

THE SCHOOL CLIMATE PROJECT

PRESENTS

YOUR SURVEY RESULTS



“DATA DRIVEN DECISION MAKING FOR SCHOOLS”

Data Analysis and Recommendations

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Introduction

Our report is divided into six sections:

School Connectedness, Bullying, Bystanders,
Sleep, Weight Bias and Loneliness.

In each section we graphically review your students' survey results and comment on the result. At the end of each section, we make specific recommendations.

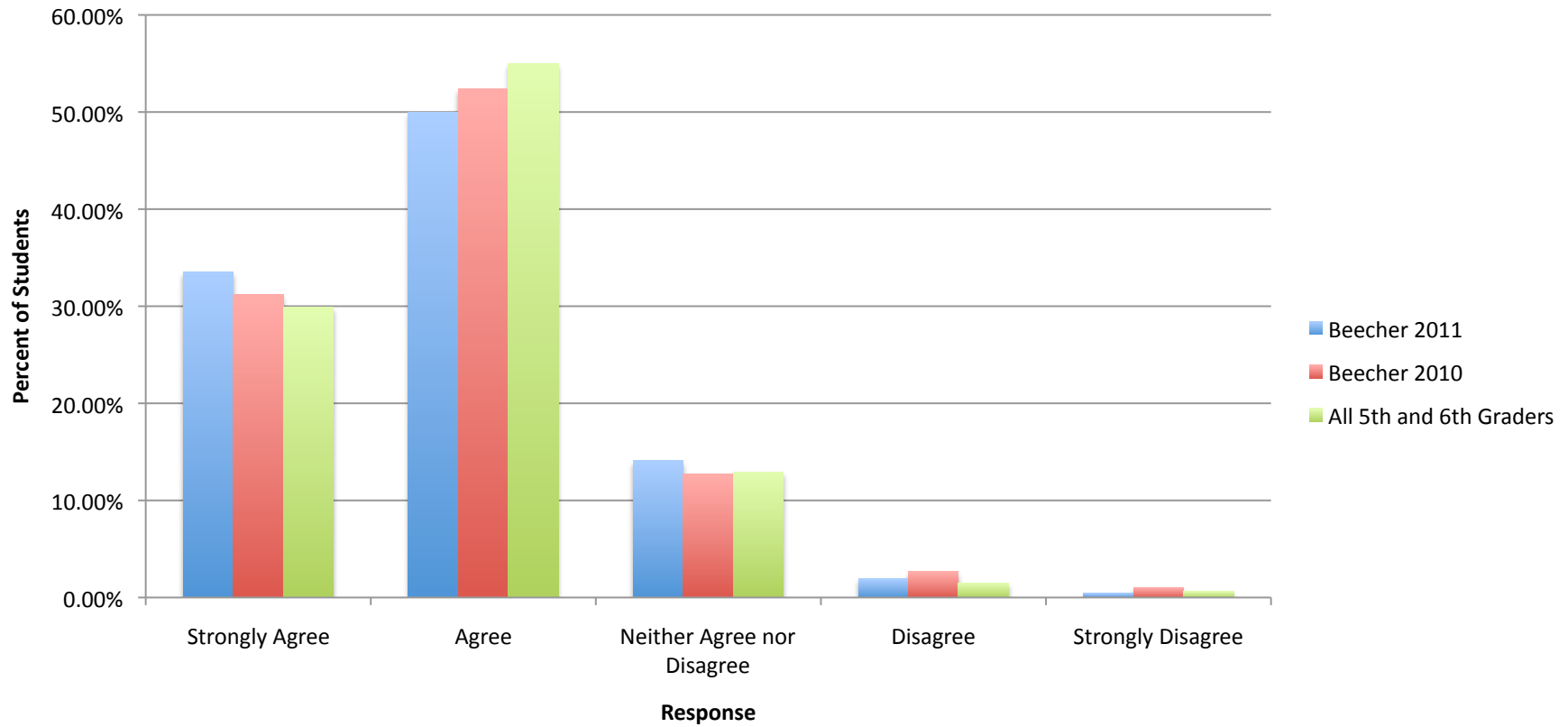
The School Climate Project utilizes two forms of support intervention: the Videobook Program and the Psychologist Family Support Program.

In total, 20 students received support from us (see details on the penultimate slide).

School Connectedness

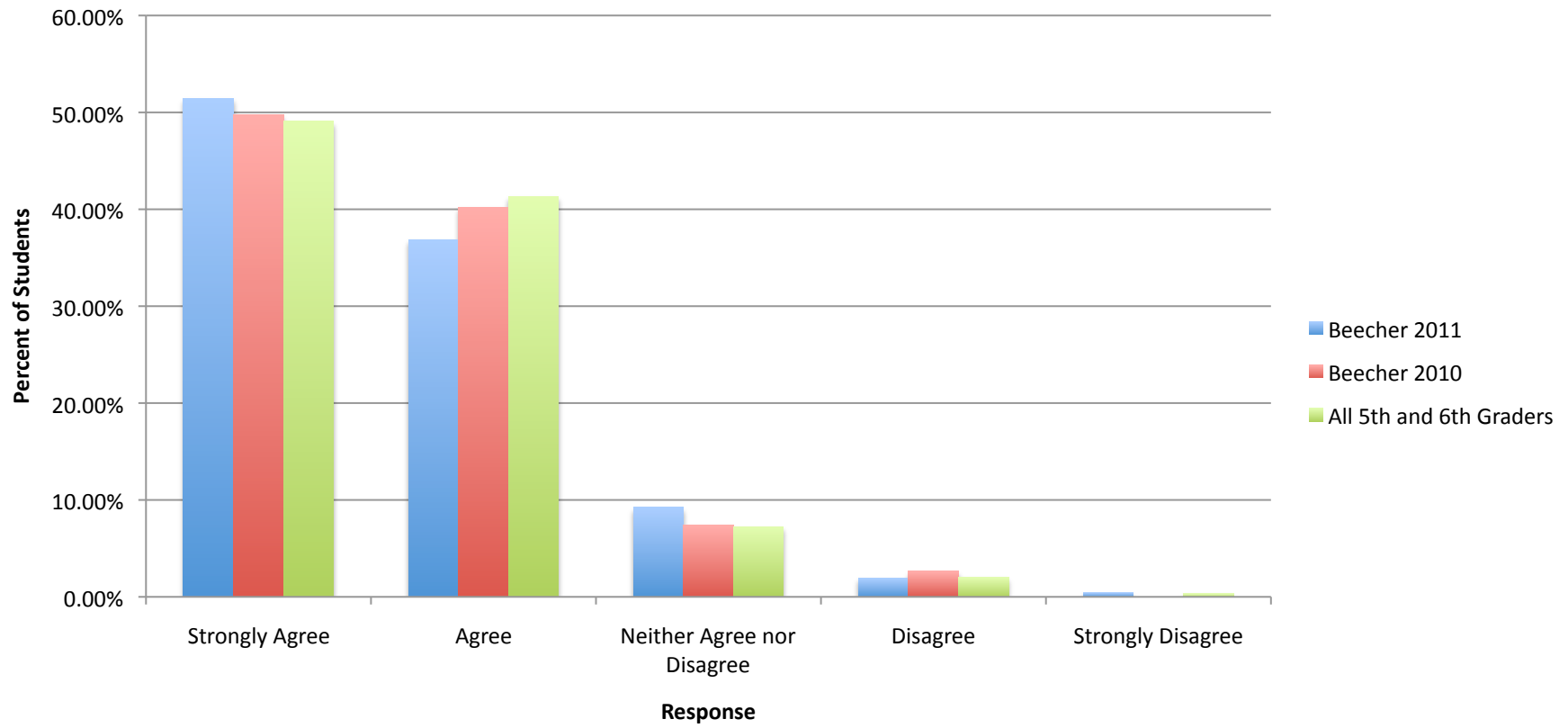
- We start by analyzing school connectedness results, because they are the most highly predictive of a good school “climate”
- Research from the National Longitudinal Study of Adolescent Health has shown a strong association between school connectedness and every risk behavior studied, including:
 - Substance abuse
 - Emotional distress
 - Violent or deviant behavior
 - Teen pregnancy

From “Improving School Climate to Support Student Achievement: Creating ‘Climates of Respect’”,
by Jo Ann Freiberg, as part of CALI – CT Accountability for Learning Initiative



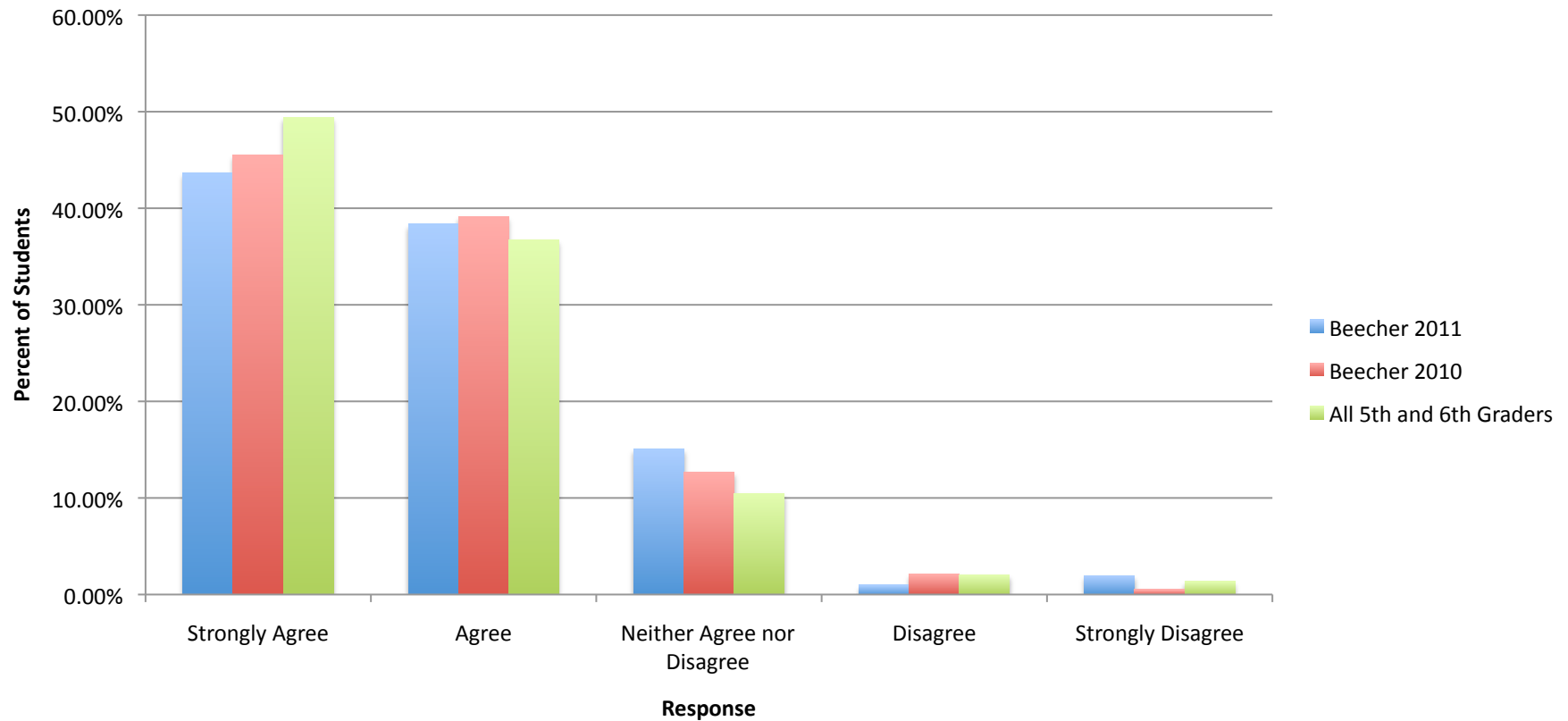
SCHOOL1: I feel close to people at this school.

Slightly more students strongly agree with this statement this year than last. Only 5 students (2%) disagree or strongly disagree.



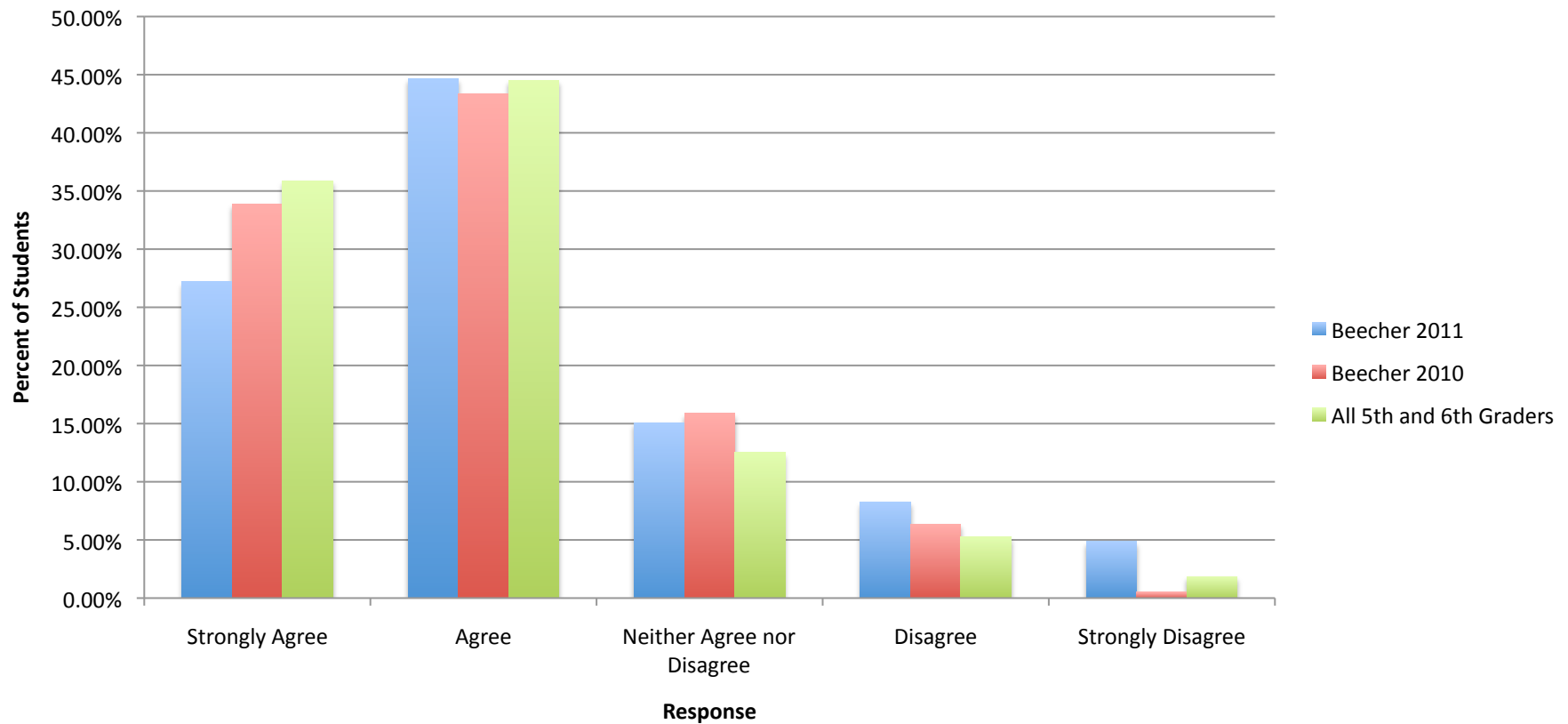
SCHOOL2: I feel like I am part of this school.

Eighty-eight percent of this year's 5th and 6th graders strongly agree or agree that they feel like they are a part of this school; only 5 students (2%) disagree or strongly disagree.



