

Monitoring school climate and children well being in Chile, Israel & USA

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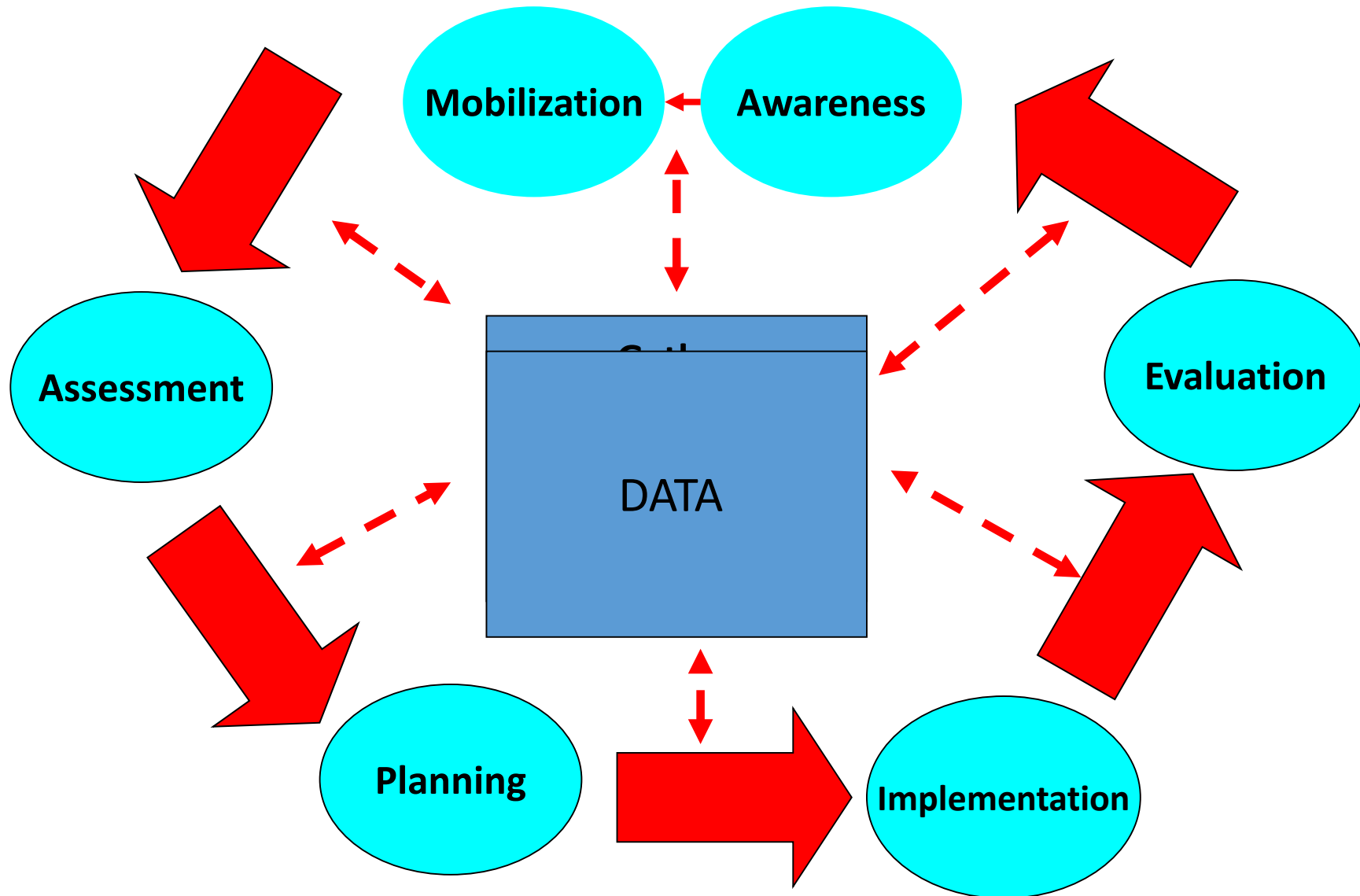
Bilbao, M.



