

Alliance for the Study of School Climate

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Exploring the School Climate -- Student Achievement Connection: And Making Sense of Why the First Precedes the Second

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Introduction

Many educators view school climate and student achievement as separate considerations. For some, the idea of promoting a high quality climate can seem like a luxury in the face of the current high stakes assessment climate in which student achievement gains are the paramount consideration. However, the results of this study suggest that climate and student achievement are related. In fact, the quality of the climate appears to be the single most predictive factor in any school's capacity to promote student achievement.

The school climate – student achievement connection has been well-established in the research (Freiberg, Driscoll, & Knights, 1999; Hoy, & Hannum, 1997; Kober, 2001; Loukas, & Robinson, 2004; Norton, 2008; Shindler, et al., 2004). While this relationship would not be news to most school administrators or teachers, considerations of climate are most often viewed as secondary. Likewise few would endorse neglecting the quality of the climate at one's school, yet the minority of schools have systematic approaches to promoting or maintain the quality of their climate. In many cases, the reason for the casual approach to climate is that it is not well understood and/or is viewed as a discrete consideration - unrelated to such things as pedagogical practice, achievement goals, curriculum, and teacher development. When school climate is defined narrowly, it can appear as a relatively independent factor. However, when viewed contextually, it becomes clear that it is related to *everything* else. In a study of urban public schools, Jones et. al. (2003) found that all of the various aspects of climate were correlated to one another at most schools. Where one variable was found to be either high or low, the others were as well. In other words, no cases were found in which one variable, such as the discipline culture was low and another such as student interactions was high.

After nearly a decade of putting climate on the back burner, a growing number of states are elevating climate back to a front line issue in the broader effort to improve achievement and reduce the achievement gap. For example, the California Superintendent's P-16 Council Report (January, 2008) entitled "*Closing the Achievement Gap*" identified formally assessing and addressing school climate as an essential component in any schools' effort toward successful reform, achievement and making a difference for underprivileged student groups.

While more direct methods of intervention with the goal of improving student achievement make sense, if the basic structure of a school is dysfunctional, its capacity to promote its desired goals is limited (Fullan, 2003). Examining the student achievement trends from the past few years, the data shows what could best be described as stagnation in the effort to improve test scores and the decrease the unacceptably large size of the achievement gap (NAEP, 2008). This may suggest that that the common practice of adding isolated or piecemeal reforms has not produced the kinds of results that were hoped for (Norton, 2008). Placing climate at the heart of the reform process may provide the mechanism to situate problems and solutions more effectively, so that they can be better diagnosed, assessed and mapped.

Purpose

The purpose of this study was to explore the relationship between student academic achievement and various elements within the domain of school climate, and to examine the nature and potential causality of that relationship. The paper also seeks to derive implications for practice including a possible fundamental conceptual framework for climate quality and function and an operational roadmap for moving from a less functional to more functional climate.

Methods

The study examined school climate and achievement at 21 urban public schools. The sample of schools was drawn from a large geographical area and reflected schools from diverse ethnic and socio-economic communities. Each school assessment team administered the Alliance for the Study of School Climate (ASSC) School Climate Assessment Instrument (SCAI). The team at each school incorporated a standard protocol and surveyed a minimum number of participants (N= 30+ students, 10+ teachers as well as 10+ staff and parents, with most sample sizes being larger). Focus group data were also collected. California State Academic Performance Index (API) and Similar School Rating (SIM) scores (published by the state), were used to measure student achievement at each school.

The SCAI was designed to achieve an in-depth examination of the health, function and performance of each school. While the term “school climate” was judged the best description for the intent of the instrument, it examines the construct of climate broadly, and includes 8 distinct dimensions. Those dimensions are:

1. Appearance *and* Physical Plant
2. Faculty Relations
3. Student Interactions
4. Leadership/Decision Making
5. Discipline Environment
6. Learning Environment
7. Attitude *and* Culture
8. School-Community Relations

Items within the SCAI are structured to reflect 3 levels – high, medium, and low functioning. There is descriptive language for each level of each item. Participants are asked to rate their experience of their school on each item. Example items from the SCAI can be seen in Figure A.

