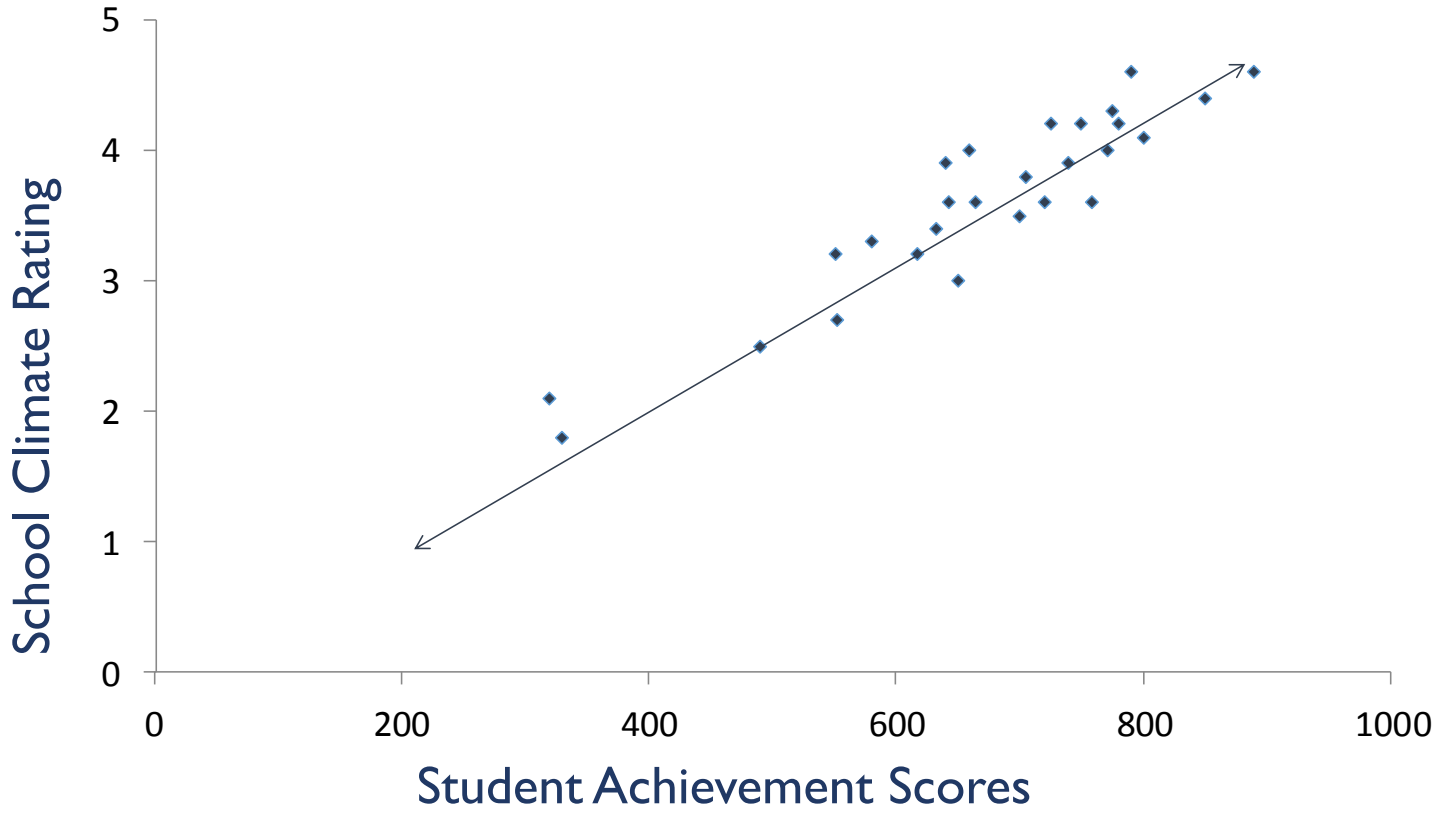
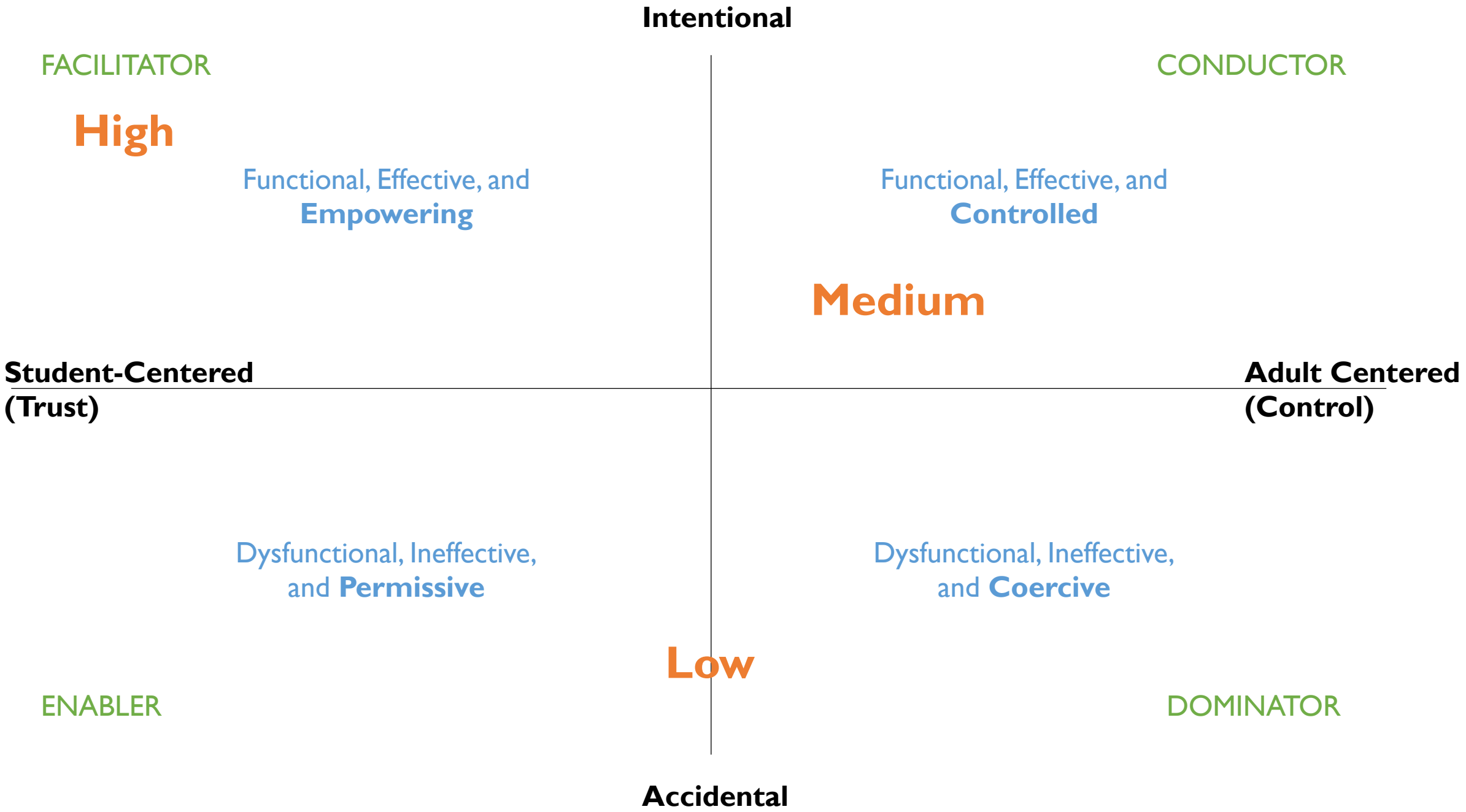
SCHOOL CLIMATE SCORES BY STUDENT ACHIEVEMENT



