Town of Littleton School Committee

33 Shattuck St. * P.O. Box 1486 * Littleton, MA 01460-4486 * Phone: (978) 540-2500 * Fax: (978) 486-9581 * Website: www.littletonps.org

DARYL BAKER, Vice Chair
MATTHEW HUNT, Member
MIKE FONTANELLA, Chair
JENNIFER WILSON, Secretary
ERICA PODGORNI, Member

The Littleton School Committee will meet at the
Littleton Police Department Community Room
500 Great Road
Thursday, April 4, 2019

Our mission is to foster a community of learners who strive for excellence and prepare each student to be a successful, contributing citizen in a global society.

**** *A G E N D A* * ***

7:00 I. ORGANIZATION

1. Call to Order
2. Pledge of Allegiance
3. Consent Agenda
   -Minutes – March 13, 2019
   March 21, 2019
   -Oath to Bills -
   and Payroll

7:05 II. INTERESTED CITIZENS

7:10 III. PRESENTATION

1. **Student Representative(s) Report**: *Student Representative(s), Kriti Sharma will give a report of events for each school.*
2. **Facing History Presentation***: HS Students, Katherine Hueston, Julia Cochran and Sean Keefe will give a short presentation on the Facing History event they attended in Washington, D.C. in February 2019.*
3. **State of Curriculum Reports – Part 1**: *Beth Steele, Interim Curriculum Director and Curriculum Coordinators will present the state of curriculum reports within their subject.*
   - Presentation 1: Elizabeth Rego - Mathematics
   - Presentation 2: Elizabeth Kelley - World Language
   - Presentation 3: Valerie Finnerty - Science
   - Presentation 4: Hilary Bridge - Art and Music
4. **VOCAL Surveys**: *Principals will discuss the results of the 2018 Views of Climate and Learning **(VOCAL)** Surveys.*

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8:20 IV. NEW BUSINESS

1. **Safety & Security update:** *Business Manager, Steve Mark will give an update on Safety & Security.*

8:30 V. INTERESTED CITIZENS

8:35 VI. SUBCOMMITTEE REPORTS

1. PMBC
2. Budget Subcommittee
3. **Policy Subcommittee**: (see LPS website to view all policies)
   http://www.littletonps.org/school-committee/school-committee-polices

8:40 VII. ADJOURNMENT/EXECUTIVE SESSION

NEXT MEETING DATE
April 25, 2019
The Littleton School Committee will meet at the Littleton Police Department Community Room 500 Great Road

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MATTHEW HUNT, Member | ERICA PODGORNI, Member

SCHOOL COMMITTEE
MINUTES
March 13th, 2019
8:00 PM

PRESENT: Mike Fontanella, Daryl Baker, Matthew Hunt, Jennifer Wilson, Erica Podgorni

ALSO PRESENT: Kelly Clenchy, Steve Mark

NOT PRESENT:

CALL TO ORDER

Mike Fontanella called the meeting to order at 8:00PM.

INTERESTED CITIZENS

None

NEW BUSINESS

FY20 Budget update: Mike Fontanella reviewed the status of the town budget indicating that most of the budget gaps have been closed, reporting that the town can support an increase to the School Department of $1,376,987. In discussions with the superintendent, the school department will defer hiring of the 2 teacher assistants and the supplemental technology support position.

During review of the School Choice account, it is expected that FY19 will end with a balance of $1,002,476 down from the expected $1.2M projected during the FY19 budget process. This reduction in School Choice funds is due to an unexpected increase of $200K in Out of District (OOD) placements. In discussion of FY20 use of School Choice funds, $250,000 is allocated to offset salaries and $75K is required to continue the offsets to full day kindergarten, resulting in a projected usage of $325,000.

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The School Committee discusses the overall budget and was in agreement not to increase usage of the School Choice funds beyond $320K and look to the fall when the final chapter 70 funds have been allocated to the town. The committee was in agreement that if additional funds was sent to the town, to request those funds be transferred to the School Department to offset the $90K of unfunded positions. The committee was in further agreement not to over-commit the Choice funds to see how the state budget resolved and if any contingencies in OOD developed over the summer.

In other discussions, Daryl raised the concept that during the FY21 budget planning process the School Committee issue a budget guidance letter to the Superintendent, copies to BOS and FC that the SC is targeting the Choice account at approximately 5% of the appropriated budget. The 5% number is consistent with the level of Excess and Deficiency regional school districts can retain for unexpected expenses.

No actions were taken on the budget, final discussion will occur at the end of the public hearing.

ADJOURNMENT

On a motion by Daryl Baker, and seconded by Jennifer Wilson, it was voted to adjourn at 8:33PM. Roll Call Vote: Matthew Hunt, AYE; Jennifer Wilson, AYE; Erica Podgorni, Daryl Baker, AYE; and Mike Fontanella, AYE.

NEXT MEETING DATE
Thursday, March 21, 2019
7:00PM
PUBLIC HEARING (7:10PM)
Littleton Police Department Community Room

DOCUMENTS AS PART OF MEETING

Town of Littleton School Committee

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MATTHEW HUNT, Member | ERICA PODGORNI, Member

SCHOOL COMMITTEE
MINUTES
March 21st, 2019
7:00 PM

PRESENT: Daryl Baker, Matthew Hunt, Jennifer Wilson, Erica Podgorni

ALSO PRESENT: Kelly Clenchy, Steve Mark, Bettina Corrow

NOT PRESENT: Mike Fontanella and Kriti Sharma

CALL TO ORDER

Daryl Baker called the meeting to order at 7:01p.m.

On a motion by Matthew Hunt, and seconded by Jennifer Wilson, it was voted to approve the March 7, 2019 consent agenda as presented. (AYE: Unanimous). Motion carried.

INTERESTED CITIZENS

None

NVTH INTERVIEW/APPOINTMENT

1. Joint appointment with BOS and Town Moderator for the Town of Littleton representation to the Nashoba Valley Technical High School. Mr. Carl Melberg provided a letter of interest for a 3-year term. Notice has been posted and the School Committee was accepting applicants until March 14th.

On a motion by Daryl Baker, and seconded by Matthew Hunt, it was voted to approve the appointment of Mr. Carl Melberg as the Littleton Alternate District representative to Nashoba Valley Technical High School for the three-year (2019-2022) term. Roll Call Vote (AYE: Unanimous). Motion carried.

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FY2020 BUDGET PUBLIC HEARING

FY2020 Budget presented by Kelly Clenchy. He highlighted the priorities set forth for 2019-2020 School year. He gave a brief overview of FY2020. Original Budget increase request: Steps and Lanes, Out of District Tuition, Tuition Free Full Day Kindergarten - (Second Year of 5 Year Phase-In Plan), Student Transportation – OOD, Operational Costs.

Additional Services/Staffing requests:

Continued Phase-In Tuition-Free FDK $75,000
Assistant Principal Russell Street School $85,000
Mental Health Counselor $65,000
HR Administrator-Part Time $35,000
Additional School Resource Officer $75,000

Funding and explained the proposed budget and funding plans. He gave an overview of the various cost centers within the budget. He presented a School Choice Account slide with different scenarios of how much to be spend out of that account.

Budget concerns are as follow:

Level funding of local aid dollars
Increase in Out of District placements and tuition
New development and housing growth potential impact on classroom space, transportation, SPED
Continuing reliance on Revolving Funds
Contractual and Non-Contractual salaries keeping pace with market trends
Increased costs associated with extra-curricular and co-curricular programming
Town Appropriation support for structural increases
Ability to maintain School Choice seats and associated revenue.

