

Fairfield Public Schools District Report

Comprehensive School Climate Inventory
(CSCI) Measuring the Climate for Learning



Developed by the National School Climate Center (NSCC)
schoolclimate.org



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.



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.



Introduction

This report is intended to provide overall school climate trends for the Fairfield Public Schools District. This data covers eighteen schools: Fairfield Early Childhood Center, Burr Elementary School, Timothy Dwight Elementary School, Riverfield Elementary School, Stratfield Elementary School, North Stratfield Elementary School, Sherman Elementary School, McKinley Elementary School, Holland Hill Elementary School, Osborn Elementary School, Jennings Elementary School, Mill Hill Elementary School, Fairfield Woods Middle School, Tomlinson Middle School, Roger Ludlowe Middle School, Fairfield Warde High School, Fairfield Ludlowe High School and Fairfield Alternative High School. Please refer to the individual school reports for more in-depth information on particular school-level trends and areas of strength and need.

This report will analyze district trends among student, staff and parent populations on the elementary, middle and high school levels. It is organized around the following sections: (1) differences among the three populations by school level; (2) differences within each population; (3) breakdown of relative rankings; (4) concluding thoughts and questions.

The purpose of this report is to identify the meaningful trends across the district. Incomplete or inadequate data due to population size have been omitted. This includes district-wide charts on activity participation, since participation rates vary widely among different schools. Additionally, there is no breakdown of staff perceptions by position or department, since many respondents left these categories blank. In order to protect anonymity, we only share out sub-group information when the sub-group contains 10 or more constituents.

For all schools, it will be important to bear in mind response rates. In small-size populations such as Fairfield Alternative High School or populations with lower responses (ex. parents), a handful of responses can swing the average ratings



District-wide Response Rates

The chart on the next page shows the response rates for each population by school. The survey responses are most valuable when they capture the perceptions of all school community members. Where response rates are particularly low, it is important to note that the voice represented may be skewed or reflect a particular subset of your overall community. In these cases, it is critical to be careful when interpreting findings or making decisions for next steps. For schools where the response rates are low, it will be important to review the demographic profile of the respondents in the individual school report, and compare that to your school's profile. It is not unusual to see the lowest response rates from parents, especially in the middle and high schools. Please keep in mind that even where response rates are low, the overall findings can be used to engage the community in collaborative efforts for school climate improvement. Additionally, future survey efforts can include specific plans to reach out to groups that appear to have been under-represented here.

The ideal thresholds for response rates are:

- Aim for as close to 100% completion as possible from student body and total staff. (Goal should not be lower than 85%.)
- Aim for at least 40% for parents. (Goal should not be lower than 30%.)



District Climate Overview

School	Student Response #/Total (%)	Staff Response #/Total (%)	Parent Response #/Total (%)
Burr Elementary School	201*/215 (93.49%)	49*/56 (87.50%)	82*/304 (26.97%)
Fairfield Alternative High School	42*/49 (85.71%)	15*/13 (115.38%)	5*/53 (9.43%)
Fairfield Early Childhood Center	0*/0 (0.00%)	30*/31 (96.77%)	44*/126 (34.92%)
Fairfield Ludlowe High School	1418*/1562 (90.78%)	164*/213 (77.00%)	545*/1290 (42.25%)
Fairfield Warde High School	1182*/1415 (83.53%)	190*/211 (90.05%)	288*/1190 (24.20%)
Fairfield Woods Middle School	826*/852 (96.95%)	92*/119 (77.31%)	301*/775 (38.84%)
Holland Hill Elementary School	176*/181 (97.24%)	55*/58 (94.83%)	120*/303 (39.60%)
Jennings Elementary School	169*/171 (98.83%)	56*/67 (83.58%)	79*/252 (31.35%)
McKinley Elementary School	181*/215 (84.19%)	54*/73 (73.97%)	72*/351 (20.51%)
Mill Hill Elementary School	225*/234 (96.15%)	43*/61 (70.49%)	68*/315 (21.59%)
North Stratfield Elementary School	209*/227 (92.07%)	54*/60 (90.00%)	120*/324 (37.04%)
Osborn Hill Elementary School	263*/269 (97.77%)	67*/70 (95.71%)	197*/356 (55.34%)
Riverfield Elementary School	191*/206 (92.72%)	53*/60 (88.33%)	178*/299 (59.53%)
Roger Ludlowe Middle School	894*/940 (95.11%)	117*/132 (88.64%)	224*/867 (25.84%)
Sherman Elementary School	215*/225 (95.56%)	53*/56 (94.64%)	150*/312 (48.08%)
Stratfield Elementary School	246*/250 (98.40%)	59*/65 (90.77%)	126*/349 (36.10%)
Timothy Dwight Elementary School	127*/134 (94.78%)	53*/53 (100.00%)	104*/196 (53.06%)
Tomlinson Middle School	735*/744 (98.79%)	97*/103 (94.17%)	241*/713 (33.80%)

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



Differences between School Levels

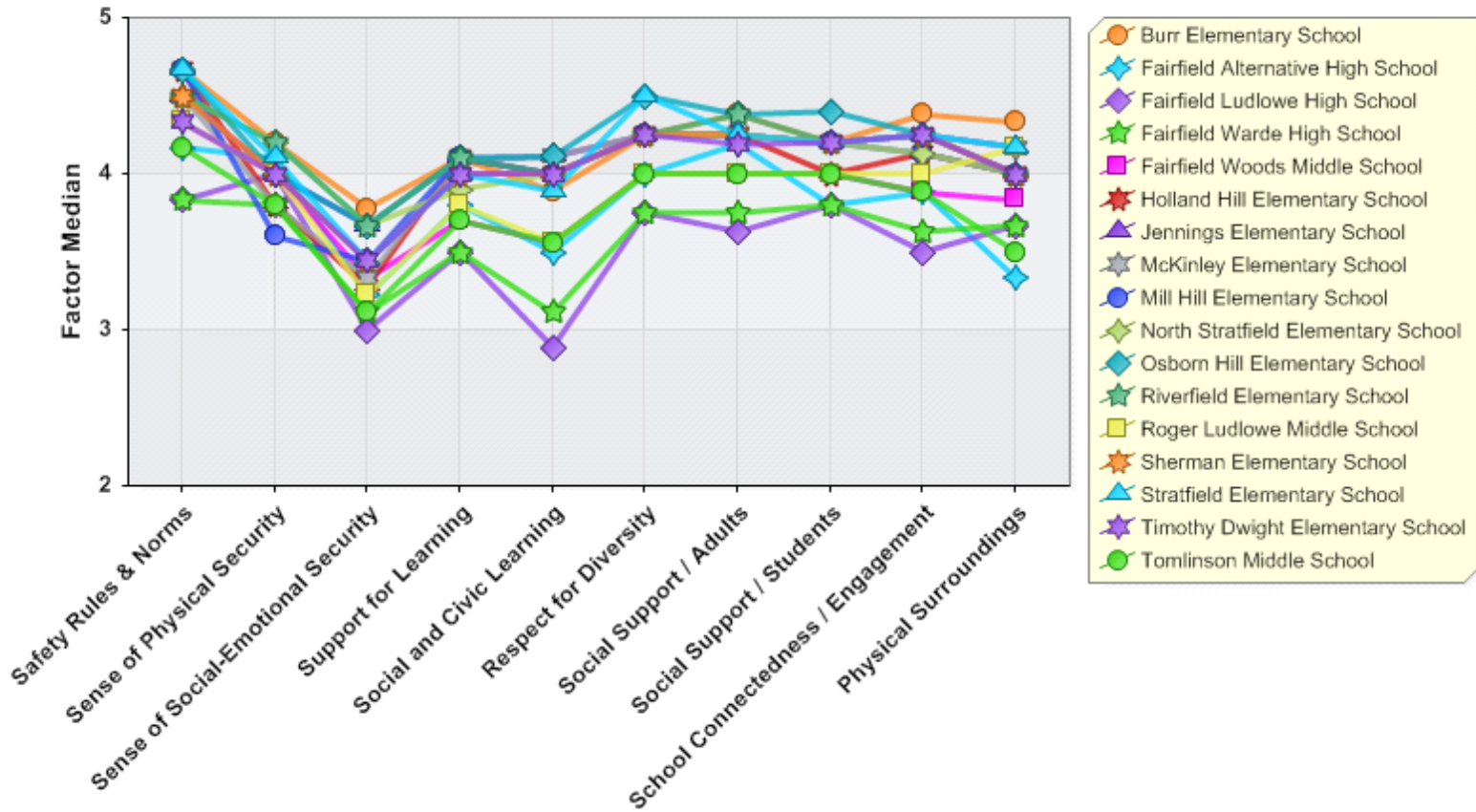
The following three charts show the differences among the elementary, middle and high school populations, for students, staff and parents. All schools follow a similar pattern, displaying common areas of high strength and/or need across the district.