**Why Avi Benbenishty could not make it!
Mazal Toy!**

Aims and Structure of Presentation

- Present the concept of monitoring school climate and student well being
- Present examples from an international collaboration on developing monitoring systems:
 - Israel
 - Chile
 - USA
- Shared discussion focusing on:
 - Opportunities
 - Challenges
- A call for international collaboration on developing monitoring systems



Basic Ideas

- Gather information on important indicators, parameters
- Integrate academics, climate, well being
- Systematically, over time
- On multiple levels
- Analyze the information to:
 - Provide immediate feedback to multiple audiences and levels
 - Generate knowledge
- Self examine, improve, continue

A little bit on the context of this presentation

- An Israeli system to monitor academic achievement
- Ron and Rami helped integrate climate and academic achievement in the national monitoring system
- Ron and Rami helped develop a city-level monitoring system in Herzelya
- Ron and Rami developed a regional monitoring system in the San Diego area, taking advantage of the California Healthy Kids Survey (CHKS)
- Veronica Lopez, María de los Angeles Bilbao and Paula Ascorra from the PACES team, with support from Ron & Rami, developed a monitoring system for Valparaíso
- Next steps?

Monitoring School Climate The Experience from Chile

PACES system in Valparaiso

Programa de Apoyo a la Convivencia
Escolar

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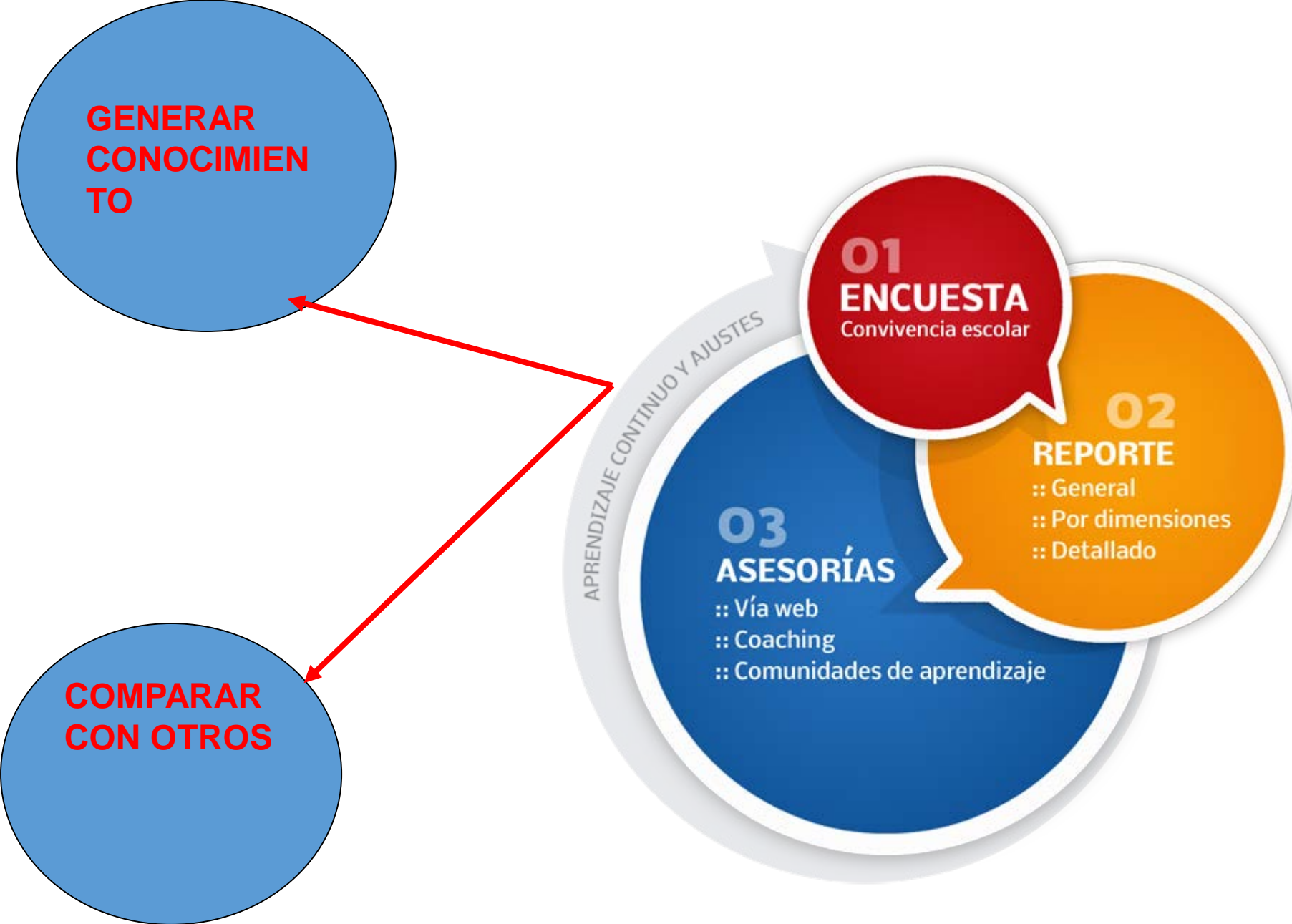
PURPOSE

To help schools improve their school management abilities directed towards reducing school violence and creating positive school climates.