Each School Committee member thanked the budget sub-committee for their time and effort into preparing this year's budget and looking forward to presenting it at the Town meeting in May. Erica Podgorni did emphasize that the Special Ed spending is required and can vary due to unforeseen expenses throughout the school year, which the district is required to pay.

PUBLIC COMMENTS

None

The Vice Chairman closed the Public Hearing on the FY20 Budget.

Moved by Matt Hunt and seconded by Jennifer Wilson to approve the School Budget for FY2020 with a Town Appropriation of $21,102,192 with the use of School Choice funds of up to $325,000 as required by purpose or statute. Roll Call Vote: Matthew Hunt, AYE; Jennifer Wilson, AYE; Daryl Baker, AYE; and Erica Podgorni, AYE. Motion carried.

ADJOURNMENT

On a motion by Daryl Baker, and seconded by Matt Hunt, it was voted to adjourn at 8:05PM. Roll Call Vote: Matthew Hunt, AYE; Jennifer Wilson, AYE; Daryl Baker, AYE; and Erica Podgorni, AYE.

NEXT MEETING DATE
Thursday, April 4, 2019
7:00PM
Littleton Police Department Community Room

DOCUMENTS AS PART OF MEETING

Vacancy letter – Nashoba Valley Technical High School
Letter of interest from Carl Melberg
Littleton School Department Proposed FY20 Budget

Lemkin Summit to End Genocide and Mass Atrocities

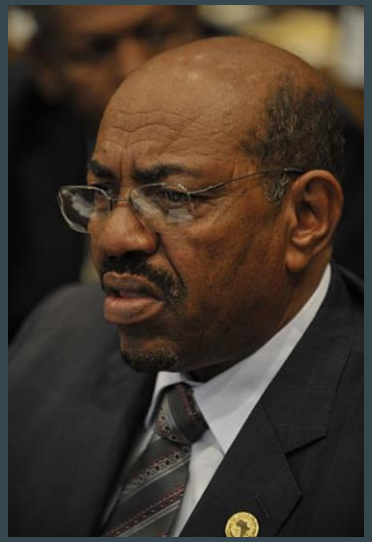
Facing History and Ourselves 2018-2019

ED STATES HOLOCAUST MEMORIAL MUSEUM

EQUAL JUSTICE UNDER LAW

Kleptocrats

Corrupt government authorities who steal money from the people of their region

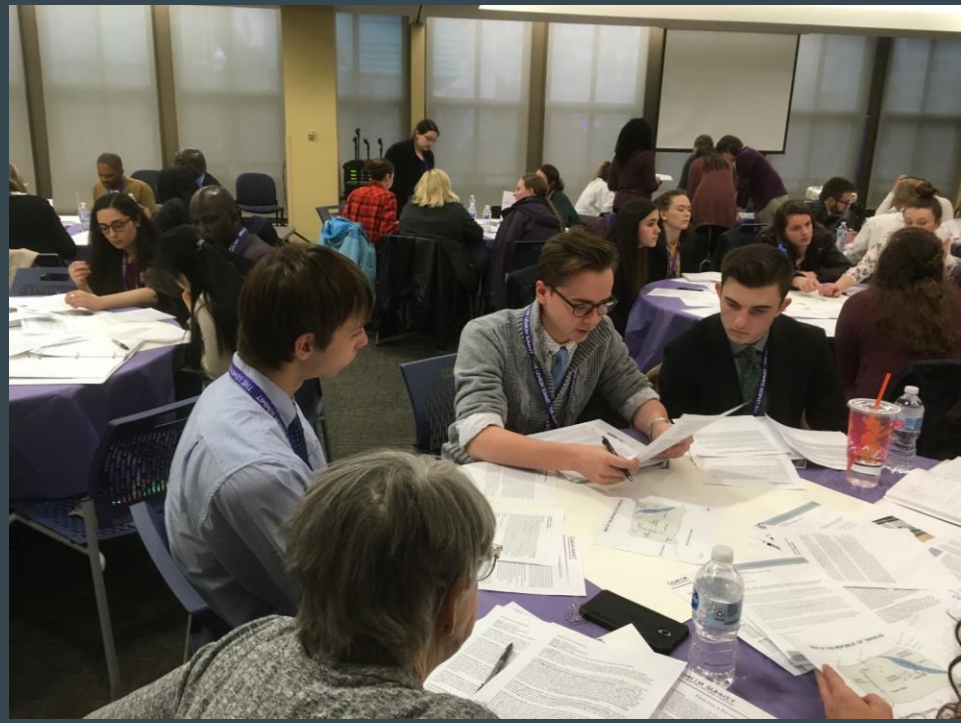


Examples include

- Omar al-Bashir (Sudanese president)
- Joseph Kabila (Congolese president)

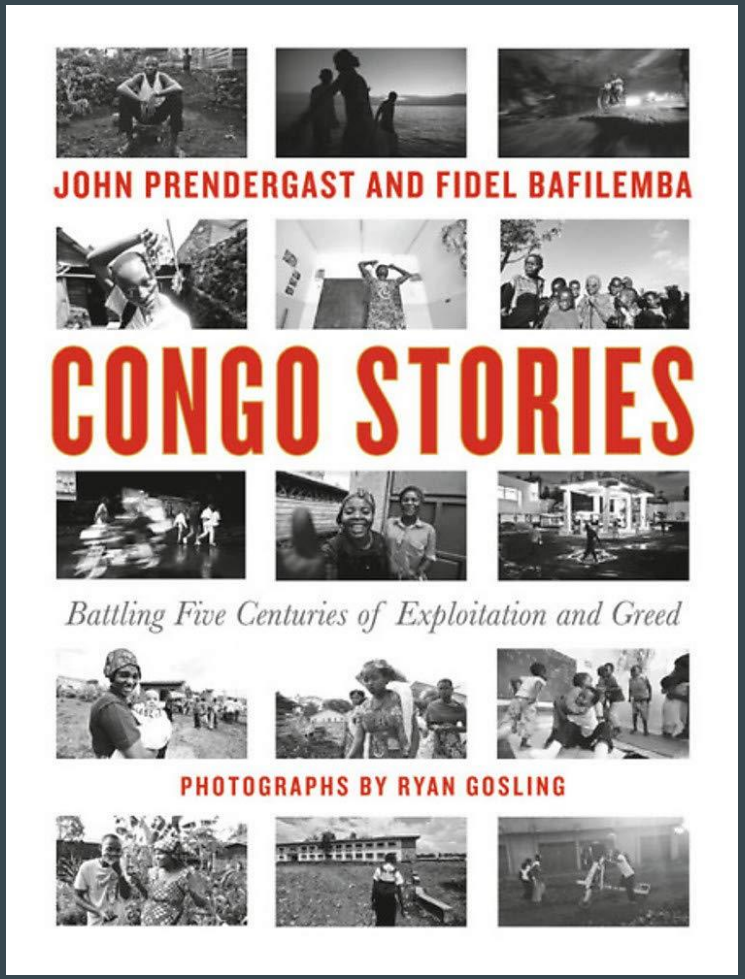
Money Tracing Activity

- Given one hour to trace a complicated money laundering scheme
- Periodically given more confusing documents
- Everyone felt overwhelmed and frustrated and no one solved it completely



John Prendergast and *Congo Stories*

- Founding director of the Enough Project
- *Congo Stories* aims to tell the stories of those in Congo now