As you will see in the chart at right, elementary students have significantly higher perceptions than students in the middle and high school. Unique to the district are the high student ratings at Burr Elementary for Sense of Social Emotional Security and School Connectedness/Engagement. It is also typical for student ratings to dip as students progress to high school, so the Social Support-Students and Social Support-Adults dimension ratings at Tomlinson Middle School are something to celebrate and learn from. Similar degrees of difference also exist between students when comparing Respect for Diversity and Social Support-Students. These dimensions may complement one another and hint at an atmosphere where students across all grade levels are somewhat accommodating and supportive of one another.

Across all schools, Safety - Rules and Norms are overall strengths. Sense of Physical Security is another key strength across students in all schools. The biggest gap in perceptions among the schools is in Social and Civic Learning, which is perceived most positively at the elementary school level and lowest at Fairfield Ludlowe High School. Fairfield Warde High School and Fairfield Ludlowe High School are the exceptions to many of the positive and high neutral scores for Social and Civic Learning. This will be important to note as students ready to move to the next phase of college and work lives and will need additional support to balance the challenges ahead. This is a downward trend found among many schools, as the explicit emphasis on these skills begins to take a backseat to development changes and an emphasis on testing and grades.



Student Climate Scores by School



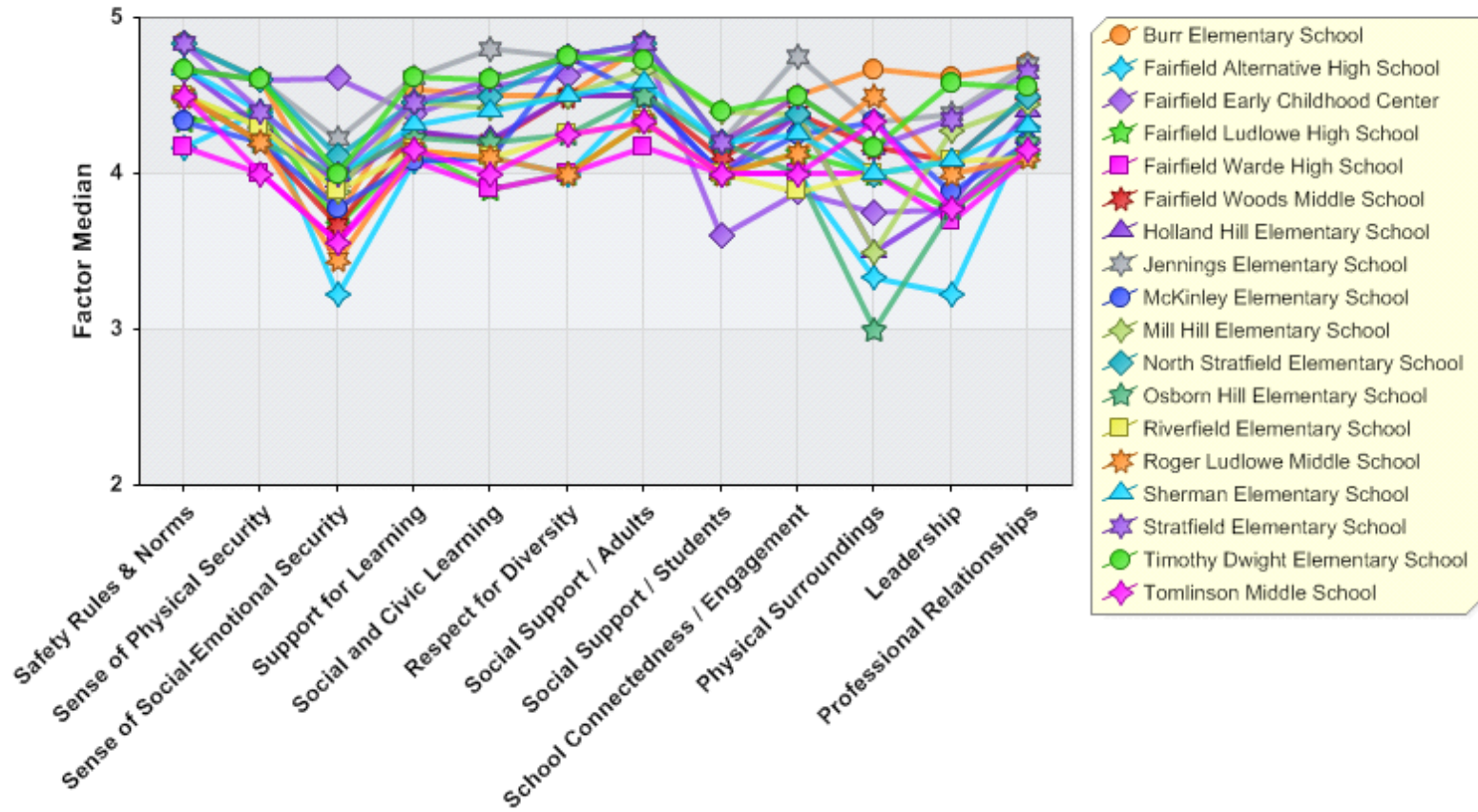


Staff ratings are all much closer together across elementary, middle and high schools compared to student ratings. Staff tend to rank certain dimensions such as Safety Rules-Norms on a higher scale than students and parents. Middle school and high school perception dip heavily for Social-Emotional Support and Leadership compared to other dimensions measured. This indicates a critical transition period requiring a strong leadership team working collaboratively to provide thoughtful support.

Faculty reported less variation of positivity ranges than students concerning Social Support-Adults. Staff are the most positive reaching 4.0+ scores followed by parents who are slightly less positive. Parents are also more varied in their thoughts and generally exhibit slightly larger degrees of difference in perception. This indicates each population group may be viewing and evaluating similar student experiences and situations differently.