Figure A: A Sample of Three Items from Scale 5 (Discipline Environment) of the ASSC School Climate Assessment Instrument (SCAI)

5. Discipline Environment				
Level – 3		Level - 2		Level – 1
<i>High</i>	<i>high-middle</i>	<i>middle</i>	<i>middle-low</i>	<i>low</i>
5.c -----○-----○-----○-----○-----○-----○-----○-----				
Most teachers use effective discipline strategies that are defined by logical consequences and refrain from punishments or shaming.		Most teachers use some form of positive or assertive discipline but accept the notion that punishment and shaming are necessary with some students.		Most teachers accept the notion that the only thing the students in the school understand is punishment and/or personal challenges.
5.e -----○-----○-----○-----○-----○-----○-----○-----				
Maximum use of student-generated ideas and input.		Occasional use of student-generated ideas.		Teachers make the rules and students should follow them.
5.i -----○-----○-----○-----○-----○-----○-----○-----				
Management strategies consistently promote increased student self-direction over time.		Management strategies promote acceptable levels of classroom control over time, but are mostly teacher-centered.		Management strategies result in mixed results: some classes seem to improve over time, while others seem to decline.

High, medium and low level items in the SCAI correspond to overall levels of school function and performance. Figure B depicts the characteristics of these 3 levels. At the core of what defines a high functioning school includes a high degree of organizational intentionality, collaborative effort, reflective practice and a pervasive orientation toward achievement that could be classified as a “psychology of success (POS) (Figure C). Social contexts such as schools tend to promote either more “psychology of success” (POS) or more “psychology of failure” (POF). Every pedagogical and administrative action could be judged to promote either more POS or POF. Therefore, items within the ASSC SCAI reflected this construct theoretically as well as its practical indicators.

Figure B: Theoretical Construct for Each of the Three Levels of the ASSC School Climate Assessment Instrument (SCAI).

	Level 3	Level 2	Level 1
System	Intentional	Semi-Intentional	Accidental
Ethos	Sound vision translated into effective practice	Good intentions translated into practices that “work.”	Practices defined by the relative self-interest of faculty and staff
Effect on Students	Liberating Experience changes students for the better	Perpetuating Experience has a mixed effect on students	Domesticating Experience has a net negative effect on students
Staff relations	Collaborative	Collegial	Competitive
Psychology of Achievement	Promotes a Psychology of Success (POS)	Promotes a Mixed Psychology	Promotes a Psychology of Failure (POF)

Figure C: Sub-factors for the Theoretical Construct of Achievement Psychology

Psychology of Success (POS)	Psychology of Failure (POF)
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Internal Locus of Control	External Locus of Control
Belonging & Acceptance	Alienation and Worthlessness
Mastery Orientation	Helpless Orientation

Success Psychology as Conceptual Framework for High Functioning Climate and a Predictor of Achievement

As we examine the idea of a “psychology of success” what becomes evident is that several familiar concepts are rooted in this common phenomenon. The concepts of self-esteem, achievement psychology, intrinsic motivation, needs satisfaction, and success psychology are all rooted in the same fundamental components. They are:

1. Growth versus fixed ability orientation as related to one’s self-efficacy
2. A sense of belonging and acceptance versus alienation and worthlessness
3. Internal versus external locus of control

Paring the research in this area down, these three essential factors emerge to explain the degree to which a student has a psychological orientation toward success or failure. Moreover, there are a large number of studies to indicate that each of the three factors is correlated with academic success (Auer, 1992; Benham, 1993; Dweck, 2000; Klein & Keller, 1990; Joseph, 1992; Rennie, 1991). As we examine each factor independently their efficacy becomes more evident.