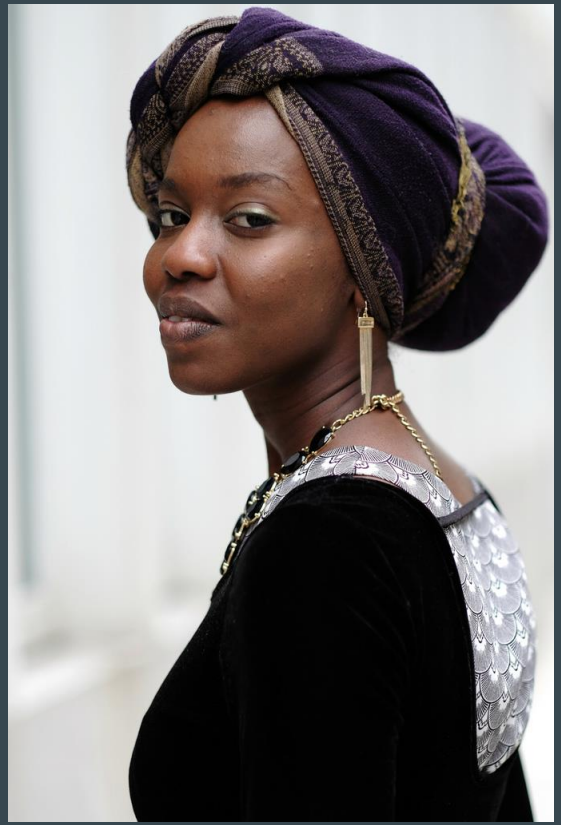


Neema Namadamu

- First woman with a disability to be educated in the Congo
- Born in High Plains of Itombwe in South Kivu Province of DRC
- Hero Women Rising/Maman Shujaa
    - Opened a Cyber Center for Congolese women to educate themselves and inform others

Emi Mahmoud

- Award winning activist and poet
- Born in Khartoum, Sudan
- Moved to the United States at 4 years old
- One Girl Walk



Conflict Minerals

- A Mineral mined in an area of armed conflict and traded illicitly to finance the fighting

Why is this so important?

- Conflict minerals are found in everyday items (ie. cell phones)
  - Tin, Tantalum, Tungsten, Cobalt
- Be aware of which companies we purchase from

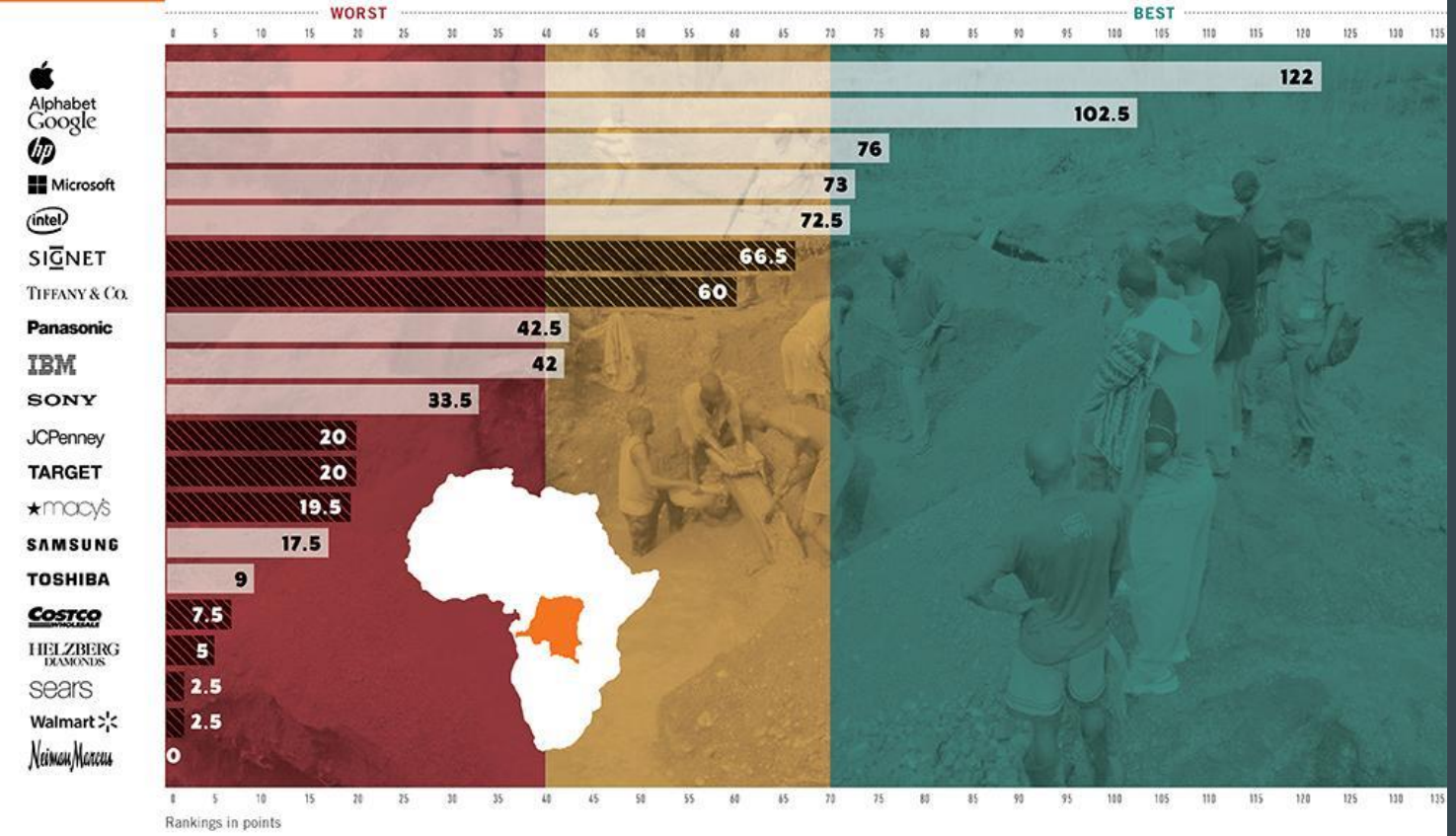
enough

CONFLICT MINERALS

2017 Company Rankings

CONSUMER ELECTRONICS

JEWELRY RETAIL



Rankings in points

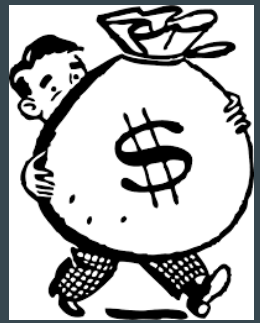
#DEMANDtheSUPPLY | WWW.ENOUGHPROJECT.ORG/DEMANDtheSUPPLY

Sudan

- February 22, 2019 - Omar al-Bashir declared a state of emergency
  - Many people were shot following the announcement
- U.S. removing sanctions & place on State Sponsors of Terrorism list
- Bipartisan Sudan Bill will stop U.S. from ignoring & condoning Sudanese government's actions
  - Asked Rep. Lori Trahan's office to support

Beneficial Ownership

- “Beneficial Owner” = one who profits from a company/controls its activity
- No law in US mandating companies to disclose the beneficial owners of companies
  - Some use “nominees” to represent a company and conceal the ID of the owner
- Lack of law allows kleptocrats to create shell companies within the US
- Asked senate and house to co-sponsor and support bills consistent:
  - Corporate Transparency Act of 2017
  - True Incorporation Transparency for Law Enforcement (TITLE) Act



Funds For International Investigation

- Currently 2 sanctions investigators for all of Africa
- Asking for additional $3 million to hire 6 more investigators
- Good for fixing human rights issues at their roots

What We Learned

- It is important to:
  - Reach out to your representatives
  - Spread awareness in your community
  - Always do something, no matter how small
- Everyone can make a difference!