Faculty Climate Scores by School





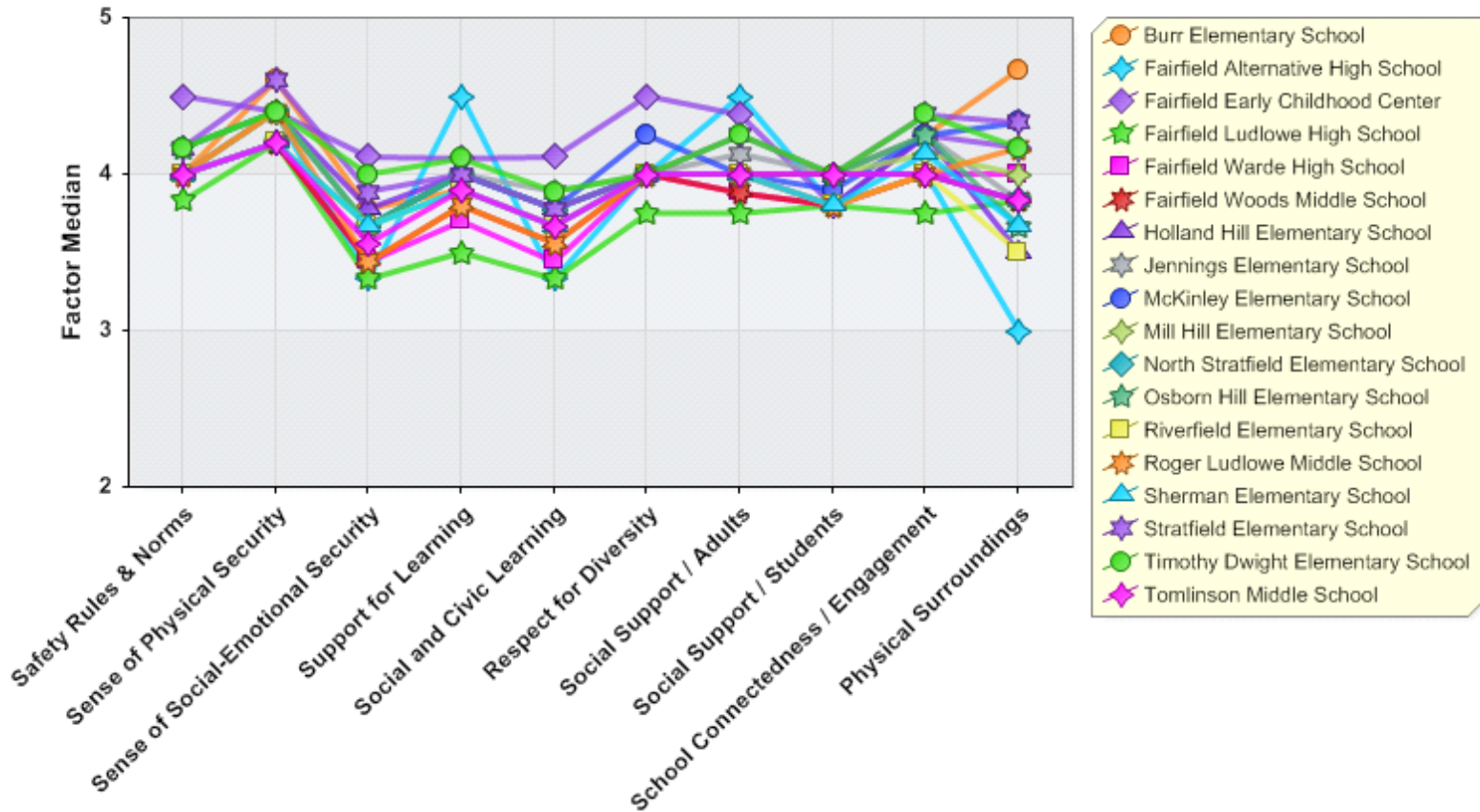
Parents' perceptions track a more even line. Parents of Fairfield Early Childhood Center students are generally more positive overall, which likely reflects that parents are picking up on their children's experiences. It must be noted the Early Childhood Center has a smaller population size (126 families) compared to other Fairfield schools. The 34% participation rate is enough to consider these findings valid, yet, the district must still consider the small population size when evaluating and comparing results district-wide.

Both middle and high school parents have similar perceptions with high positive feedback for Safety Rules-Norms and Sense of Physical Security. Also, parent populations across all grade levels perceive Social-Emotional Security as an area in need of improvement. Students and parents are also sharing similar viewpoints concerning several dimensions for Fairfield Warde and Fairfield Ludlowe High School. Staff tend to be slightly higher in scoring when comparing key dimensions for these schools.

Elementary parents are more positive about Sense of Social-Emotional Learning, Social and Civic Learning and School Connectedness/Engagement than middle and high school parents. Social Support-Students also presents a shared perception of positivity among parents-parents cluster around mid-positive scores for this dimension.