R + D OBJECTIVE

To design, implement, and validate a continuous monitoring system of school living-together, which facilitates informed decisions as to how to reduce school violence, and improve school climate.

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Examples of Dimensions Covered

School violence (e.g., Peer victimization; Teacher-Student victimization; Feeling unsafe in school and neighborhood)

School climate (e.g., clear and fair norms; participation; social support from teachers and adults in school)

Well-being in school (e.g., contribution to school, satisfaction with life)

All scales (dimensions) are valid and reliable ($\alpha > .87$)

FINDINGS

- Raised awareness at the intermediate level (sostenedor) and at the school level (school principal, school management teams) of the importance of monitoring *convivencia escolar*
- Technical capacities built in school management teams, for:
 - Making decisions based on information (data-based decision making)
 - Translating data into needs, prioritizing, allocating resources to those priorities
 - Improving their school improvement plans (plan anual de convivencia escolar)

FINDINGS

Table 1. MANCOVA (Group * Time controlling for sex and age)

Time	Year 1				Year 2						
	Experimental		Control		Experimental		Control				
Group	M	D.S	M	D.S	M	D.S	M	D.S	F(group)	F(time)	F(t*g)
Social Climate	3.03	.51	3.02	.51	3.04	.54 ↑	2.99	.53	.009**	.628	.066
Participation	3.03	.60	3.03	.60	3.02	.62 ↑	2.98	.60	.163	.169	.156
Teacher Support	3.12	.59	3.10	.58	3.14	.63	3.06	.63	.001***	.682	.035*
Participation	3.00	.64	2.99	.63	3.02	.65	2.98	.65	.092	.055	.387
Peer Victimization	1.20	.30	1.20	.30	1.20	.32 ↓	1.22	.34	.246	.009*	.184
Physical	1.20	.34	1.20	.34	1.19	.35	1.22	.37	.422	.080	.275
Verbal	1.35	.42	1.35	.42	1.32	.44	1.37	.46	.021*	.258	.036*
Social Exclusion	1.20	.42	1.19	.41	1.22	.45	1.23	.46	.777	.001***	.505
Cyber	1.13	.36	1.12	.35	1.13	.37	1.14	.39	.870	.080	.915
Sexual	1.09	.28	1.09	.28	1.10	.31	1.11	.32	.786	.001***	.804

Conclusion

Findings show significant group* time effects for:

- improved teacher support
- reduced peer verbal victimization

However, except for marginal effect of overall school climate ($p = .066$), the rest of the observed variables show no significant effects

DISCUSSION

Principles of PACES monitoring system:

- 1. This is not a program, but a monitoring system that supports evidence-based decision making processes.*
- 2. This system supports and respects local decision-making at the school and sostenedor level*
- 3. In order to improve convivencia escolar, we need an evidence-based approach. Evidence must be local and offer comparison parameters that are valid, pertinent and easy-to-understand for schools.*

