 (0)	0.01 (1)	0.00 (0)
Staff in the school seem comfortable sharing ideas at staff/faculty meetings.	4.00	1 / 5	0.03 (3)	0.13 (15)	0.20 (23)	0.53 (62)	0.09 (11)	0.00 (0)	0.02 (2)	0.00 (0)
I feel good about what I accomplish as a staff member at this school.	4.00	1 / 5	0.03 (4)	0.04 (5)	0.09 (11)	0.52 (60)	0.30 (35)	0.00 (0)	0.01 (1)	0.00 (0)
Working relationships among staff in this school make it easier to try new things.	4.00	1 / 5	0.03 (3)	0.10 (12)	0.17 (19)	0.55 (63)	0.16 (18)	0.00 (0)	0.00 (0)	0.00 (0)
Staff in this school generally trust one another.	4.00	1 / 5	0.03 (3)	0.20 (23)	0.16 (18)	0.53 (61)	0.09 (11)	0.00 (0)	0.00 (0)	0.00 (0)
Most staff in this school are good at the work they do.	4.00	2 / 5	0.00 (0)	0.03 (4)	0.12 (14)	0.70 (80)	0.14 (16)	0.00 (0)	0.01 (1)	0.00 (0)

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Safety Rules & Norms	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
In my child's school, there are clear rules against physically hurting other people (for example, hitting, pushing or tripping).	4.00	1 / 5	0.02 (1)	0.06 (4)	0.09 (6)	0.46 (30)	0.37 (24)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in the school are fair about making sure that all students follow the rules against physically hurting other people.	4.00	1 / 5	0.06 (4)	0.17 (11)	0.11 (7)	0.48 (31)	0.17 (11)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in the school will stop students if they see them physically hurting each other (for example, pushing, slapping, or punching).	4.00	1 / 5	0.03 (2)	0.05 (3)	0.22 (14)	0.55 (36)	0.15 (10)	0.00 (0)	0.00 (0)	0.00 (0)
In my child's school, there are clear rules against insults, teasing, harassment, and other verbal abuse.	4.00	1 / 5	0.03 (2)	0.14 (9)	0.08 (5)	0.49 (32)	0.26 (17)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in the school are fair about making sure that all students follow the rules against insults, teasing, harassment, or other verbal abuse.	4.00	1 / 5	0.09 (6)	0.12 (8)	0.26 (17)	0.46 (30)	0.06 (4)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in the school stop students if they see them insulting, teasing, harassing, or otherwise verbally abusing other students.	4.00	1 / 5	0.05 (3)	0.11 (7)	0.20 (13)	0.55 (35)	0.09 (6)	0.00 (0)	0.00 (0)	0.00 (0)

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Sense of Physical Security	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
I have seen students at my child's school being physically hurt by other students more than once (for example, pushed, slapped, punched, or beaten up).*	2.00	1 / 5	0.30 (19)	0.39 (25)	0.23 (15)	0.05 (3)	0.03 (2)	0.00 (0)	0.00 (0)	0.00 (0)
My child feels physically safe in the schoolyard or area right around the school.	4.00	1 / 5	0.05 (3)	0.08 (5)	0.22 (14)	0.55 (36)	0.11 (7)	0.00 (0)	0.00 (0)	0.00 (0)
My child has been physically hurt at school more than once by other students (for example, pushed, slapped, punched, or beaten up).*	2.00	1 / 5	0.42 (27)	0.32 (21)	0.14 (9)	0.06 (4)	0.06 (4)	0.00 (0)	0.00 (0)	0.00 (0)
My child feels physically safe in all areas of the school building.	4.00	1 / 5	0.05 (3)	0.11 (7)	0.20 (13)	0.52 (34)	0.12 (8)	0.00 (0)	0.00 (0)	0.00 (0)
There are areas of my child's school where he/she does not feel physically safe.*	2.00	1 / 4	0.16 (10)	0.41 (26)	0.33 (21)	0.11 (7)	0.00 (0)	0.00 (0)	0.00 (0)	0.00 (0)

* For this item, a higher score indicates a negative perception rather than a positive one.
This has been taken into account in analyzing survey results and creating scale scores for other parts of the report.

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Sense of Social-Emotional Security	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
Many students at my child's school go out of their way to treat other students badly.*	3.00	1 / 5	0.05 (3)	0.32 (21)	0.37 (24)	0.11 (7)	0.15 (10)	0.00 (0)	0.00 (0)	0.00 (0)
My child has been insulted, teased, harassed or otherwise verbally abused more than once at this school.*	3.00	1 / 5	0.17 (11)	0.28 (18)	0.22 (14)	0.20 (13)	0.14 (9)	0.00 (0)	0.00 (0)	0.00 (0)
There are many students in my child's school who seem to be made fun of a lot by other students.*	3.00	1 / 5	0.02 (1)	0.23 (15)	0.43 (28)	0.23 (15)	0.09 (6)	0.00 (0)	0.00 (0)	0.00 (0)
Most students in my child's school act in a way that is sensitive to the feelings of other students.	3.00	1 / 5	0.12 (8)	0.18 (12)	0.34 (22)	0.34 (22)	0.02 (1)	0.00 (0)	0.00 (0)	0.00 (0)
Students at my child's school will try to stop students from insulting or making fun of other students.	3.00	1 / 5	0.08 (5)	0.23 (15)	0.43 (28)	0.25 (16)	0.02 (1)	0.00 (0)	0.00 (0)	0.00 (0)
Very few students make fun of other students.	2.00	1 / 4	0.18 (12)	0.37 (24)	0.23 (15)	0.22 (14)	0.00 (0)	0.00 (0)	0.00 (0)	0.00 (0)
There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.*	3.00	1 / 5	0.05 (3)	0.14 (9)	0.33 (21)	0.32 (20)	0.16 (10)	0.00 (0)	0.00 (0)	0.00 (0)
It is common to see students in my child's school insulted, teased, harassed or otherwise verbally abused by other students.*	2.00	1 / 5	0.11 (7)	0.41 (26)	0.23 (15)	0.20 (13)	0.05 (3)	0.00 (0)	0.00 (0)	0.00 (0)
Most students in my child's school try to treat other students the way they'd want to be treated.	3.00	1 / 5	0.09 (6)	0.14 (9)	0.33 (21)	0.38 (24)	0.06 (4)	0.00 (0)	0.00 (0)	0.00 (0)

* For this item, a higher score indicates a negative perception rather than a positive one.
This has been taken into account in analyzing survey results and creating scale scores for other parts of the report.

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Support for Learning	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
My child's teachers encourage him/her to try out new ideas (think independently).	4.00	1 / 5	0.03 (2)	0.15 (10)	0.22 (14)	0.40 (26)	0.20 (13)	0.00 (0)	0.00 (0)	0.00 (0)
My child's teachers let him/her know when he/she does a good job.	4.00	1 / 5	0.05 (3)	0.16 (10)	0.14 (9)	0.45 (29)	0.20 (13)	0.00 (0)	0.00 (0)	0.00 (0)
If my child is feeling confused about something in class, he/she feels comfortable saying so.	4.00	1 / 5	0.05 (3)	0.20 (13)	0.20 (13)	0.45 (29)	0.11 (7)	0.00 (0)	0.00 (0)	0.00 (0)
Teachers give my child an opportunity to show what he/she knows and can do in a variety of ways (for example, papers, presentations, projects, tests).	4.00	1 / 5	0.03 (2)	0.06 (4)	0.20 (13)	0.51 (33)	0.20 (13)	0.00 (0)	0.00 (0)	0.00 (0)
My child is challenged to do more than he/she thought he/she could in school.	4.00	1 / 5	0.06 (4)	0.15 (10)	0.26 (17)	0.35 (23)	0.17 (11)	0.00 (0)	0.00 (0)	0.00 (0)
My child's teachers give him/her useful feedback on school work.	4.00	1 / 5	0.03 (2)	0.16 (10)	0.24 (15)	0.41 (26)	0.16 (10)	0.00 (0)	0.00 (0)	0.00 (0)
My child's teachers encourage him/her to see mistakes as a natural part of the learning process.	3.00	1 / 5	0.05 (3)	0.19 (12)	0.28 (18)	0.38 (24)	0.11 (7)	0.00 (0)	0.00 (0)	0.00 (0)
My child's teachers show him/her how to learn from his/her mistakes.	3.00	1 / 5	0.02 (1)	0.20 (13)	0.30 (19)	0.39 (25)	0.09 (6)	0.00 (0)	0.00 (0)	0.00 (0)
My child's teachers help him/her figure out how he/she learns best.	3.00	1 / 5	0.09 (6)	0.25 (16)	0.20 (13)	0.39 (25)	0.06 (4)	0.00 (0)	0.00 (0)	0.00 (0)
My child's teachers give him/her individual attention on schoolwork.	4.00	1 / 5	0.11 (7)	0.19 (12)	0.19 (12)	0.38 (24)	0.14 (9)	0.00 (0)	0.00 (0)	0.00 (0)

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Social and Civic Learning	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
In my child's school, he/she talks about ways to help control his/her emotions.	3.00	1 / 5	0.05 (3)	0.26 (17)	0.51 (33)	0.17 (11)	0.02 (1)	0.00 (0)	0.00 (0)	0.00 (0)
In my child's school, students have learned ways to resolve disagreements so that everyone can be satisfied with the outcome.	3.00	1 / 4	0.08 (5)	0.20 (13)	0.40 (26)	0.32 (21)	0.00 (0)	0.00 (0)	0.00 (0)	0.00 (0)
In my child's school, he/she talks about the way his/her actions will affect others.	3.00	1 / 5	0.05 (3)	0.17 (11)	0.42 (27)	0.35 (23)	0.02 (1)	0.00 (0)	0.00 (0)	0.00 (0)
In my child's school, he/she discusses issues that help him/her think about how to be a good person.	3.00	1 / 5	0.06 (4)	0.11 (7)	0.38 (25)	0.40 (26)	0.05 (3)	0.00 (0)	0.00 (0)	0.00 (0)
In my child's school, he/she discusses issues that help him/her think about what is right and wrong.	3.00	1 / 5	0.03 (2)	0.14 (9)	0.41 (26)	0.38 (24)	0.05 (3)	0.00 (0)	0.00 (0)	0.00 (0)
My child has learned skills that help him/her plan time effectively to get work done and still do other things he/she enjoys.	4.00	1 / 5	0.09 (6)	0.17 (11)	0.17 (11)	0.42 (27)	0.14 (9)	0.00 (0)	0.00 (0)	0.00 (0)
In my child's school, he/she talks about the importance of understanding his/her feelings and the feelings of others.	3.00	1 / 5	0.06 (4)	0.17 (11)	0.49 (32)	0.25 (16)	0.03 (2)	0.00 (0)	0.00 (0)	0.00 (0)
In my child's school, he/she works on listening to others so that he/she really understands what they are trying to say.	3.00	1 / 5	0.05 (3)	0.08 (5)	0.41 (26)	0.42 (27)	0.05 (3)	0.00 (0)	0.00 (0)	0.00 (0)
My child feels that he/she is better at working with other people because of what he/she has learned in school.	3.00	1 / 5	0.03 (2)	0.22 (14)	0.48 (31)	0.23 (15)	0.03 (2)	0.00 (0)	0.00 (0)	0.00 (0)