Mathematics State of the Curriculum 2019

ELIZABETH REGO

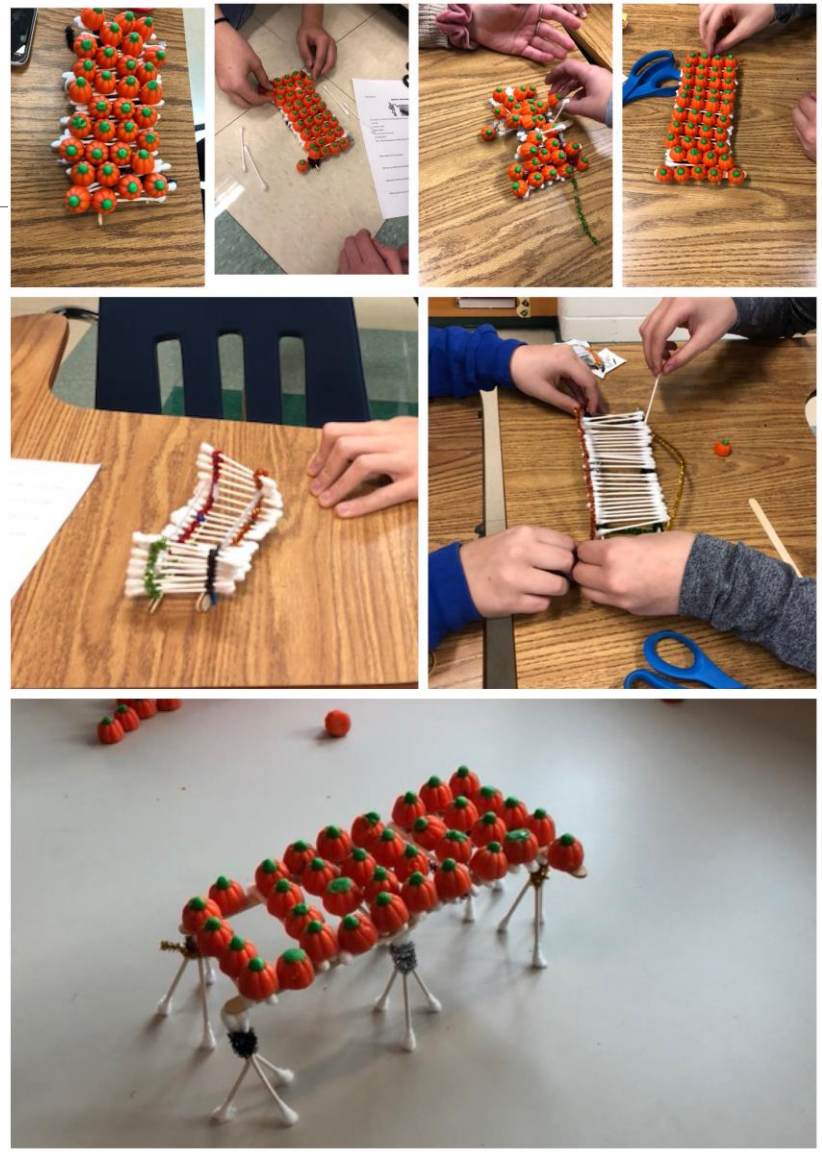
MATHEMATICS 6-12 CURRICULUM COORDINATOR

Middle School Accomplishments

- Math Lab – Kara Rice
- MCAS analysis and strategies
- Khan Academy
- Professional Development
- Implemented new series of Common Core Math textbooks
- Problems of the week
- Real world applications
- Technology in the classroom

High School Accomplishments

- Advanced Placement and MCAS
- AP Calculus reader in June of 2019: Julie Elmore
- New Algebra I textbooks to continue updating Common Core Algebra I course
- Two sections of AP Calculus this year
- Complete alignment to the Common Core
- Math Tutor – Ray Streeter
- Professional Development
- CP Statistics Dual Enrollment with Middlesex
- Technology in the classroom



Recognitions and Awards

- New England Math League
- WPI Math Meet – October 2018
- 6th Grade Math Competition in May
- 7th Grade – Scholastic Hardest Math Contest

WPI Math Meet

NEML @ LHS

Current Focus Areas

- Preparing students for MCAS 2.0
- Continue to implement the Chromebooks and more technology in the classroom
- Continue to implement Real World Applications
- Implementation of new Algebra I textbooks and resources in grades 8 and 9
- New Statistics Textbooks for 2019-2020 school year

French Boulangerie at WL Festival

Roman Banquet

World Languages 2019: French, Latin, and Spanish in Littleton Public Schools

Flamenco Presentation

Major Accomplishments

World Language Festival

FEATURING:

food

performances

characters

travel information

global awareness

Seal of Biliteracy

Other Student Opportunities:

- National Latin Exam
- National Spanish Exam
- Etymology Exam
- JCL Essay Contest
- Mythology Exam
- Dual Enrollment Courses

Current Focus Areas

Proficiency in the Classroom

Flexible Seating Arrangements

“Snow Day” Assignments:

Short Stories/Novellas

Comprehensible Input

Mentoring New Teachers

Additional Alternative Learning Opportunities

In place of Midyear exams, finals, and unit tests:

- **Integrated Performance Assessments**
- Story project with Shaker Lane
- **Short films**
- **Thematic Compositions**
- **AP style Make Your Own Assessments**

Field trips

International Travel:
Spanish Exchange
“Via Aurelia” tour

Littleton Public Schools Science, Technology, & Engineering

2018-2019

Gr. 6-12

STE @ Littleton Middle School

- 2018 was the first year that the 8th grade STE MCAS was computer-based.
- LMS 8th grade STE MCAS results were in the top 5% of the state, with a CPI of 87.4. 11% of students scored Advanced, the highest in four years.
- At the 2018 MA State Science and Engineering Fair, five LMS student project received awards.
- Two LMS 8th graders were national science fair semifinalists in the 2018 Broadcom Masters competition.
- The 8th grade science curriculum was revised to incorporate Marzano standards-based proficiency scales and assessments.

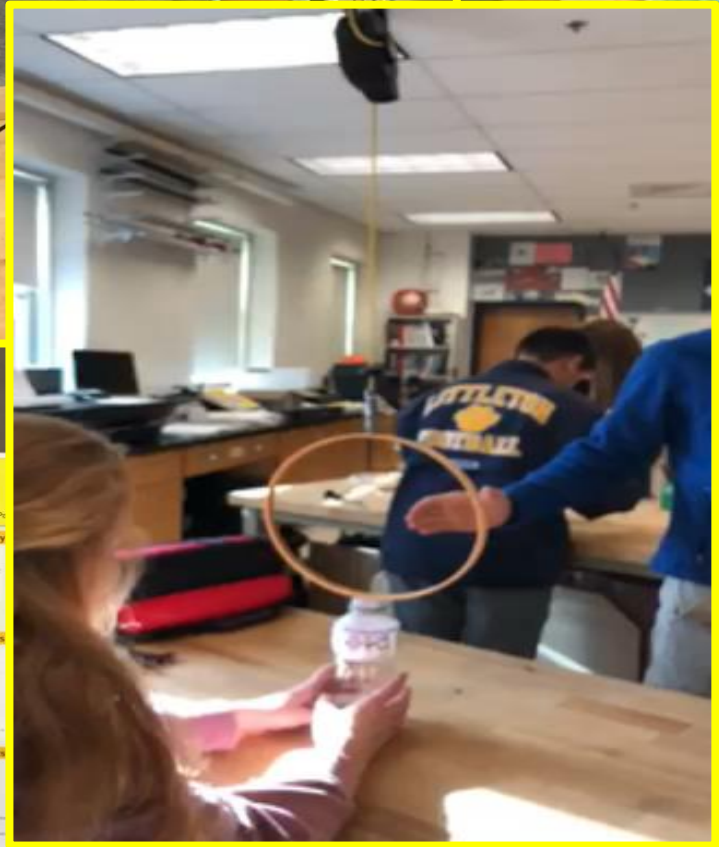
- Thanks to an LEF grant, 6th grade scientists will monitor local water and participate in the worldwide Earth Echo Water Challenge.
- 8th grade students participated in a pilot of a Concord Consortium genetics learning game called Geniventure.
- 7th grade students have been using NewsELA to incorporate current events and make connections to their daily lives.
- This year, an SEL component was introduced to the 7th grade science and engineering fair. Throughout the four-month project, students took time to reflect on competencies and progress in self-awareness, self-management, and relationship skills.

