



Climate & Culture Results

Rahway Public School District
2023-2024

What is School Climate?

- **Current Character and Quality of School Life**
- Interconnected experiences
- Encompasses many areas
 - Relationships
 - Safety
 - Academic environment
 - Organizational supports.



Why is School Climate Important?

- Improved academic achievement and performance
- Increased attendance and graduation rates
- Prevention of bullying and violence
- Higher student self esteem and achievement
- Increased parental and family involvement in the school community
- Improved relationships between staff and parents
- Reduces risk behaviors & aggression



- Collaboration between NJDOE & Rutgers University
- 32 languages
- Offers interventions, learning modules, and planning tools

Survey

- Fully anonymous
 - Cannot pull up individual surveys
 - Minimum respondents for results
- Addresses 13 domains
- Likert Scale Scoring - 1 to 4

Responses

- Responses
 - Students Grades 3-5: 615
 - Students Grade 6-12: 1,269
 - Staff: 340
 - Families: 476



District-Wide Results - Areas of Strength

Sense of Physical Safety

Perceptions of physical safety and the organizational procedures across school contexts and conditions that support a sense of safety and preparedness among the school community

- Highest scored domain overall

Supportive Staff-Student Relationships

Perceptions of quality relationships between staff and students which feature inclusion, respect, care, and support; and perceptions regarding adults' support and respect for students from diverse social and cultural backgrounds



District-Wide Results - Areas of Growth

Student Voice and Involvement

Perceptions of conditions in school that support student voice, including listening to and valuing students' ideas and opinions, student leadership opportunities, and student interest and involvement in school activities and events

Negative Student Interpersonal Behaviors

Perceptions of the occurrence of various types of negative interpersonal behaviors among students and perceived victimization based on students' identities and backgrounds

Prosocial Student Interpersonal Behaviors

Perceptions of the occurrence of prosocial and inclusive behaviors, including empathy, perspective-taking, helpful behaviors, and conflict resolution, as well as getting along well with students from diverse backgrounds and inclusion of students with disabilities

Student-Specific Results

- Additional Areas of Strength
 - Varied by school
 - Supports of Social and Emotional Learning (4 schools)
 - Sense of Belonging (4 schools)

- Additional Areas of Growth
 - Academic Culture / Classroom Practices

Family-Specific Results

- Additional Areas of Strengths
 - Family Support & Engagement
 - Academic Culture / Classroom Practices

- Areas of Growth
 - Supports for Students Social & Emotional Learning

Students 3-5 Students 6-12 Staff Families

Behavioral Expectations	2.99	2.77	2.99	2.88
Academic Culture and Classroom Practices	2.90	2.65	2.76	3.03
Negative Student Interpersonal Behaviors 	2.31	2.46	2.05	2.42
Prosocial Student Interpersonal Behaviors	2.89	2.45	2.63	2.78
Sense of Physical Safety	3.14	2.95	3.05	3.02
Student Voice and Involvement	2.87	2.68	3.00	2.85

Students 3-5 Students 6-12 Staff Families

Supportive Staff-Student Relationships	3.14	2.98	3.16	3.05
Supports for Student Social and Emotional Learning	3.11	2.75	2.93	2.76
Family Support and Engagement			2.88	2.96
Student Sense of Belonging	3.16	2.77		
Collegial Support			3.06	

Next Steps



- ★ Data was used alongside 2023-24 evaluation data and strategic planning sessions to set goals for the 2024-25 school year.
- ★ School specific data is being reviewed by members of the leadership teams
- ★ Use data protocol to analyze data and identify priority domains
- ★ Formulate action plan using targeted evidence-based practices
- ★ Implement steps for 2024-2025 school year
- ★ Re-administer survey next spring to assess progress



Thank You



New Jersey School Climate Improvement

SURVEY

NJ SCI Survey Domains

Student Sense of Belonging *(Students only)*

Students' perceptions that they are valued for who they are and feel connected to the school community

Leadership Support *(Staff only)*

Perceptions of practices by administrators and other leaders that promote positive relationships, cohesion, and trust at work

Organizational Resources and Supports *(Staff only)*

Perceptions of school- and district-level structures (e.g., policy, procedures, time) and supports (e.g., resources and professional development) that promote growth, collaboration, productivity, and successful performance at work

Collegial Support *(Staff only)*

Perceptions of professional relationships that promote trust, respect, and support among colleagues for facilitating workplace satisfaction

Family Support and Engagement *(Staff & Parents/Caregivers)*

Perceptions of support and engagement of parents/caregivers, as well as the perceived quality of relationships between staff and parents/caregivers

All Respondent Groups *(Students Grades 3-5; Students Grades 6-12; Staff; and Parents/Caregivers)*

Academic Culture and Classroom Practices

Perceptions of school-wide academic expectations, student motivation, equity and access, and students' experiences in classrooms as indicated by the proportion of teachers who engage in practices to foster engagement

Supportive Staff-Student Relationships

Perceptions of quality relationships between staff and students which feature inclusion, respect, care, and support; and perceptions regarding adults' support and respect for students from diverse social and cultural backgrounds

Supports for Student Social and Emotional Learning

Perceptions of school-wide and instructional practices that promote the development of students' social and emotional skills, as well as availability of resources and supports to help parents/caregivers talk to their children about emotions

Behavioral Expectations

Perceptions of school-wide behavioral expectations as being clearly established and reinforced; perceived by members of the community as fair, culturally responsive, and inclusive of diverse perspectives

Negative Student Interpersonal Behaviors

Perceptions of the occurrence of various types of negative interpersonal behaviors among students and perceived victimization based on students' identities and backgrounds

Prosocial Student Interpersonal Behaviors

Perceptions of the occurrence of prosocial and inclusive behaviors, including empathy, perspective-taking, helpful behaviors, and conflict resolution, as well as getting along well with students from diverse backgrounds and inclusion of students with disabilities

Student Voice and Involvement

Perceptions of conditions in school that support student voice, including listening to and valuing students' ideas and opinions, student leadership opportunities, and student interest and involvement in school activities and events

Sense of Physical Safety

Perceptions of physical safety and the organizational procedures across school contexts and conditions that support a sense of safety and preparedness among the school community