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Respect for Diversity	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
Students in my child's school respect each other's differences (for example, gender, race, culture, etc.).	3.00	1 / 5	0.05 (3)	0.28 (18)	0.22 (14)	0.38 (25)	0.08 (5)	0.00 (0)	0.00 (0)	0.00 (0)
Students in my child's school respect differences in adults (for example, gender, race, culture, etc.).	4.00	1 / 5	0.05 (3)	0.12 (8)	0.22 (14)	0.55 (36)	0.06 (4)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in my child's school respect differences in students (for example, gender, race, culture, etc.).	4.00	1 / 5	0.05 (3)	0.14 (9)	0.18 (12)	0.52 (34)	0.11 (7)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in my child's school respect each other's differences (for example gender, race, culture, etc.).	4.00	1 / 5	0.02 (1)	0.06 (4)	0.32 (21)	0.51 (33)	0.09 (6)	0.00 (0)	0.00 (0)	0.00 (0)

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Social Support / Adults	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
Adults who work in my child's school treat students with respect.	4.00	1 / 5	0.08 (5)	0.08 (5)	0.20 (13)	0.52 (34)	0.12 (8)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in my child's school seem to work well with one another.	4.00	1 / 5	0.03 (2)	0.11 (7)	0.20 (13)	0.62 (40)	0.05 (3)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in my child's school have high expectations for students' success.	4.00	1 / 5	0.05 (3)	0.16 (10)	0.16 (10)	0.47 (30)	0.17 (11)	0.00 (0)	0.00 (0)	0.00 (0)
Adults who work in my child's school treat one another with respect.	4.00	1 / 5	0.03 (2)	0.05 (3)	0.17 (11)	0.71 (46)	0.05 (3)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in my child's school seem to trust one another.	4.00	1 / 5	0.03 (2)	0.05 (3)	0.33 (21)	0.50 (32)	0.09 (6)	0.00 (0)	0.00 (0)	0.00 (0)
If students need to talk to an adult in school about a problem, there is someone they trust who they could talk to.	4.00	1 / 5	0.02 (1)	0.03 (2)	0.28 (18)	0.52 (33)	0.16 (10)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in my child's school are willing to listen to what students have to say.	4.00	1 / 5	0.08 (5)	0.06 (4)	0.33 (21)	0.47 (30)	0.06 (4)	0.00 (0)	0.00 (0)	0.00 (0)
Adults in my child's school are interested in getting to know students.	3.00	1 / 5	0.08 (5)	0.11 (7)	0.33 (21)	0.36 (23)	0.13 (8)	0.00 (0)	0.00 (0)	0.00 (0)

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Social Support / Students	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
Students have friends at school they can turn to if they have questions about homework.	4.00	1 / 5	0.03 (2)	0.19 (12)	0.08 (5)	0.50 (32)	0.20 (13)	0.00 (0)	0.00 (0)	0.00 (0)
Students have friends at school they can trust and talk to if they have problems.	4.00	1 / 5	0.02 (1)	0.14 (9)	0.13 (8)	0.44 (28)	0.28 (18)	0.00 (0)	0.00 (0)	0.00 (0)
Students in my child's school work well with each other even if they're not in the same group of friends.	3.00	1 / 5	0.06 (4)	0.17 (11)	0.38 (24)	0.34 (22)	0.05 (3)	0.00 (0)	0.00 (0)	0.00 (0)
Students have friends at school to eat lunch with.	4.00	1 / 5	0.05 (3)	0.02 (1)	0.09 (6)	0.64 (41)	0.20 (13)	0.00 (0)	0.00 (0)	0.00 (0)
Students try to make new students feel welcome in the school.	3.00	1 / 5	0.09 (6)	0.09 (6)	0.41 (26)	0.36 (23)	0.05 (3)	0.00 (0)	0.00 (0)	0.00 (0)

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School Connectedness / Engagement	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
My child's school tries to get students to join in after school activities.	4.00	1 / 5	0.05 (3)	0.12 (8)	0.29 (19)	0.42 (27)	0.12 (8)	0.00 (0)	0.00 (0)	0.00 (0)
My child's school tries to get all families to be part of school activities.	3.00	1 / 5	0.06 (4)	0.28 (18)	0.22 (14)	0.35 (23)	0.09 (6)	0.00 (0)	0.00 (0)	0.00 (0)
My child feels like he/she belongs at this school.	4.00	1 / 5	0.11 (7)	0.13 (8)	0.16 (10)	0.41 (26)	0.20 (13)	0.00 (0)	0.00 (0)	0.00 (0)
My child likes his/her school.	3.00	1 / 5	0.16 (10)	0.11 (7)	0.23 (15)	0.34 (22)	0.16 (10)	0.00 (0)	0.00 (0)	0.00 (0)
My child's school makes an effort to keep me and my family informed about what's going on in school.	4.00	1 / 5	0.06 (4)	0.14 (9)	0.23 (15)	0.40 (26)	0.17 (11)	0.00 (0)	0.00 (0)	0.00 (0)
My child feels good about what he/she accomplishes in school.	4.00	1 / 5	0.05 (3)	0.13 (8)	0.24 (15)	0.40 (25)	0.19 (12)	0.00 (0)	0.00 (0)	0.00 (0)
Parents and family members feel comfortable talking to teachers.	4.00	1 / 5	0.03 (2)	0.09 (6)	0.23 (15)	0.47 (30)	0.17 (11)	0.00 (0)	0.00 (0)	0.00 (0)
I think parents/guardians feel welcome at my child's school.	4.00	1 / 5	0.03 (2)	0.05 (3)	0.25 (16)	0.53 (34)	0.14 (9)	0.00 (0)	0.00 (0)	0.00 (0)

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Physical Surroundings	Rating Response Given							Rating Response Not Given		
Survey Item	Median Rating	Min/Max	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know	N/A	Missing Response
My child's school building is kept clean.	4.00	1 / 5	0.02 (1)	0.11 (7)	0.20 (13)	0.60 (39)	0.08 (5)	0.00 (0)	0.00 (0)	0.00 (0)
My child's school has up-to-date computers and other electronic equipment available to students.	4.00	1 / 5	0.03 (2)	0.08 (5)	0.34 (22)	0.48 (31)	0.08 (5)	0.00 (0)	0.00 (0)	0.00 (0)
My child's school is physically attractive (well designed, nicely decorated, etc.).	3.00	1 / 5	0.05 (3)	0.15 (10)	0.34 (22)	0.37 (24)	0.09 (6)	0.00 (0)	0.00 (0)	0.00 (0)
My child's school has space and facilities for extra-curricular activities.	4.00	1 / 5	0.03 (2)	0.00 (0)	0.12 (8)	0.65 (42)	0.20 (13)	0.00 (0)	0.00 (0)	0.00 (0)
We need more basic supplies in my child's school (for example, books, paper and chalk).*	3.00	1 / 5	0.08 (5)	0.26 (17)	0.42 (27)	0.18 (12)	0.06 (4)	0.00 (0)	0.00 (0)	0.00 (0)
My child's school building is kept in good condition.	4.00	1 / 5	0.02 (1)	0.08 (5)	0.34 (22)	0.50 (32)	0.06 (4)	0.00 (0)	0.00 (0)	0.00 (0)

* For this item, a higher score indicates a negative perception rather than a positive one.
This has been taken into account in analyzing survey results and creating scale scores for other parts of the report.

