

Culture & School Climate

Why Culture?

“Culture is set of values, beliefs, or behaviors shared by a group of people based on race, geography, socioeconomic status, experiences, or other unifying denominators. Culture permeates throughout contexts and guides the ways that individuals assign meaning to, interact with, and adapt to their environments. Culture is ever evolving and results from intra-and interpersonal experiences, development, and growth”

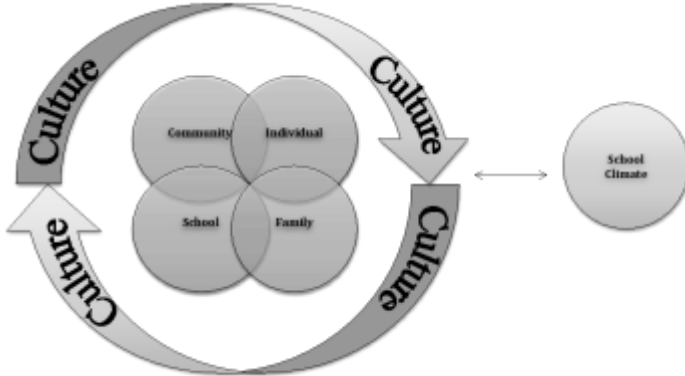
Every person has a cultural identity that can be influenced by these and other factors:



Culture within the Context of Education

In schools, culture is....

- a part of everyone
- always relevant and changing
- the way we teach
- the way we plan instruction
- the basis from which behavioral expectations are formed



Culture is both individual and collective



Individual and collective cultures interact in school settings



Two-way relationship between culture and school climate

Key Aspects of School Climate Information

Components

- Teaching & Learning structures and practices
- Relationships within and between subgroups
- Institutional environment/structure of physical setting
- Safety in school/traveling to and from school
- Accounts for all members of the school community (students, staff, families, etc.)
- Collected consistently across time
- Informs school practices

Collecting School Climate Data

The Georgia School Climate Survey Suite

The Georgia School Climate Survey Suite includes student, teacher, personnel, and parent perceptions of school climate. The Georgia School Climate Survey Suite includes four surveys:

	GEORGIA ELEMENTARY SCHOOL CLIMATE SURVEY	GEORGIA BRIEF SCHOOL CLIMATE INVENTORY (GABSCI)	GEORGIA SCHOOL PERSONNEL SURVEY (GSPS)	GEORGIA PARENT SCHOOL CLIMATE SURVEY
OVERVIEW	Overall measure of climate based on dimensions of school connectedness, school safety, school orderliness, and peer and adult relations	Overall measure of climate based on dimensions of teaching and learning, relationships, and safety	Measures dimensions of staff connectedness, structure for learning, school safety, physical environment, peer and adult relations, and parental involvement	Measures dimensions of teaching and learning, school safety, interpersonal relationships, institutional environment, and parent involvement
TARGET GROUP	Grades 3-5	Grades 6-12	School personnel (e.g., teachers, administrators, staff)	Parents/guardians
NUMBER OF ITEMS	11	9	29	21

Strengths of School Climate Data

*** See flyer for comprehensive**

School climate surveys yield meaningful data on overall school climate in terms of interpersonal relationships, safety, connectedness, the learning environment and aesthetics. Highlights of the data include:

- **Efficiency and ease of access:** Measured components of school climate are straightforward and cover a range of aspects related to climate within the institution.
- **Multiple perspectives:** Data represents perceptions of key stakeholders (e.g. students, parents, personnel), providing insight from individuals with different roles within the school community.
- **Capacity for comparison across participants, time, settings and more:** Data can be aggregated or disaggregated by participant type, grade, gender, race/ethnicity, etc., and multiple administrations of the survey allow for comparisons in attitude around school climate over time.
- **Adaptability:** The dimensions measured by school climate surveys are generalizable to most school settings and can be interpreted based on the culture around interpersonal relationships, safety, connectedness, learning environment and aesthetics that varies by school.

Accessing the Georgia School Climate Surveys

The surveys can be accessed online at: www.fieldtest.pbisassessment.org

Your district or state coordinator can get your school set up with access to the field test site.

If you have any questions about the surveys, email Dr. Tamika La Salle at tamika.la_salle@uconn.edu

School Climate, Culture & PBIS

What is the relationship between school climate and PBIS?