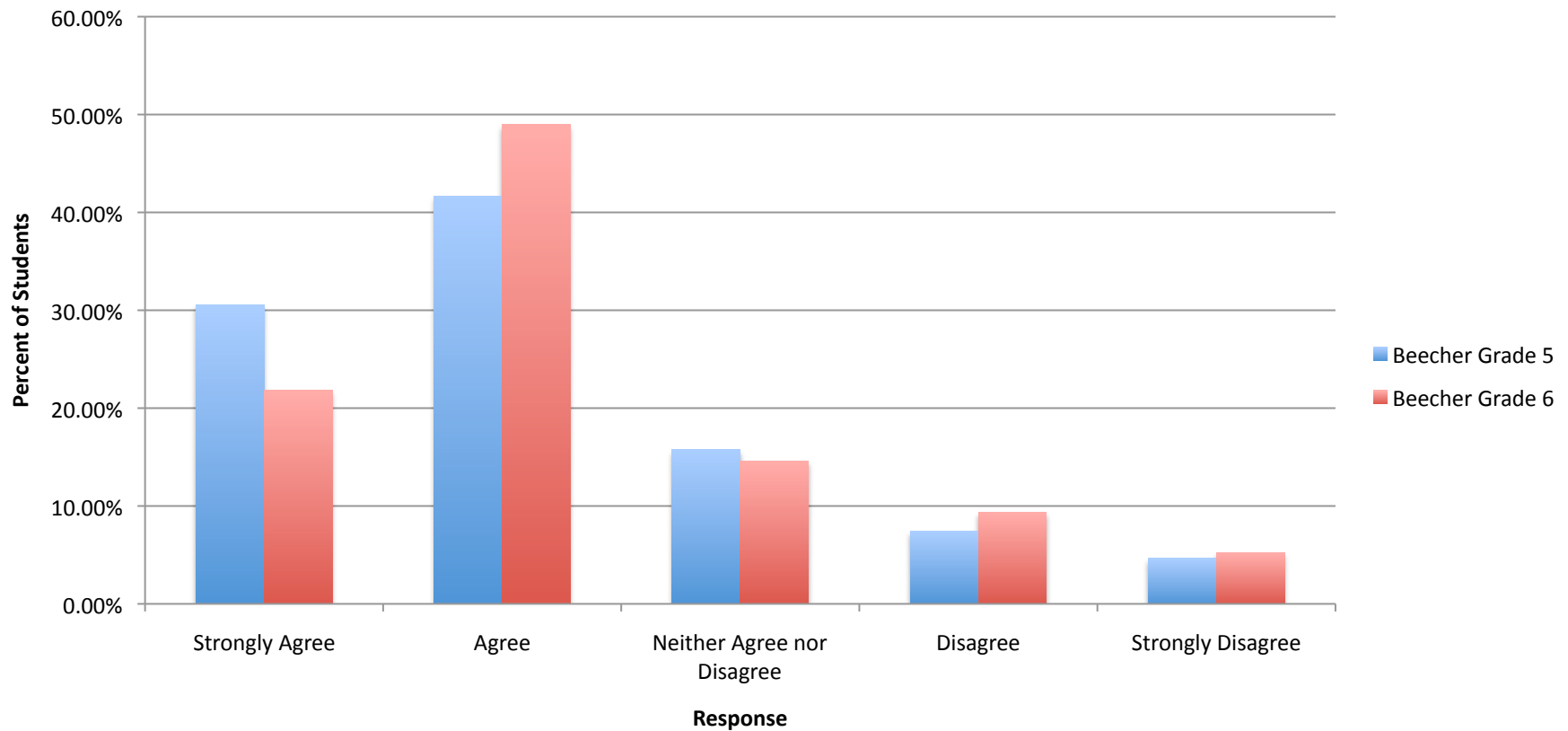
SCHOOL3: I am happy to be at this school.

More students last year (and at other schools) than this year strongly agree with this statement. But overall, 82% of this year's 5th and 6th graders agree or strongly agree that they are happy to be at Beecher Rd. versus 86% of all the 5th and 6th graders that we have surveyed. Six students (3%) disagree or strongly disagree.



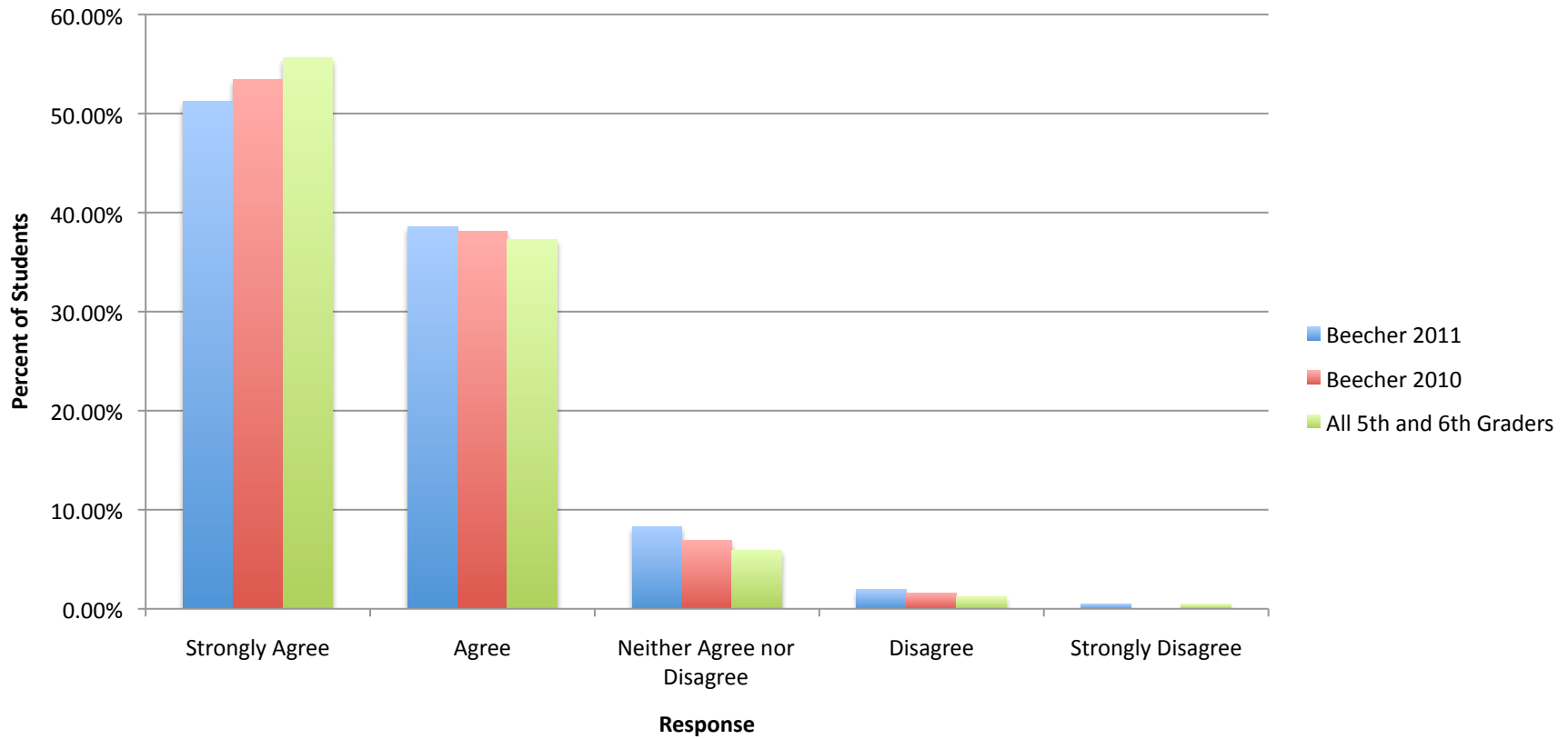
SCHOOL4: The teachers at this school treat students fairly.

There is some variation on this question between this year's students and last year's (and with all other 5th and 6th graders). 72% of this year's students strongly agree or agree with this statement vs 80% of all the 5th and 6th graders surveyed. 27 students (13%) disagree or strongly disagree (vs 7% at all the other schools).



SCHOOL4: The teachers at this school treat students fairly.

Grade: 31% of 5th graders strongly agree with this statement vs 22% of 6th graders. 12% of 5th graders disagree or strongly disagree vs 15% of 6th graders.



SCHOOL5: I feel safe in my school.

Ninety percent of students feel safe at Beecher Rd; 5 students (2%) disagree or strongly disagree with this statement.

School Connectedness - Summary

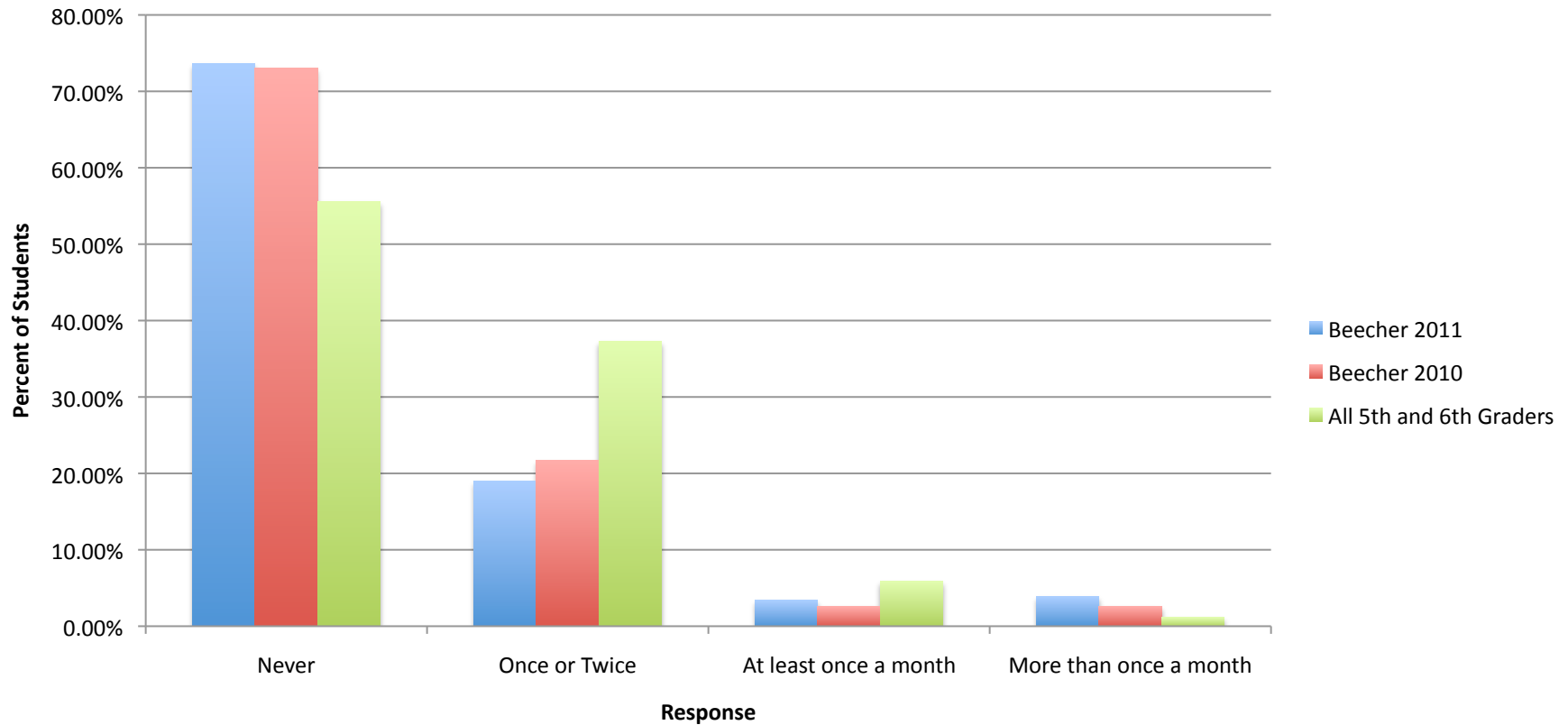
- The Beecher Road student body is rating the school highly by showing that they feel **connected** to the school.
- Similar to last year, the lowest mark is for “teacher fairness” and the marks were somewhat lower this year than last year, particularly among 6th graders. Although this can just be a sign of complaints about grades, if a few teachers are perceived to be unfair (teacher’s pet etc), it tarnishes the reputation of all the staff.
- The school continues to get high marks for “safety” which also reflects well on a lack of overt bullying.

School Connectedness: Recommendation

- Teacher training workshops on the importance of teachers modeling fairness and tolerance in order to pass those concepts on to students.
- Recognition for students who model good behavior and go out of their way to positively contribute to the classroom environment.

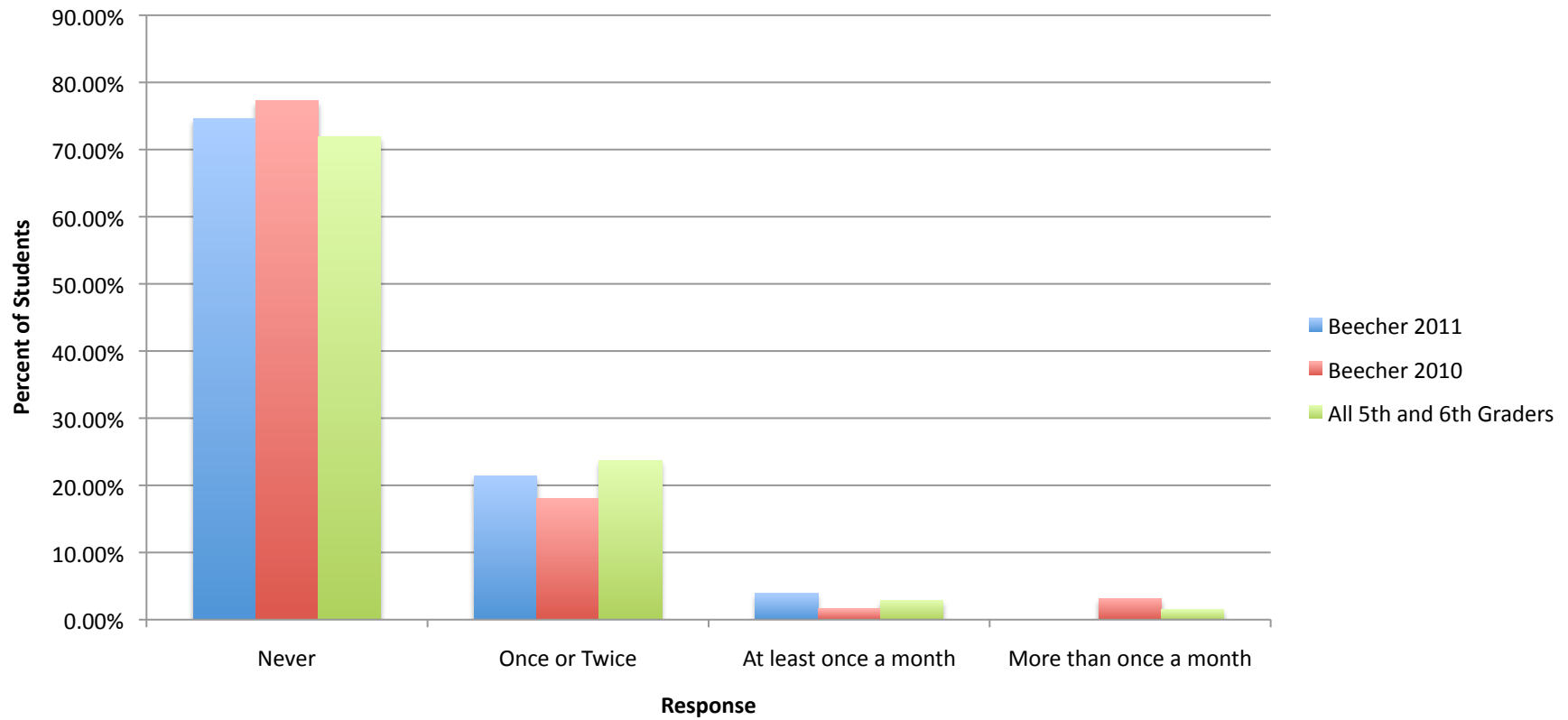
Bullying

- We surveyed students about 6 different forms of bullying: physical, relational, verbal, exclusional, sexual and cyberbullying.
- We also looked at the reported effects of bullying on the students as well as the locations where it occurs.
- The results were similar to last year. Three types of bullying were slightly lower than last year (and than at other schools): relational, verbal, exclusional. The other 3 types were slightly higher than last year and at other schools: physical, sexual, cyberbullying.
- 5th graders reported significantly more bullying than 6th graders, a pattern similar at other schools (but to a greater extent at Beecher Road).