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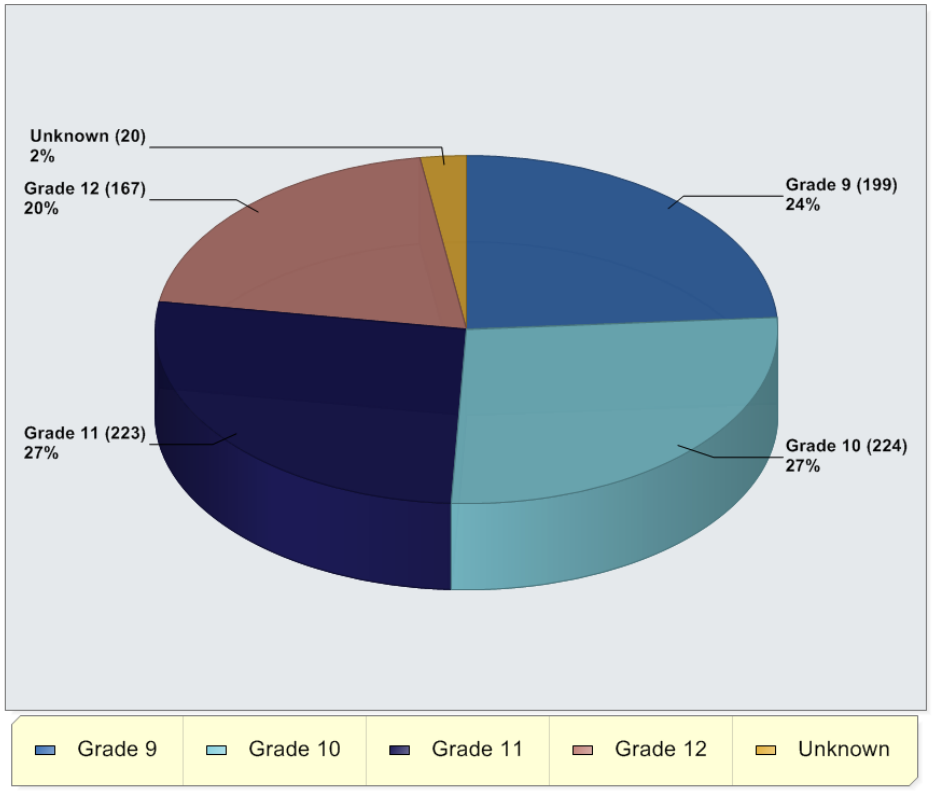
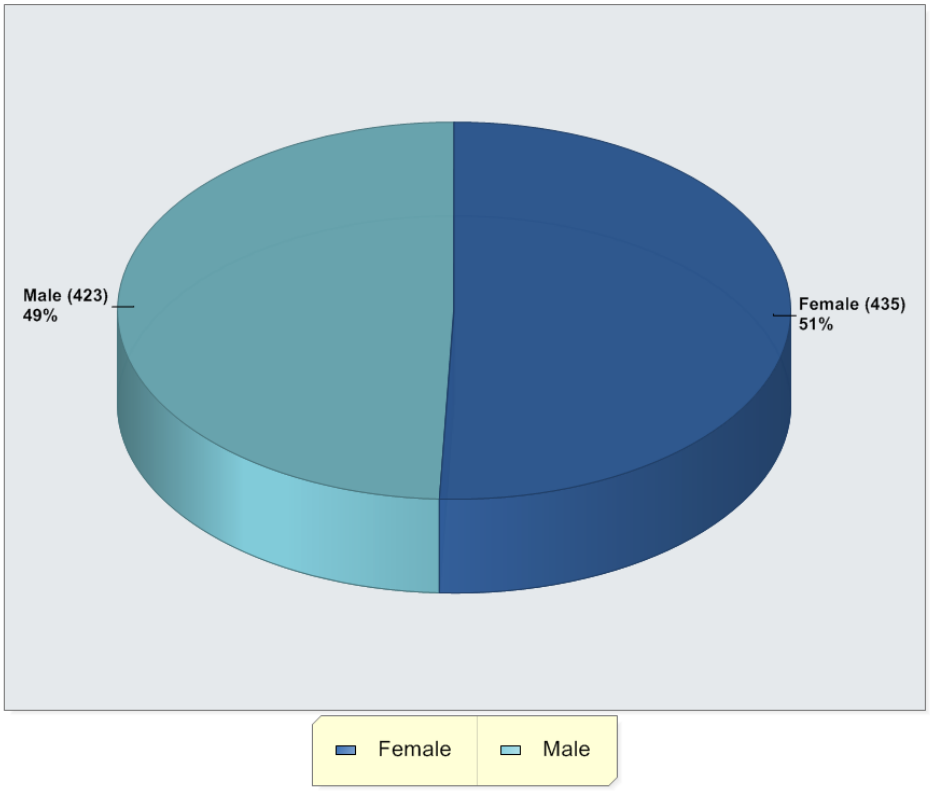
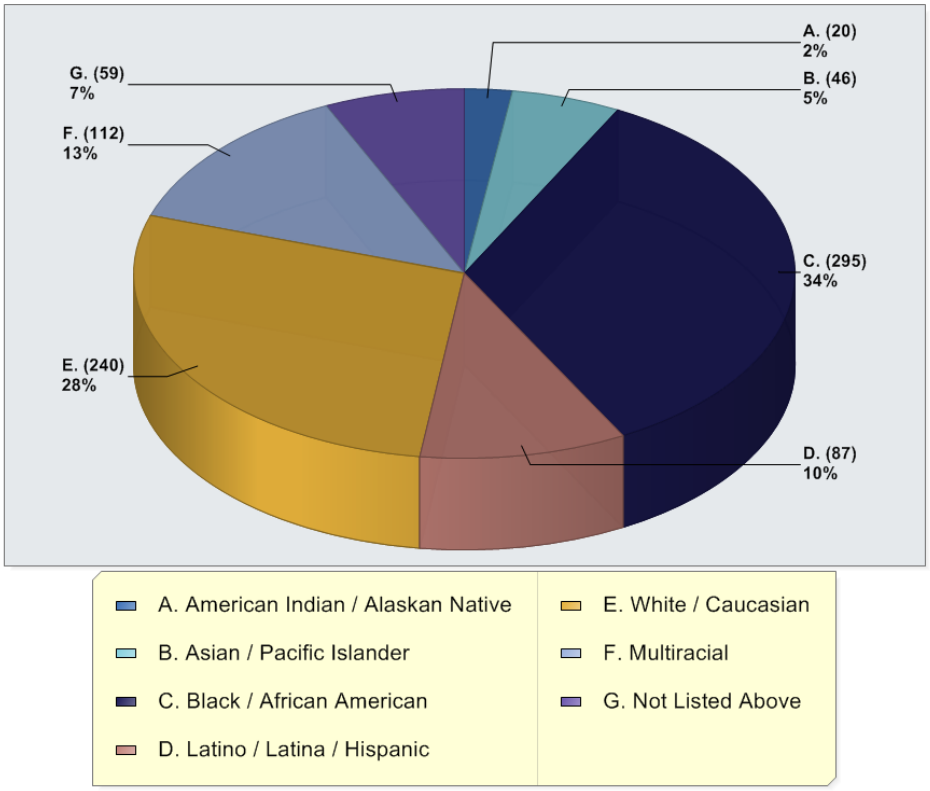
Students by Grade