Parent Climate Scores by School





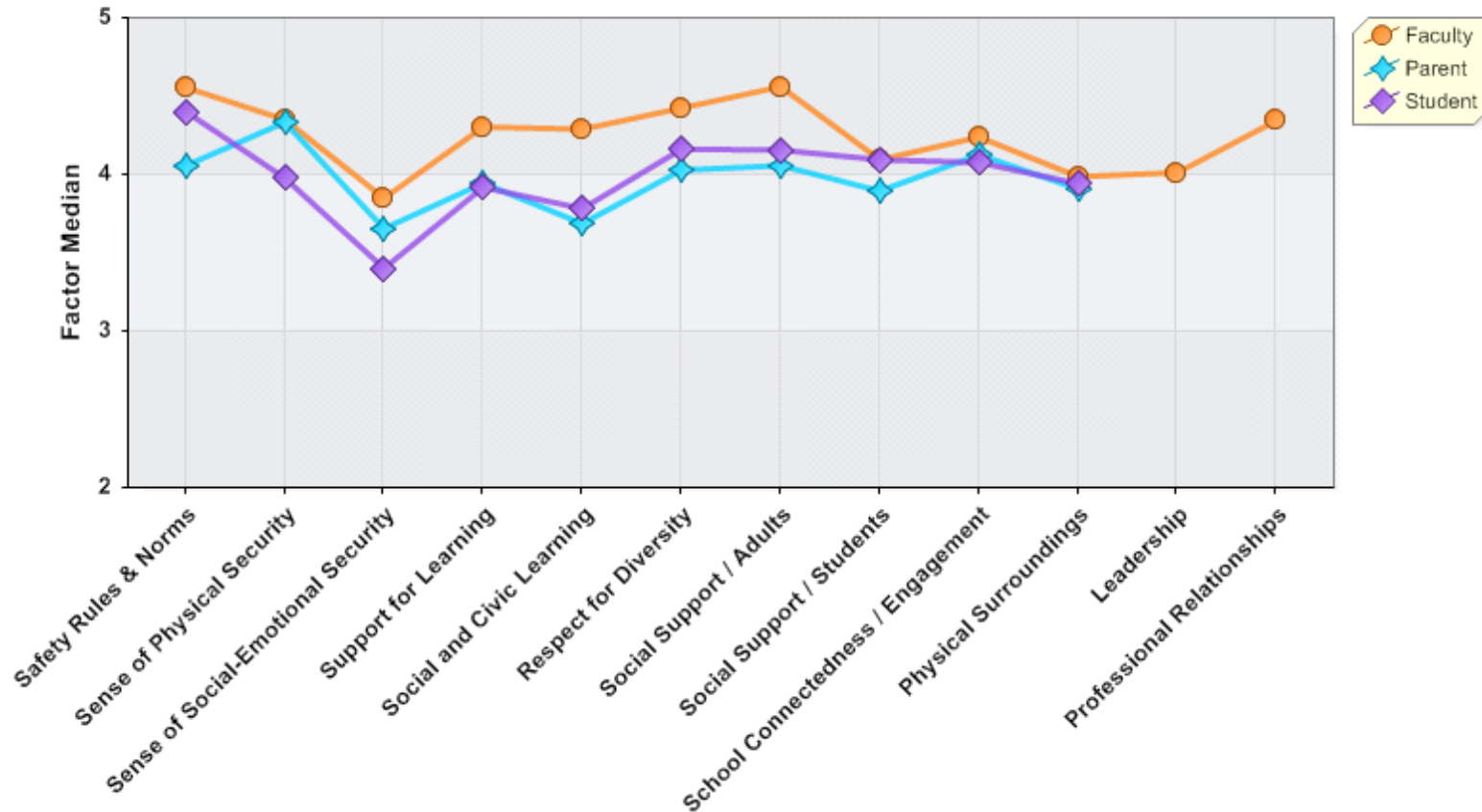
Overall

Students, staff and parents follow a similar trend, but exhibit systematic differences in ratings. The community agrees most about Social Support - Students, School Connectedness/Engagement and Physical Surroundings and least about Social and Civic Learning. In particular, staff hold significantly more positive views of Support for Learning, Social and Civic Learning and Social Support - Adults. All three populations view Sense of Social-Emotional Security on a lower scale, yet, staff and parent scores are positive on an overall scale.

Parents and staff rate Sense of Physical Security slightly higher than students, meaning they feel each school is generally a safe and productive environment where students are free from harm. It is important to note a few schools had lower participation rates from parents which means this data could reflect only a certain population of parents. Riverfield Elementary School had the highest participation rate of parents (59%) and Fairfield Alternative High School had the lowest rate (9%). It will be important to further investigate parent ratings across all schools and try to gather the perspectives of parents who did not complete the survey. (One way of doing this could be to share positive survey results with the community, and ask for additional feedback, or to build buy-in for the survey through initiatives and information, and ask parents to complete the survey again in the next year or following year.)



Climate Scores by Population



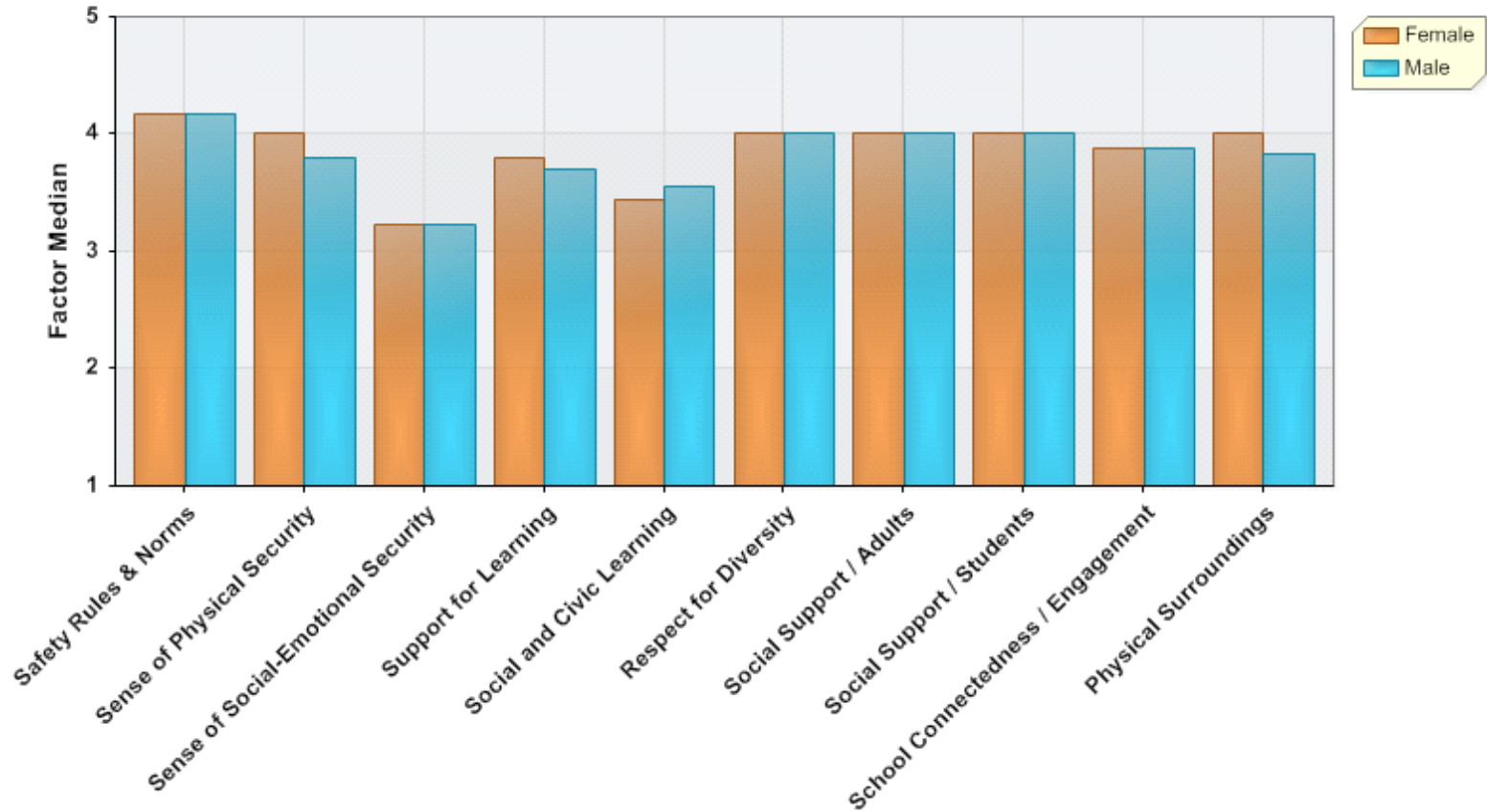


Students

The chart at right illustrates the aggregate median scores for students across all schools by gender. There are gender differences between male and female students for Sense of Physical Security, Support for Learning, Social and Civic Learning and Physical Surroundings. Females, with the one exception of Social and Civic Learning, are noted to have a higher scoring. There were no gender differences for Safety Rules and Norms, Sense of Social-Emotional Security, Respect for Diversity, Social Support - Adults, Social Support - Students, Social and Civic Learning and School Connectedness/Engagement.