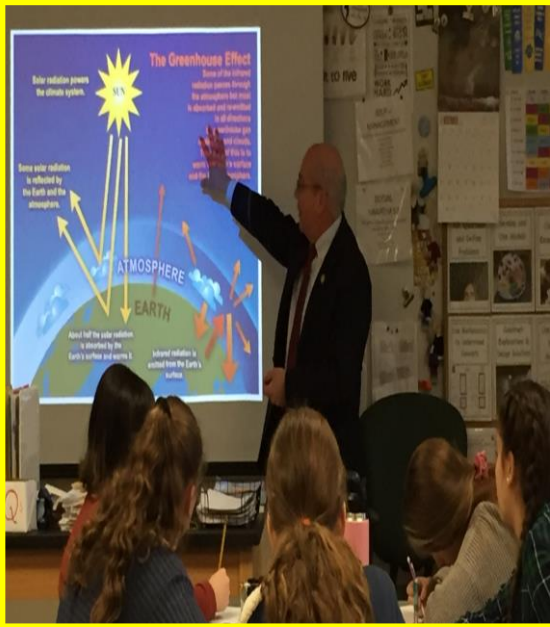
STE @ Littleton High School

- 97% of LHS students who took the 2018 Biology MCAS scored Proficient or Advanced; 98% passing.
- A new lab-based Biotechnology course was developed and is offered this year. Students will learn biotechnology techniques and will even learn CRISPR and will visit Norvatis Pharmaceutical this spring.
- A second, independent, technology-rich physics lab has been set up. This new lab allows students to perform more sophisticated experiments and learn concepts through hands-on experiences.
- Dual enrollment Physics I is offered again; students may elect credit from MCC.

- The climate change unit of CP Environmental Science was updated to incorporate current science, technological advancements, and current events.
- HoloGlobe real-time data Earth Processes modeling software will be integrated into the Earth Science curriculum.
- As a result of the Marzano and SEL initiatives:
  - New cooperative learning opportunities and academic games were added to the CP Chemistry curriculum.
  - More kinesthetic learning experiences have been integrated into the Earth Science curriculum.

A Potential Cause of Honeybee Colony Collapse Disorder (CCD)
An Analysis of the Effects of Increased Carbon Dioxide on the Protein and Amino Acid Concentrations of Brassica Rapa
Introduction
Brassica Rapa
HPL Chromatography
Bradford Assay
Bradford Assay Analysis
Gel Electrophoresis
Gel Electrophoresis Results
Protein Hydrolysis




The Greenhouse Effect
Solar radiation powers the climate system.
Some solar radiation is reflected by the Earth and the atmosphere.
ATMOSPHERE
EARTH

High School Visual Art

- AP Art History running this year
- Field trip to MFA
- Student artwork displayed at Reuben Hoar Library as part of their rotating exhibit
- Ms. Hossfeld attended NAEC which was held in Boston for the first time in 14 years
- More DSLR Cameras purchased to expand our photography program
- Spring Art Show – May 7

Middle School Art

- Scholastic Art & Writing Award Silver Key for 8th Grader Katherine McDonough in Painting
- Mural Club is painting bathroom stall doors with uplifting messages for students – funded by a grant from PTA
- Received LEF grant for "Traveling Tokens,'
- Professional Development on "CLAB"
- Follow on Twitter: (wintersarted) and IG: (lms_arts)

Elementary Art

- RS Highlights
  - New Kiln installed, expansion of 3-5 curriculum as a result
  - Continued focus on team teaching with Heidi MacGregor and utilizing the Think Tank with 4th grade
  - ICA field trip with 5th grade
  - deCordova field trip with 4th grade
  - Art Show – May 2, 6 pm
- SL Highlights
  - Continued collaboration with Casey Taylor
  - Second year of Square1Art Fundraiser
  - Purchase of shelving as a result of the fundraiser
  - LEF Grant for R.W. Alley to visit Shaker Lane on April 29

MS/HS Music

- Welcome Ashley Sheldon, LMS Music
- Chorus: Performed at Veterans Day Ceremony, COA, annual concerts
- "Honk" Largest Production to date, featuring more than 60 students, Anne of Green Gables at LHS, Upcoming HS Musical Memorial Day Weekend, LMS Play "Who Pushed Humpty Dumpty," Performing weekend of May 17
- Band: Performances at football games, annual concerts, Suites and Sweets, Holiday Bazaar, Town Tree Lighting, Disney World, COA Luncheon, Memorial Day parade, and HS Graduation ceremonies.
- 6th Annual Mattress Sale on 3/30, $500 raised at Suites and Sweets in Nov.
- Music Theory and History of Rock offered this year as new electives at LHS
- Disney 2019 was a success with 53 students traveling

Elementary Music

- Curriculum focused on the new National Standards for Music
- K-2 Students learn American culture through folk songs, dances, games and unpitched percussion
- Grade 3 expands on K-2 concepts and introduces pitched percussion
- Grade 3 pairing with Heidi MacGregor to use Think Tank and Scratch to create their own electronic instruments
- Grade 4 learns soprano recorder, which lets them experience musicianship through instrumental performance and took a trip to the State House for a small concert and tour.
- Grade 5 expands previous concepts and learns about American History through Jazz and the Blues
- Donation from Littleton Lumber allows a bucket percussion unit in 5th grade curriculum

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906 *Telephone: (781) 338-3000*

TTY: N.E.T. Relay 1-800-439-2370

October 19, 2018

Dear Superintendents:

DESE is pleased to provide schools and districts with their Views of Climate and Learning (VOCAL) survey results. DESE conducted a survey of students' perceptions of school climate from students in grades 5, 8, and 10 as part of the 2018 MCAS administration.

This data report includes:

- A district-level summary report that provides a snapshot of all your schools' index data (overall school climate score, and engagement, safety, bullying, and environment scores) and comparative district and state data
- Separate reports for each school (by grade) that met our minimum reporting requirements. The school reports include:
  - Summaries of your students' responses on each individual survey item,
  - An overall average school climate index score (with comparative district and state data), and
  - Average index scores for three dimensions of climate: engagement, safety, and environment (with comparative district and state data).

In November, DESE will provide overall school climate data to districts and schools broken out by subgroups (for example, by gender, race/ethnicity).

This year, principals who have reports that meet DESE's minimum reporting requirements will receive their reports in their schools' drop boxes.