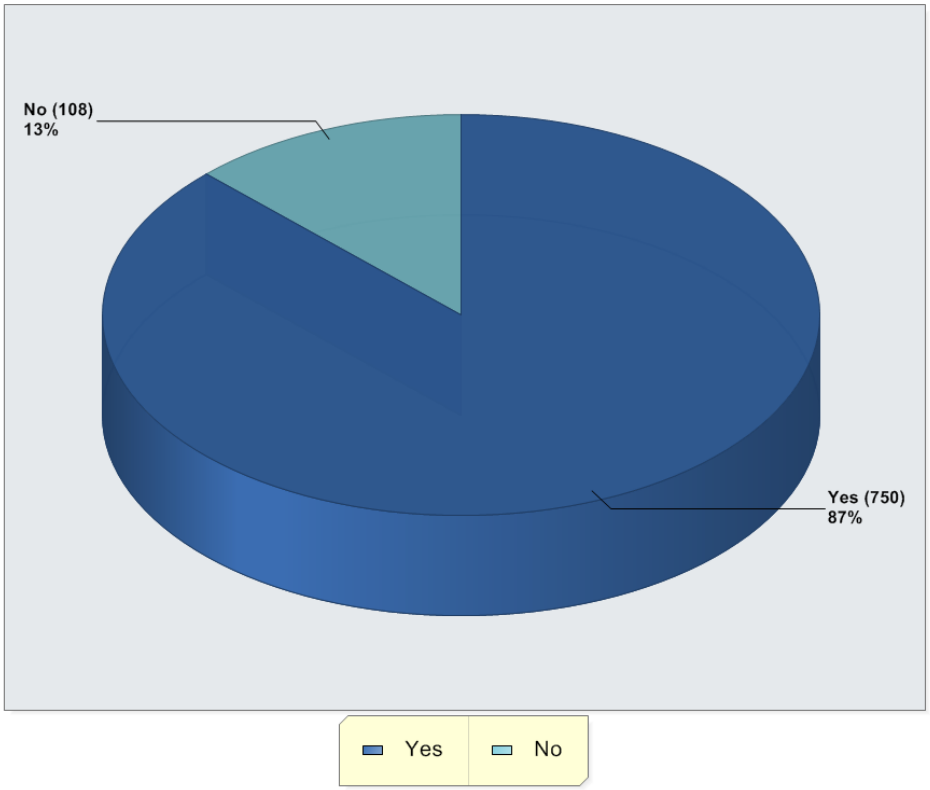
Students by Gender



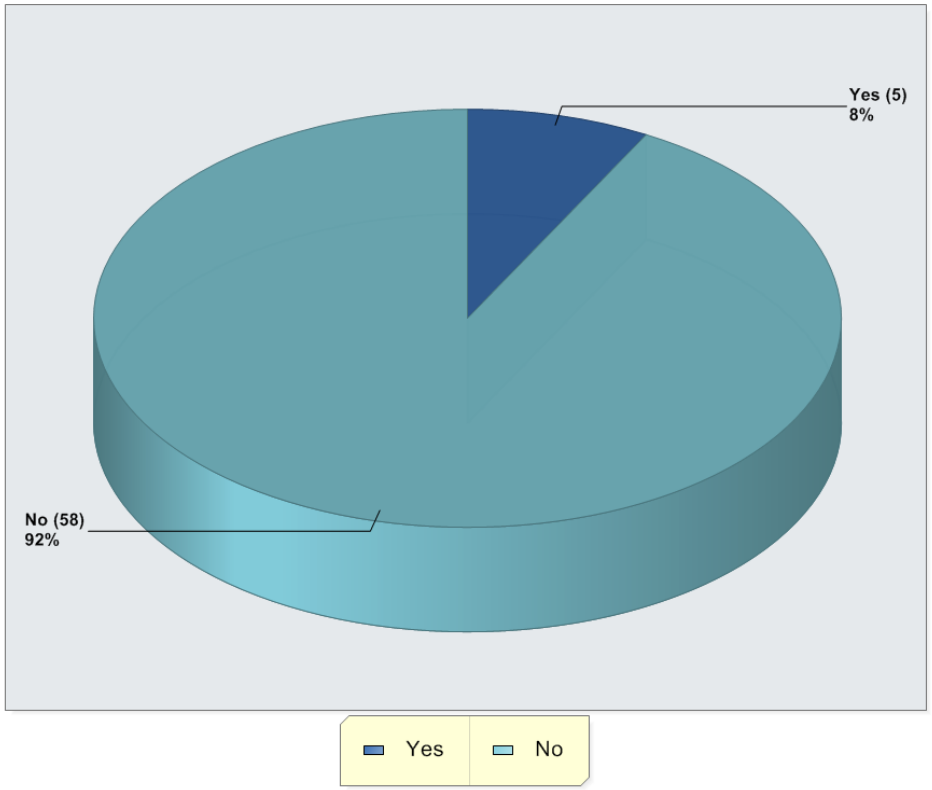
Students by Race/Ethnicity



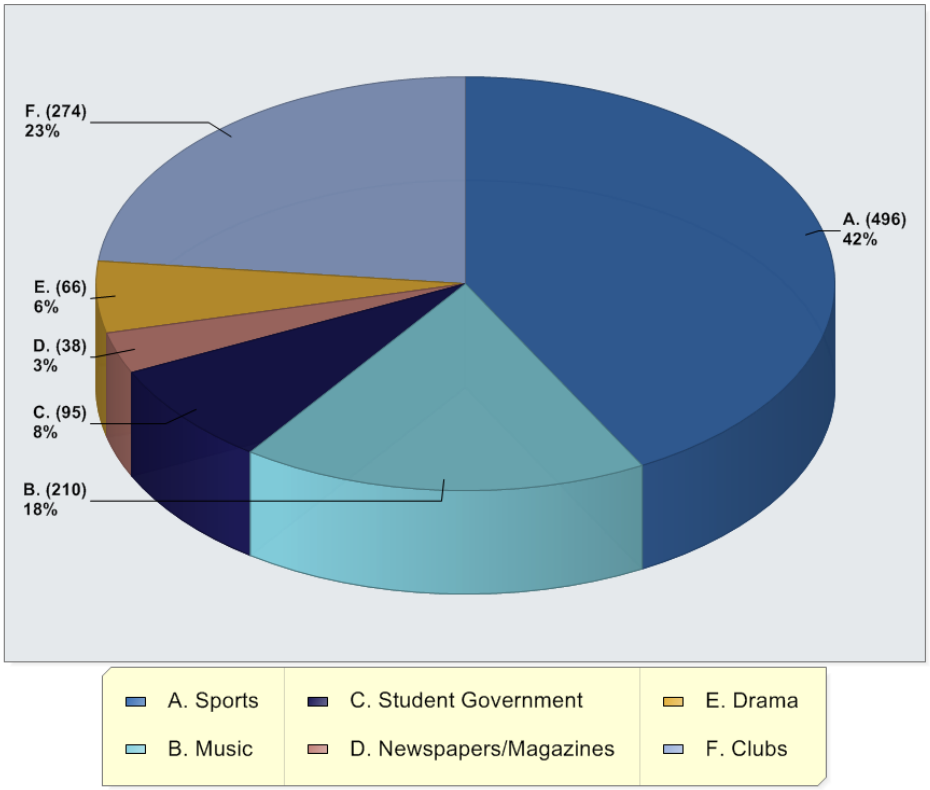
Students by First Language - English



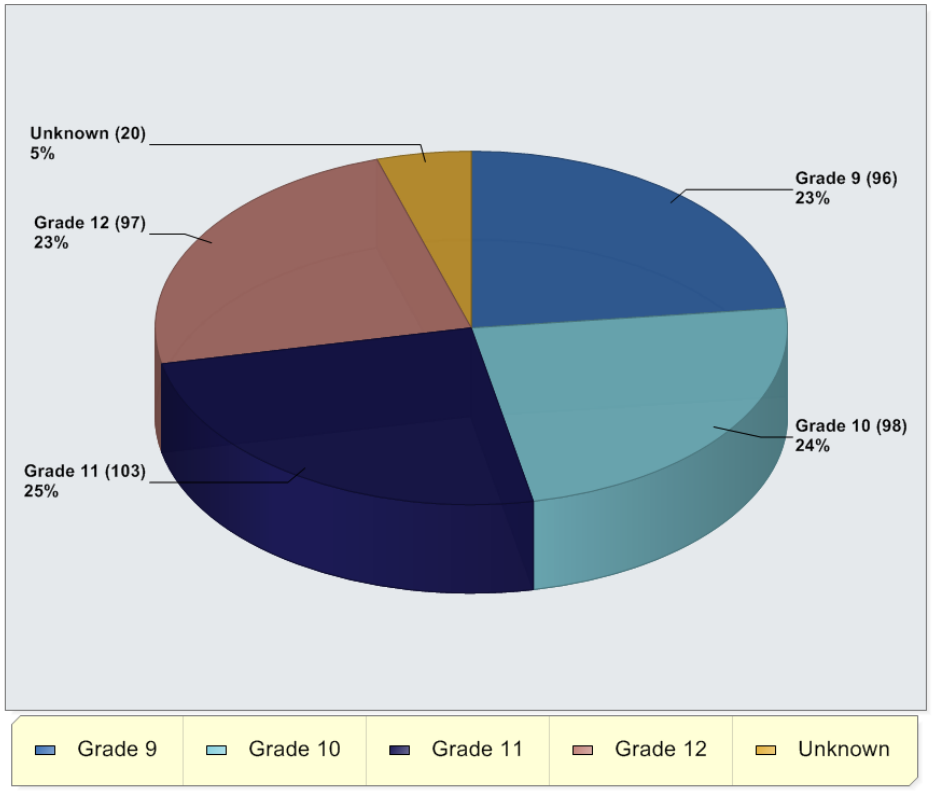
Receive Reduced Meal Plan



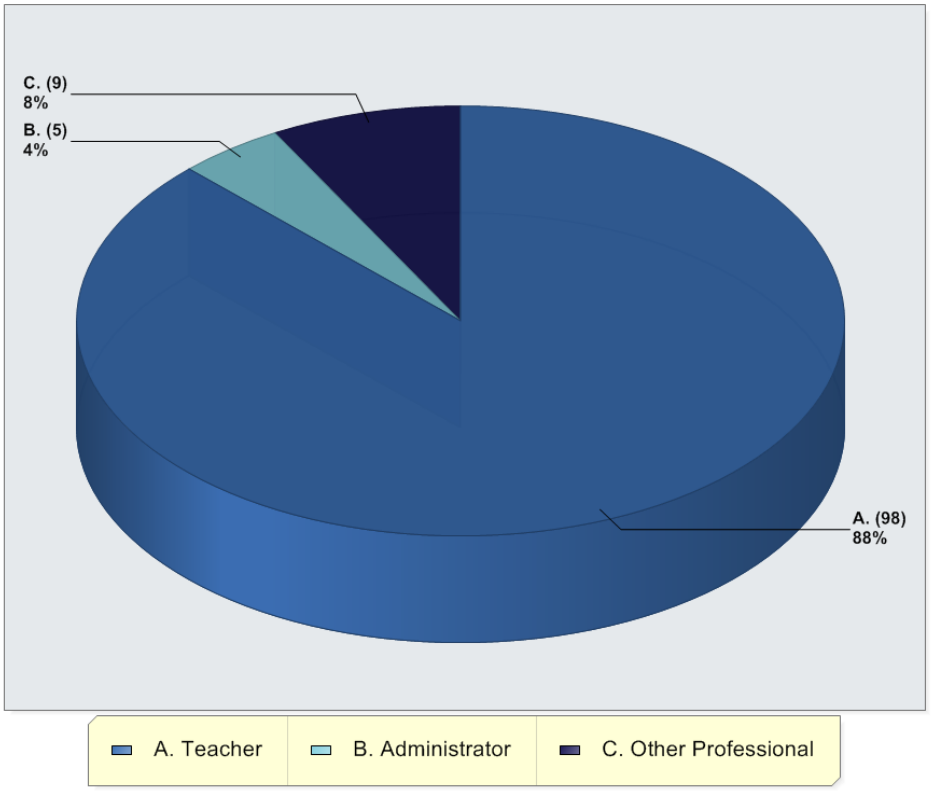
Students by Extra-Curricular Activity



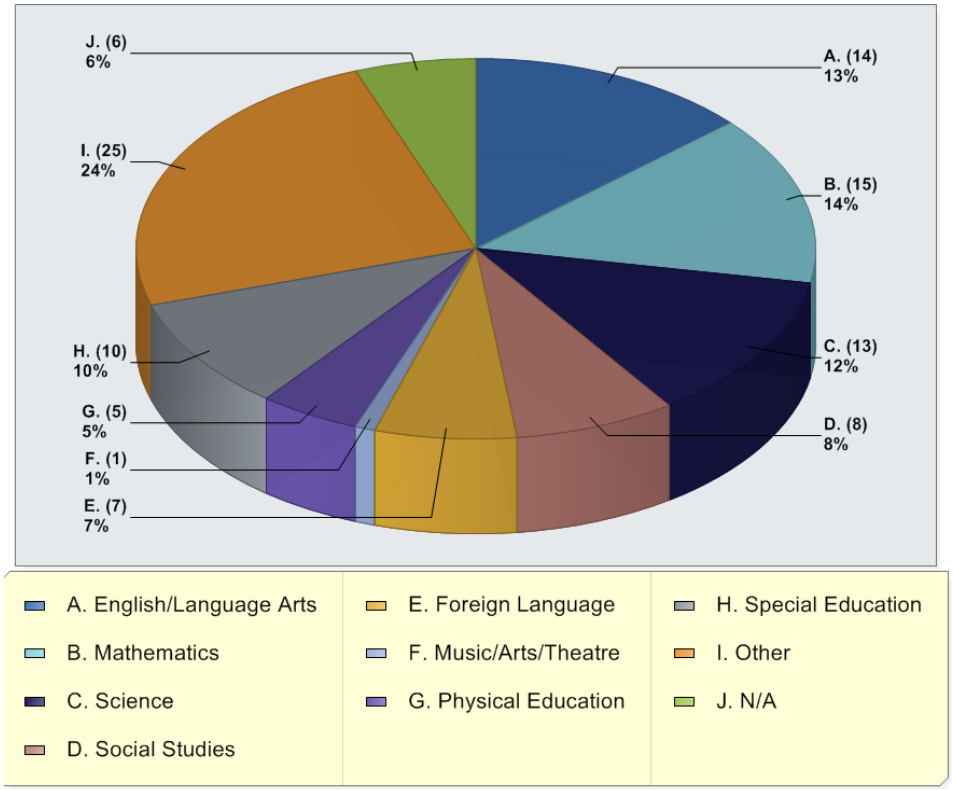
School Personnel by Grade



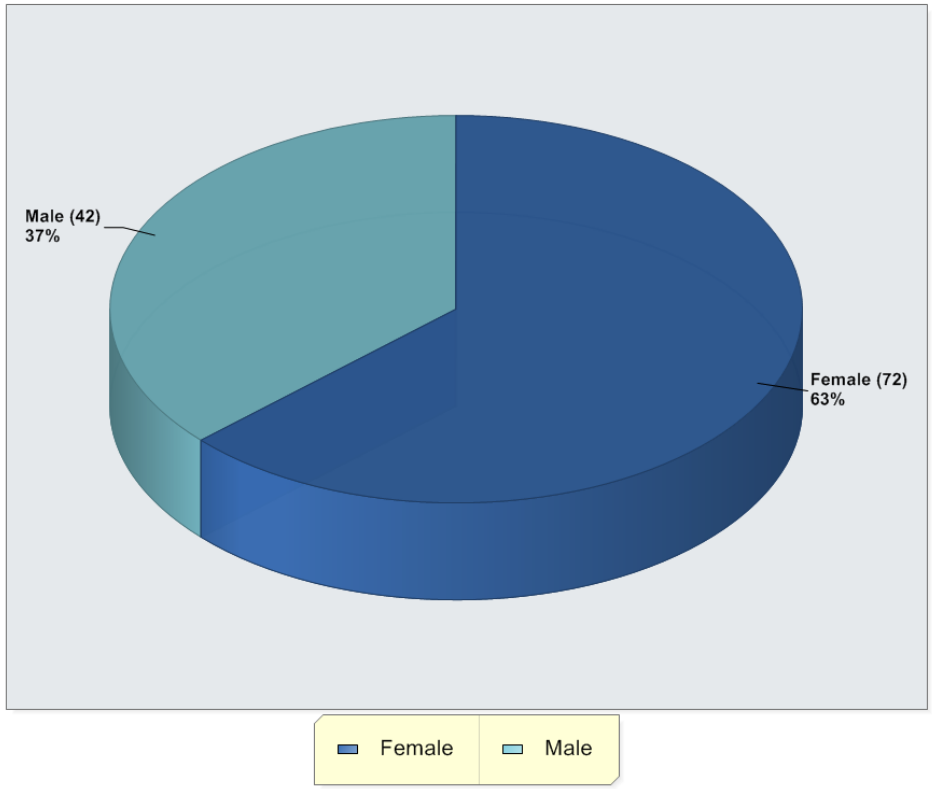
School Personnel by Position



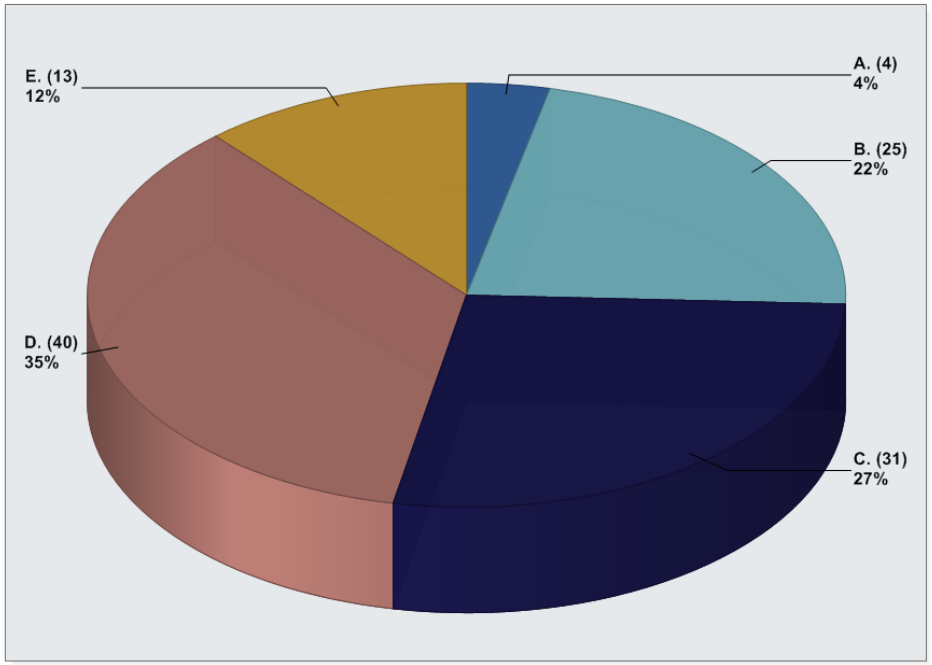
School Personnel by Department



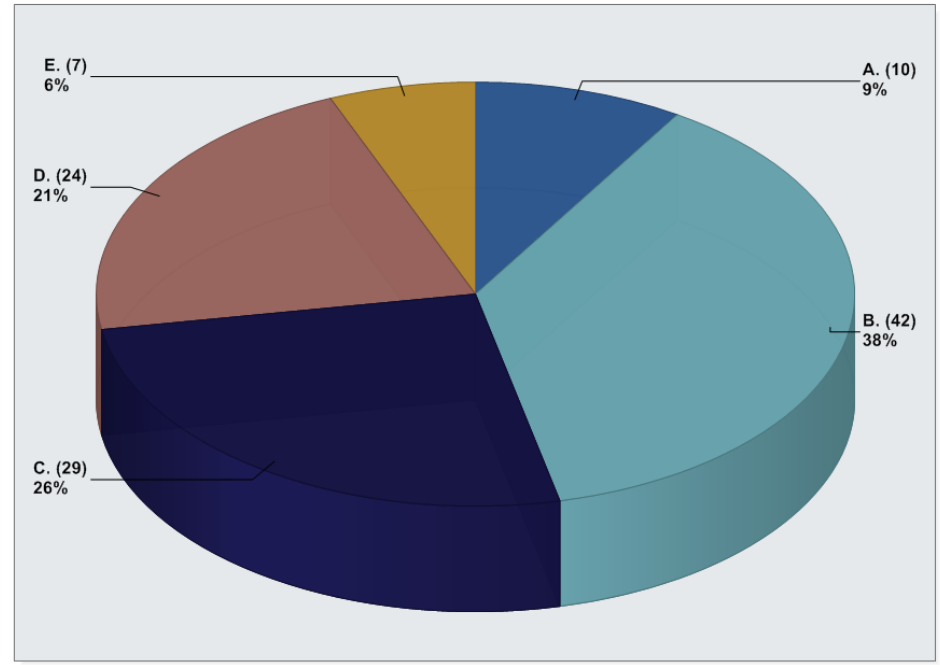
School Personnel by Gender



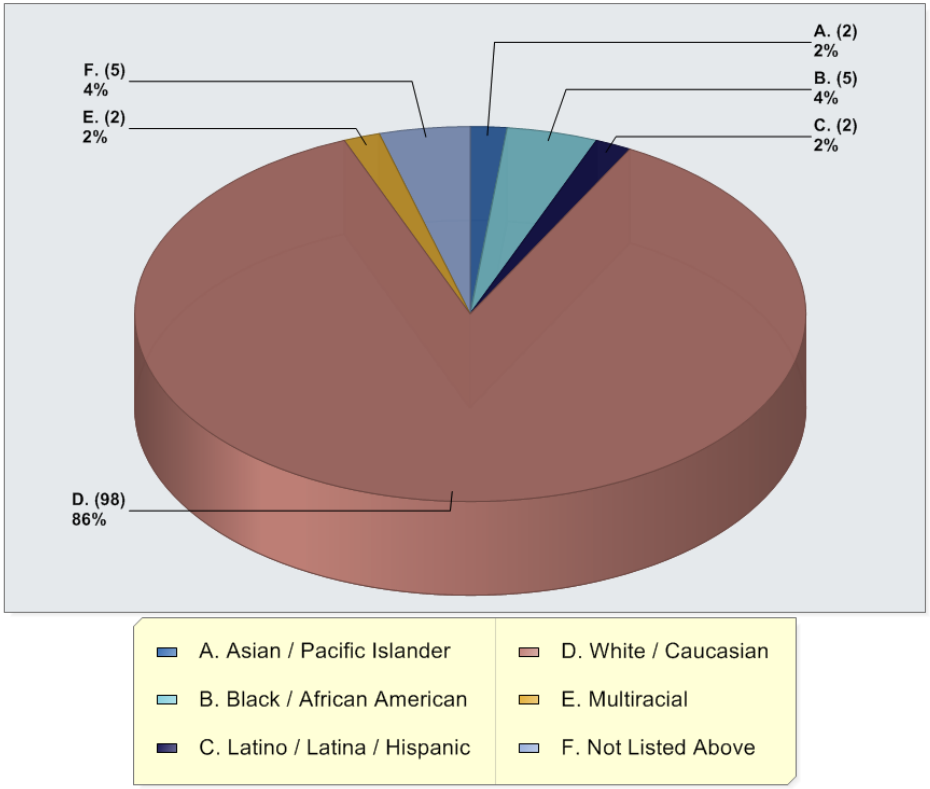
School Personnel by Years Experience



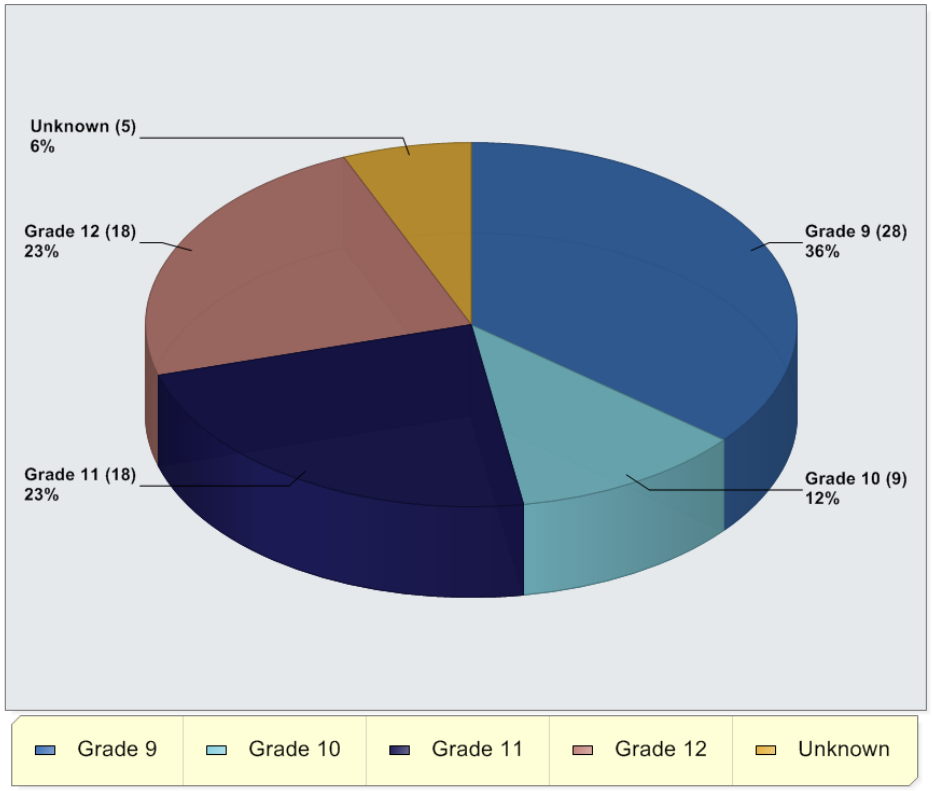
School Personnel by Years Experience at this school