Growth vs. Fixed Ability. Carol Dweck (2000; 2006) and her colleagues in their research over the course of 30 years have developed a very useful paradigm with which to examine academic self-concept, achievement, and motivation. They have demonstrated in a series of studies with students (Dweck, 2000; 2006) that future success is not as much the result of talent (i.e., fixed ability factors) or current level of ability, as it is the result of the orientation/cognitive strategy one uses to approach learning tasks (i.e., a growth mindset). Research of others (Davis, 1992) and personal reflection support the notion that the level of one’s sense of competence (or self-efficacy) will relate to the level of self-esteem. We of course want our students to experience healthy levels of self esteem. However, the different cognitive strategies that one might choose to use to attain that sense of competence will not accomplish the same result, especially in the long term. Dweck offers a useful lens for distinguishing two contrasting cognitive strategies for feeling competent and how over time they have dramatically different results. When a student uses a growth orientation they view a situation as an opportunity to learn and grow. They do not see their performance within a situation as a measure of their innate ability as much as a measure of their investment – better results require more practice. Students who approached tasks with a fixed ability orientation viewed the context as a reflection of how much ability they innately possessed in that area. The result is a student who is looking for situations that will not challenge their fragile self image or make them feel “dumb.” Dweck (2000) found that students with a growth pattern were more likely to persist in the face of failure and experience higher levels of academic achievement. The gap in achievement between the growth and fixed students was found to expand as students got older (Dweck, 2000).

Acceptance and Belonging vs. Alienation and Worthlessness. This second factor within the framework for a “success psychology” reflects the degree to which any member feels wanted and part of the group, and the degree to which one likes and accepts one’s self. The more one feels accepted and acceptable, the more one will be able to express one’s self, act authentically and be fully present to others (Osterman, 2000). Self-acceptance is in contrast to self-aggrandizement or a compulsion to please. A sense of belonging and acceptance is essential to a young person’s mental health and ability to trust and take risks (Shann, 1999; Shindler, 2009). It comes in part from accepting messages from VIPs (including self-talk), practicing a positive approach and attitude, experiencing emotional safety, and feeling a part of a community.

Research has shown a relationship between a sense of belonging with acceptance and self-esteem (Katz, 1993; Osterman, 2000; Shann, 1999). Moreover, building a sense of classroom belonging and the sense of self- and peer-acceptance has been shown to promote higher achievement (Dembrowsky, 1990; Rhoades & McCabe, 1992; Sanders, & Rivers, 1996).

Internal vs. External Locus of Control. The third factor in the construct of “success psychology” is defined by one’s sense of internal causality and orientation toward personal responsibility. The more internal locus of control (LOC) we possess, the more we feel that our destiny is in our own hands. It could be contrasted to an external LOC or an orientation that views *cause* as an external factor and one in which life “happens to us.” An internal locus of control can be defined as the belief that one is the author of his or her own fate. An internal locus of control comes from having a causal understanding of behavior and effect. It is learned from freely making choices and taking responsibility for the consequences of those choices. Through responsible action and accountability for those actions, the young person learns to attribute the cause of success or failure internally. Consequently, he or she feels a sense of power and responsibility and is able learn from his or her life experience. Another term we could use for internal locus of control is “personal empowerment.”

Research has drawn a strong relationship between levels of student self-esteem and sense of an internal locus of control (Hagborg, 1996; Klein & Keller, 1990; Sheridan, 1991). Moreover, studies have shown repeatedly that students with higher degrees of internal locus of control demonstrate higher levels of achievement (Auer, 1992; Park & Kim, 1998; Tanksley, 1993). In fact, having high levels of internal LOC have been shown to be an even more significant predictor of achievement than intelligence or socioeconomic status (Haborg, 1996). In addition, higher internal LOC has also been shown to mediate the stress response (Ayling, 2009; Meaney 2001).