Student Climate Scores by Gender



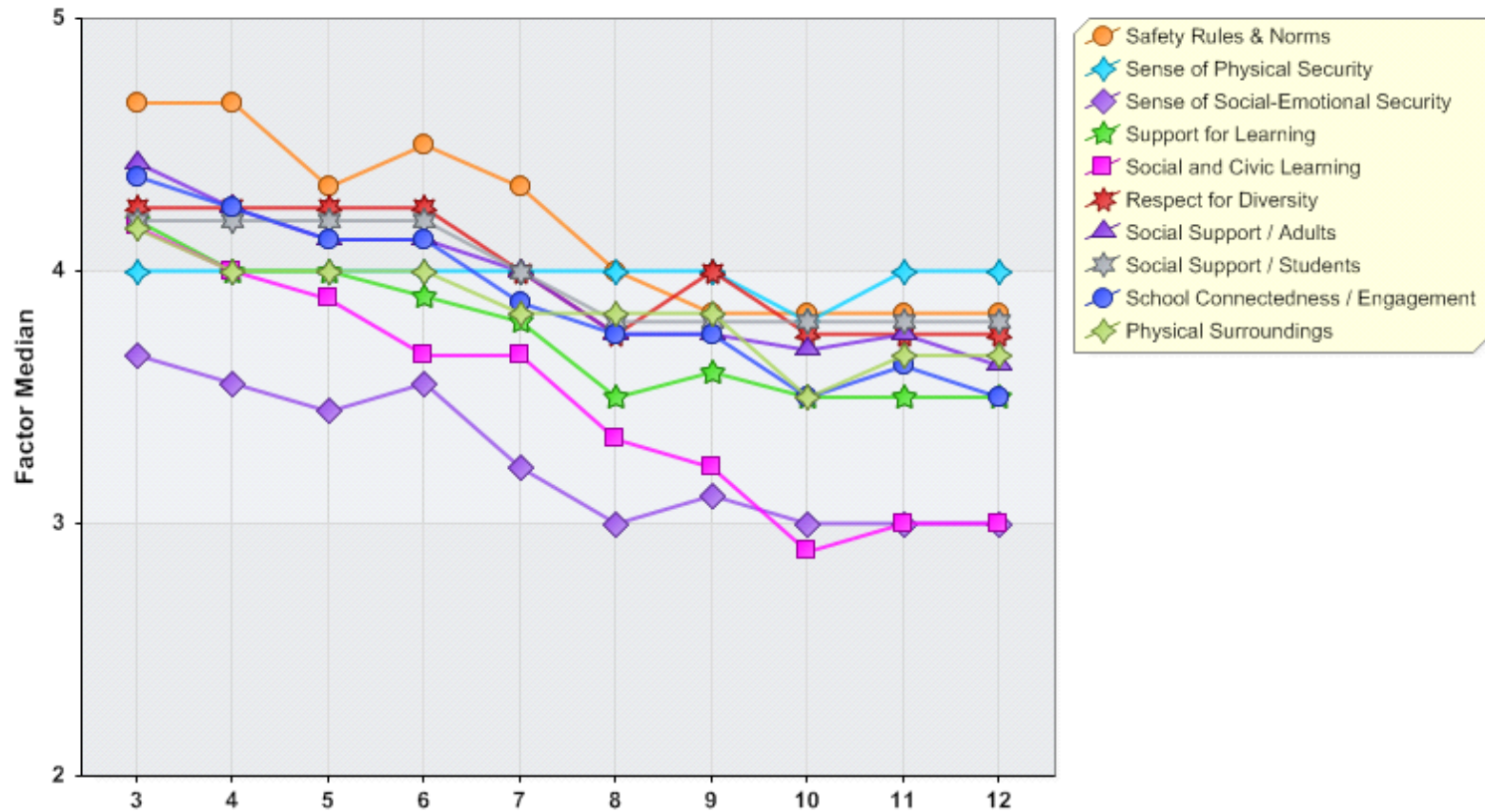


The chart at right illustrates the aggregate median scores for students across all schools by grade. For the most part, students' perceptions follow a typical pattern as they move from grade to grade. Perceptions are highest among elementary students and generally decline as students get older. This is likely attributable to developmental changes and the greater focus on academics and competition in higher grades. Atypical to this trend are 10th graders, who have the lowest rating for Sense of Social-Emotional Security signaling that this may be a particularly difficult transition year. Ratings also tend to dip slightly from the 9th to the 10th grade with consistent scores appearing as students progress from the 10th to the 12th grade. The 6th grade, a year typically experiencing downward spirals, expresses a surge from 5th grade Sense of Social-Emotional Security, Sense of Physical Security and Safety Rules and Norms. These scores signal a sense of support as students transition from the final year of elementary school into middle school and a feeling of comfort with their individual school environments. Sense of Physical Security maintains a high consistent score of 4.0 across grades, with the exception of students in the 10th grade who are at a slightly less positive score.

While some dimensions, such as Sense of Physical Security remain constant from the 3rd to the 9th grade, there are large decreases in time for others. In particular, Social and Civic Learning experiences a precipitous drop between seventh and eighth grade, and levels off there while Social Support-Students drops from the 5th to the 6th grade. Social Support-Students then remains at a lower positive and constant scale throughout the high school years showing a positive outlook for student support and regard. Similarly, Social Support - Adults exhibits a long, more constant decline between the 6th and 8th grade but appears to be stable from the 8th to the 9th grade. Unlike Social Support-Students, Social Support-Adults, still experiences a steady decrease during the first years of high school.