All index scores range from 1 to 99 and can be directly compared across dimensions and across grades. A difference of 3 to 4 points or more is meaningful. DESE categorized schools within each grade into three groups based on their overall school climate index score. The range of scores for each grade are:

Grade	Relatively weak (~15% of schools)	Typical (~middle 70%)	Relatively strong (~15% of schools)
Grade 5	1 to 51	52 to 65	66 to 99
Grade 8	1 to 40	41 to 50	51 to 99
Grade 10	1 to 40	41 to 50	51 to 99

If you do not receive any reports, this is either because your schools or district did not meet DESE's minimum reporting requirements or your schools or district did not participate in the 2018 survey administration.

If your school or district did not receive data for a survey item or index, it is because fewer than 10 students participated, and/or all students within the school/district responded with the same answer, and/or the index scores did not meet DESE's minimum requirement for reliability. **Schools and districts that participated in the 2017 pilot should not compare index scores from 2018 to 2017.** The 2018 scores are not anchored on the same scale. The 2018 index scores will form a baseline for future trend data.

We have also embedded three supplemental materials that will help you and your schools understand and interpret what is in the reports. These supplemental materials are:

- An annotated sample report describing the layout and data elements within each report
- School climate profiles for each grade that are based on students' perceptions, to help you interpret the meaning of your overall school climate index score, and
- A two-page summary of school climate survey project and state-level results.

Two other supplemental materials are provided separately in your drop box to support the use of the school climate data. An **interpretive guide and action planning resource** for your district and school reports. These provide information on:

- The types of data within your report and what kinds of analyses you can do with each type
- How to analyze and interpret your data using the annotated sample report data as an example
- An action planning template, and
- Resources available for next steps once you have reviewed your data.

A **searchable crosswalk** highlights the connection between DESE's VOCAL school climate survey items and three other facets of building safe and supportive schools. In the crosswalk, each VOCAL item is mapped on to:

- CASEL's five social and emotional competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making),
- The principles of accessible instruction, and to
- The principles of positive behavior supports

DESE encourages districts and schools to use this student survey data in combination with other available local sources of data from students and parents, staff, and administrators to consider ways to maintain and increase areas of strength and to address any areas of concern. DESE also aims to learn from and help further these local efforts through our strategic priority to support social-emotional learning, health, and safety in schools across the Commonwealth.

If you have any questions about your school climate data, please email Shelagh Peoples (speoples@doe.mass.edu) of the Office of Planning Research.

Sincerely yours,

Carrie Conaway
Chief Strategy and Research Officer

Grade 5 VOCAL Profile: Statewide, scores range from 33 to 78

Schools with relatively weak school climates (bottom 15% of schools)	Schools with typical school climates (middle 70% of schools)	Schools with relatively strong school climates (top 15% of schools)
1 → 51	**52 → 65**	**66 → 99**
1. Student-on-student relationships are largely respectful and caring but students are **less open** to having inclusive relationships with a diverse range of students. Adults **model** caring and respectful interactions.	1. Student-on-student relationships are largely respectful and caring with students **open** to having inclusive relationships with a diverse range of students. Adults **actively model** caring and respectful interactions.	1. Student-on-student relationships are largely respectful and caring with students **open** to having inclusive relationships with a diverse range of students. Adults **actively model** caring and respectful interactions.
2. Teacher **expectations** for student effort and perseverance are **less demanding**. Teachers' help students succeed academically. **Some students** may benefit from **more adaptive explanations** to understand and access content. Teachers use student ideas, interests, and sharing to help students learn. The classroom environment is **collaborative and supportive** among students, and between students and teachers. Most students view their school work as appropriately challenging but **tend not to want to or are unable** to learn more when home.	2. Teachers have **high expectations** for student effort and perseverance. Teachers help students succeed academically by **using different strategies to explain** and make content accessible. Teachers use student ideas, interests, and sharing to help students learn. The classroom environment is **collaborative and supportive** among students, and between students and teachers. Most students view their school work as appropriately challenging and **enjoy** learning more when home.	2. Teachers have **high expectations** for student effort and perseverance. Teachers help students succeed academically by **using different strategies to explain** and make content accessible. Teachers use student ideas, interests, and sharing to help students learn. The classroom environment is **very collaborative and supportive** among students, and between students and teachers. Most students view their school work as appropriately challenging and **enjoy** learning more when home.
3. Students feel **fairly safe** in school. **Bullying behaviors are present**. Teachers/adults **try to counteract** these behaviors. Students also try to prevent bullying. When students are in trouble, most students are given a chance to explain their behavior. **Not all students feel school rules are fair for all students.** Students have **limited say** in deciding these rules.	3. Students **feel safe** in school. **Bullying behaviors are present** but teachers/adults **actively counteract** these behaviors. Students also try to prevent bullying. When students are in trouble, most students are given a chance to explain their behavior. **Not all students feel school rules are fair for all students.** Students have **limited** say in deciding these rules.	3. Students **feel very safe** in school. **Some bullying behaviors are present** but teachers/adults **actively counteract** these behaviors. Students also try to prevent bullying. When students are in trouble, most students are given a chance to explain their behavior. **A large majority of students feel school rules are fair for all students.** Students **have a say** in deciding these rules.
4. Students, overall, **feel happy** in school but have a more **moderate sense** of belonging to their school. Schools teach students how to develop caring relationships and how to manage their emotions when angry or upset. Teachers **reach ou**t to help distressed students with **most students feeling comfortable seeking help.** Students can also largely rely on their peers for emotional support.	4. Students, overall, **feel happy** in school but have a more **moderate sense** of belonging to their school. Schools teach students how to develop caring relationships and how to manage their emotions when angry or upset. Teachers **reach ou**t to help distressed students with **most students feeling comfortable** seeking help. Students can also largely rely on their peers for emotional support.	4. Students, overall, **feel very happy** in school and have a **strong sense** of belonging to their school. Schools **actively teach** students how to develop caring relationships and how to manage their emotions when angry or upset. Similarly, teachers **actively reach out** to help distressed students. As a result, **students feel comfortable** seeking help. Students can also largely rely on their peers for emotional support.
The average student within these schools responds "mostly true" to a large majority of items, and "always true" and "mostly untrue" to three and two items, respectively	**The average student within these schools responds "mostly true" to a majority of items, "always true" to all but one of the remaining items, and "mostly untrue" to one item**	**The average student within these schools responds "always true" to a majority of items, and "mostly true" to all remaining items.**

• Descriptors bolded highlight the salient differences between the perceptions of the average student within the three categories of schools (weak, typical, and strong).