Taken together these 3 interdependent variables make up a comprehensive explanation for why some students achieve more of their potential, and why some contexts promote more students meeting more of their potential. These factors influence students’ growth in all aspects of their lives, yet the affect of what takes place in schools make up a significant amount of their influence. The appendices that accompany this paper outline 1) the internal dispositions that characterized each of the 3 factors, and 2) the practices that promote them within any educational context.

Findings

The results of the study confirmed a strong relationship between the quality of school climate and academic achievement levels. Overall, at least seven study conclusions appear to be supported by the data. First, consistent with previous research the data showed that the quality of school climate decreased as students moved from the Elementary to Secondary School level (Elementary Mean = 6.4, Secondary Mean = 5.8). Second, achievement was shown to be highly correlated to overall mean school climate (SCAI) ($r=+0.7$). Third, achievement was also shown to correlate with all eight SCAI climate and function indicators, including a very substantive correlation coefficient for classroom discipline practices ($r=+0.7$). Fourth, all eight of the climate factors at each of the 21 schools tended to be highly inter-related. This suggests that factors are highly inter-dependent. Fifth, SCAI was positively correlated to Similar School rating (SIM, $r=+0.3$). This suggests that schools that have better climates are more effective at promoting the achievement with their students relative to schools with similar students and less functional climates. Sixth, similarly, when socio-economic status was adjusted for, the correlation between the SCAI scores and the achievement scores grew more prominent ($r=+0.8$). Seventh, intra-school data showed similar variation. The experience of climate for students within each school also varied relative to academic track of the student group. Students in lower performing tracks identified different practices being the norm than their higher track peers, and experienced lower quality climates.

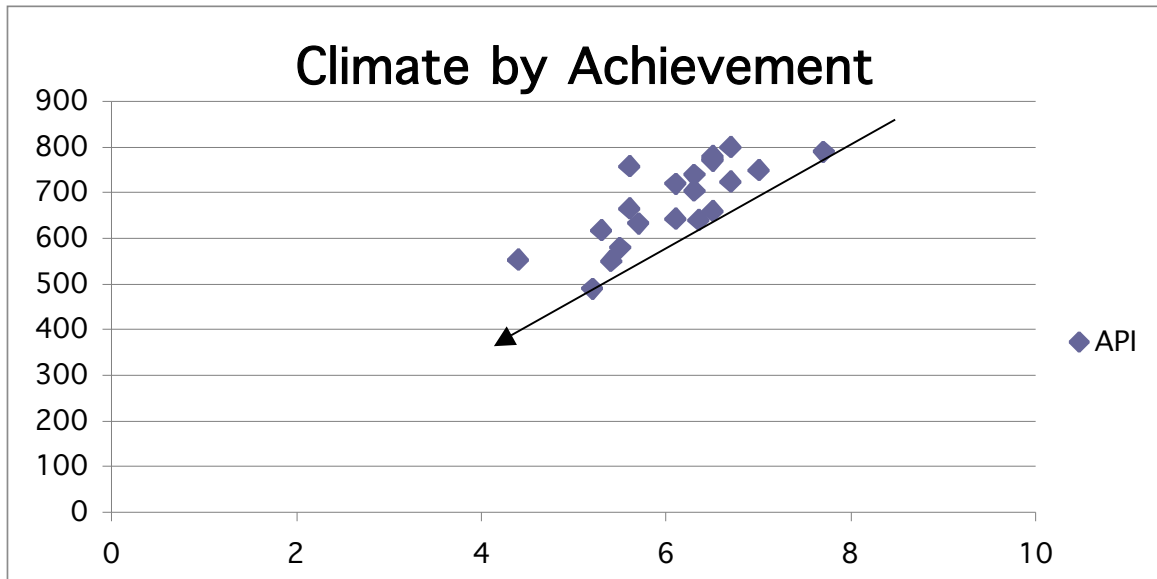
In general the high correlation coefficients (See Figure D) between school climate and achievement suggest that they are strongly related. While the direction of the causality between the two variables is not entirely indicated by the data, the substantial relationship between climate and SIM rating suggest that a conclusion can be drawn that, to a good degree, better climates led to achievement, and were not simply a byproduct.