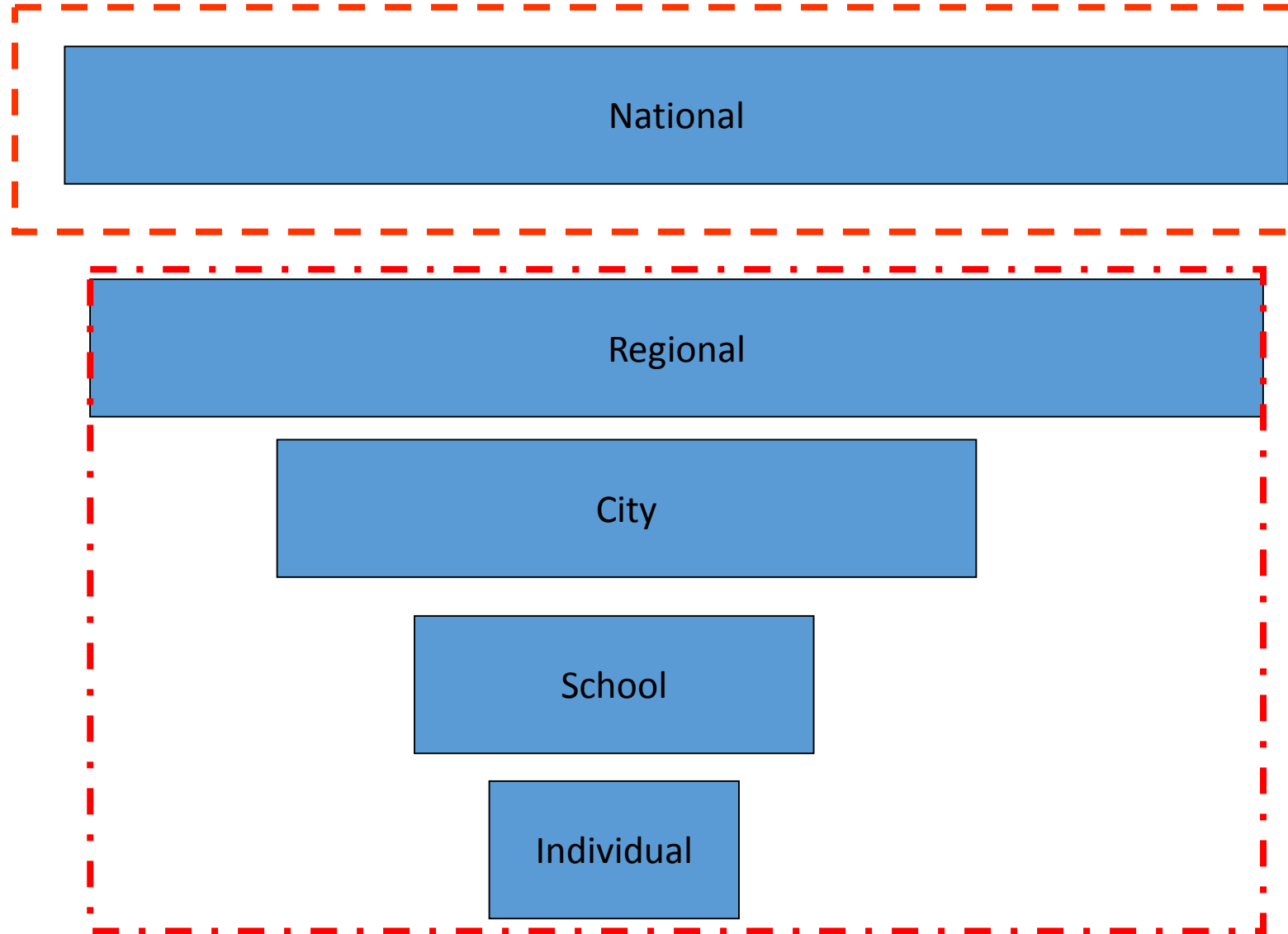
DISCUSSION

4. Measures of convivencia escolar must be used to help schools improve their convivencia escolar, not to stigmatize them. This requires clear and permanent mechanisms of support and feedback, as well as avoiding public ranking and installing punishment systems.

5. Improving convivencia escolar requires people's ability to see, listen, and understand their reality; to socialize and discuss this understanding with other members of the school community; to design improvement plans that allow allocating time, places, and resources that are pertinent and viable; and to evaluate and continuously readjust their decisions based on new evidences.

Monitoring School Climate The Experience from Israel

Multiple - Levels



Components

- National Monitoring study –
 - Sample based, every 2-3 years, in depth
- Meitzav
 - All schools, climate part of academic testing, every other year
- Regional, City-wide
 - In some cities (Jerusalem, Herzelya), annual
- Counseling services assessment (*ACHAM*)
 - Elective, per need, part of intervention

Participants

- Students
- Teachers
- Principals
- Parents (regional)

Examples of Dimensions Covered

Social Climate (e.g., Satisfaction, Interpersonal relations in school, School – Parents relations, Victimization and Safety, Discipline and Behavior, Infrastructure and physical aspects)

Academic Climate (e.g., academic press/expectations, academic motivation, self efficacy)

School Parent Relations (e.g., involvement, support)