Grade 8 VOCAL Profile: Statewide, scores range from 32 to 70		
Schools with relatively weak school climates (bottom 15% of schools)	**Schools with typical school climates (middle 70% of schools)**	**Schools with relatively strong school climates (top 15% of schools)**
1 → 40	**41 → 50**	**51 → 99**
1. Student-on-student relationships **lack respect with students less open** to having inclusive relationships with a diverse range of students. Adults **generally promote and model** respectful interactions among and between students, and with students' families.	1. Student-on-student relationships are l**argely respectful with students open** to having inclusive relationships with a diverse range of students. Adults **generally promote and model** respectful interactions among and between students, and with students' families.	1. Student-on-student relationships are **largely respectful with students open** to having inclusive relationships with a diverse range of students. Adults **actively promote and model** respectful interactions among and between students, and with students' families.
2. Teachers set **moderately high expectations** and are **available** when students need help. Teachers **encourage** students to work hard and try to instill a belief that all students can do well. Teachers **tend not to use** student ideas, cultural backgrounds, and interests to plan and guide their instruction, **or to provide** students with a choice in how to show their learning. Most students view their school work as appropriately challenging. The classroom environment is predominantly collaborative and supportive among students and between students and teachers.	2. Teachers set **moderately high expectations** and are **available** when students need help. Teachers **actively encourage** students to work hard and instill a belief that all students can do well. Teachers **use** student ideas, cultural backgrounds, and interests to plan and guide their instruction and **do allow** students to choose how they want to show their learning. Most students view their school work as appropriately challenging. The classroom environment is predominantly collaborative and supportive among students and between students and teachers.	2. Teachers set **high expectations** and are **readily available** when students need help. Teachers **actively encourage** students to work hard and instill a belief that all students can do well. Teachers use student ideas, cultural backgrounds, and interests to plan and guide their instruction and **do allow** students to choose how they want to show their learning. Most students view their school work as appropriately challenging. The classroom environment is predominantly collaborative and supportive among students and between students and teachers.
3. Students feel **fairly safe** in school. **Bullying behaviors are more prevalent.** Teachers/adults **try to counteract** these behaviors. Students will **largely not intervene** to prevent bullying. When students are in trouble, students generally **are not provided with a chance** to explain their behavior. To reduce behavioral problems, students are taught how to settle conflicts by themselves. Staff are generally consistent when enforcing rules but students **have no say** in deciding these rules.	3. Students **feel safe** in school. **Bullying behaviors are present** but teachers/adults **try to counteract** these behaviors. Students also try to prevent bullying. When students are in trouble, most students **are given a chance** to explain their behavior. To reduce behavioral problems, students are taught how to settle conflicts by themselves. Staff are generally consistent when enforcing rules but students **have limited say** in deciding these rules.	3. Students **feel safe** in school. **Bullying behaviors are present** but teachers/adults **actively counteract** these behaviors. Students also **try** to prevent bullying. When students are in trouble, most students **are given a chance** to explain their behavior. To reduce behavioral problems, students are taught how to settle conflicts by themselves. Staff are generally consistent when enforcing rules but students **have limited say** in deciding these rules.
4. Students **feel stressed** about their grades. Most students have access to relatively effective social and emotional support systems. Despite believing their teachers are interested in their emotional well-being and teachers try to reach out to help distressed students, students feel **relatively uncomfortable** approaching teachers and counselors for help. Students are **less able to rely** on their peers for support when they are upset.	4. Students **feel stressed** about their grades. Most students have access to relatively effective social and emotional support systems. Because most students believe their teachers are interested in their emotional well-being and teachers try to reach out to help distressed students, students feel **relatively comfortable** approaching teachers and counselors for help. **Most students can also rely** on their peers for emotional support when they are upset.	4. Students **feel some stress** about their grades. Most students have access to relatively effective social and emotional support systems. Because most students believe their teachers are interested in their emotional well-being and teachers try to reach out to help distressed students, students feel **relatively comfortable** approaching teachers and counselors for help. **Most students can also rely** on their peers for emotional support when they are upset.
The average student within these schools responds "mostly true" to a majority of items, "mostly untrue" to all but one of the remaining items, and "never true" to one item.	**The average student within these schools responds "mostly true" to a large majority of items and "always true" and "mostly untrue" to four and two items, respectively**	**The average student within these schools responds "mostly true" to a majority of items, "always true" to all but one of the remaining items, and "mostly untrue" to one item.**

• Descriptors bolded highlight the salient differences between the perceptions of the average student within the three categories of schools (weak, typical, and strong).

Grade 10 VOCAL Profile: Statewide, scores range from 27 to 67

Schools with relatively weak school climates (bottom 15% of schools)	Schools with typical school climates (middle 70% of schools)	Schools with relatively strong school climates (top 15% of schools)
1 → 40	**41 → 50**	**51 → 99**
1. Student-on-student relationships **lack respect with students less open** to having inclusive relationships with a diverse range of students. Adults **generally promote and model** respectful interactions among and between students.	1. Student-on-student relationships are **largely respectful with students open** to having inclusive relationships with a diverse range of students. Adults **generally promote and model** respectful interactions among and between students.	1. Student-on-student relationships are **largely respectful with students open** to having inclusive relationships with a diverse range of students. Adults **actively promote and model** respectful interactions among and between students.
2. Teachers set **moderately high expectations** and are available when students need help. Teachers **tend not to use** student feedback, ideas, or interests to guide their instruction. Students view their learning as **relatively irrelevant. Encouragement and opportunities** for students to challenge themselves to learn are **largely limited**. The classroom environment is predominantly collaborative and supportive among students and between students and teachers. Teachers generally inspire confidence in students' ability to succeed after high school.	2. Teachers set **moderately high expectations** and are **available** when students need help. Teachers **use** student feedback, ideas, and interests to guide their instruction. Students view their learning as **mostly relevant. Encouragement and opportunities** for students to challenge themselves to learn are **largely available**. The classroom environment is predominantly collaborative and supportive among students and between students and teachers. Teachers generally inspire confidence in students' ability to succeed after high school.	2. Teachers set **high expectations** and are **readily available** when students need help. Teachers use student feedback, ideas, and interests to guide their instruction. Students view their learning as **mostly relevant. Encouragement and opportunities** for students to challenge themselves to learn are **largely available**. The classroom environment is predominantly collaborative and supportive among students and between students and teachers. Teachers generally inspire confidence in students' ability to succeed after high school.
3. Students **feel fairly safe** in school. **Bullying behaviors are more prevalent**. Teachers/adults **try to counteract** these behaviors. Students will **largely not intervene** to prevent bullying. When students are in trouble, most students **are not provided with a chance** to explain their behavior. Any disciplinary consequences are generally consistent across all students. Students have **no say** in deciding school rules.	3. Students **feel safe** in school. **Some bullying behaviors do occur** but teachers/adults **try to counteract** these behaviors. Students also **try to prevent** bullying. When students are in trouble, most students are **given a chance** to explain their behavior. Any disciplinary consequences are generally consistent across all students. Students have **limited say** in deciding school rules.	3. Students **feel very safe** in school. **Some bullying behaviors do occur** but teachers/adults **actively counteract** these behaviors. Students also try to prevent bullying. When students are in trouble, most students are **given a chance** to explain their behavior. Any disciplinary consequences are generally consistent across all students. Students have **limited say** in deciding school rules.
4. Students **feel stressed** about their grades and most **consider** the level of academic pressure somewhat **unhealthy.** Students are **less able to rely** on their friends to help them cope with any emotional problems, or supportive friendships are missing. **Most students** report having **access to relatively effective** social and emotional support systems. Teachers, for the most part, reach out to help students emotionally. Students have a more **moderate sense** of belonging to their school.	4. Students **feel stressed** about their grades but most **do not consider** the level of academic pressure **unhealthy.** They **rely heavily** on their friends to help them cope with any emotional problems. **Most students** report having **access to relatively effective** social and emotional support systems. Teachers, for the most part, reach out to help students emotionally. Students have a **strong sense** of belonging to their school.	4. Students feel **some stress** about their grades but most **do not consider** the level of academic pressure unhealthy. They **rely heavily** on their friends to help them cope with any emotional problems. **Students** have **ready access to effective** social and emotional support systems. Teachers, for the most part, reach out to help students emotionally. Students have a **strong sense** of belonging to their school.
The average student within these schools responds "mostly true" to a majority of items, "mostly untrue" to all but one of the remaining items, and "never true" to one item.	**The average student within these schools responds "mostly true" to a large majority of items and "always true" and "mostly untrue" to four and two items, respectively**	**The average student within these schools responds "mostly true" to a majority of items, "always true" to all but one of the remaining items, and "mostly untrue" to one item.**

• Descriptors bolded highlight the salient differences between the perceptions of the average student within the three categories of schools (weak, typical, and strong).