When School Climate Assessment Instrument (SCAI) ratings at any school are correlated with the student achievement scores at that school, we find a very strong relationship. As you can see in the scatter plot figure from one data set, when the climate is high, the achievement is high, and when the climate is low the achievement is also low. This degree of correlation (+0.7) is only obtained with the SCAI.


Intentional
FACILITATOR
CONDUCTOR
High
Functional, Effective, and
Empowering
Functional, Effective, and
Controlled
Medium
Student-Centered
(Trust)
Adult Centered
(Control)
Dysfunctional, Ineffective,
and Permissive
Dysfunctional, Ineffective,
and Coercive
Low
ENABLER
DOMINATOR
Accidental

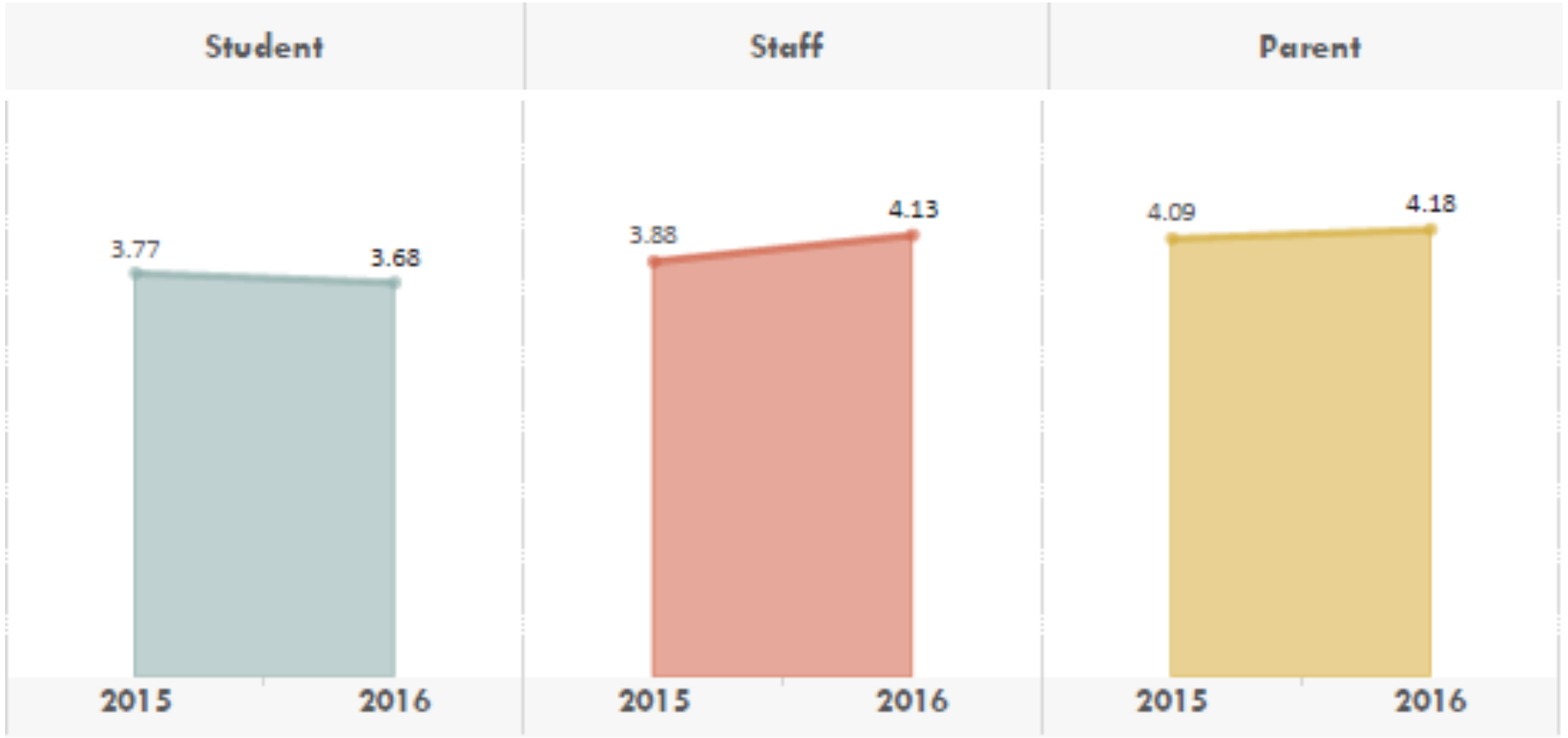
PSYCHOLOGY OF SUCCESS

- **INTERNAL vs. EXTERNAL LOCUS OF CONTROL (LOC)**:
  This factor is defined by one's sense of internal causality and orientation toward personal responsibility. The more internal our LOC, the more we feel that our destiny is in our own hands.