Figure D: Correlation Table Achievement by Climate Factors

	SCAI - School Climate	API 2007	Similar School	Scale 4 Leadership	Scale 5 Discipline	Scale 6 Instruction	Scale 7 Att/Cult
SCAI - School Climate	---	+0.7	+0.3	+0.7	+0.9	+0.7	+0.9
API 2007	+0.7	----	+0.1	+0.5	+0.7	+0.6	+0.7
Adjusted Achievement Rating	+0.8	----	----	+0.6	+0.8	+0.7	+0.7
Similar School	+0.3	+0.1	----	+0.3	+0.1	+0.1	+0.1
Scale 5 Discipline	+0.9	+0.7	+0.1	+0.8	----	+0.8	+0.8
Scale 6 Instruction	+0.7	+0.6	+0.1	+0.8	+0.8	----	+0.8
Scale 7 Att/Cult	+0.9	+0.7	+0.1	+0.8	+0.8	+0.8	-----

A scatter plot distribution of each school's SCAI rating (1-low to 9-high) by API scores (200-low to 1000-high) shows a distinct pattern, as depicted in Figure I. Higher levels of climate corresponded to higher levels of academic achievement.

Figure E: Line Graph Derived from a Scatter Plot of Achievement Scores by Climate/SCAI



When individual school climate ratings are graphed against achievement (i.e., API) scores, the 0.7 correlation can be seen in the scatter plot diagram (See Figure E). The figure illustrates that as SCAI climate scores increase so does achievement. In this data set there were no outliers from this trend line. Region A in Figure E represents a score combination of low climate and high achievement. Region B represents the inverse – low achievement and high quality climate. Cases in which a school scored in either of these regions of this graph were absent from this set of schools and appear unlikely to exist elsewhere (An informal unscientific survey of the hundreds of schools in the region that the members of research team had visited found that none would be classified as falling in either Region A or B).

Limitations

Limitations of the findings of the study are recognized. The size of the sample, potential participant bias, and state's imprecise system for calculating SIM score all contribute to the potential for bias data. Yet, while the findings are not intended to reflect statistical significance or generalizability, the data do suggest substantive effect sizes and reflect similar findings to previous research in which similar conclusions were drawn.

Study Implications

The results of the study have both theoretical and practical implications. First, they offer a better theoretical understanding of the nature of student achievement, causes of the achievement gap and the role that school climate plays. Second they imply practical considerations for teachers and administrators attempting to increase student achievement and reduce the achievement gap at their schools.

Theoretical Implications

The findings of the study suggest a series of general and theoretical implications for the field of education including the following:

1. It appears higher quality climates lead to higher levels of student achievement.
2. High student achievement test score means appear virtually impossible within the context of a school with a low quality/functioning climate.
3. Dimensions of school climate were found to be highly correlated at each site indicating that dimensions are strongly interdependent. This implies that change within one discrete dimension will be influenced by the effects of the others.
4. It is questionable to assume that implementing isolated, de-contextualized, add-on programs within a school where the climate is of fundamentally poor quality will achieve the desired effect.
5. In the absence of a deliberate attempt to improve the quality of the climate and the function of a school it can be assumed that quality of school climate will continue to get worse on average from grade to grade.
6. Surface indicators of achievement may not offer enough information to judge progress toward school improvement. Measures of the systemic function level seem to be necessary as well.
7. It appears that the use of practices that promote a “psychology of success” POS lead to greater achievement and higher quality climate, and those that promote a “psychology of failure” POF lead to underperformance.
8. Intentionally using practices that promote climate function and POS and reducing those that promote POF may likely increase achievement for all groups of students.