Student Climate Scores by Grade



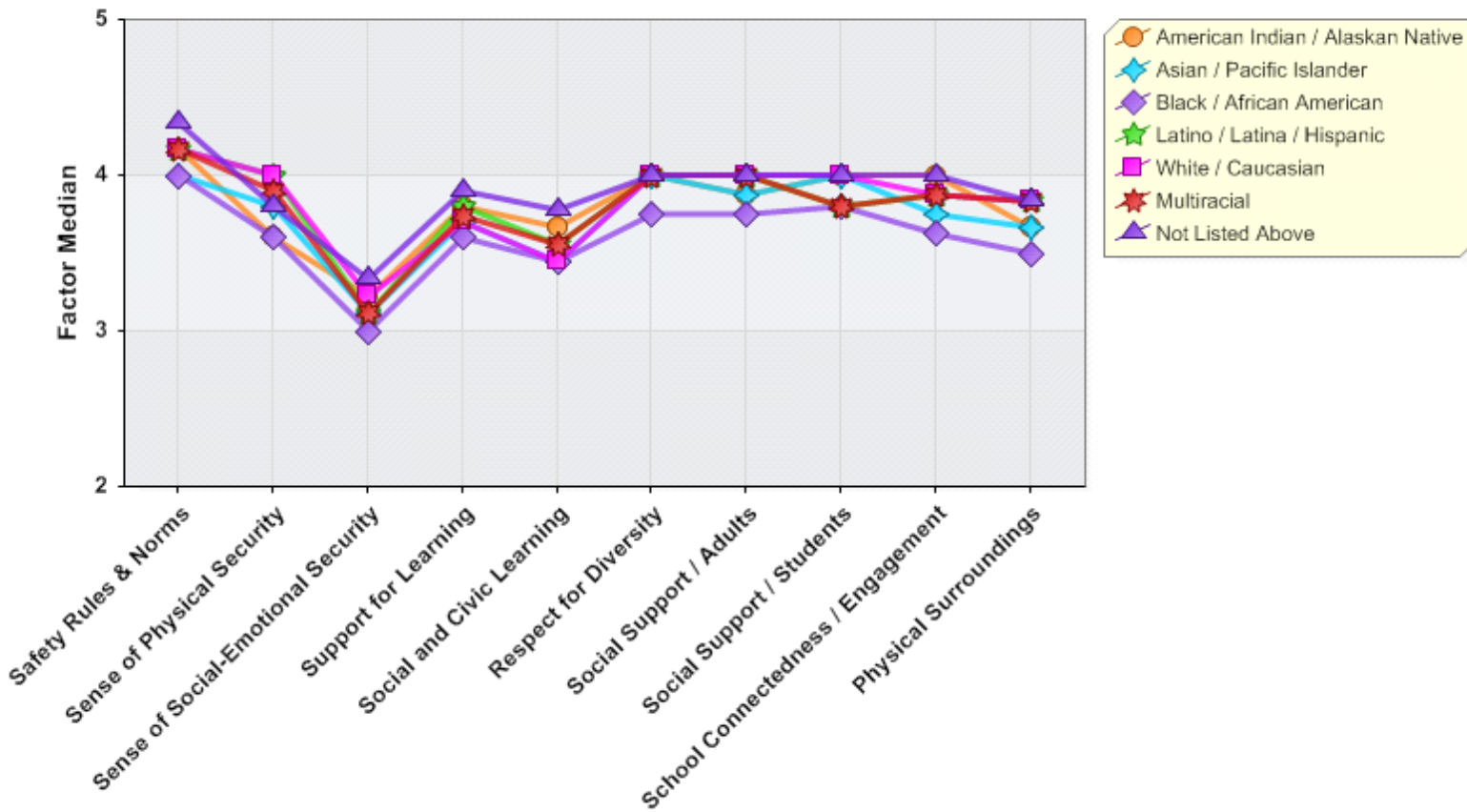


The chart at right illustrates the aggregate median scores for students across all schools by ethnicity. All ethnic groups exhibit similar patterns, though students in the Not Listed Above category have slightly higher scores for Safety Rules and Norms, Support for Learning and Social and Civic Learning. American Indian and Latino/Latina students have generally higher ratings overall than the Black/African American and Multiracial populations who, in turn, also have similar ratings to Asians. White/Caucasian students hold similar low scores for Social and Civic Learning as Black/African American and Multiracial students.

Schools should refer to their respective reports concerning demographic statistics to ensure fluctuations are not caused by a low number of students representing a particular group.



Student Climate Scores by Race/Ethnicity



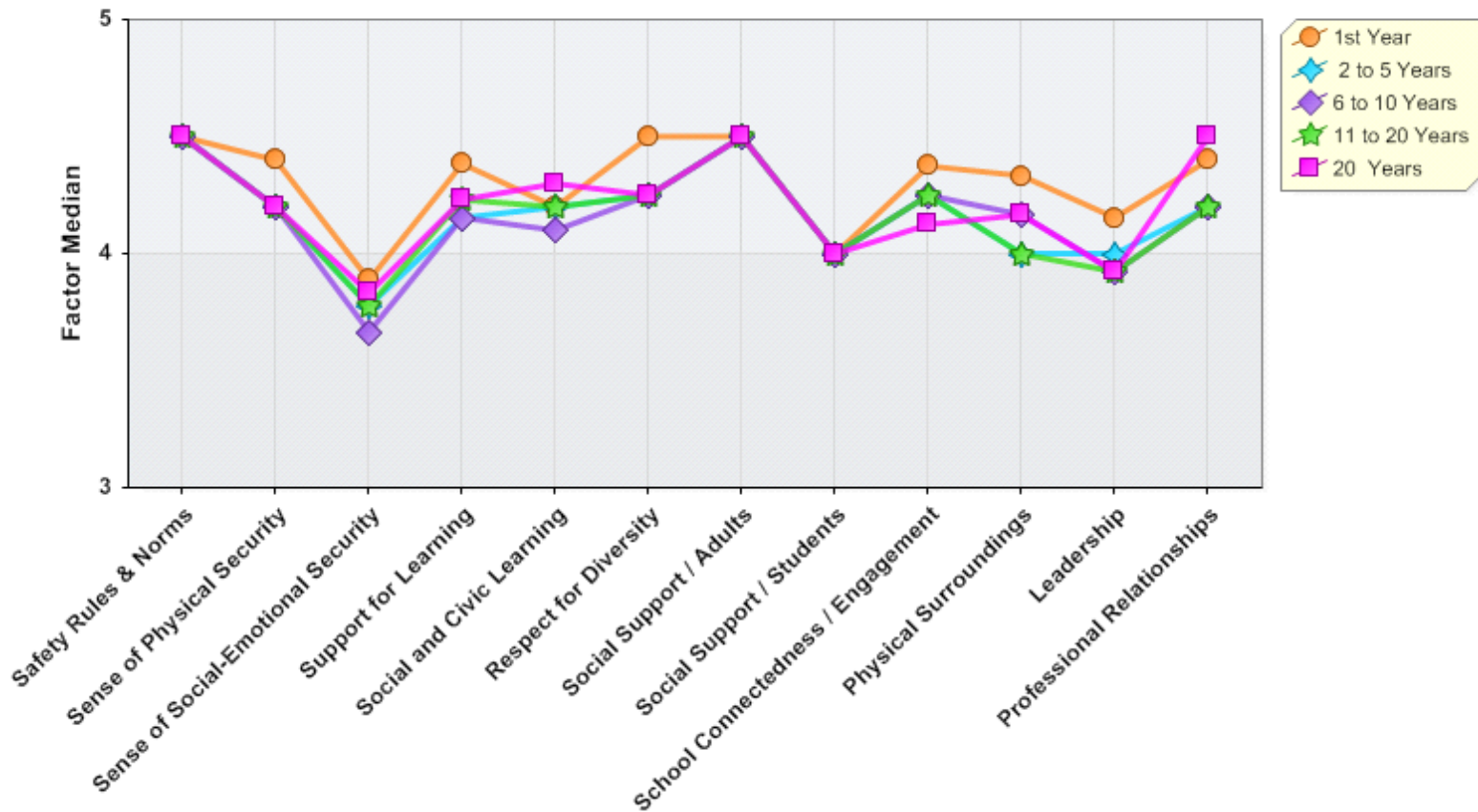


Similarly, while staff exhibit consistent patterns regardless of the length of their tenure at the school, there are systematic differences. One is that first year teachers have somewhat more positive perceptions than teachers who have been at the school for two years or longer. Notable is that staff that have been at the school for 6 to 10 years hold the lowest ratings for some key dimensions-Sense of Social-Emotional Security, Support for Learning and Social and Civic Learning-even though they have neither the shortest nor longest tenure. This could be the result of a random cohort-effect or it could be the staff equivalent of a “sophomore slump”. Staff in this group has been in the school long enough to feel confident in their role, but perhaps also long enough to see school-wide issues that need to be addressed. Regardless of years, all staff members feel extremely positive about Social Support-Adults and positive about Social Support-Students. Staff in the 20 year range are also slightly more positive about Social and Civic Learning indicating disconnect between this year level and those less than 20 years.

Across all dimensions, Professional Relationships elicits the biggest notable difference. One additional area to consider is the Leadership dimension, which showed the lowest scores after Sense of Social-Emotional Security. This may reflect a need for better communication between administration and staff on issues such as vision, professional development, and planning for new initiatives.