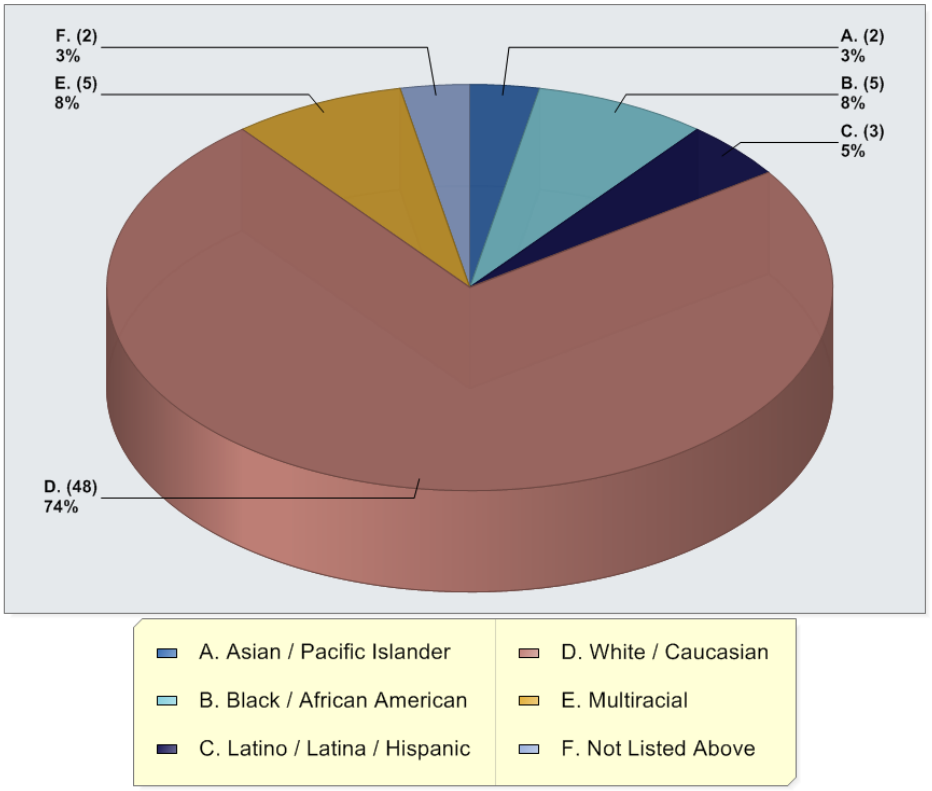
School Personnel by Race/Ethnicity



Parents by Grade



Parents by Race/Ethnicity



APPENDIX A

Further Details on the CSCI Measure

The CSCI as a measure is intended to provide information about school climate as specifically measured by ten scales corresponding to ten important dimensions of school climate—Safety-Rules & Norms, Sense of Physical Security, Sense of Social-Emotional Security, Support for Learning, Social & Civic Learning, Respect for Diversity, Social Support—Adults, Social Support—Students, School Connectedness/Engagement, and Physical Surroundings. For school personnel there are two additional scales that are relevant to school climate—Leadership and Professional Relationships. Each of these scales consists of a particular subset of individual survey items.