Practical Implications

The implications for educational practitioners include the following:

1. Consider the consequences of acquiescence to the status quo. Consistent with previous research, the results of this study suggest that the default approach to teaching and school organization has in great measure created the conditions for low achievement and the achievement gap. If we do not make fundamental changes to what we are doing, why would we assume that we will get substantially different results from what we have to date?
2. Assess your school’s climate. It appears that starting with a clear sense of the health and function level of the school is necessary to accurately diagnose what is and is not working. We need to know where we are before we can know where we want to go.
3. Identify desirable and undesirable practices. As part of the school self-assessment, it makes sense to evaluate the practices at your school to determine which are promoting either a healthy or unhealthy school climate. Consistent with previous research, the findings of the study suggest that all areas of school performance are inter-dependent. Therefore every neglected or dysfunctional area of school performance is dragging down the larger effort to promote school achievement.
4. Classify practices as either POS and POF promoting. As a collective set of stakeholders identify which common practices at the school would best be characterized as POS promoting and which are POF promoting. The appendices available from ASSC and the book *Transformative Classroom Management* (Shindler, 2009) will be a helpful starting point. However, the more this construct is developed as a personally meaningful concept to each member of the school community the more effectively it will be implemented.

Figure J: A List of Some Practices that Can be Inferred to Create Either a Psychology of Success or Psychology of Failure

Examples of some practices that promote a psychology of success

1. Cause-and-effect and clarity
2. Process focus (especially with assessment)
3. Student collective identity and sense of belonging
4. Meaningful work
5. Student responsible, choice and voice
6. Emotional safety

Examples of some practices that promote a psychology of failure

1. Comparison and excessive competition
2. Public shaming
3. Assessment as a form of “gotcha”
4. Punishments as consequences
5. Meaningless work
6. Emphasis on end products
7. Colored cards and other gimmicks
8. Bribes, praise, and other extrinsic rewards

When most educators examine the POS promoting list, few of the items surprise them. Most schools are attempting to promote at least some level of each of these outcomes. The differences between schools in this regard is usually relate to the level of commitment and degree of deliberateness with which they attempt to actualize these outcomes at their site. However, when educators examine the POF promoting list, they recognize many of the items to be common practices used at their schools. In fact, often they find that these POF practices are classified within the taxonomy of what is considered “desirable practice.” For example, few teachers are aware that their colored card or names on the board behavior modification systems or their use of personal praise and disappointment are actually promoting a POF, undermining the prospects of each student’s long-term achievement and promoting the expansion of the achievement gap. In most cases, the greatest effect on climate as well as achievement will likely come from the practices that schools cease doing rather than what they add to what they are already doing.

5. Reflect on limiting personal assumptions. When we or other members of the school use phrases such as “this is what these students need,” we need to reflect on what is being implied. It often implies that we assume that low performing students need to be taught with school level 1/POF promoting methodologies. The use of these practices can seem necessary as these students may respond to that form of treatment in a way that makes everyone most comfortable. Yet, the results of this study supports earlier research that suggests that teaching *any* students in a level 1 (i.e., high conformity, lower level thinking, shame-based) context actually promotes lower levels of achievement and an expansion of the achievement gap over time. Unfortunately many well intentioned teachers are working hard at promoting low achievement and an achievement gap under the assumption that what they are doing is best for the students with whom they work i.e., they mistakenly assume that region A results are possible). When we use POS promoting practice, they have the most significant impact on those that lack a POS. And when we use POF promoting practices we reinforce POF in those that are least resilient and most susceptible to their ill effects. The data from this study suggests that the practices that define the level 3

category in the ASSC SCAI will lead to the highest level of achievement and greatest level of POS for all students.

Conclusion

We have all heard someone make the statement that in so many words “teaching is not rocket science.” Yet, it seems that producing high achievement in traditionally low achieving schools and solving the achievement gap may be on that order. It may require solutions that require thinking that goes far beyond where common sense has led us up to this point. It may require a broader and deeper perspective on the problem and a rethinking of some basic design thinking in the system. An understanding of the role school climate plays in the development of student achievement appears to be a critical piece of that effort.

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