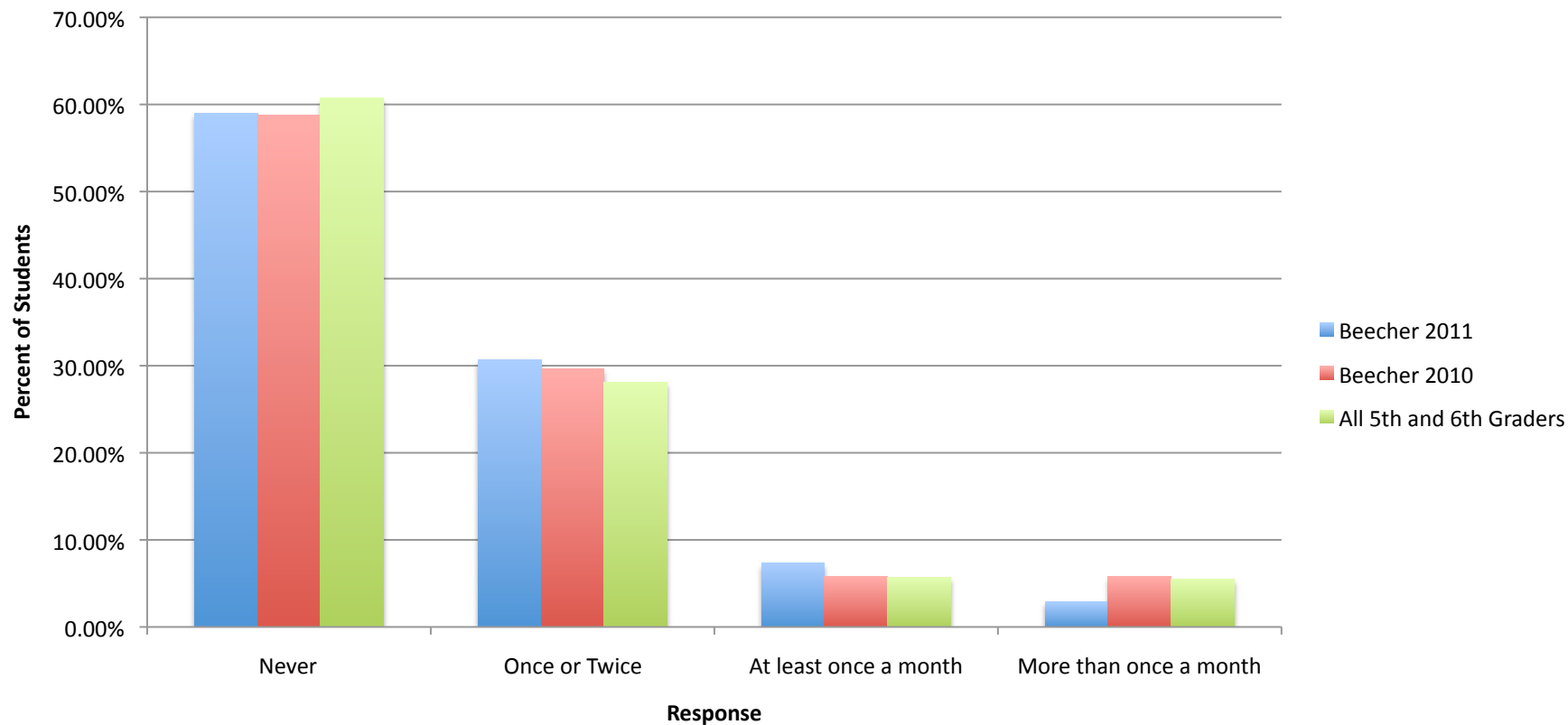
DBQ1: During the last year, how often has someone at school pushed you, kicked you, hit you or otherwise tried to hurt you a a way of bullying you?

Physical Bullying: Beecher Rd compares very well with other schools in physical bullying with 74% of students saying they've never been physically bullied, compared to 56% at other schools. 15 students (7%) say this happens once a month or more.



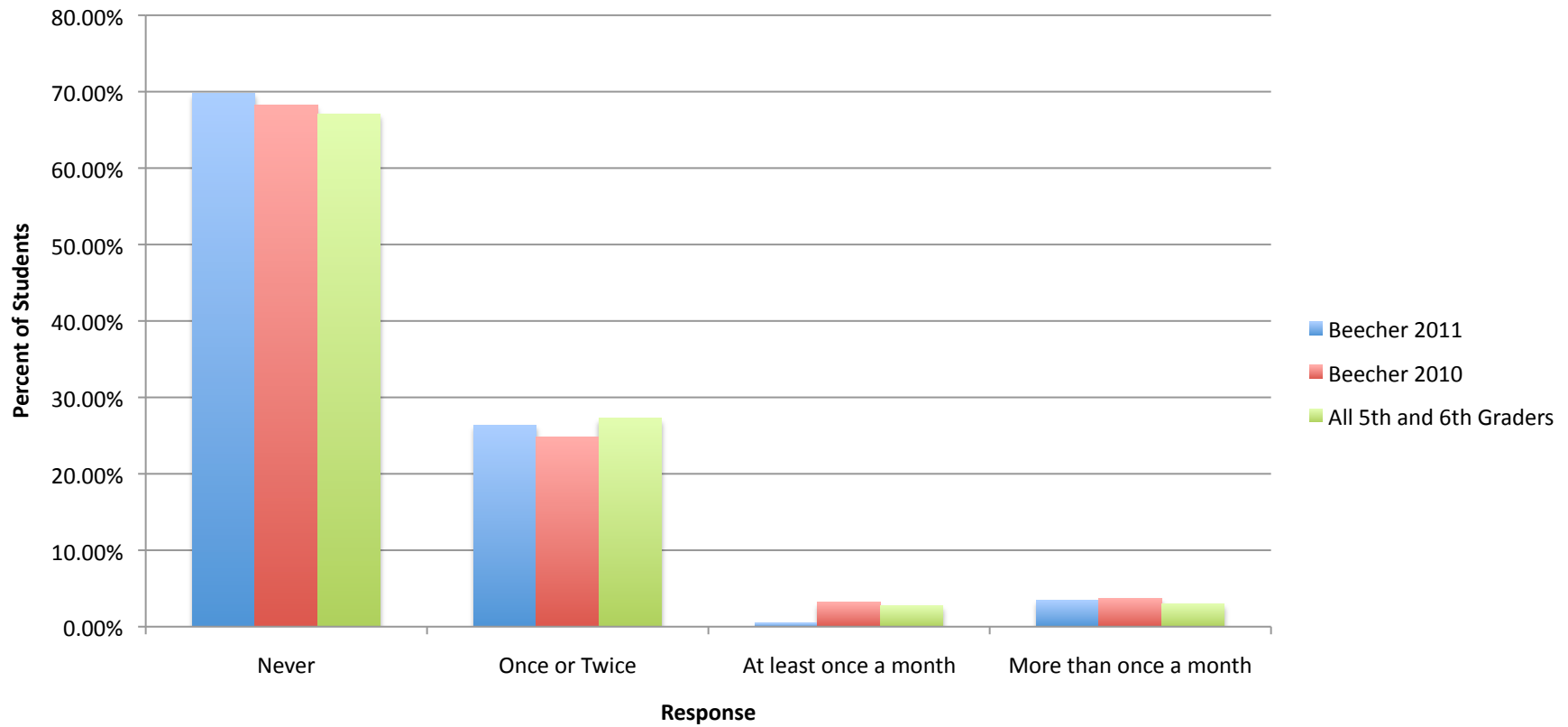
DBQ2: During the last year, how often has someone intentionally and harmfully spread rumors about you to try and hurt your feelings?

Relational Bullying: The numbers are fairly consistent for this type of bullying. 74% of this year's students say they've never had rumors spread about them; 8 students (4%) say this happens at least once a month.



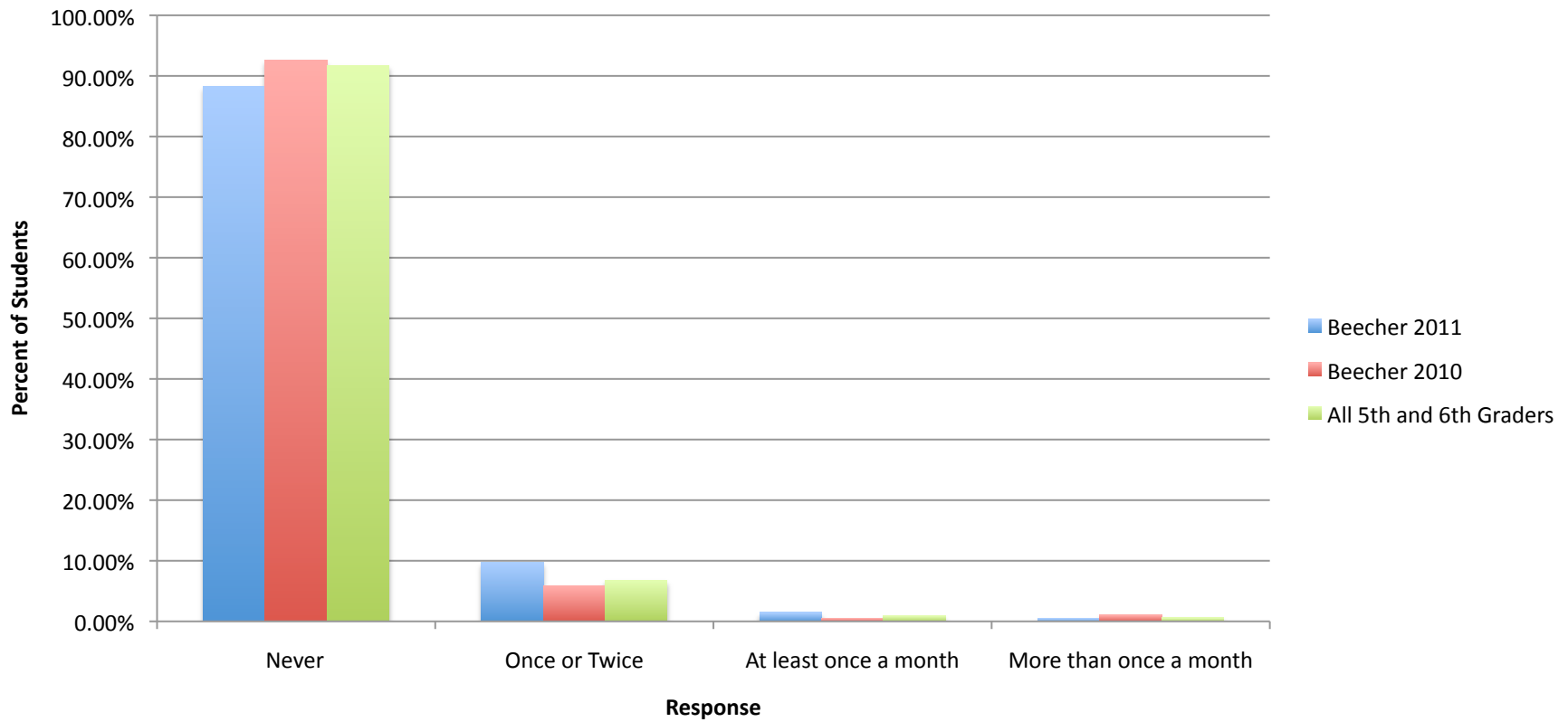
DBQ3: During the last year, how often has someone called you an offensive name, teased you over something you can't control, taunted you or otherwise verbally bullied you?

Verbal Bullying: Again, the numbers are consistent across years and schools. 59% of students this year say they have never been verbally bullied. 20 students (10%) say it happens once a month or more.



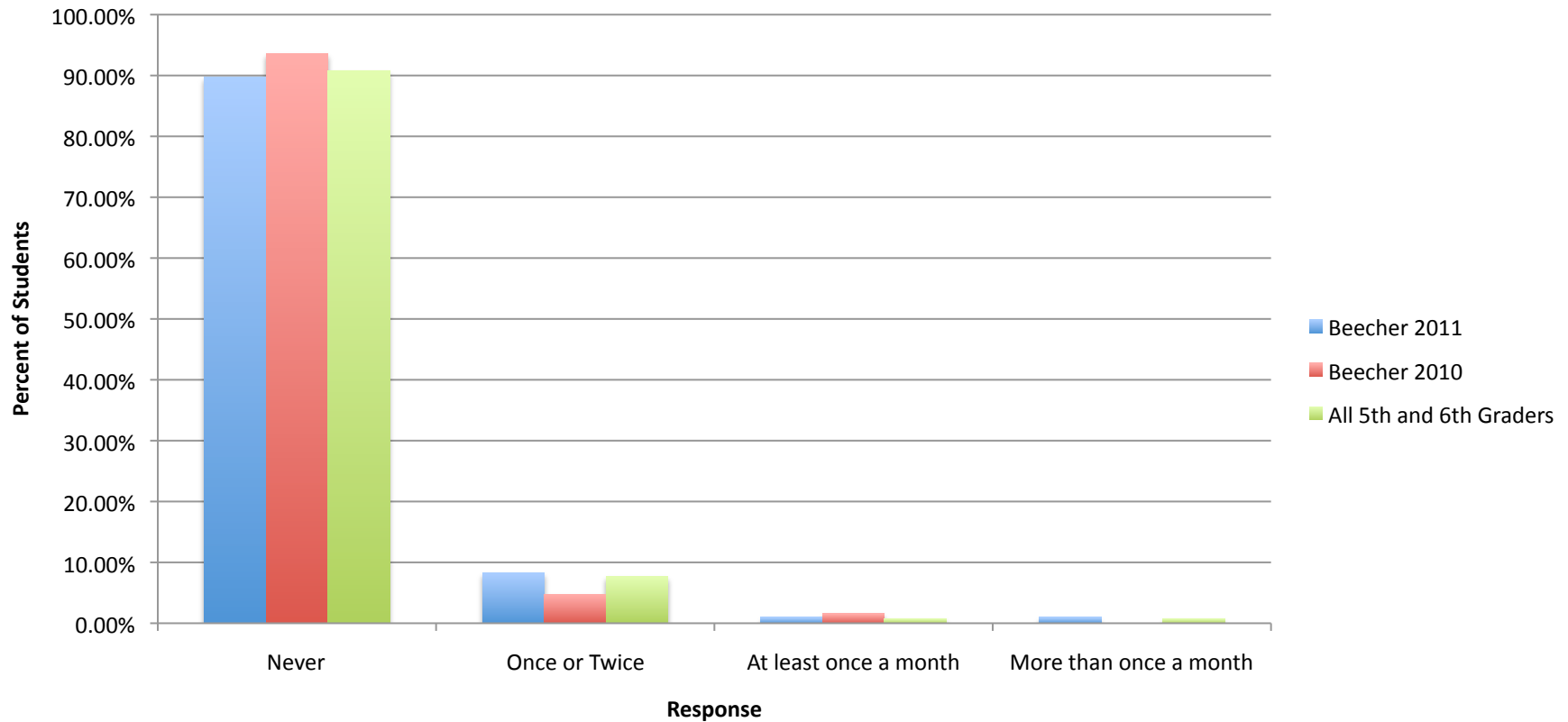
DBQ4: During the last year, how often has someone tried to exclude you and ensure that you were left out of a particular situation in order to make you feel bad?

Exclusional Bullying: 70% of students say they have never been excluded on purpose; 8 students (4%) say it happens once a month or more.