Staff Climate Scores by Years at the School





This chart shows the relative dimension rankings for the three populations across the district. The highest rated area for students is Safety-Rules and Norms and the #1 strength among staff and #4 strength among parents. This signifies that the school community believes there are clearly communicated rules about violence, verbal abuse, harassment and teasing, as well as consistent enforcement and norms for adult intervention.

Support Support-Adults is also rated #1 among staff, meaning that staff feel they support and value student relationships. This is a district-wide strength meaning that students feel supported by adults, and that this supportive climate is perceived by staff and parents. Conversely, staff members also view Social and Civic Learning overall as a higher area of strength, whereas students and parents view it is an area of neutrality or concern.

While Safety-Rules and Norms is the most universal area of strength, another key facet of Safety - Sense of Social-Emotional Security - is at the bottom of the list for all populations. This means that students are concerned about verbal abuse, teasing and harassment, and staff members and parents are concerned as well. Another potential area of need is Support for Learning, which is more of a concern among students than it is among staff and parents.



Relative Factor Rankings by Population

Dimensions	Students	Staff	Parents
Safety Rules & Norms	1	2	4
Sense of Physical Security	6	4	1
Sense of Social-Emotional Security	10	10	10
Support for Learning	8	5	6
Social and Civic Learning	9	6	9
Respect for Diversity	2	3	5
Social Support / Adults	3	1	3
Social Support / Students	4	8	8
School Connectedness / Engagement	5	7	2
Physical Surroundings	7	9	7

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."



This chart displays relative rankings of strengths and needs across students in each building. For students, the highest rated dimensions are Safety - Rules and Norms and Social Support - Adults. Students tend to hold similar views across the levels, especially concerning key areas of strength and need. However, there are some unique differences. At the high school and middle school level, School Connectedness is not an area of special strength, as it is at the elementary school. Respect for Diversity is also an area of strength for students with Burr Elementary School holding the lowest ranking of #5. Fairfield high schools do not reach below a ranking of #4 indicating an overall positive and accepting atmosphere across all schools.

Social Support-Students is also ranked higher by students at the middle school and high school level. (It may be helpful to refer to the elementary school report to take a deep look at sub-group scores.) For all schools, Sense of Social-Emotional Security and Social and Civic Learning hover at the bottom of the list.



Relative Rankings

Relative Factor Rankings by Student

Schools / Dimensions	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
Burr Elementary School	1	6	10	8	9	5	2	6	2	4
Fairfield Alternative High School	2	3	10	6	8	4	1	6	5	9
Fairfield Ludlowe High School	2	1	9	7	10	4	6	3	7	5
Fairfield Warde High School	1	2	9	8	9	4	4	2	7	6
Fairfield Woods Middle School	1	2	10	8	9	2	2	2	6	7
Holland Hill Elementary School	1	9	10	5	6	2	2	6	4	6
Jennings Elementary School	1	9	10	8	7	2	2	5	2	6
McKinley Elementary School	1	9	10	8	7	2	2	5	2	6
Mill Hill Elementary School	1	9	10	6	7	2	2	4	5	7
North Stratfield Elementary School	1	4	10	9	7	2	2	4	6	7
Osborn Hill Elementary School	1	8	10	7	6	2	4	3	5	8
Riverfield Elementary School	1	5	10	7	8	3	2	5	3	8
Roger Ludlowe Middle School	1	3	10	8	9	3	3	3	3	2
Sherman Elementary School	1	6	10	6	6	2	2	5	2	6
Stratfield Elementary School	1	7	10	8	9	2	3	5	3	6
Timothy Dwight Elementary School	1	6	10	6	6	2	5	4	2	6
Tomlinson Middle School	1	6	10	7	8	2	2	2	5	9

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."



For staff, the highest rated dimensions are Safety Rules and Norms and Social Support - Adults, as with students. It is clear that the adults care about their students and have high expectations and strong personal concern for their well-being — and this perceived strongly by all staff members and, as demonstrated in the previous chart, by students as well. The lowest rated dimension is Sense of Social-Emotional Security.

Sense of Physical Security is ranked lower by faculty than parents across all levels. Fairfield Alternative High School and Fairfield Ludlowe High School are the outliers for high school faculty members with rankings of 2 and 1, respectively. Elementary and middle school staff members agree in key areas, including Leadership, Sense of Social-Emotional Security and Social Support-Students.

Social and Civic Learning is rated lower among high school staff members than among elementary and middle school staff members, which is characteristic of most schools. Physical Surroundings is ranked one of the lowest dimensions with the exceptions of Burr Elementary, Fairfield Ludlowe High School, Fairfield Warde High School, McKinley Elementary School, Roger Ludlowe Middle School and Tomlinson Middle Schools. Where there are differences, in other areas, they seem idiosyncratic to the particular schools. Outside of the areas where staff members agree and disagree on key areas of strength and need, there is no clear pattern by school.



Relative Rankings

Relative Factor Rankings by Faculty

Schools / Dimensions	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	Professional Relationships
Burr Elementary School	1	6	12	7	8	8	1	11	8	4	5	3
Fairfield Alternative High School	4	2	12	6	5	7	1	7	7	10	11	3
Fairfield Early Childhood Center	2	5	4	7	6	3	1	12	9	11	10	8
Fairfield Ludlowe High School	2	1	12	4	10	7	2	7	5	7	11	6
Fairfield Warde High School	1	5	12	4	10	5	1	5	5	5	11	3
Fairfield Woods Middle School	1	7	12	6	7	1	1	10	5	9	11	1
Holland Hill Elementary School	1	6	10	7	8	2	2	9	5	12	11	4
Jennings Elementary School	1	8	11	7	3	4	1	12	4	10	9	6
McKinley Elementary School	3	6	12	9	8	1	2	10	5	3	11	6
Mill Hill Elementary School	2	9	11	4	6	2	1	7	8	12	10	5
North Stratfield Elementary School	1	4	10	7	5	3	1	9	8	12	11	5
Osborn Hill Elementary School	1	5	9	4	5	3	1	5	9	12	11	5
Riverfield Elementary School	1	3	11	5	6	4	2	9	12	9	8	6
Roger Ludlowe Middle School	1	4	12	5	7	9	3	9	6	1	9	7
Sherman Elementary School	1	4	11	6	4	3	2	9	8	11	10	7
Stratfield Elementary School	1	8	12	7	5	3	1	10	6	11	9	4
Timothy Dwight Elementary School	3	5	12	4	5	1	2	10	9	11	7	8
Tomlinson Middle School	1	7	12	5	7	4	2	7	7	2	11	5

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."



For parents, the highest rated dimension at the elementary school level is Sense of Physical Security and School Connectedness/Engagement. These dimensions are rated highly across the middle and high schools as well. The majority of schools also identify Safety - Rules and Norms, Respect for Diversity and Social Support-Adults as areas of strength. Unlike students, Social Support-Adults, although positive, is ranked lower by parents across several elementary schools. Fairfield Ludlowe High School and Timothy Dwight Elementary School showed lowest rankings by students for this dimension as opposed to parents who showed lowest ranking for this dimension across the middle and high school level.