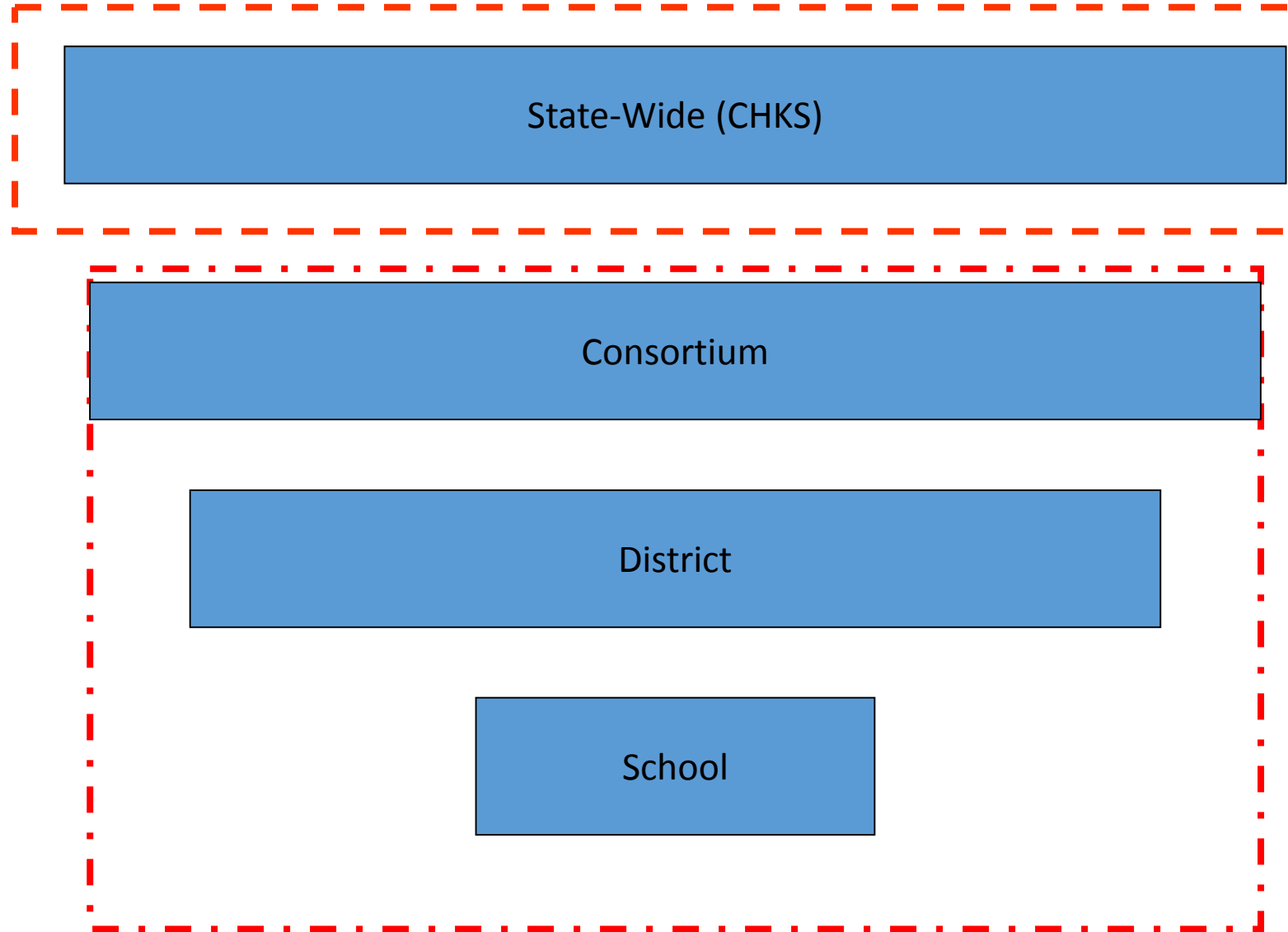
Reports (and what to do with them)

- Reports on the national, regional and site level
- Academics and climate side-by-side
- Simple, text + Charts
- Comparisons
 - 'Similar' schools
 - Own School over time
- Connecting with relevant knowledge and intervention ideas
- A basis for working with schools on continuous improvement
- Generating knowledge and comparing with others

Monitoring School Climate and Student Well Being

The Experience from the Building Capacity and
Welcoming Practices Consortia
In the San Diego Area

Multiple - Levels



California Health Kids Survey (CHKS)

- Already being administered
- Rarely used on a state and district level; almost never on school level
- Structure
 - Main Module
 - Select Modules
 - Military Module as a special example

Consortium Intensive Monitoring

- Online surveys
 - Principals and Superintendents
 - Student Interns and their Field Supervisors
 - Parents
 - Student groups
- Evaluating grass root promising practices
- Observations in training and interventions

What is being done with the information

- Reports on school and district level
 - Identify issues/problems that require attention (we support this process by providing knowledge on existing knowledge and programs)
 - Assess the needs of their staff in knowledge and skills
 - Help evaluate their existing programs
- Increase public awareness
- Promote policy change
- Engage multiple other agencies to provide resources (e.g., universities, nonprofit agencies)
- Generate scientific knowledge compare with others

Discussion – Where do we stand and where do we want to go

- Advantages and opportunities
- Major challenges

- What is the future– Can this approach be disseminated across the world?