School Climate Measure (SCM)

Overview
The School Climate Measure (SCM) assesses multiple dimensions of organizational school climate based on perceptions of middle and high school students. The SCM was constructed by combining and evaluating five well-regarded school climate measures, starting with 184-items, to produce a more brief, refined, and psychometrically sound battery of school climate. Two versions have been created to support an 8-domain and 10-domain measurement approach to school climate.

Focus Area
Academic
School Climate
Social Skills

Purpose
Screening/Initial Evaluation
Progress Monitoring

Reporter
Student

Versions
8-domain, Student, 39 items (for ages 12-18)
10-domain, Student, 50 items (for ages 12-18)

Subscales
Positive student-teacher relationships
School connectedness
Academic support
Order and discipline
Physical environment

Social environment
Perceived exclusion/privilege
Opportunities for positive student engagement

Academic satisfaction
Parental involvement

Only in the 10-domain version

Sample Items
- Teachers and staff seem to take a real interest in my future
- Classroom rules are applied equally
- Students can express feelings and thoughts about school work and life
- I feel that I can do well in this school
- My parents are involved in discussions about what is taught at school

Response Options
Strongly disagree
Disagree
Neither agree nor disagree
Agree
Strongly agree

Estimated Completion Time
Fifteen minutes

Languages
English

Cost
Free

Access the measures:
SCM: 10-domain
SCM: 8-domain

Summary compiled by CSMH (2017) for The SHAPE System (www.theSHAPEsystem.com)
### Scoring

#### School Climate Measure (SCM)

<table>
<thead>
<tr>
<th>Possible range</th>
<th>1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item scores</td>
<td>Strongly disagree (1) to Strongly agree (5)</td>
</tr>
</tbody>
</table>

To use the SCM for *screening* and *progress monitoring*:
- Due to the multidimensional nature of the SCM, users may select and administer any or all of the subscales to most closely match the needs of their school.
- Find mean scores for each subscale on the respective version (sum items then divide by respective number of items in each subscale):

<table>
<thead>
<tr>
<th>Administration &amp; scoring rules</th>
<th>SCM 8-domain</th>
<th>SCM 10-domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive student-teacher relationships</td>
<td>1-9, divide by 9</td>
<td>18-25, divide by 8</td>
</tr>
<tr>
<td>School connectedness</td>
<td>10-15, divide by 6</td>
<td>26-29, divide by 4</td>
</tr>
<tr>
<td>Academic support</td>
<td>16-21, divide by 6</td>
<td>30-33, divide by 4</td>
</tr>
<tr>
<td>Order and discipline</td>
<td>22-28, divide by 7</td>
<td>34-39, divide by 6</td>
</tr>
<tr>
<td>Physical environment</td>
<td>29-32, divide by 4</td>
<td>40-43, divide by 4</td>
</tr>
<tr>
<td>Social environment</td>
<td>33-34, divide by 2</td>
<td>44-45, divide by 2</td>
</tr>
<tr>
<td>Perceived exclusion/privilege</td>
<td>35-37, divide by 3</td>
<td>46-48, divide by 3</td>
</tr>
<tr>
<td>Opportunities for student engagement</td>
<td>N/A</td>
<td>49-54, divide by 6</td>
</tr>
<tr>
<td>Academic satisfaction</td>
<td>38-39, divide by 2</td>
<td>55-56, divide by 2</td>
</tr>
<tr>
<td>Parental involvement</td>
<td>N/A</td>
<td>57-59, divide by 3</td>
</tr>
</tbody>
</table>

- After administering the SCM, schools should clarify potential places to intervene by conducting a needs assessment to examine the strengths and challenges.
- Once strategies have been put in place to address emerging challenges, schools could use the SCM to evaluate the impact of their interventions on represented students.

#### Interpretation

- Norms for interpretation are not currently available.
- Inter- and intra-level classroom, grade, and school level comparisons can be performed as all subscales are weighted similarly.
- Research indicates that more favorable scores on the SCM are highly correlated with greater feelings of safety at school and higher grade point averages.
  - Positive student-teacher relationships were also found to highly correlate with positive perceptions of academic outcomes.

Due to the robust psychometric evidence, ease and cost of administration, and broad applicability when compared to other available school climate instruments, this gave rise to the SCM’s (8-domain) inclusion as the only measure of school climate in the *PhenXToolkit*. *PhenXToolkit* is funded by the National Human Genome Research Institute to compose a core set of high-quality, well-established, low-burden measures intended for use with large scale work.

*Summary compiled by CSMH (2017) for The SHAPE System* ([www.theSHAPEsystem.com](http://www.theSHAPEsystem.com))