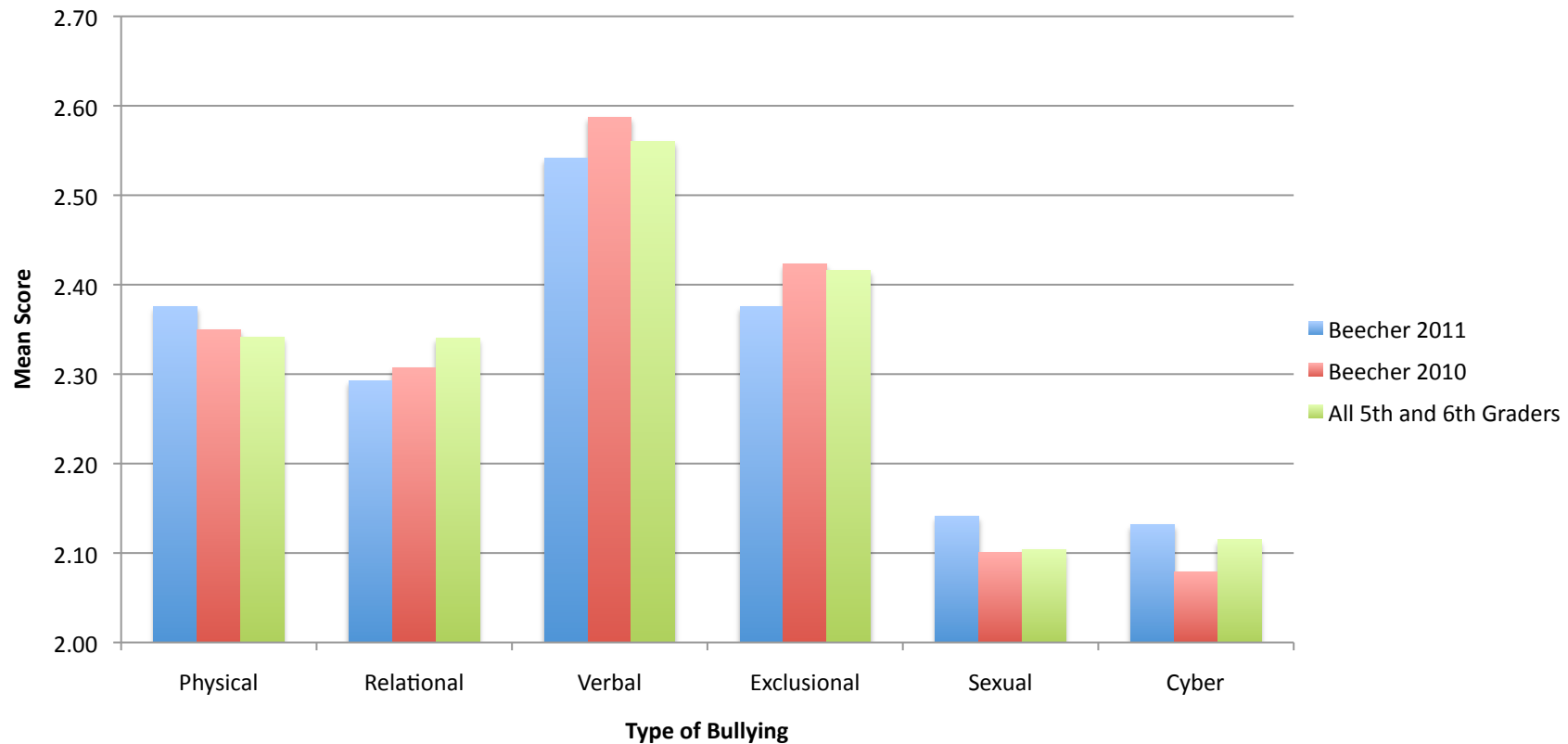
DBQ5: During the last year, how often has someone intentionally physically harassed you against your will by touching you inappropriately, calling you sexually explicit names, pulling on your clothes, etc.?

Sexual Bullying: 88% of students say they have never experienced sexual bullying; 4 students (2%) say it happens once a month or more.



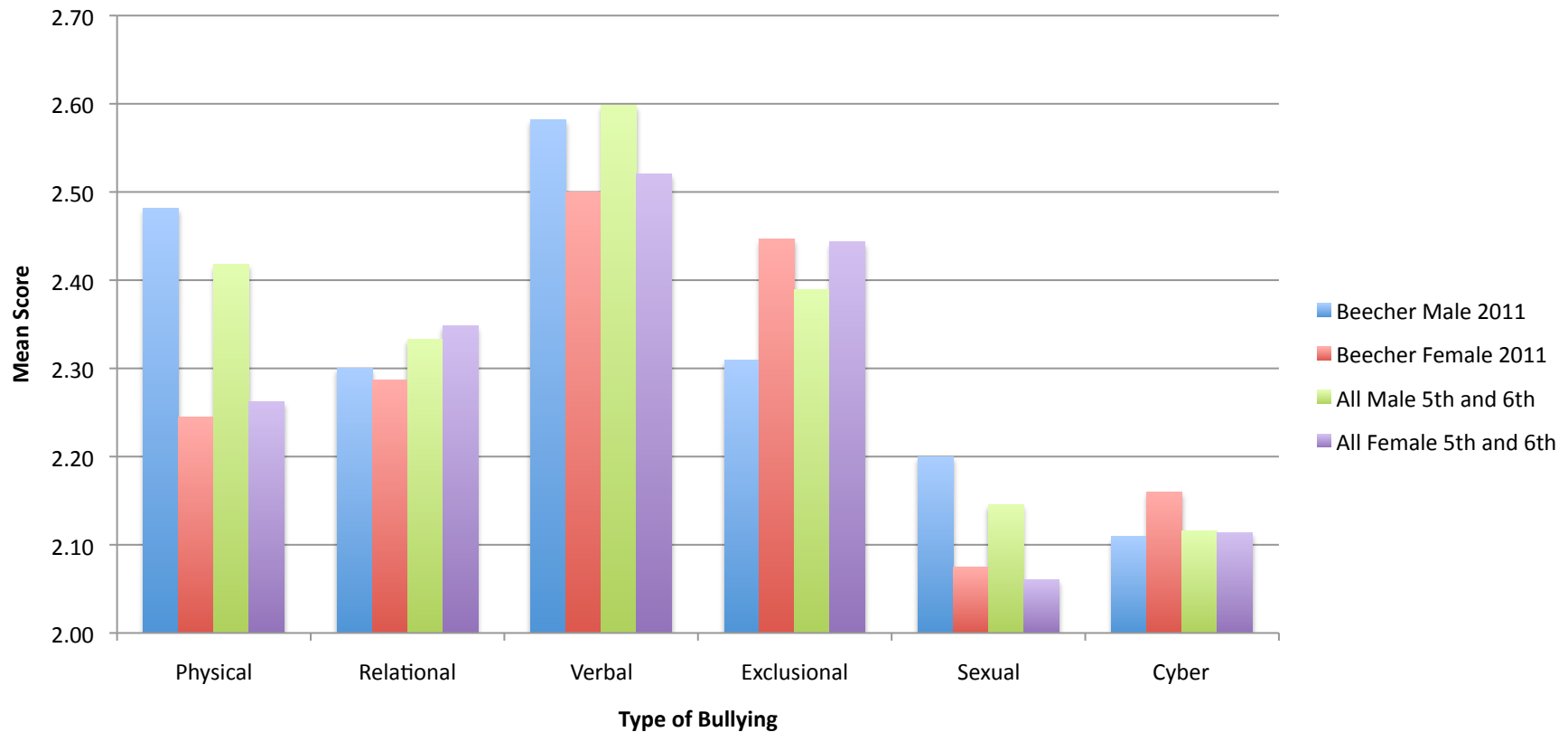
DBQ6: During the last year, how often has someone intentionally tried to make you feel bad by spreading rumors about you on an electronic device (email/cell phone/IM/social networking page...)?

Cyberbullying: 90% of students have never experienced cyberbullying; 4 students (2%) say it happens once a month or more.



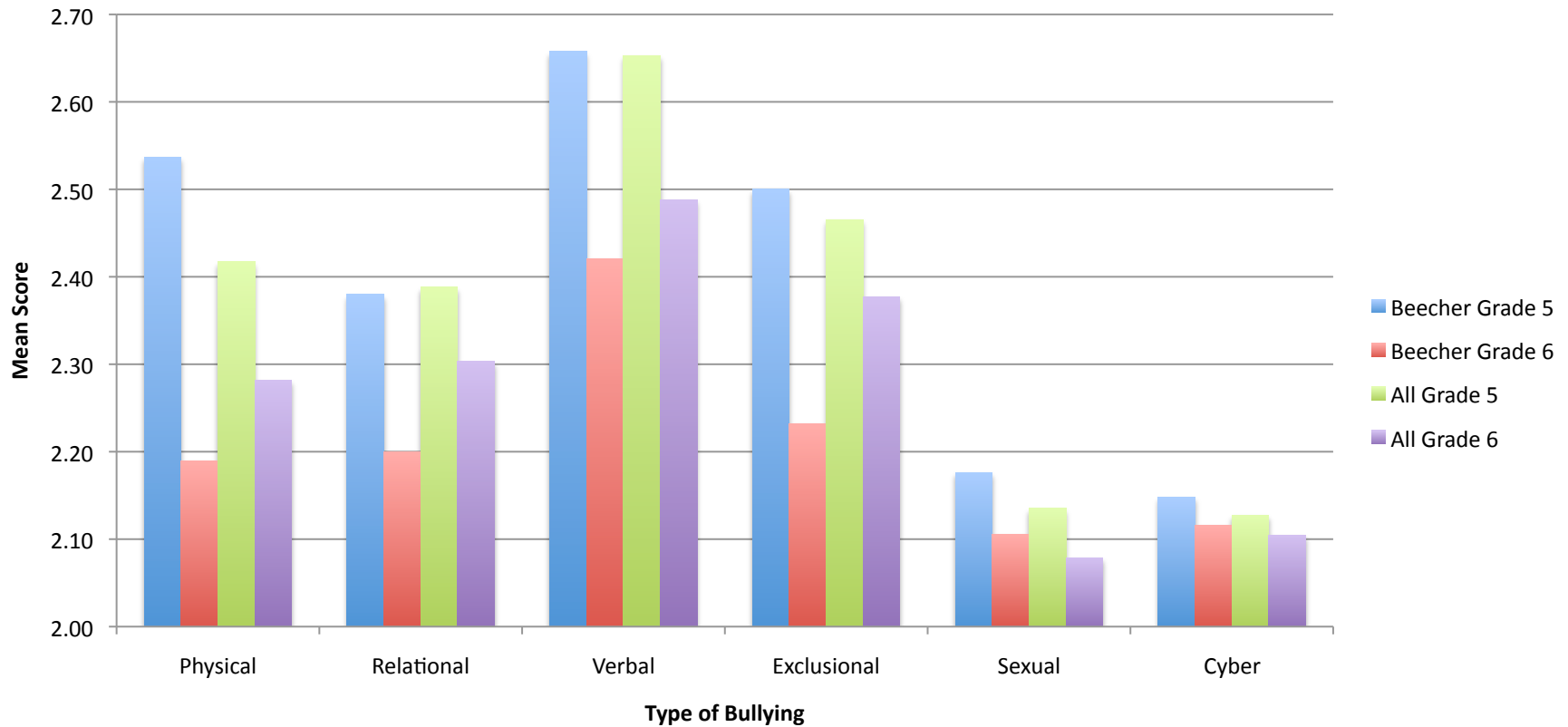
Average scores for DBQ1 to DBQ6, showing relative frequency of different types of bullying. Scores range from 2 to 5, with 2 being "Never" and 5 being "More than once a month."

Verbal bullying is the most common form of bullying followed by exclusional and physical which are tied for second. Compared to last year, the students say they experience slightly less verbal and exclusional bullying, slightly more physical, sexual and cyberbullying.



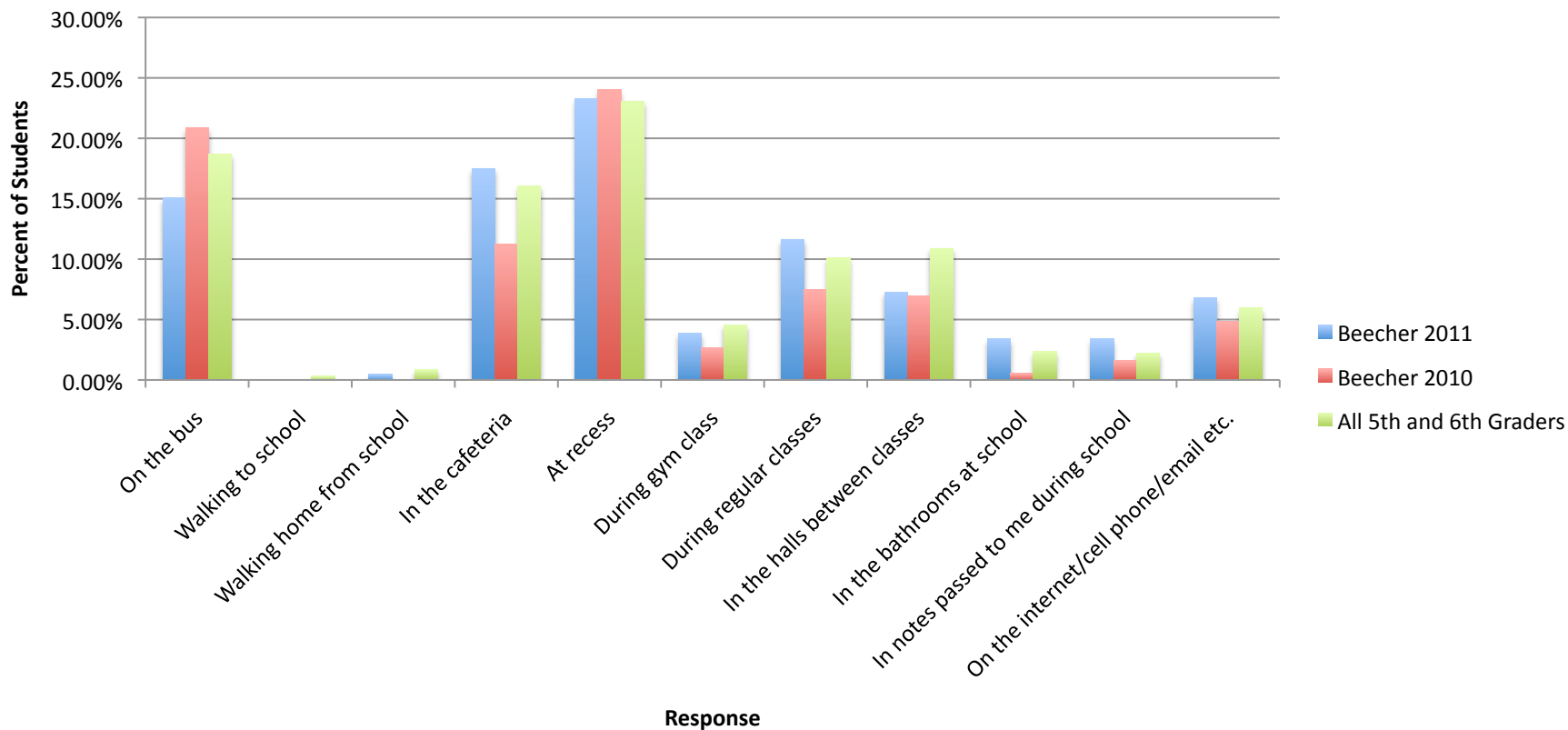
Average scores by gender for DBQ1 to DBQ6, showing relative frequency of different types of bullying. Scores range from 2 to 5, with 2 being "Never" and 5 being "More than once a month."

By Gender: Boys experience verbal bullying more than any other type, but physical bullying follows closely behind. Relational and exclusional bullying are then tied for 3rd most common. For girls, verbal bullying is the most common followed by exclusional and then relational bullying. Boys complain of sexual bullying more than girls; girls complain of cyberbullying more than boys. Similar gender patterns are exhibited by the other 5th and 6th graders in our surveys.