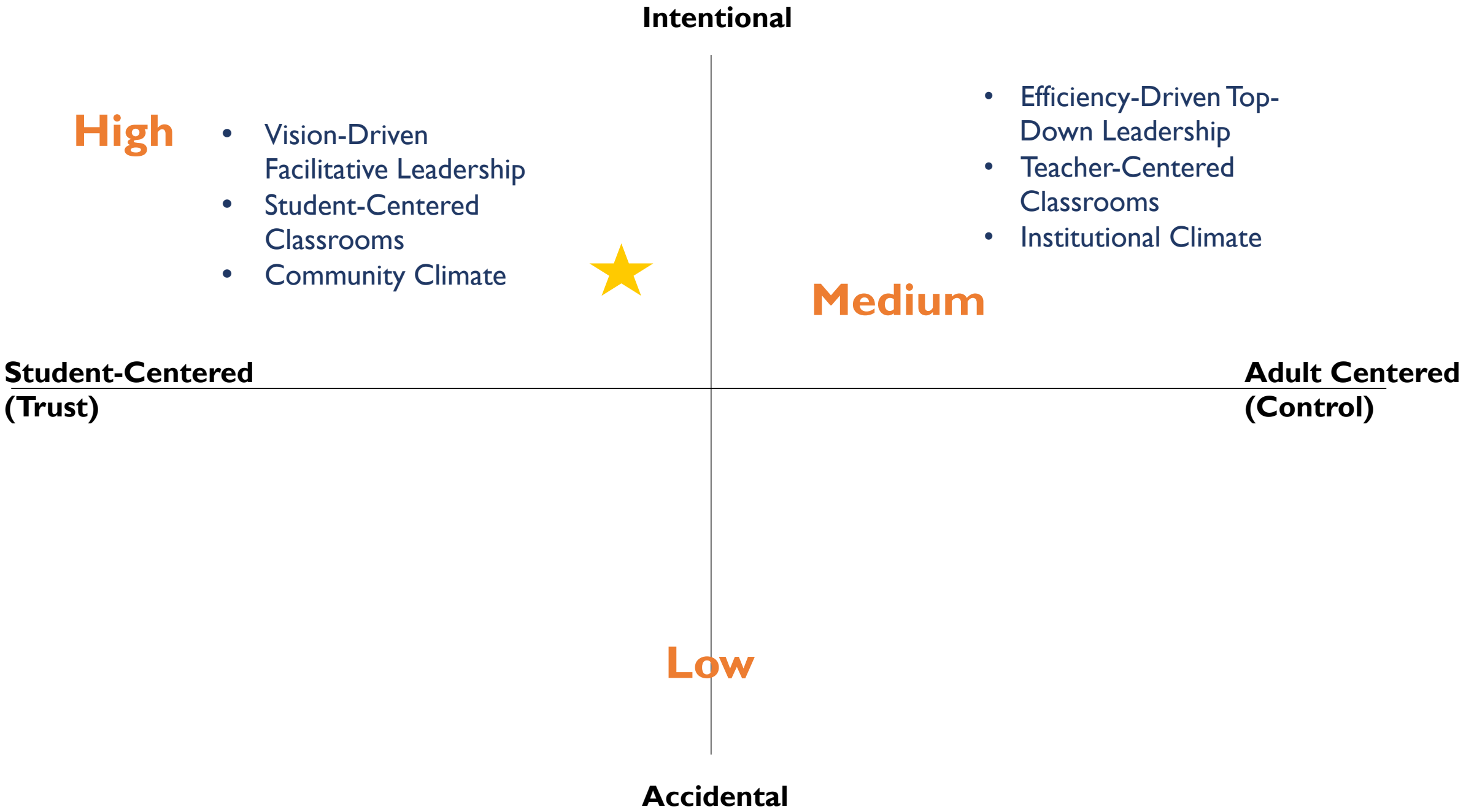
- **SENSE OF BELONGING AND ACCEPTANCE vs. ALIENATION**:
  This factor reflects how much one feels wanted and a part of the group, and how much one likes and accepts themselves as they are. The more one feels accepted and acceptable, the more they are able to express themselves, act authentically, and be fully present to others.

- **GROWTH-ORIENTATION vs. FIXED-ABILITY ORIENTATION**:
  This factor relates to one's thinking related to the root of their competence (Dweck, 2007). A growth-orientation approaches tasks with the question "How can I learn and grow from the process of doing this?" whereas the fixed-ability orientation asks "What will the outcome say about my innate ability in this area?"