Although the last section of the report provides full details on how each group responded to the individual survey items, the survey was developed to be most reliable at the scale level. The scale scores depend on an individual's response to a number of items that together reveal the perceptions of a given aspect of school climate.

Information on the individual survey items is included in order to show you what kinds of indicators are used to measure each dimension. However, response to an individual item is less reliable, and NSCC does not recommend making policy decisions based on these numbers alone. Therefore, the findings are discussed on the scale level throughout the report, and it is recommended that you concentrate on the scale scores for discussion and planning.

The scale or dimension scores for each respondent are calculated as the average score across these items. Averages rather than total scores are used to promote understanding and usability. With average scores, all scale scores are comparable to one another regardless of the number of items that contribute to that score. Scores range from 1 to 5 as do the ratings for individual items. However, since the scale scores are calculated as average ratings across all of the survey items that are part of that scale, individual respondents' scale scores will no longer be in the five original neat categories corresponding to the response categories from 1 to 5, but will vary from 1 to 5 in fractional terms; for example if an individual respondent rated 5 items on a 10-item scale as "3" or "neutral" and 5 as "4" or positive, the scale score for the respondent would be 3.5.) This also helps in the interpretability of the scale scores. In developing the scale scores, any respondents who did not respond to all items in the scale were not given a scale score. This ensures that the scale scores were based on the same items for each person.

To understand the meaning of scale scores, scores can be considered as highly negative to highly positive according to where they fall on the continuum from 1 to 5, with scores below 2.5 indicating a relatively negative rating, scores above 3.5 relatively positive and those in the middle neutral—the lower the score in the negative range, the stronger the negative judgment; conversely the higher the score in the positive range, the stronger the positive judgment.

APPENDIX A

For school groups, the overall measure that is reported is the median score, which is the midpoint of the range of scores across all individual respondents in the group. For example, a median score of 3.0 for students on Support for Learning would indicate that the overall rating is fairly neutral, as measured by the midpoint of respondents where an equal number rate Support for Learning as lower and higher.

While this is slightly different than a mean or average, it is one of the commonly used indicators of central tendency or overall group performance. Median values are typically equivalent to mean values, except where there are a small number of extreme ratings which would skew the mean more than the median.

For a questionnaire that uses a five point rating scale, while it is clear that most respondents interpret the order of the scale the same way, i.e. 5 is higher than 4, and so on in the way that they respond, it is not clear that the intervals between ratings mean the same things to all respondents.

For this reason, using median values across respondents which takes into account ranking but not actual ratings, is considered a more appropriate measure. In addition to the median scores, the report contains response distributions for each school climate dimensions, which show the percentage of respondents in each school group whose scores fall into each category or range.

These should help you understand the consistency and/or variability of perceptions and the strength of opinion within school groups. For example, if the overall or median score for Support for Learning for students is neutral, is that because most respondents are neutral or is it because there are an even number with positive and negative views; if the latter, are positive and negative opinions symmetrical or are the positives concentrated around highly positive, while negatives are just mildly so, or vice versa.

Each of these patterns provides valuable insight into the perceptions held by students, staff and parents, and different patterns will suggest different courses of action.



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SCHOOL REPORT

WINDSOR HIGH SCHOOL

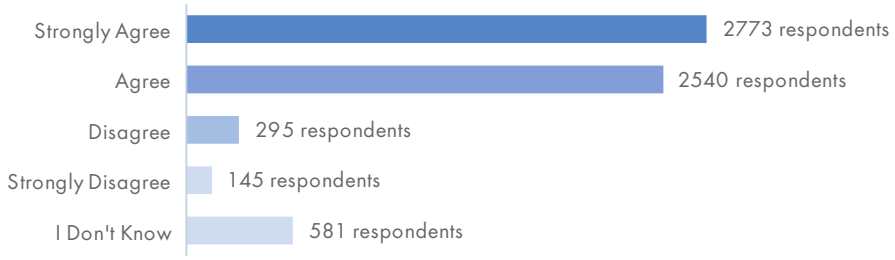
STUDENT SURVEY, SPRING 2013

STUDENT SURVEY

1. My teacher is willing to give us extra help on our schoolwork if we need it.

Responded Favorably **92%**

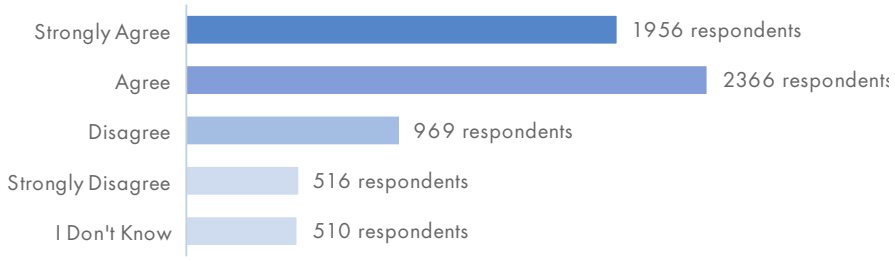
Distribution of Scores
(# of responses)



2. I look forward to going to this class.

Responded Favorably **74%**

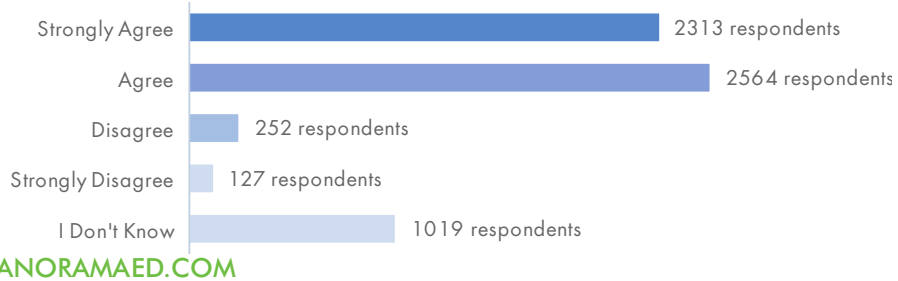
Distribution of Scores
(# of responses)



3. My teacher cares about me.

Responded Favorably **93%**

Distribution of Scores
(# of responses)

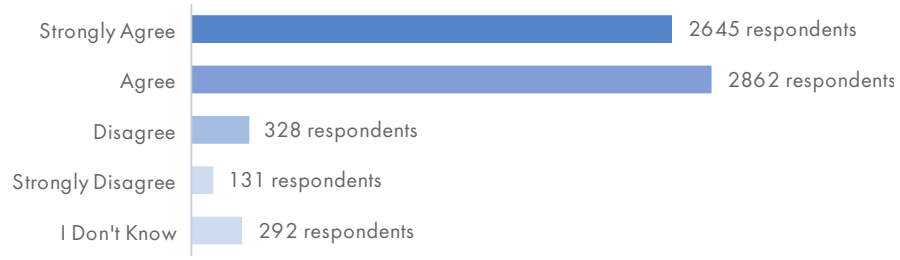


STUDENT SURVEY (CONTINUED)

4. The teacher treats students with respect.

Responded Favorably 92%

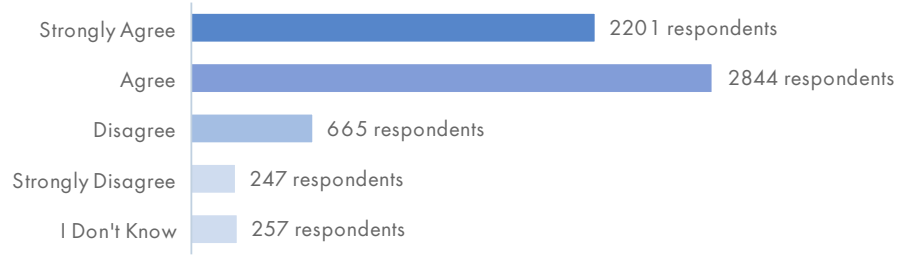
Distribution of Scores
(# of responses)



5. My teacher explains things clearly.

Responded Favorably 85%

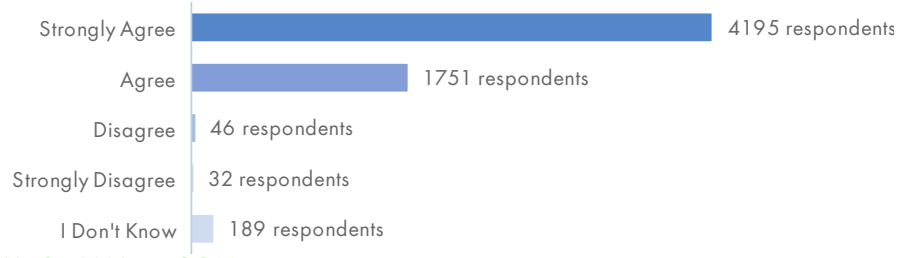
Distribution of Scores
(# of responses)



6. Doing well in school is important to me.

Responded Favorably 99%

Distribution of Scores
(# of responses)

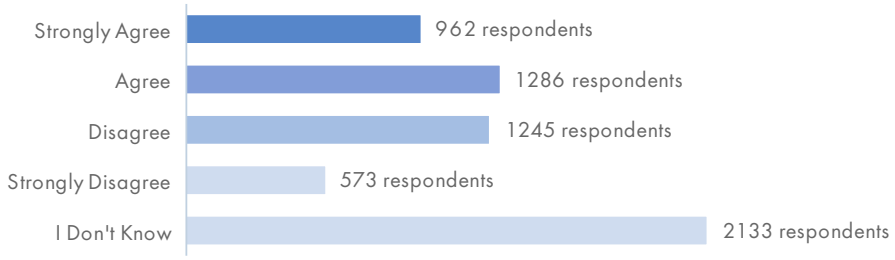


STUDENT SURVEY (CONTINUED)