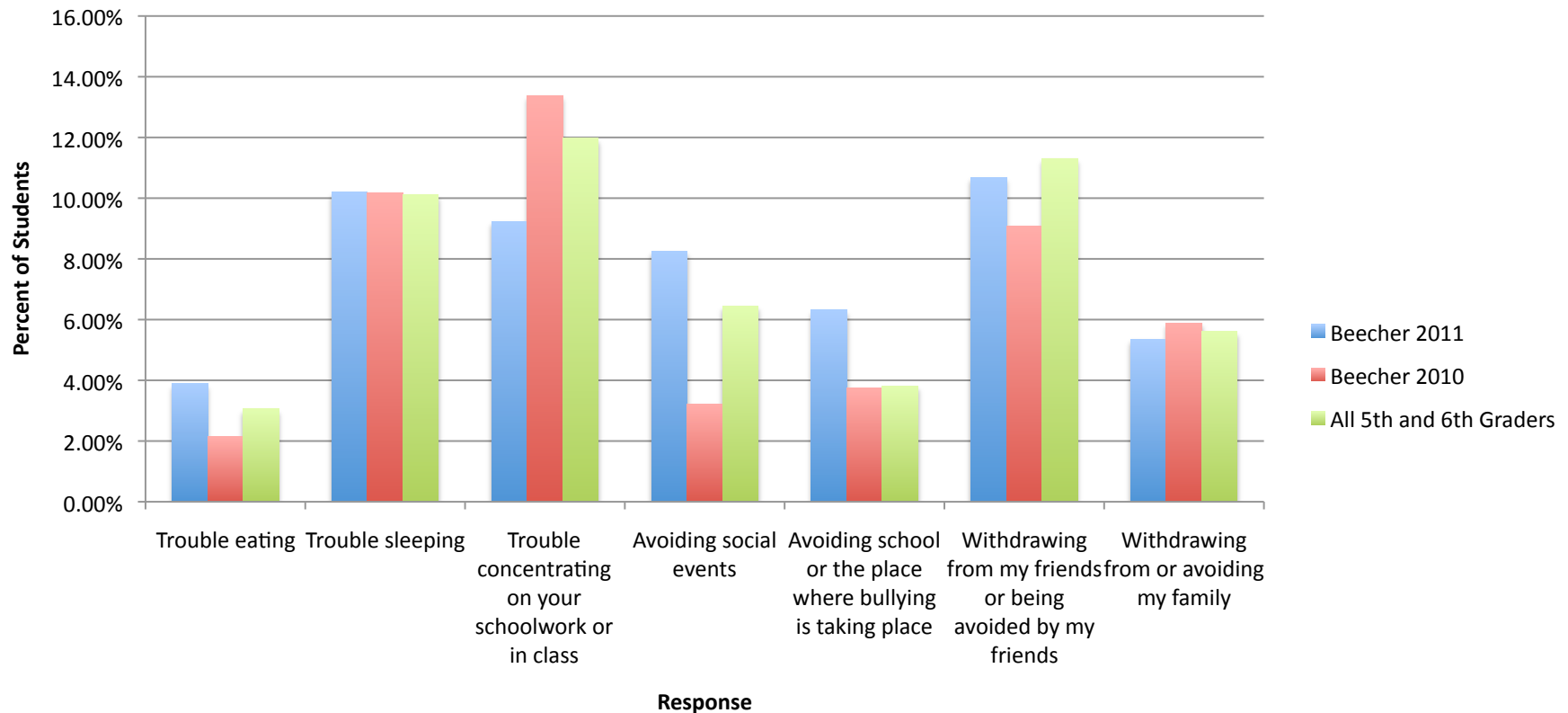
Average scores by grade for DBQ1 to DBQ6, showing relative frequency of different types of bullying. Scores range from 2 to 5, with 2 being "Never" and 5 being "More than once a month."

In all 6 categories of bullying, 5th graders report experiencing bullying more often than 6th graders. This is also true at the other schools we surveyed, but the contrast is less pronounced. Particularly with physical and exclusional bullying, there seems to be a wide variation between the experiences of 5th and 6th graders.



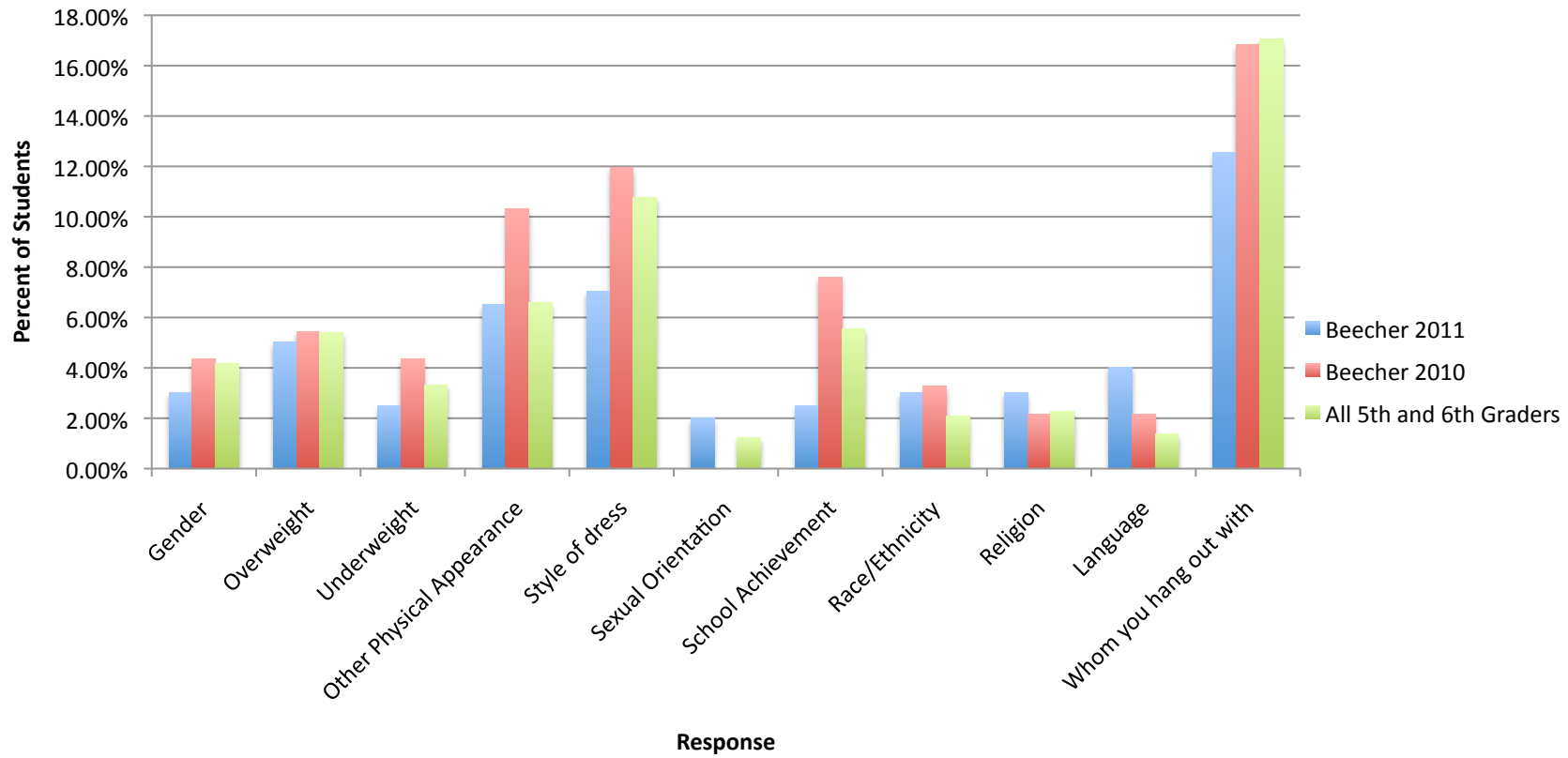
DBQ7: If you have ever experienced bullying (i.e. you answered something other than "never" to any of the questions above), check off the locations where it has happened.

Recess is the most common place for bullying to occur, followed this year by the cafeteria, on the bus and during regular classes. Compared to last year, the cafeteria is more prevalent and the bus less so.



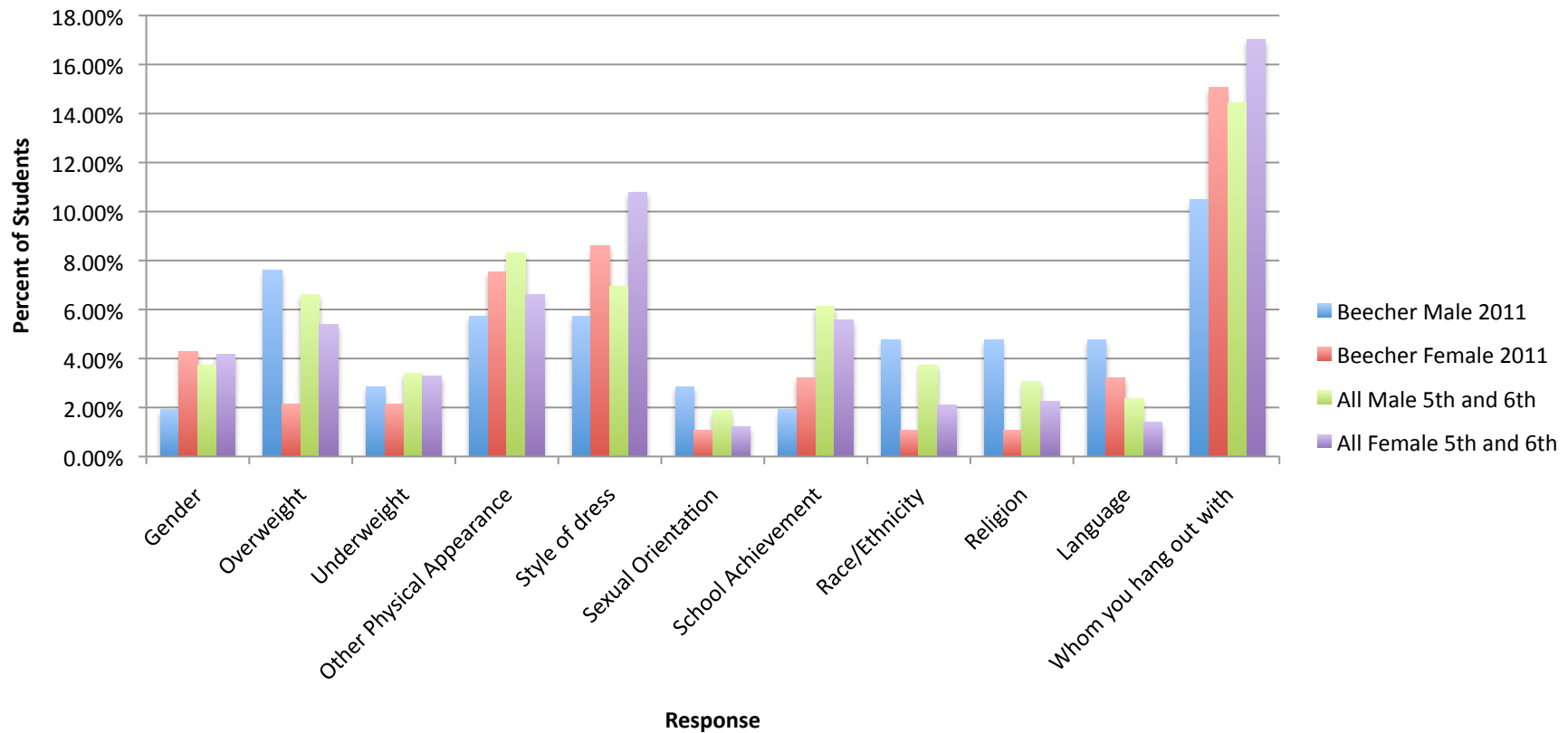
DBQ10: If you have ever experienced bullying, in which ways do you think it affected you (check all that apply.)

Students this year said they were most affected by withdrawing from their friends or being avoided by friends. Last year (as is most common at other schools), they said they had the most trouble concentrating on their schoolwork or in class. This came in third place this year after trouble sleeping.



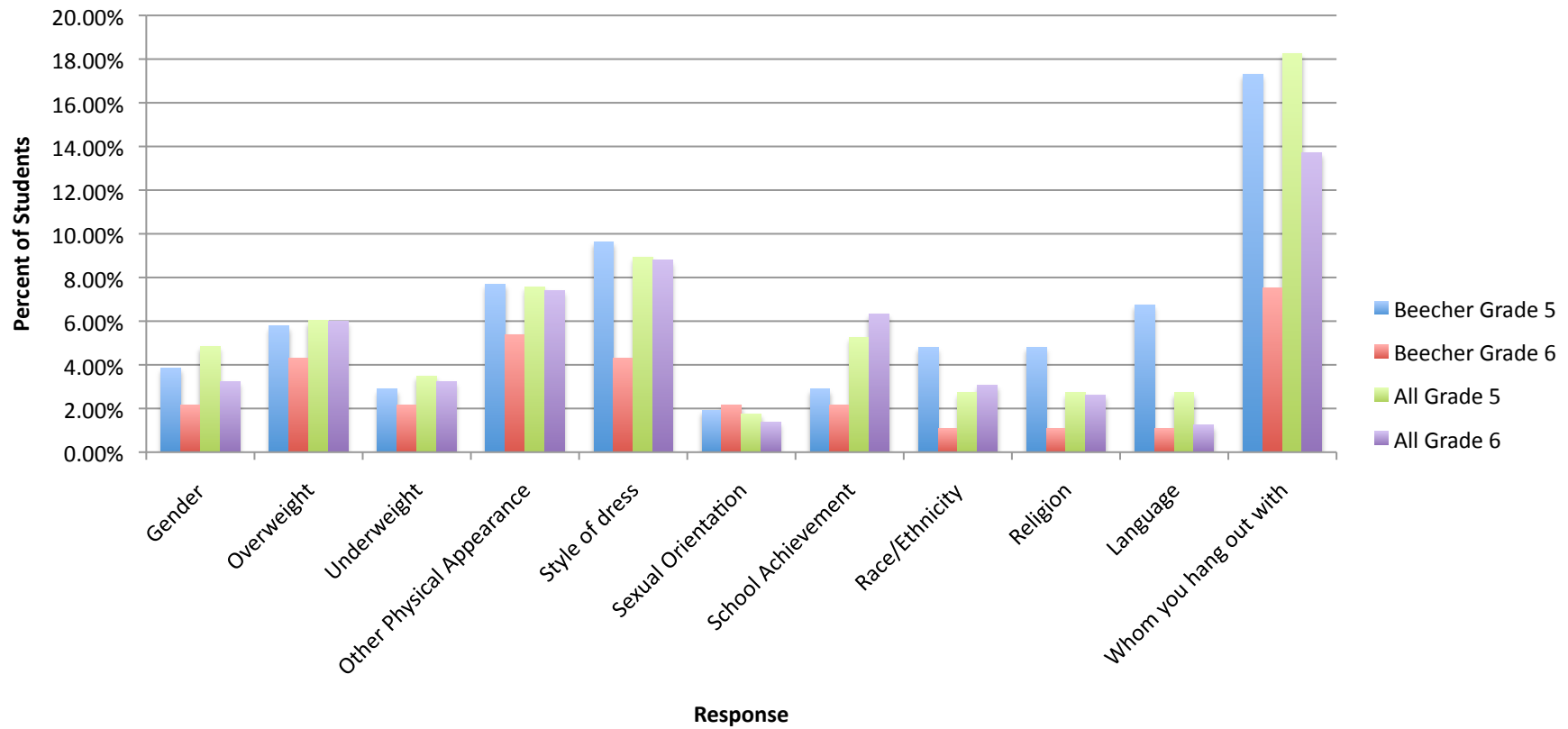
PVQ19: Were [you picked on or excluded] due to your gender, physical appearance, sexual orientation, race/ethnicity, or was it due to other reasons? Please check ALL the reasons that apply.

As with other schools, students report being picked on for who they hang out with more than for any other reason (but less so than last year). Style of dress and other physical appearance are next most common, followed by being overweight. Language is the only category that is higher than last year, and school achievement is significantly down compared to last year (2.5% vs. 7.5% last year).



PVQ19: Were [you picked on or excluded] due to your gender, physical appearance, sexual orientation, race/ethnicity, or was it due to other reasons? Please check ALL the reasons that apply.

Gender: Boys report being picked on most for who they hang out with, but much less so than girls (10% vs. 15%). Boys are picked on more than girls for being over- or underweight, and also for race/religion/language. Girls are picked on more than boys for their style of dress, physical appearance, gender and school achievement.