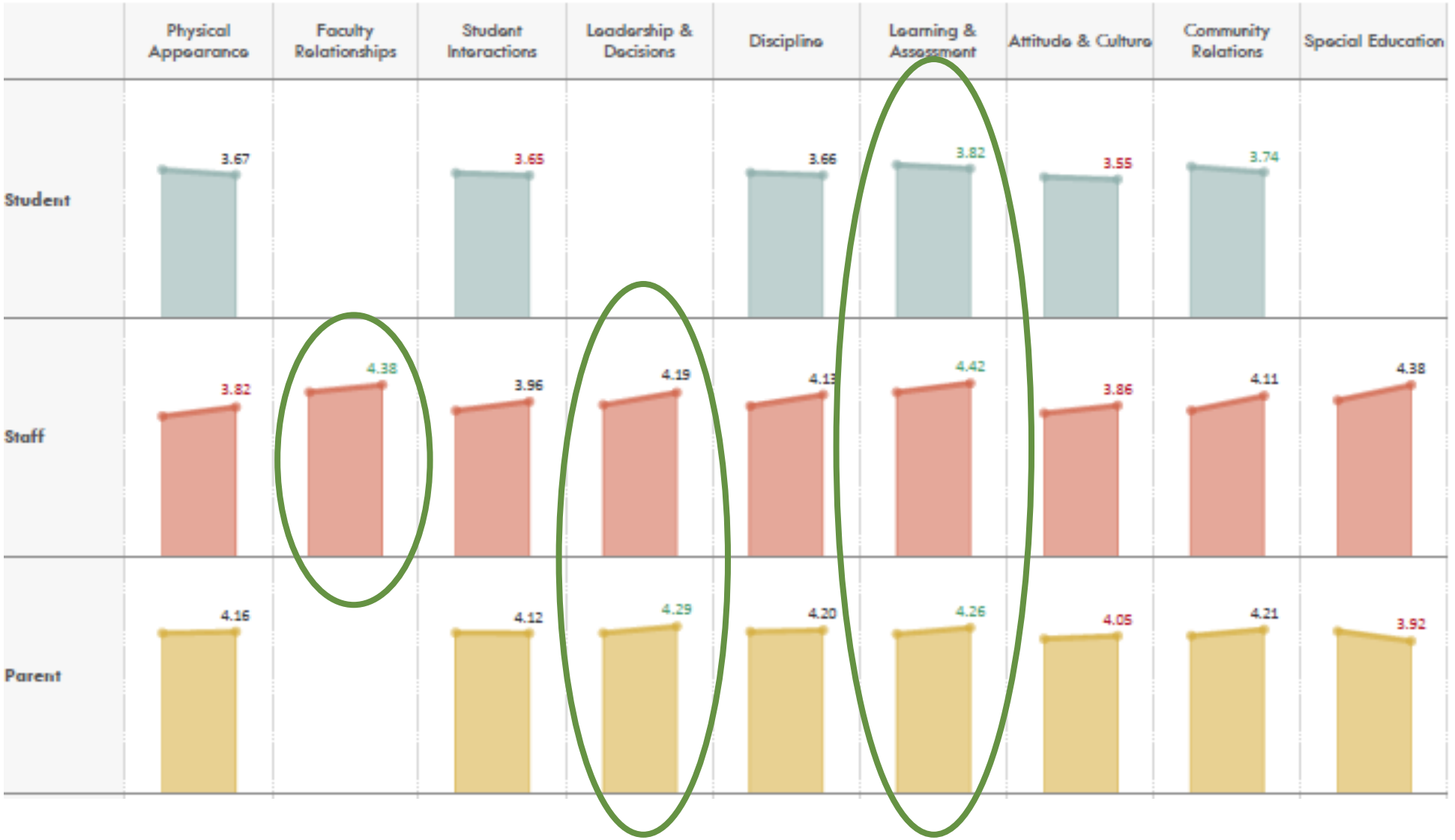
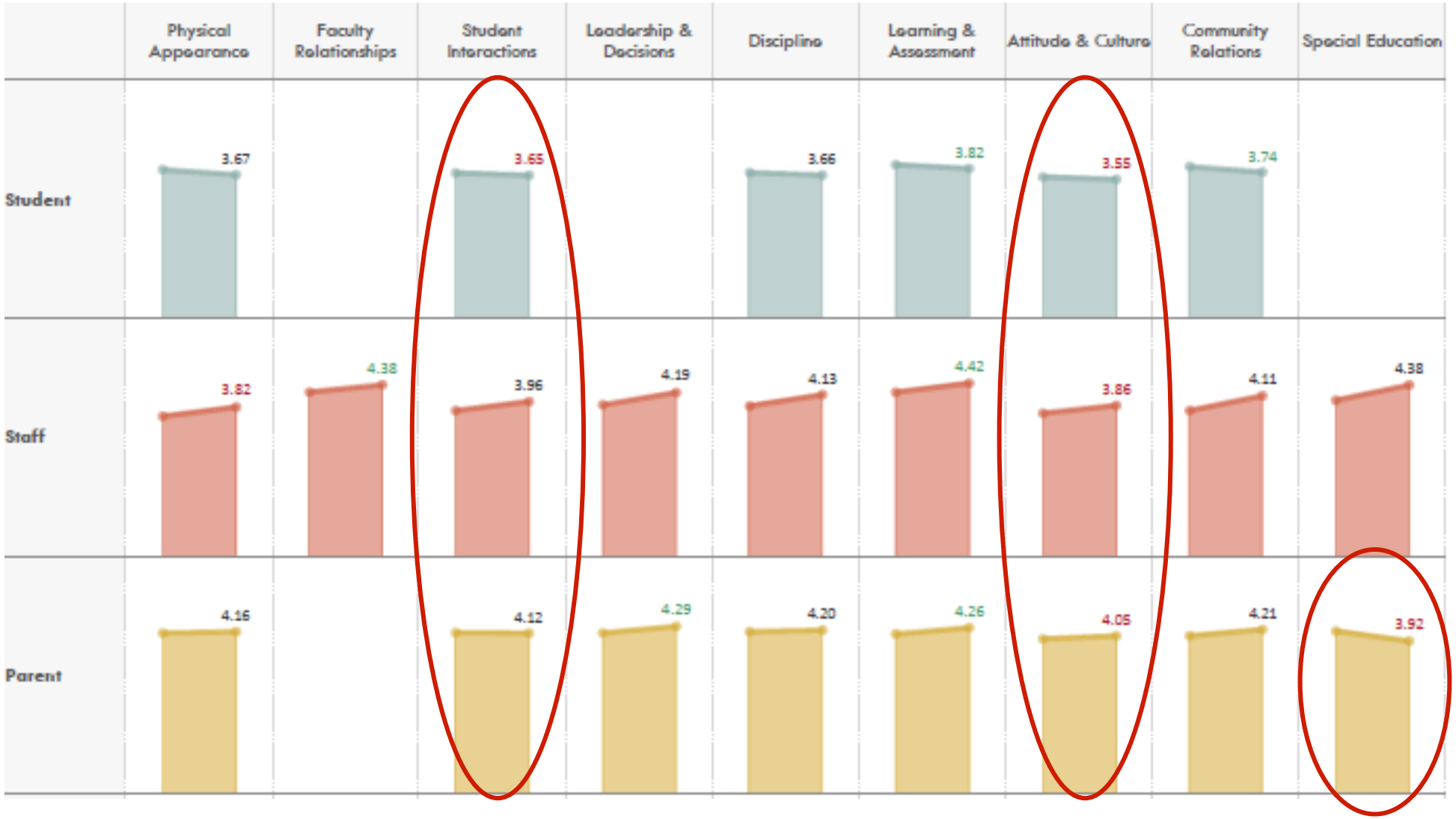
Summative Scores



Note: Overall averages do not include Special Education (Dimension 9) scores for Staff and Parent categories.


Intentional
High
Vision-Driven Facilitative Leadership
Student-Centered Classrooms
Community Climate
Efficiency-Driven Top-Down Leadership
Teacher-Centered Classrooms
Institutional Climate
Medium
Student-Centered (Trust)
Adult Centered (Control)
Low
Accidental

STRENGTHS


Physical Appearance
Faculty Relationships
Student Interactions
Leadership & Decisions
Discipline
Learning & Assessment
Attitude & Culture
Community Relations
Special Education
Student
3.67
3.65
3.66
3.82
3.55
3.74
Staff
3.82
4.38
3.96
4.19
4.13
4.42
3.86
4.11
4.38
Parent
4.16
4.12
4.29
4.20
4.26
4.05
4.21
3.92

AREAS FOR GROWTH