The lowest rated dimensions for all schools are Sense of Social-Emotional Security and Social and Civic Learning. Parents across all grade levels perceive both dimensions at a ranking of 8-10. As with students, Physical Surroundings is ranked in the bottom for Fairfield Alternative High School, Holland Elementary School and Riverfield Elementary School. Overall, parents exhibit high levels of agreement, especially across elementary schools.



Relative Rankings

Relative Factor Rankings by Parent

Schools / Dimensions	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
Burr Elementary School	4	2	9	8	10	4	4	4	3	1
Fairfield Alternative High School	4	3	8	1	8	4	1	7	4	10
Fairfield Early Childhood Center	1	3	7	9	7	1	4	10	5	6
Fairfield Ludlowe High School	2	1	9	8	9	5	5	4	5	2
Fairfield Warde High School	2	1	9	8	9	2	6	7	2	2
Fairfield Woods Middle School	2	1	10	7	9	2	5	7	2	6
Holland Hill Elementary School	3	1	8	3	8	3	3	7	2	10
Jennings Elementary School	4	2	10	4	8	4	3	4	1	9
McKinley Elementary School	5	1	10	6	9	3	6	8	3	2
Mill Hill Elementary School	3	1	9	8	9	3	3	3	2	3
North Stratfield Elementary School	2	1	10	2	9	2	2	2	2	8
Osborn Hill Elementary School	3	1	9	4	8	4	4	4	2	9
Riverfield Elementary School	2	1	8	6	8	2	2	7	2	10
Roger Ludlowe Middle School	3	1	10	7	9	3	3	7	3	2
Sherman Elementary School	3	1	8	6	8	3	3	7	2	8
Stratfield Elementary School	5	1	9	6	10	6	4	6	2	3
Timothy Dwight Elementary School	4	1	7	6	10	7	3	7	2	4
Tomlinson Middle School	2	1	10	7	9	2	2	2	2	8

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."



This district analysis highlights several trends throughout the Fairfield Public Schools district. It should be noted that overall ratings are high and that the district has many strengths upon which to draw. Following is a summary by major areas:

Safety:

- Rules and Norms are consistently rated very high across all populations and all school levels. The ability to develop well communicated and well understood rules and norms about physical violence, verbal abuse and harassment is a foundational strength to be leveraged.
- Sense of Physical Security also represents a consistent picture of positivity. Faculty and parents are leading in positivity with students slightly below in scoring. Students are also showing a positive trend across grade levels indicating this positivity is felt throughout various environments and not centralized to one age group.
- Social-Emotional Safety is the universal area of need. Overall, it is rated neutral among students throughout the district, and positive for faculty and parents. Further investigation will need to be done to assess why this disconnect exists between the population groups. In the elementary schools, most students are perceived to make fun of others, and most students have been made fun of more than once. In the middle and high schools, Social-Emotional Safety peaks at the 6th grade levels and dips downward until it levels off at the high school level. Overall there is an amount of students at each school who agree that some students will be "upstanders" or will try to stop students from making fun of others. Research has shown that cultivating upstanders is a powerful way to drastically reduce bullying in a manner in a way quickly visible, high-impact and long-term, so this unique strength is important to explore.
- Questions for further consideration:



Conclusion

- Are the rules and guidelines in the Fairfield Public Schools district consistent for Social-Emotional safety? Are there practices and policies that have been instituted to ensure physical safety that can be usefully adapted for social-emotional safety? How can the rules be modified to more explicitly target verbal harassment and bullying?
- Are there specific sub-groups within the school who feel particularly negative compared to others in regard to Social-Emotional Safety? If so, what initiatives can be implemented or further research done to address their concerns and improve the overall climate?
- How can the success of "upstander behavior" be harnessed and cultivated?

Teaching & Learning:

- These dimensions are highest among staff at Jennings Elementary School and Timothy Dwight Elementary School. Typically these dimensions are highest in the elementary school and decline as students progress
- In the middle and high school, there is a large discrepancy between student and staff perceptions of Support for Learning and Social and Civic Learning, especially for Fairfield Ludlowe High School and Fairfield Warde High School. Staff members are positive about these dimensions, while students are on the lower end or neutral. This is a typical finding; as staff members are the ones teaching the skills, it is often more explicit to them than it is to students, especially in the higher grades as it often becomes a smaller part of curricula.
- Throughout the district, parents are somewhat positive about Support for Learning with Fairfield Ludlowe High representing neutral scores for these dimensions. Social and Civic Learning appears to be the biggest concern for students and parents at this particular high school, meaning they feel students would benefit from varied opportunities to demonstrate their skills and additional academic challenge and individual attention. School parents overall are sharing closer perceptions for Teaching and Learning dimensions with students than to staff members.



- Questions for further consideration:
 - Is there consistency in the mission and structure of the school at the classroom level vs. the school level? Is there consistency across both campuses that support a smooth transition for students? When you dig deeper into school reports, do you see how this impacts schools, grades and sub-groups?
 - What are the goals for Social and Civic Learning in the Fairfield Public Schools district? In what specific ways are students experiencing Social and Civic Learning and Support for Learning differently from teachers?
 - How is Social and Civic Learning incorporated into the curriculum at Timothy Dwight Elementary School and Riverfield Elementary School? How can this be modified to also extend to the middle and high school?
 - Is there a potential disconnect between implicit vs. explicit teaching? How can Social and Civic Learning concepts be conveyed in a way that resonates with students and parents as much as it does with staff members?

Interpersonal Relationships:

- Social Support - Adults and Social Support - Students is consistently rated very high across all populations and all school levels. This is a foundational attribute and a strength that can be leveraged.
- Respect for Diversity is also strong across the district. It is highest in the elementary school then dips in middle and high school for students. This is a dimension that could potentially become an area of even bigger strength. In the item-by-item questions, it appears that students respect and perceive peer respect for and among adults.
- Questions for further consideration:
 - How is Respect for Diversity underscored & reflected in adult-to-adult; student-to- student; and adult-to-student relationships within the school?
 - Why are some student groups and grades rating Respect for Diversity higher than others? What can be done to boost respect among groups with lower ratings?



- How can a strong sense of Social Support among students be extended to create a stronger sense of community and respect? How does the school engage parents and what efforts would enhance this relationship?

Institutional Environment:

- Throughout the district, students, staff and parents are positive about School Connectedness/Engagement. Staff are often the most positive, meaning they identify positively with being a member of the Fairfield Public Schools district. This is a key strength.
- Student ratings for the School Connectedness/Engagement are very positive in elementary school, and then ratings slightly decline, as is the tendency for all ratings to decline as students advance.
- Physical Surroundings is another universal area of need, particularly in the high school. This stems from a perceived lack of cleanliness and lack of supplies.
- Questions for further discussion:
 - What factors may influence Physical Surroundings? Why might lack of supplies be a perceived issue among middle school students? Could this be related to factors that are unique to your district, such as scheduling between classes, sharing buildings, renovations, etc.?
 - How can a strong sense of School Connectedness/Engagement among staff be extended to create a stronger sense of community among students and parents? How does the school engage parents and what efforts would enhance this relationship?

Staff Only Dimensions:



- Professional Relationships are consistently rated very positively in the district. This is a foundational strength to leverage for improvement in linked areas, such as Social and Civic Learning.
- Staff members feel that administration is accessible, and they feel comfortable going to administrators for help.



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