- Each school has a unique **school climate**- often discernible, but elusive and difficult to describe and measure.
- School climate is based on individual and group patterns of experiences of school life
- PBIS fosters the critical aspects of **positive school climate** through school environments that are:

Predictable

Common language, vision, expectations and experience

Safe

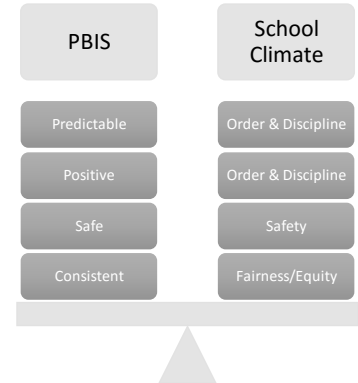
Violence and disruptive behavior is not tolerated

Positive

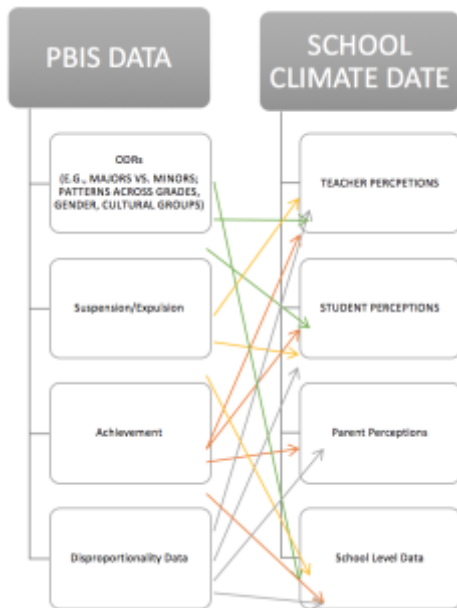
Regular recognition for positive behavior

Consistent

Adults use similar expectations



Using PBIS and School Climate Data to Inform School Practices



Subjective data (school climate perceptions) and objective data (PBIS outcome indicators) can be used to support data-based decision making for school improvement efforts

- PBIS outcome data is informed by other aspects of school functioning
- Successes and challenges are best understood by considering the outcomes and potential reasons behind them
- Comprehensive data can reveal information about cultural aspects that are affecting outcomes

PBIS decision making can be enhanced by integrating:

Multiple Sources of Data
School climate perceptions
School Outcome Data
Suspension/expulsion data
Discipline referrals

PBIS Fidelity Data
School-wide Evaluation Tool
Benchmarks of Quality
Tiered Fidelity Inventory

Steps to Evaluating PBIS & School Climate Data

Sample Scenario

1 Formulate questions before looking at data

What are the key subgroups in your educational setting?
What themes or major problems are you concerned with?
What do you predict based on what you know?

Random Middle School is a diverse school in a city with a large immigrant population. Student attendance rates are poor and decreasing each year.

2 Examine overall patterns

Patterns across groups (teachers, students, parents)
Patterns within groups (grade, gender, race/ethnicity)
Patterns across time (school years)

Teachers/staff show highest perceptions of school climate, followed by students and parents/families, respectively. PBIS fidelity data shows improvement in implementation.

3 Consider trends and groups that are specific to your school/district

What are previous and current school problems?
How do outcomes/perspectives differ across subgroups?
How are the results consistent or inconsistent with your expectations?

Student attendance rates have stayed the same since last year, despite worsening trends in recent years. ELL students report lower perceptions of school climate in comparison to their counterparts.

4 Examine PBIS data alongside school climate data to clarify the picture

How do the data from one area inform, explain and clarify the complementary data?

Out-of-school suspensions have increased this year for ELL students, and ELL students reported the lowest perceptions on adult-peer relations.

5 Create data-informed action steps

Celebrate strengths
Target concerns/areas for growth

Recognize staff effort for increase in PBIS implementation fidelity

Expectations for out-of-school suspensions as last resort disciplinary action

Professional development for culturally responsive practices with students who have immigrated recently/are learning English

Next Steps

- Look up SC manual and resources www.pbisapps.org/pbisassessment
- <https://www.pbis.org>
- Get to know the demographics of your school community
- Discuss integrating the surveys into your PBIS practices
 - Sample data collection
 - Fall/Spring collection
 - Ways to increase response rates
- Think about questions you want to answer with the data
 - If you already have this data- how have you used it



Coming Soon

Georgia School Climate Surveys

2020 – 2021

Given the significant recent disruptions to school environments, schools and districts may need to expand the data used to guide PBIS implementation efforts. Office discipline referrals, attendance, and even academic performance may become more difficult to collect and interpret as school move between learning modes. Additionally, the impacts of these disruptions on individual teachers and students and specific groups is unknown making it essential that school collect and use robust data related to student and teacher perceptions of school climate. These data sources can be used to ensure students and teachers are feeling connected and engaged in their learning environments despite the disruptions.

■ **General Recommendations:**

- Delay initial survey administration until new fall routines are established (Nov-Dec)
- Consider administering 2 times during the academic year late fall/spring
- Use the extended survey (36 item survey) over the brief due to the added importance of understanding different aspects of school climate this year

■ **Accessing the Survey:**

- The 36-item secondary student survey student will be available soon at pbisapps.org
- A modified version of the student and personnel survey for AY 2020-2021 will be available soon at nepbis.org.
 - The modified version offers:
 - A brief introductory statement clarifying that students should consider their feelings related to all school related activities including remote, hybrid, or in person events when taking the survey
 - Added introductory questions to capture information about learning or teaching mode (i.e., remote, hybrid, in person), health and safety across settings, technology access, and peer interactions
 - All standard items with the use of skip logic to remove questions related to the physical environment for students and personnel that indicate they are fully remote.

For more information please contact Dr. Tamika La Salle at tamika.la_salle@uconn.edu