PVQ19: Were [you picked on or excluded] due to your gender, physical appearance, sexual orientation, race/ethnicity, or was it due to other reasons? Please check ALL the reasons that apply.

Grade: Fifth graders feel that they are picked on for who they hang out with at twice the rate of 6th graders and the same is true for style of dress. Those who are picked on for race/religion/language are almost all 5th graders as well.

Bullying: Recommendations

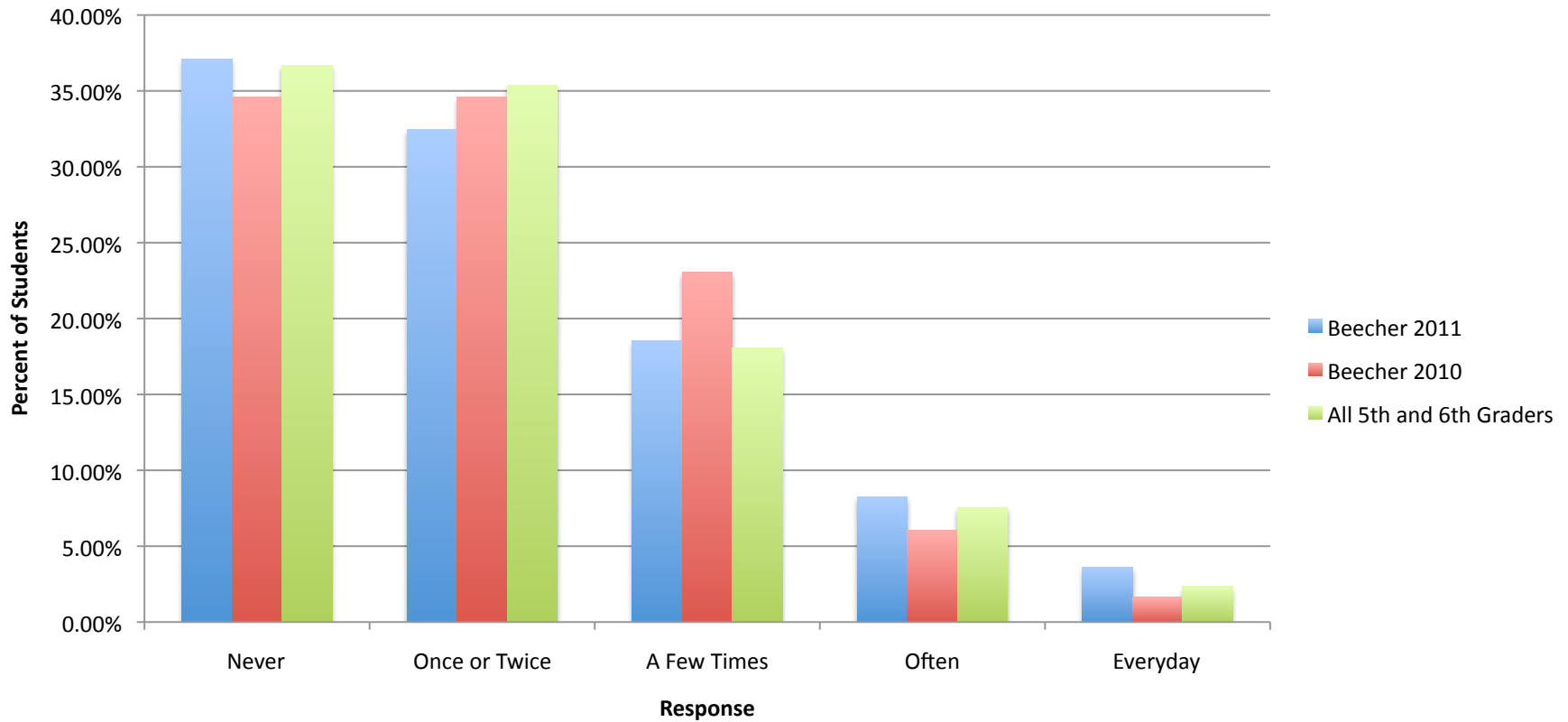
- Take advantage of gender differences: have boys “educate” girls about promoting tolerance for different appearances and school achievement levels, and have girls “educate” boys about promoting tolerance for different race/religion/sexual orientation. Or use these results as a basis for discussion between boys and girls about why these gender differences exist.
- Increase teacher presence at recess and in the cafeteria. Educate teachers about what to look for and how to handle bullying situations.
- Have the PTO investigate whether some parents would be willing to ride the buses occasionally to help with bullying on the buses.

Bystanders

- Bystanders are the “silent majority” in most cases of bullying. They don’t like what they see but by standing and watching, or just walking away, they appear to be on the bullies “side” because they are not helping the target.
- Most of us (children and adults) do not intervene when we see something bad happening to someone else, even though we usually want to help. This “bystander effect” is caused by two powerful forces that prevent us from helping.
 - We think that there is someone else more qualified than we are to help (“diffusion of responsibility”).
 - We think that because no one else is helping, there’s nothing wrong or helping is somehow wrong (“pluralistic ignorance”).

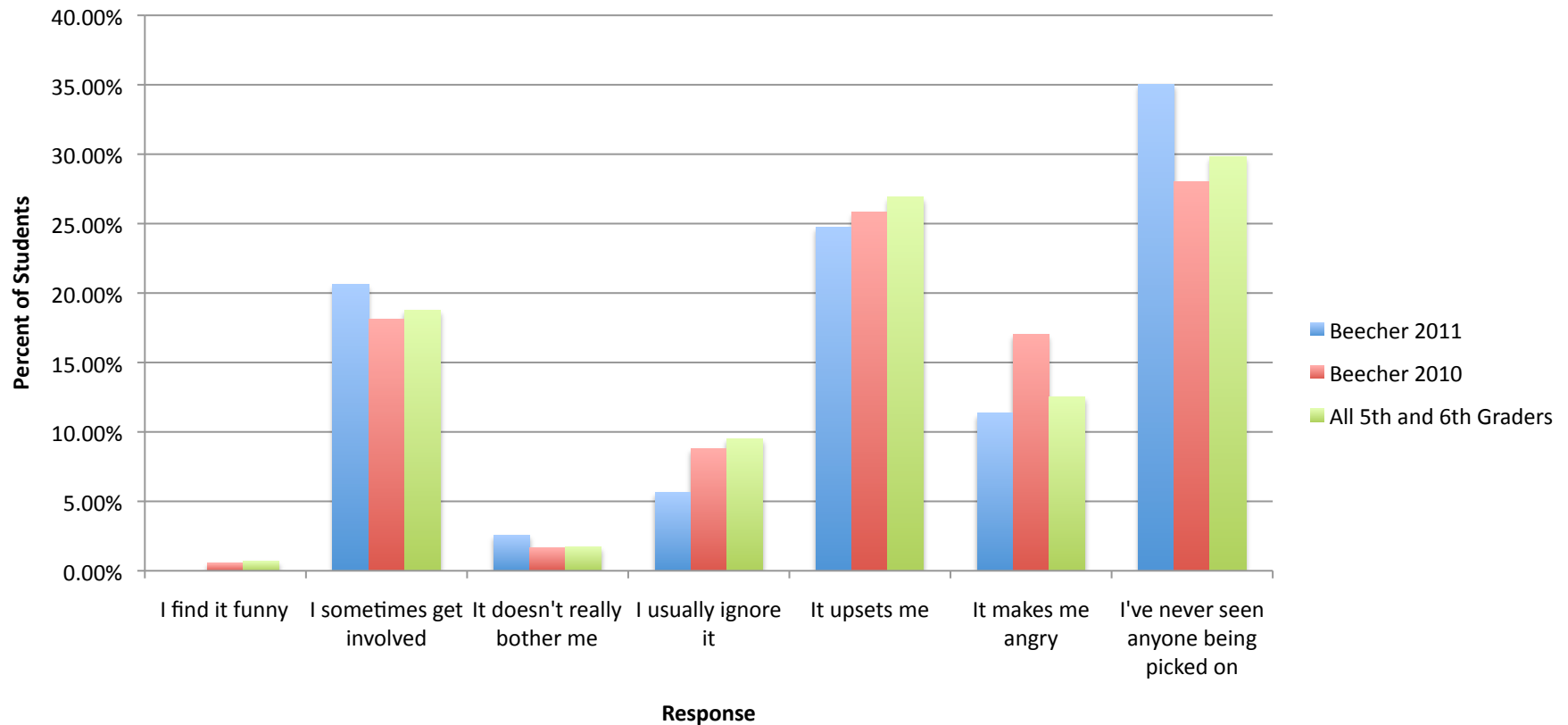
If we are the only “witness”, it’s much more likely that we will help.

We have to work hard to overcome these natural psychological tendencies. Understanding that they exist is the first step to surmounting the problem.



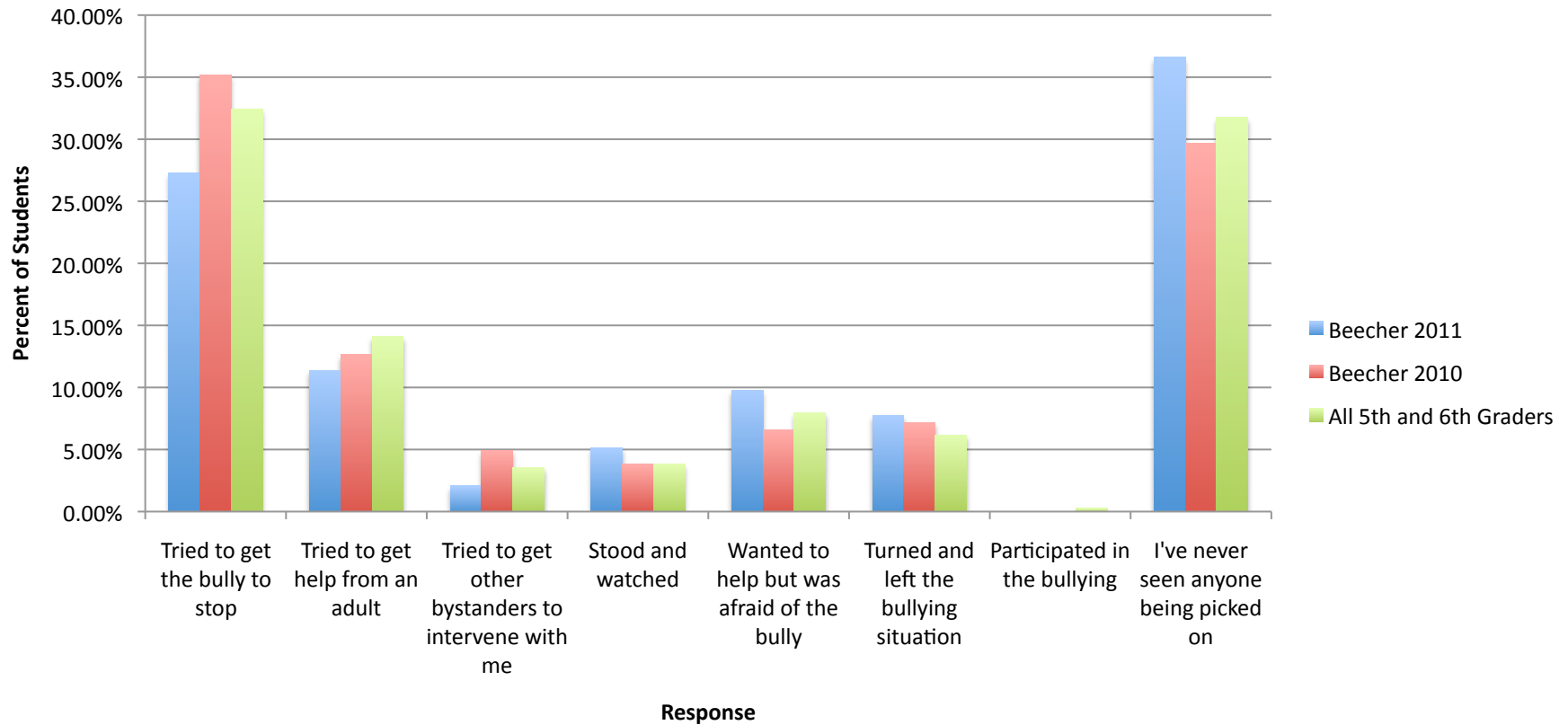
BQ2: How often in the last year have you seen a kid being picked on at school (including verbal, emotional, physical, cyber-bullying)?

Seventy percent of students said they'd seen other kids being picked on at most once or twice. 23 students (12%) said they see if often or every day.



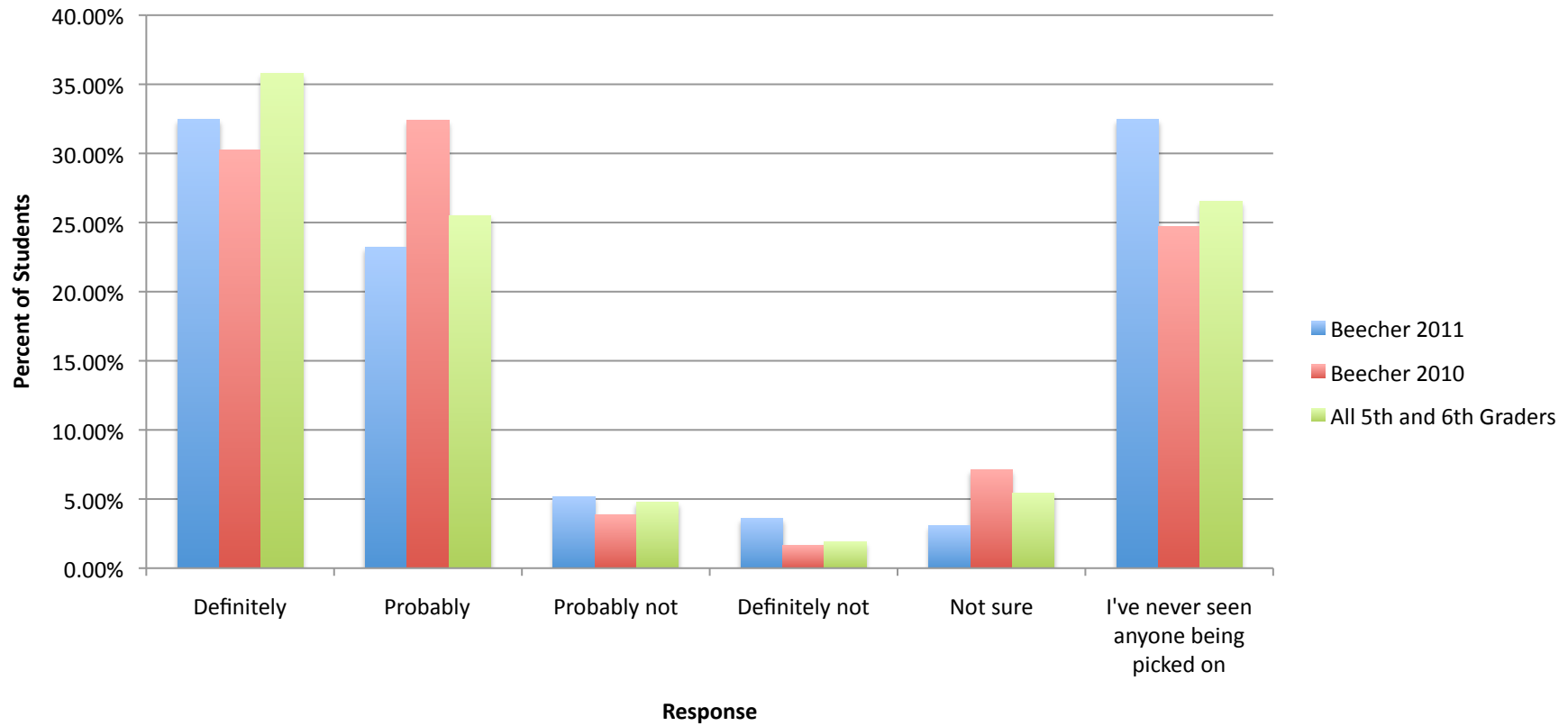
BQ3: How do you react to seeing kids being picked on? Please select one.