7. My teacher talks to my parents about how I am doing in school.

Responded Favorably 55%

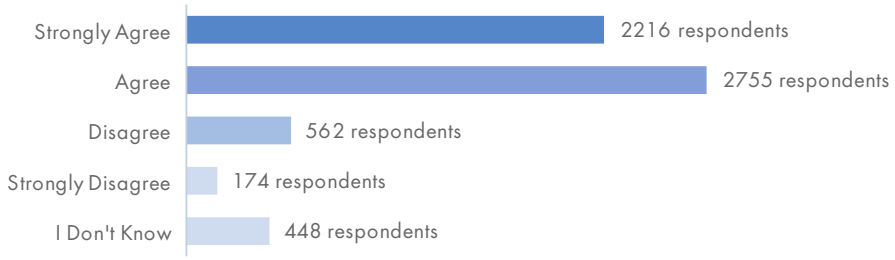
Distribution of Scores
(# of responses)



8. My teacher pushes me to do my best.

Responded Favorably 87%

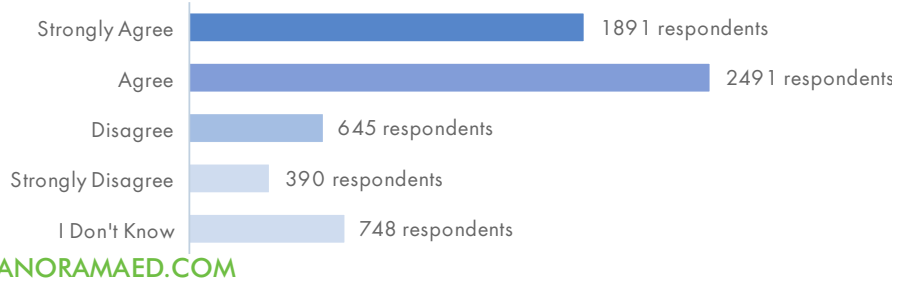
Distribution of Scores
(# of responses)



9. The homework in this class helps me learn the material.

Responded Favorably 81%

Distribution of Scores
(# of responses)

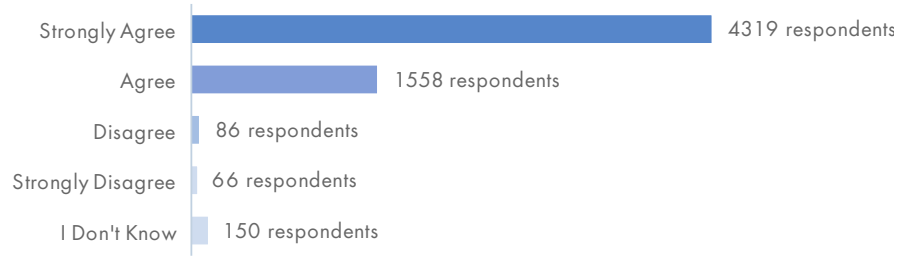


STUDENT SURVEY (CONTINUED)

10. My teacher knows my name.

Responded Favorably 97%

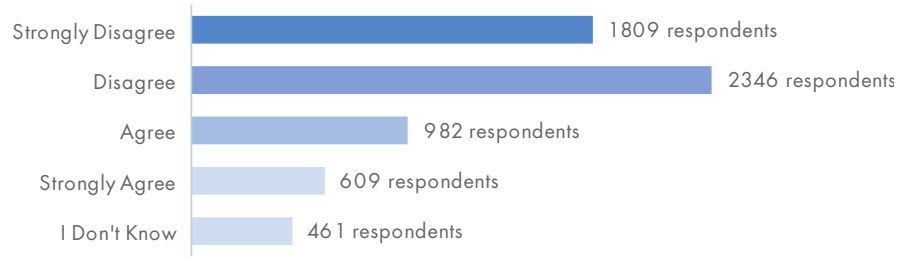
Distribution of Scores
(# of responses)



11. A lot of time is wasted in this class.

Responded Favorably 72%

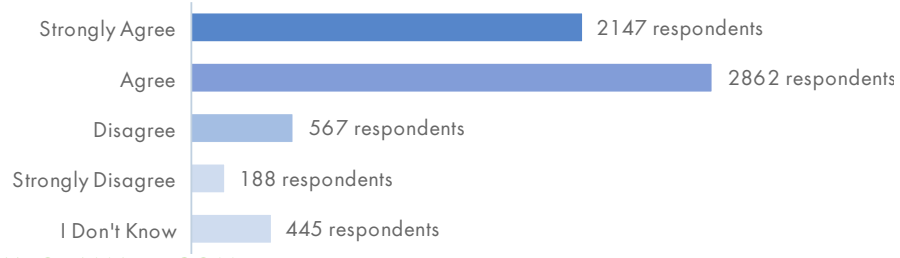
Distribution of Scores
(# of responses)



12. My teacher challenges me to think.

Responded Favorably 87%

Distribution of Scores
(# of responses)

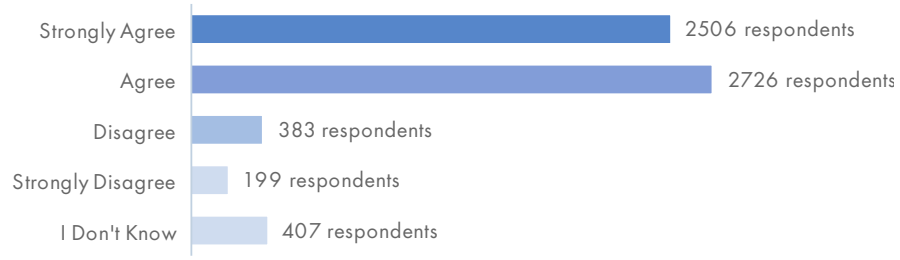


STUDENT SURVEY (CONTINUED)

13. I feel comfortable asking my teacher for extra help.

Responded Favorably 90%

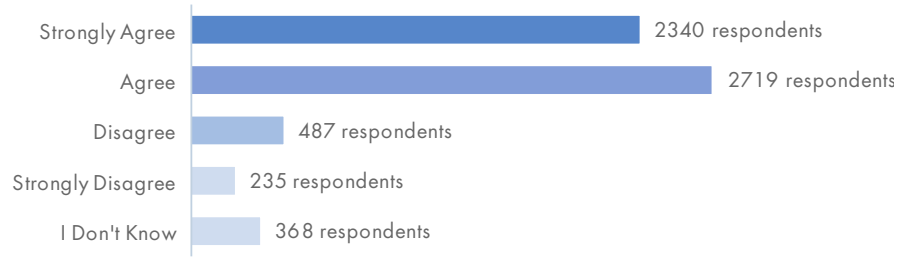
Distribution of Scores
(# of responses)



14. We learn a lot in this class.

Responded Favorably 88%

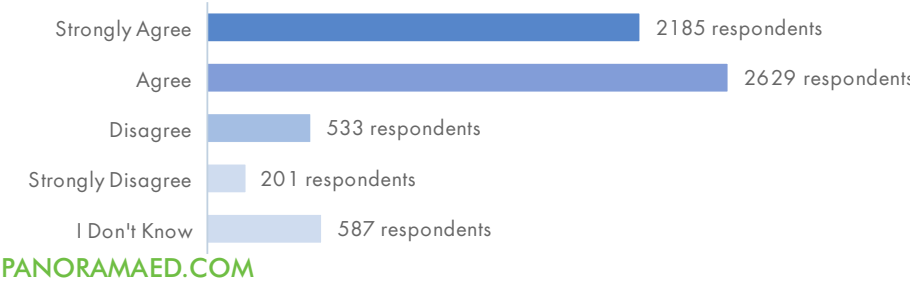
Distribution of Scores
(# of responses)



15. My teacher makes me want to do my best.

Responded Favorably 87%

Distribution of Scores
(# of responses)

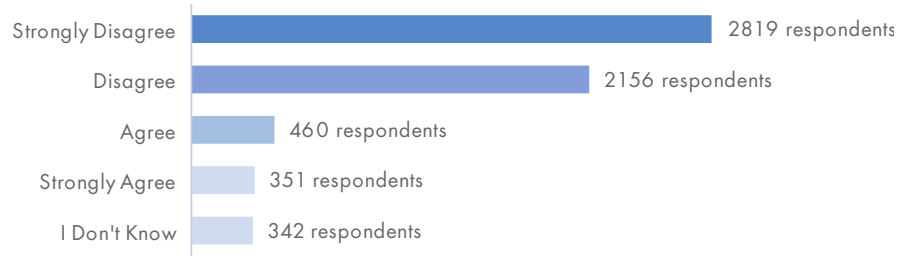


STUDENT SURVEY (CONTINUED)

16. I'm afraid to speak up in this class.

Responded Favorably 86%

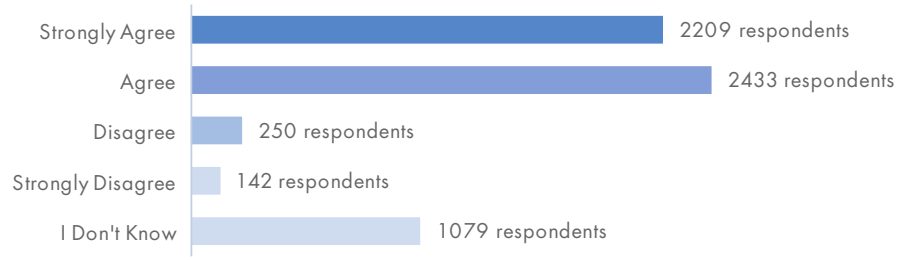
Distribution of Scores
(# of responses)



17. My teacher believes in me.

Responded Favorably 92%

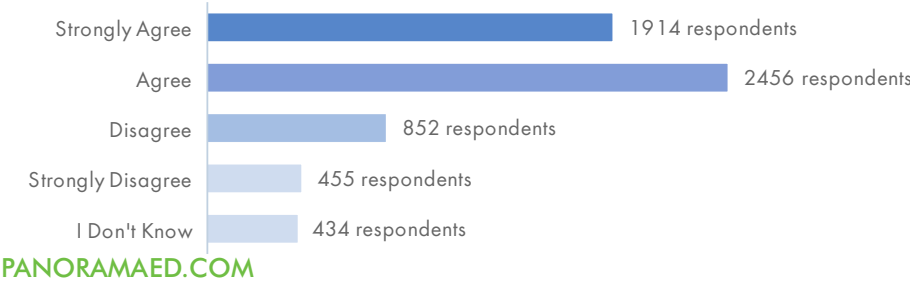
Distribution of Scores
(# of responses)



18. My teacher makes what we're learning interesting.

Responded Favorably 77%

Distribution of Scores
(# of responses)

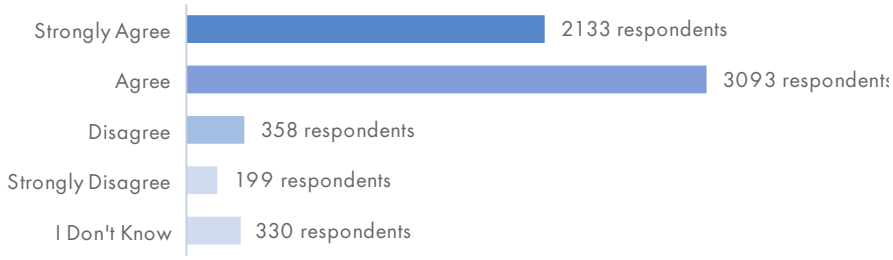


STUDENT SURVEY (CONTINUED)