Thirty-five percent of this year's class said they'd never seen anyone being picked on (compared to 30% at other schools). Another 36% said that it upsets them or makes them angry when they see someone getting picked on. Not one student admitted that they find it funny, but sixteen students (8%) said they either ignore it or it doesn't bother them.



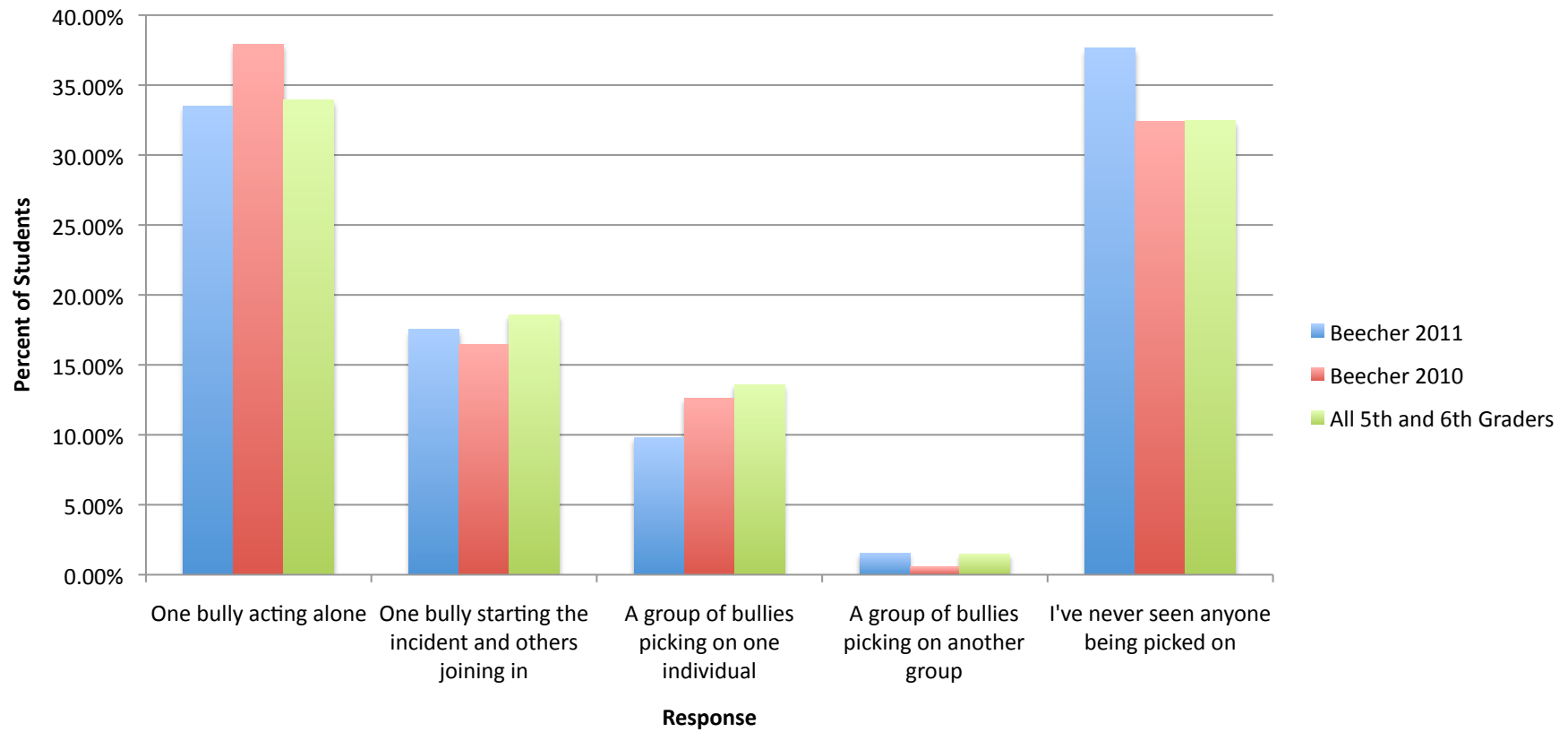
BQ6: What did you do when you saw a kid being picked on?

Forty-one percent of students say they try to help in some way (either themselves, by getting an adult or by getting their peers to help intervene) when they see someone being picked on. Again, no one said they participate in the bullying.



BQ7: If you were to tell a teacher about what you saw, do you think the teacher would do anything about it?

Fifty-six percent of students think that a teacher would definitely or probably help if they were told about a bullying situation (another 32% say they've never seen such a situation - this percentage varies between questions!).



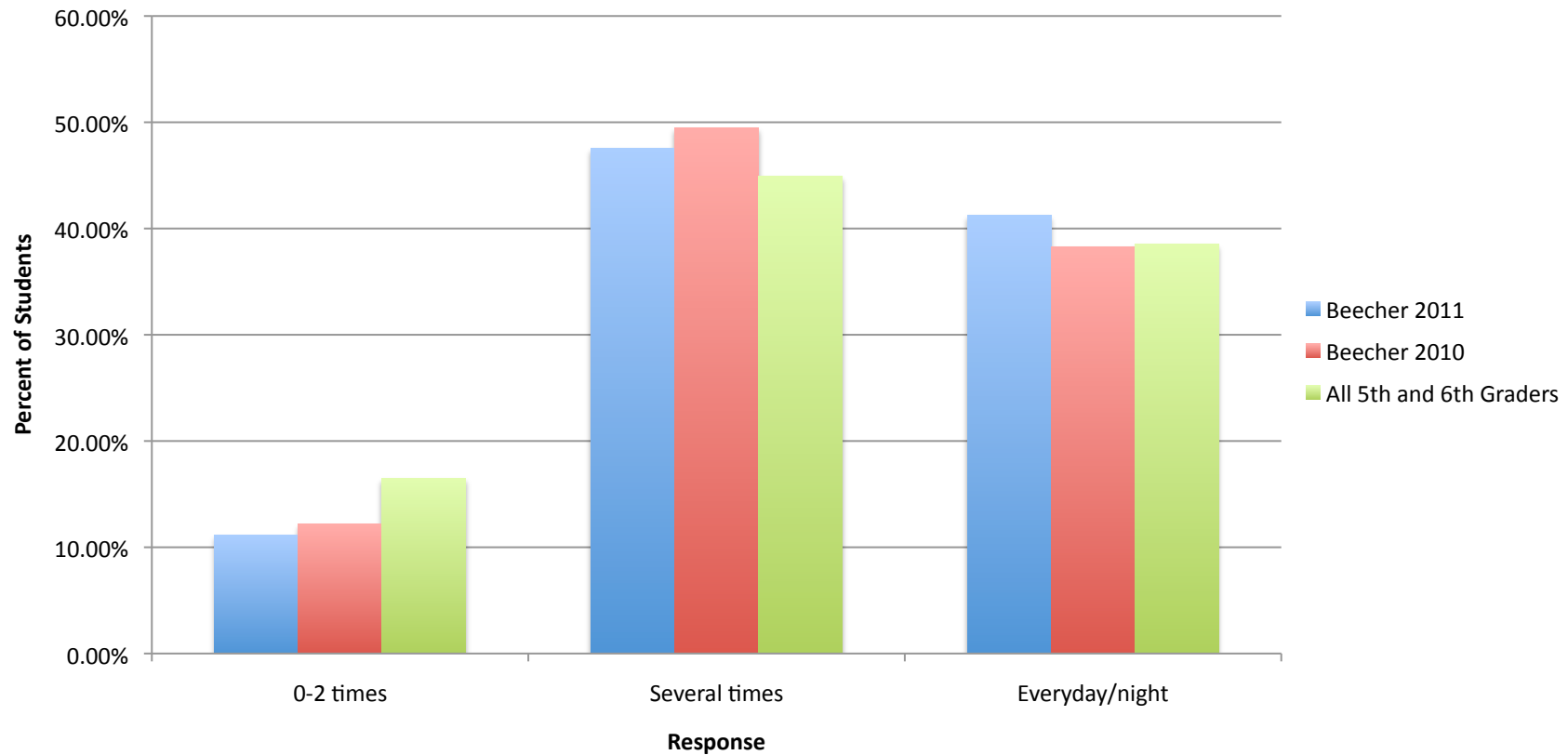
BQ8: Of the incidents that you have seen, has it usually been:

Bystanders - Recommendations

- Educate kids about the “bystander effect” so that they recognize that most of their peers are ready and willing to help – they just need to reach out to them.
- Use our bystander scenarios as training and the basis for discussion in health classes as to how to intervene safely.
- Set up character recognition awards: if a teacher sees a student being a good bystander, they can submit a write-up and the student will be rewarded in some way, or their picture and their “story” can be put on a bulletin board.

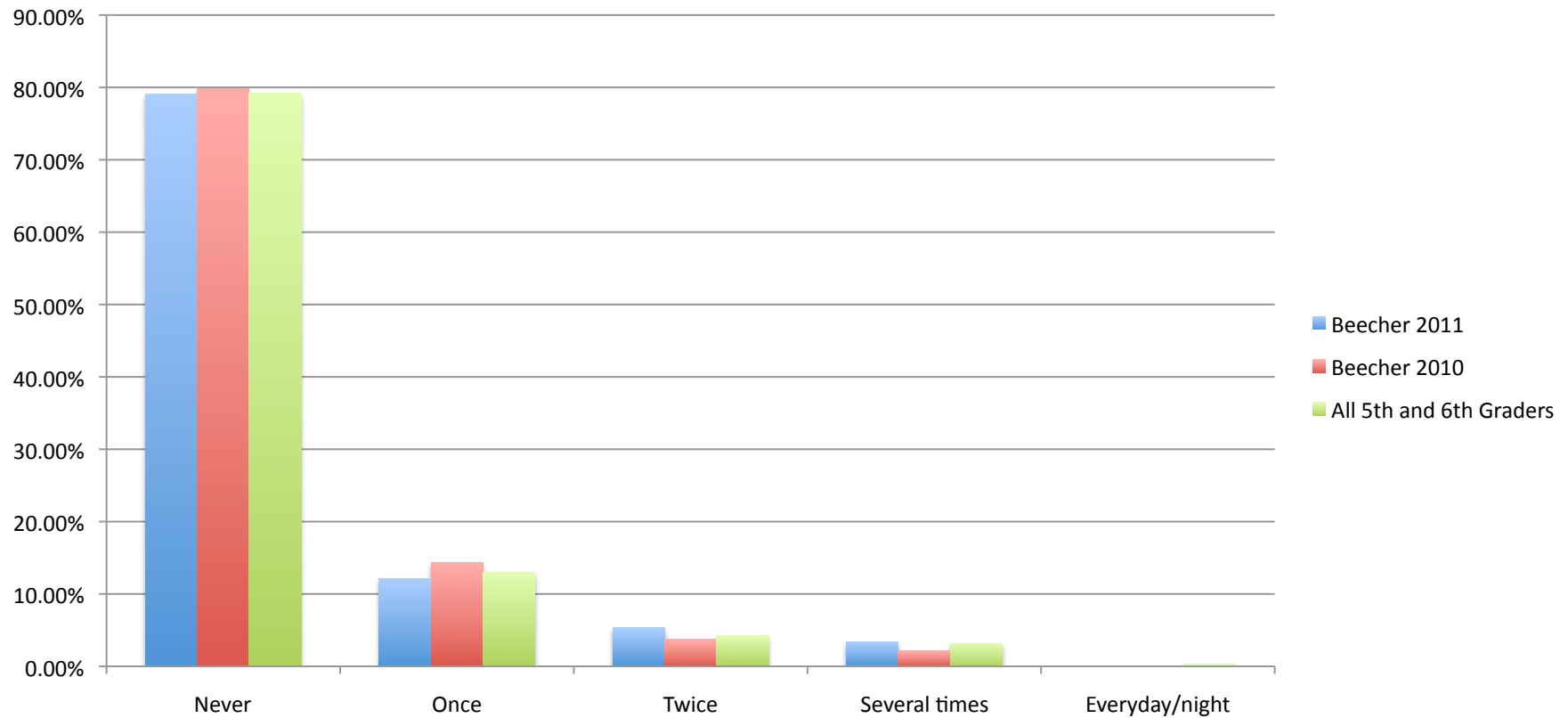
Sleep

- Sleep deprivation has a huge impact on students' ability to learn in school.
- Adolescents need 9.25 hours of sleep per night.
- Only 41% of 5th and 6th graders said they were satisfied with their sleep every night during the last 2 weeks; 21% said they had arrived late to class at least once in the last 2 weeks because they overslept.



SSHS1: In the last two weeks, how often have you felt satisfied with your sleep?

These numbers are comparable to other schools; 41% said they felt satisfied with their sleep every night and 11% said only 0-2 times in the last two weeks. Many of the other 5th and 6th graders taking this survey are in middle school which is probably why their negative numbers are higher.



SSHS23: In the last two weeks, how often have you arrived late to class because you overslept?

The results here are consistent with last year and other schools - 79% of students say they have never arrived late to class in the last 2 weeks because they overslept.

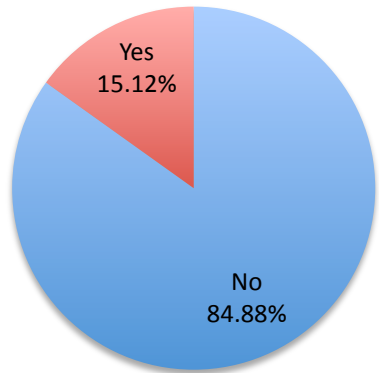
Sleep - Recommendations

- Increase awareness of devastating effects of sleep deprivation (our sleep videos)
- Time management skills so kids avoid homework late at night
- Increase awareness of effects of computer/video games just before bed (need for wind-down quiet time) – make this information available for parents and students.

Weight Bias

- Most bullying stems from “differences”.
- Many overweight (and some underweight) students are bullied, or subjected to cruel remarks, about their appearance.
- Weight bias is common throughout life; efforts to educate kids about the issue will reap results throughout life.

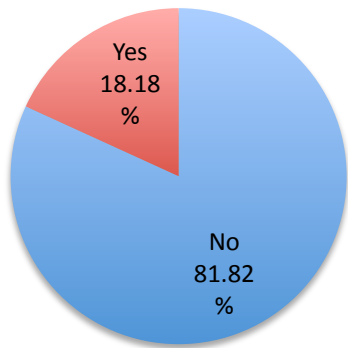
All Beecher Students Spring 2011



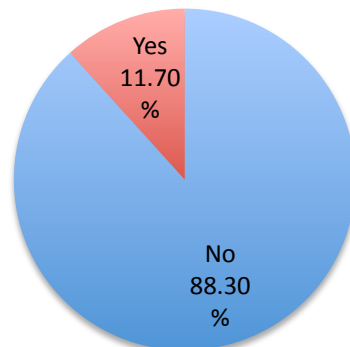
YWBM1: In the past year, have you been teased, bullied, treated badly, or harassed because of your weight?

These numbers are higher than last year (14.74% overall) and much higher for boys (15.05% last year) but lower for girls (14.43% last year). Other schools on average have a lower incidence of weight bias (13.15%).