19. My teacher gives us work to do in class that helps us learn.

Responded Favorably 90%

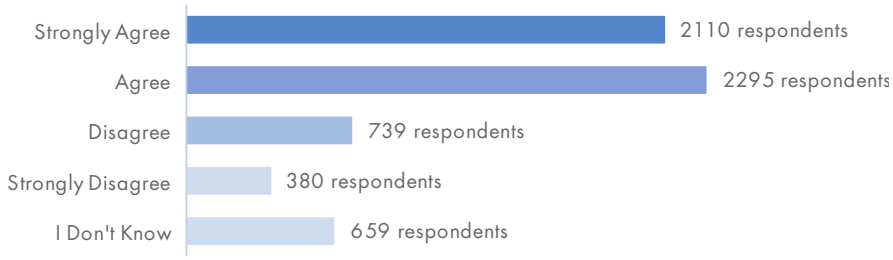
Distribution of Scores
(# of responses)



20. My teacher shows us how what we're learning is important outside of the classroom.

Responded Favorably 80%

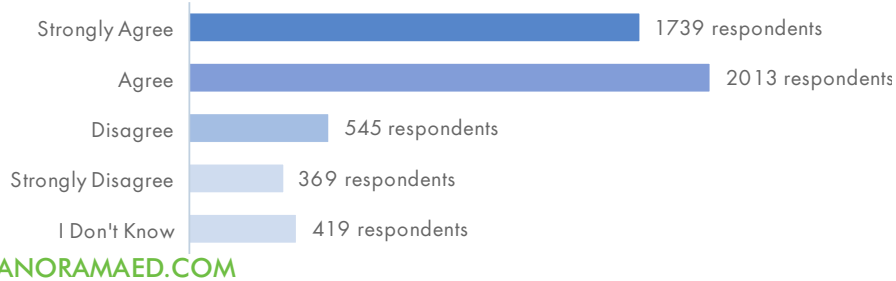
Distribution of Scores
(# of responses)



21. Students in this class respect the teacher.

Responded Favorably 80%

Distribution of Scores
(# of responses)

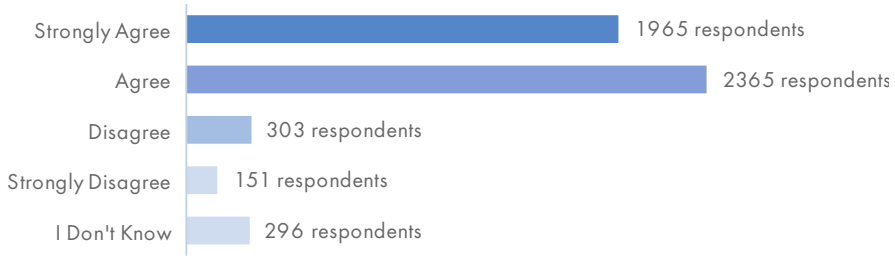


STUDENT SURVEY (CONTINUED)

22. My teacher listens to me.

Responded Favorably 91%

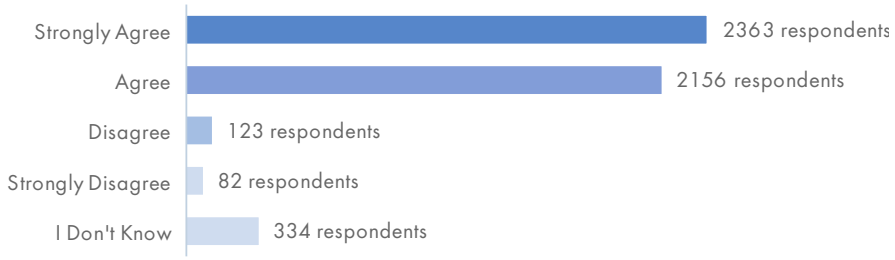
Distribution of Scores
(# of responses)



23. My teacher would give me help if I needed it.

Responded Favorably 96%

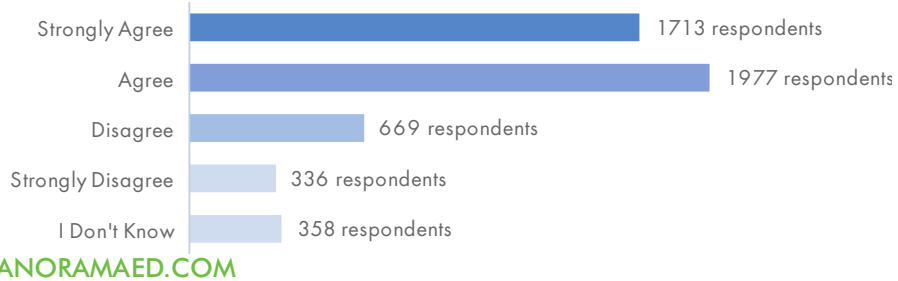
Distribution of Scores
(# of responses)



24. My teacher makes learning interesting.

Responded Favorably 79%

Distribution of Scores
(# of responses)

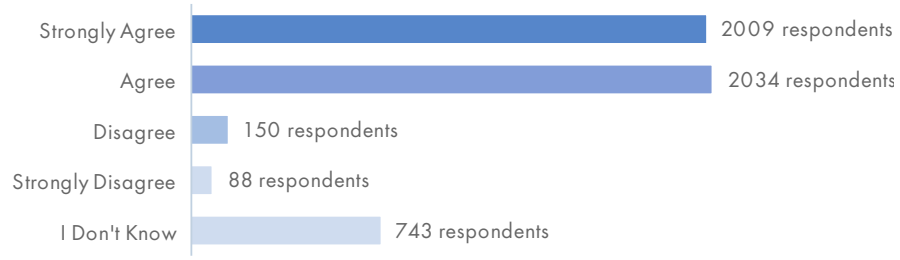


STUDENT SURVEY (CONTINUED)

25. My teacher believes in my ability.

Responded Favorably 94%

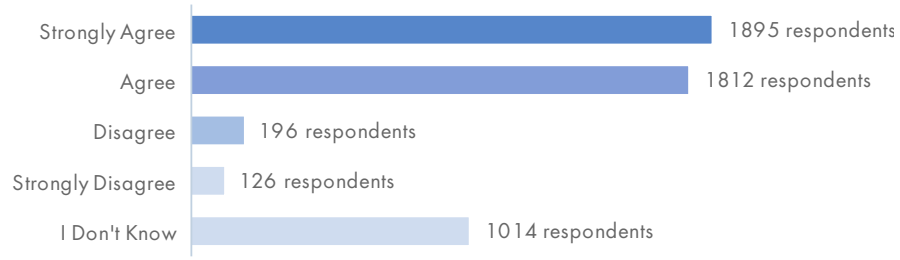
Distribution of Scores
(# of responses)



26. My teacher is available to meet with students outside of class.

Responded Favorably 92%

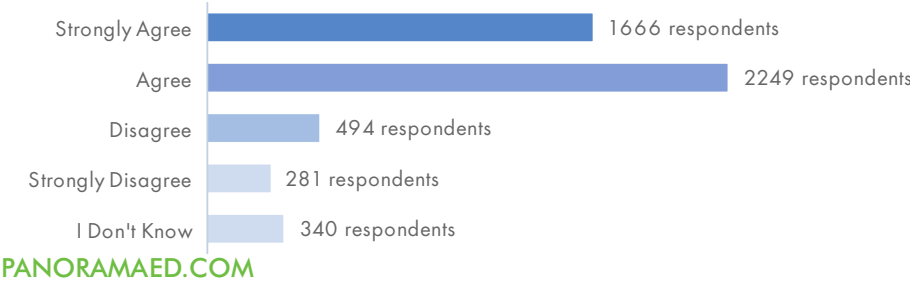
Distribution of Scores
(# of responses)



27. My teacher explains difficult things clearly.

Responded Favorably 83%

Distribution of Scores
(# of responses)

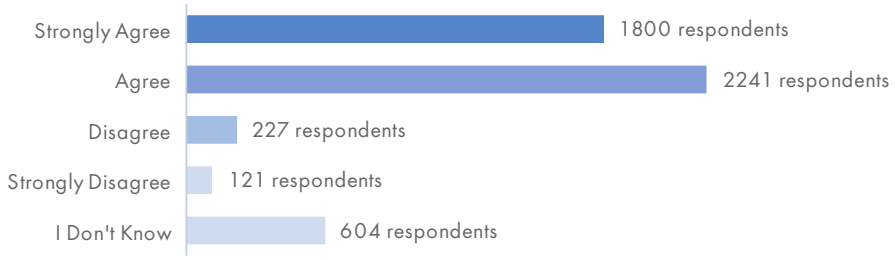


STUDENT SURVEY (CONTINUED)

28. My teacher respects my ideas and suggestions.

Responded Favorably 92%

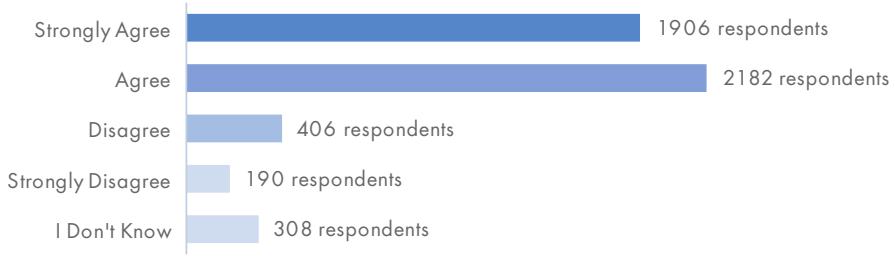
Distribution of Scores
(# of responses)



29. My teacher checks to make sure we understand what s/he is teaching us.

Responded Favorably 87%

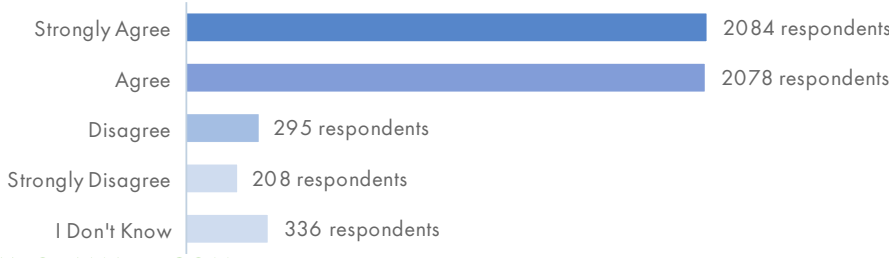
Distribution of Scores
(# of responses)



30. My teacher has a fair grading policy and applies it consistently.

Responded Favorably 89%

Distribution of Scores
(# of responses)



STUDENT SURVEY (CONTINUED)

31. My grade in this class accurately reflects what I know.

Responded Favorably 82%