Male Students Spring 2011



Female Students Spring 2011

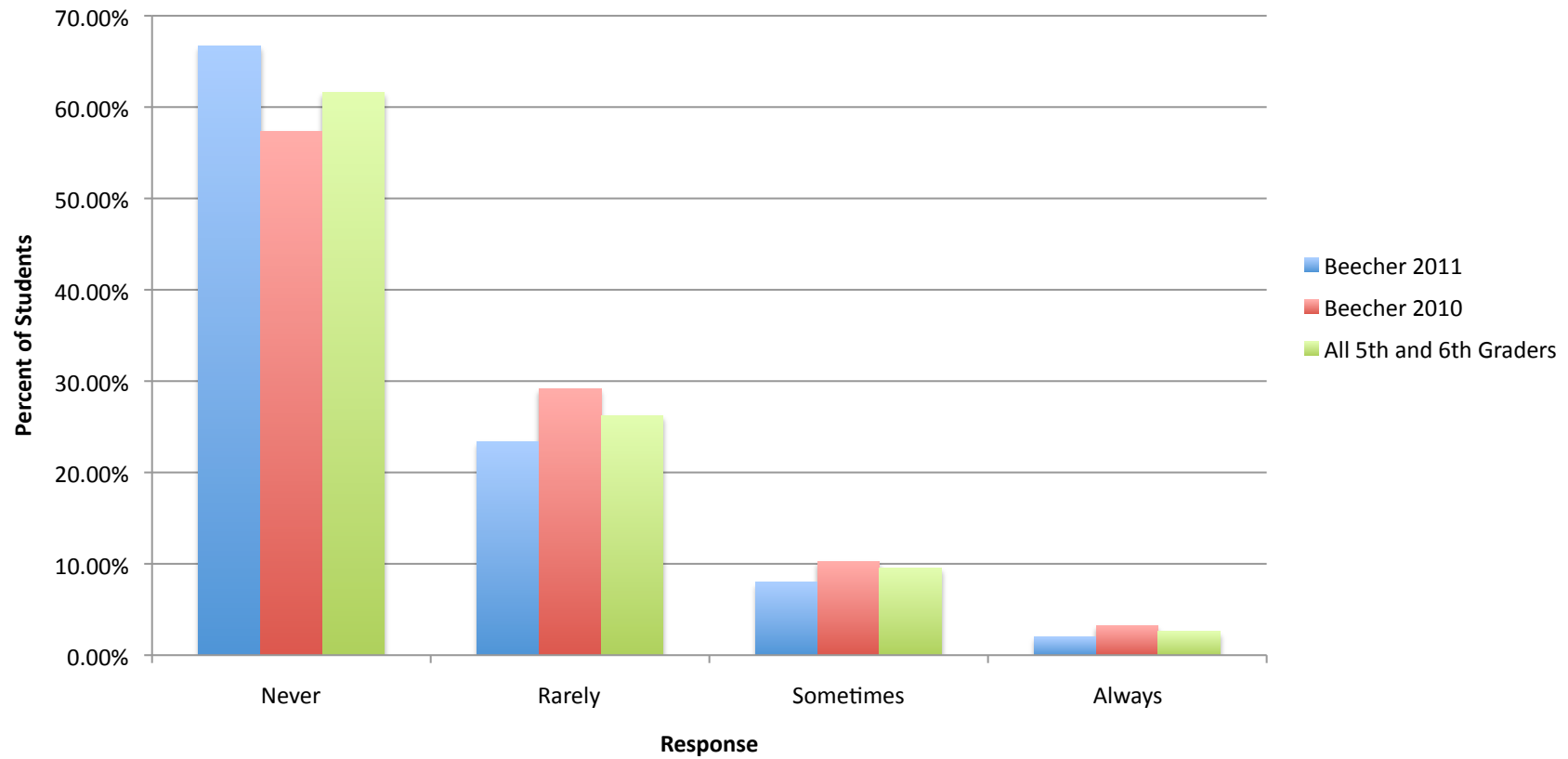


Weight - Recommendations

- Gym teachers looking out for overweight/underweight kids
- Education about proper nutrition and foods to avoid
- Zero tolerance of “weight bias” remarks
- 21 minute video on “Weight Bias at Home and School” at www.yaleruddcenter.org (for teachers and/or students)

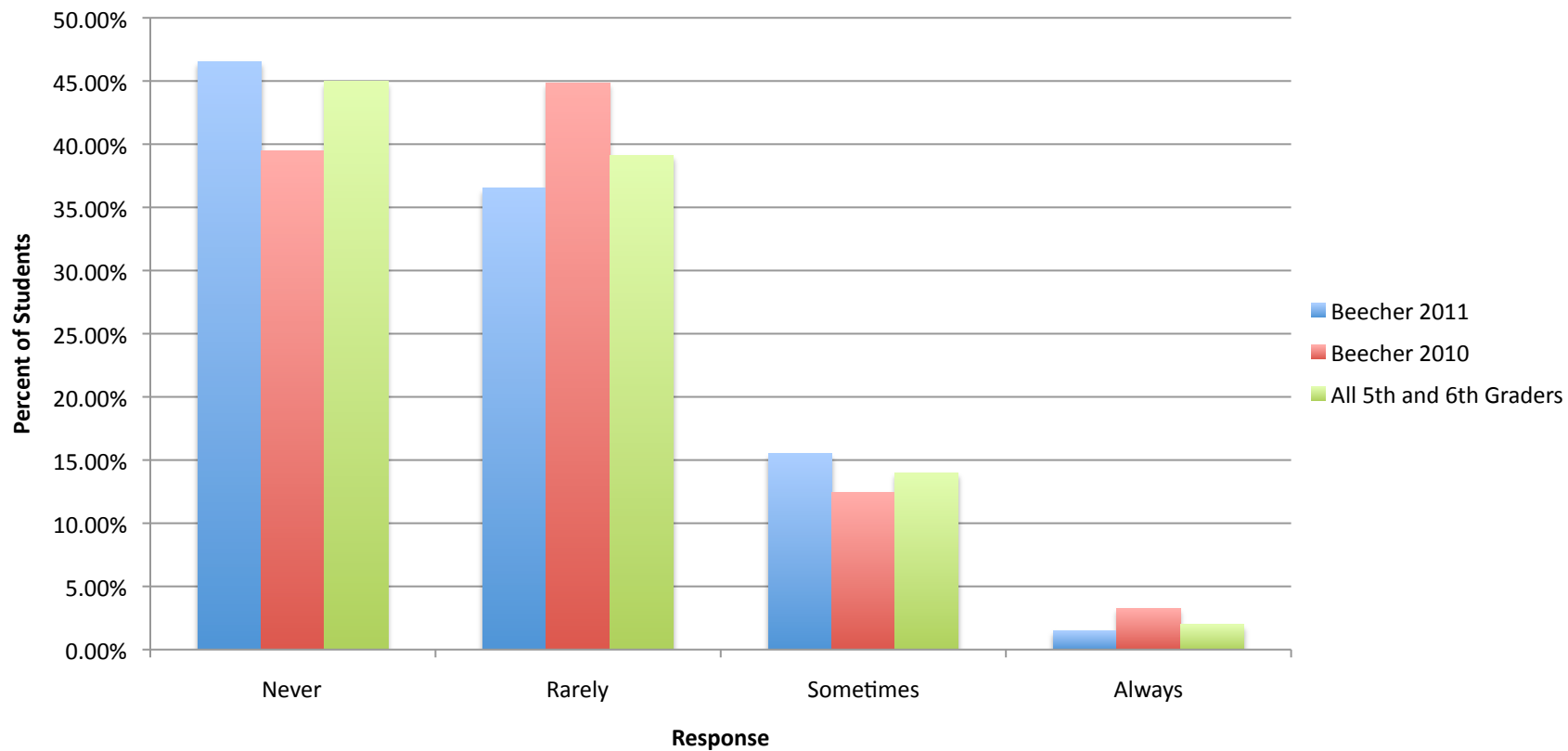
Loneliness

- Loneliness is a common problem among adolescents as they move away from their families towards their friends but often experience ups and downs with friendships.
- We look at 4 indicators of loneliness: feeling “alone”, feeling “left out”, having people to “talk to”, having people to “turn to”.



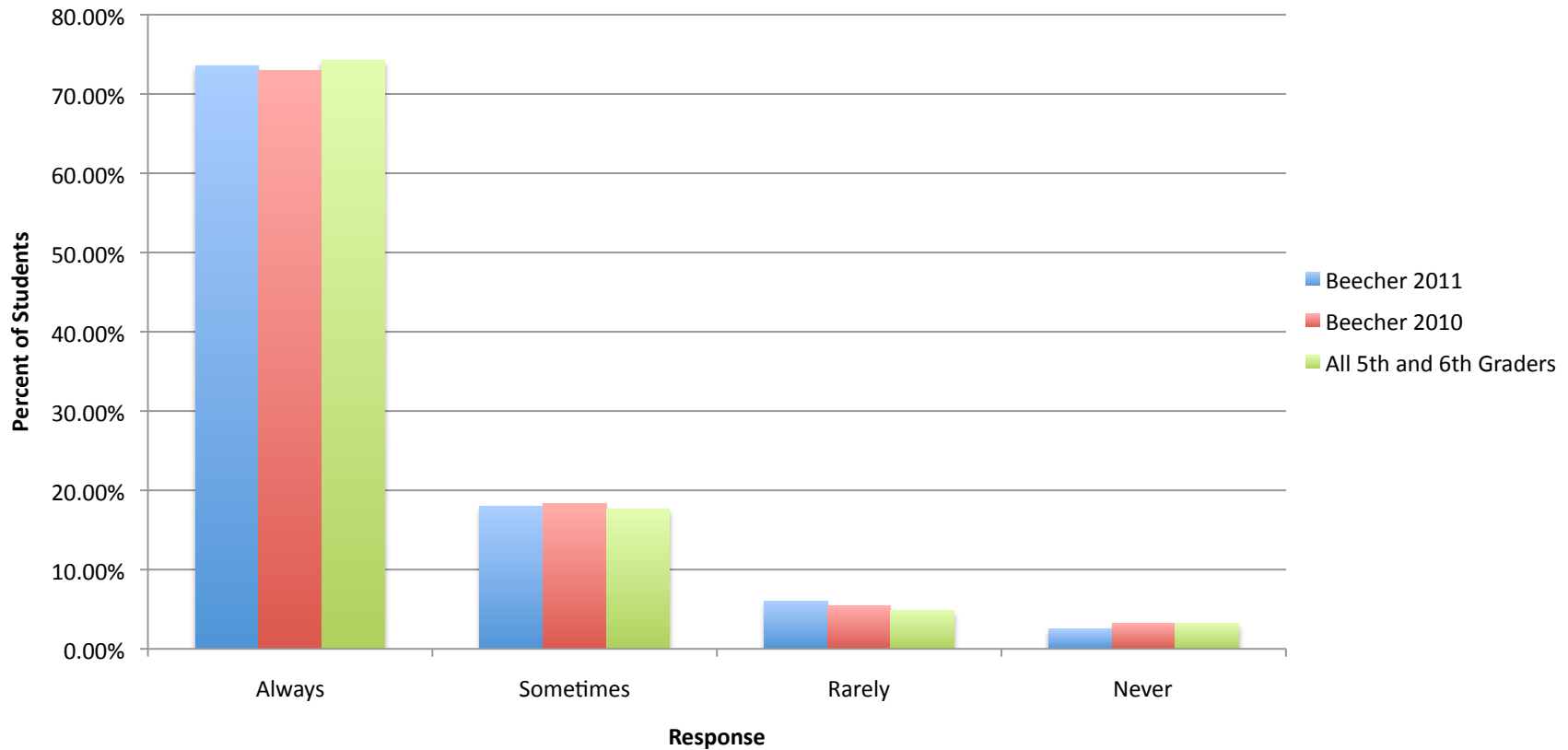
LS4: How often do you feel alone?

Ninety percent of students never or rarely feel alone; 4 students (2%) always feel alone.



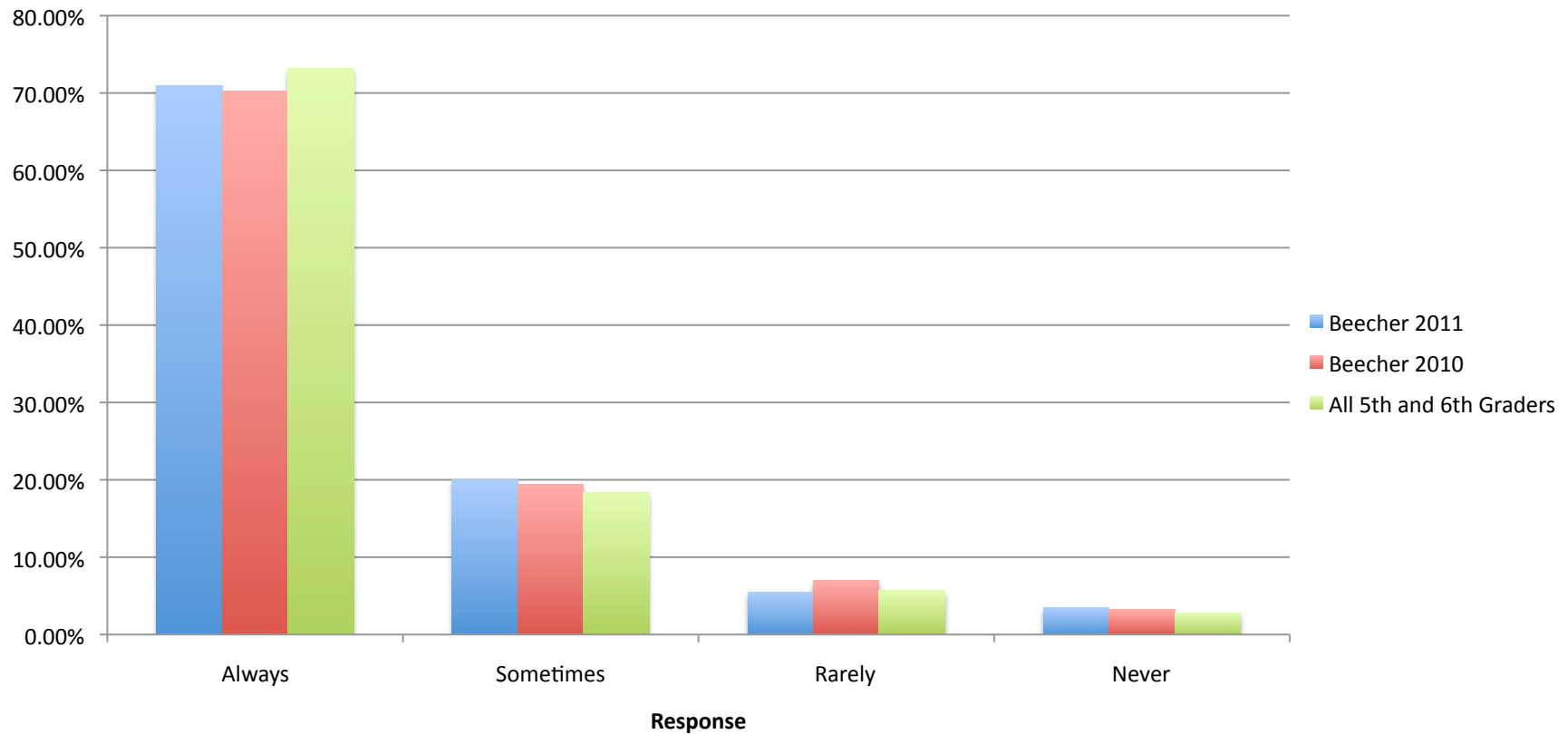
LS11: How often do you feel left out?

Eighty-three percent of students never or rarely feel left out; 3 students (1.5%) always feel left out.



LS19: How often do you feel that there are people you can talk to?

These numbers are surprisingly consistent with last year and with other schools. Seventy-four percent of students feel there is always someone they can talk to; 17 students (8%) feel there is rarely or never someone they can talk to.



LS20: How often do you feel that there are people you can turn to?

Seventy-one percent of students feel there is always someone they can turn to; 18 students (9%) feel there is rarely or never someone they can turn to.

Loneliness

Loneliness is a key warning sign of depression, and potential suicidal tendencies.

Recommendations:

- The Guidance Department promoted as confidential / available. Guidance should use our VideoBook as an ice-breaker to talk to kids about issues of bullying, loneliness, friendships etc.
- Mentoring programs
- Teachers (especially of extra-curricular activities) reaching out to kids who are more isolated

School Climate Project – Intervention Program

- **Intervention 1 – VideoBook Five Mission Program**

The VideoBook was sent to 20 (10%) students whose survey results indicated they were at least somewhat distressed by bullying.

- **Intervention 2 - Family called by an independent Psychologist**

Ten students (5%) were identified as having high survey scores that indicated that the student was at emotional risk*. (All of these were also sent the VideoBook.)

When the families were contacted by the psychologist, several students were already in therapy and many families had lengthy conversations with the psychologist and were offered referrals to medical specialists.

* They scored highly on 5 or more of the questionnaires out of 18

THE END

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