Views of Climate and Learning (VOCAL) Survey, 2018

Littleton Public School District

Legend:

	Schools with relatively weak school climates (bottom 15% of schools)	Schools with typical school climates (middle 70% of schools)	Schools with relatively strong school climates (top 15% of schools)
Grade 5	1 → 51	52 → 65	66 → 99
Grade 8 and 10	1 → 40	41 → 50	51 → 99

Average index score for district or schools

Average index score for the state

Suppression note: *Blank or "--" means data are suppressed if fewer than 10 students responded or the reliability is less than 0.7. Reliability is a statistical measure that ranges from 0 (not at all reliable) to 1 (reliable). Measures with high reliability are accurate, reproducible, and consistent across multiple rounds of surveys on the same population.*

Overall summary by grade

	School Climate			Engagement			Safety			Environment		
	N	Index Score	State	N	Index Score	State	N	Index Score	State	N	Index Score	State
All grades	319	52	50	319	50	50	319	54	50	319	50	50
Grade 5	118	56	58	118	53	56	118	60	58	118	53	56
Grade 8	109	50	46	109	48	46	109	51	46	109	47	46
Grade 10	92	50	45	92	50	46	92	51	45	92	48	46

	Bullying*		
	N	Index Score	State
All grades	319	54	50

**Higher bullying index score indicates a safer bullying climate*

Dimensions and topics measured by VOCAL

Engagement Topics	Safety Topics	Environment Topics
Cultural Competence The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	**Emotional Safety** The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	**Instructional Environment** The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	**Physical Safety** The extent that students feel physically safe within the school environment.	**Mental Health Environment** The extent that students have access to systems support that effectively support their social, emotional and mental health well-being.
Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	**Bullying/Cyber-bullying** The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	**Discipline Environment** The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

Average index score for schools in Littleton

School name	Grade	School Climate			Engagement			Safety			Environment		
		N	Index Score	State	N	Index Score	State	N	Index Score	State	N	Index Score	State
Russell St Elementary	5	118	56	58	118	53	56	118	60	58	118	53	56
Littleton Middle School	8	109	50	46	109	48	46	109	51	46	109	47	46
Littleton High School	10	92	50	45	92	50	46	92	51	45	92	48	46

Views of Climate and Learning (VOCAL) Survey, 2018

DISTRICT REPORT

Littleton Public School District
Grade 5

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Rounding: *Percent "always true" and "mostly true" may not sum to total because of rounding.*

Average Index Score by Dimension

Schools with relatively weak school climates (bottom 15% of schools)	Schools with typical school climates (middle 70% of schools)	Schools with relatively strong school climates (top 15% of schools)
1 → 51	52 → 65	66 → 99

	Total responses	Littleton	STATE
SCHOOL CLIMATE	118	56	58
ENGAGEMENT	118	53	56
SAFETY	118	60	58
ENVIRONMENT	118	53	56

Dimensions and topics measured by VOCAL

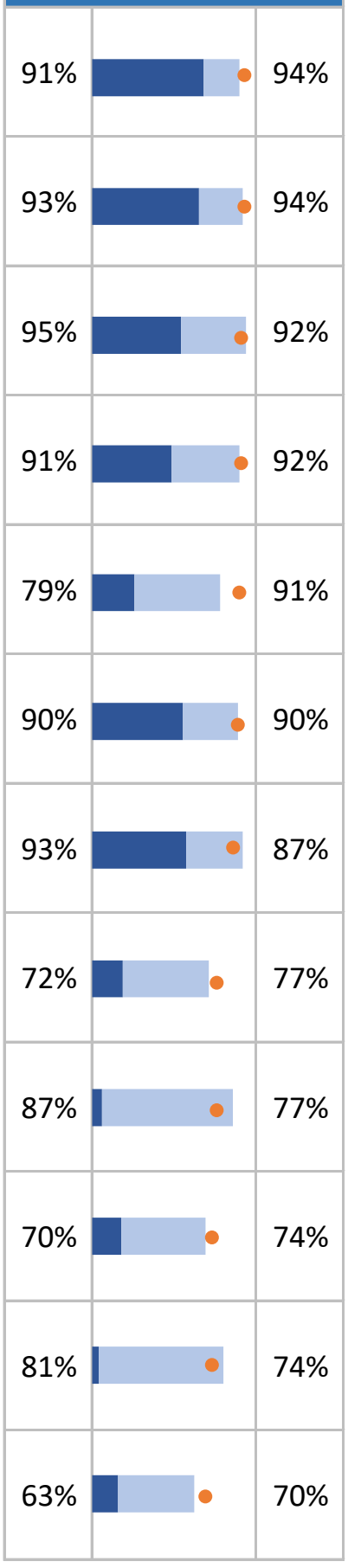
Engagement Topics	Safety Topics	Environment Topics
Cultural Competence The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	**Emotional Safety** The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	**Instructional Environment** The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	**Physical Safety** The extent that students feel physically safe within the school environment.	**Mental Health Environment** The extent that students have access to systems support that effectively support their social, emotional and mental health well-being.
Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	**Bullying/Cyber-bullying** The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	**Discipline Environment** The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

Views of Climate and Learning (VOCAL) Survey, 2018

DISTRICT REPORT

Littleton Public School District
Grade 5

	Think of the last 30 days in school.	District N of total responses	Always true	Mostly true	Mostly untrue	Never true	District	State
ENGAGEMENT								
1	Teachers at this school accept me for who I am.	118	69%	22%	6%	3%	91%	94%
2	My teachers care about me as a person.	118	66%	27%	6%	1%	93%	94%
3	Adults working at this school treat all students respectfully.	118	55%	40%	5%	0%	95%	92%
4	My teachers will explain things in different ways until I understand.	118	49%	42%	6%	3%	91%	92%
5	When I am stuck, my teachers want me to try again before they help me.	118	26%	53%	18%	3%	79%	91%
6	Students like to have friends who are different from themselves (for example, boys and girls, rich and poor, or classmates of different color).	117	56%	34%	8%	3%	90%	90%
7	I get the chance to take part in school events (for example, science fairs, art or music shows)	118	58%	35%	4%	3%	93%	87%
8	My teachers ask me to share what I have learned in a lesson.	118	19%	53%	24%	4%	72%	77%
9	Students at my school get along well with each other.	118	6%	81%	12%	1%	87%	77%
10	When I need help, my teachers use my interests to help me learn.	118	18%	52%	20%	10%	70%	74%
11	Students respect one another.	118	4%	77%	17%	2%	81%	74%
12	My teachers use my ideas to help my classmates learn.	118	16%	47%	26%	11%	63%	70%



Views of Climate and Learning (VOCAL) Survey, 2018

DISTRICT REPORT

Littleton Public School District
Grade 5

	Think of the last 30 days in school.	N of total responses	Always true	Mostly true	Mostly untrue	Never true	District	State
SAFETY								
13	If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do something to help.	118	64%	29%	6%	1%	93%	93%
14	I feel safe at our school.	118	78%	19%	3%	0%	97%	93%
15	Teachers don't let students pick on other students in class or in the hallways.	118	66%	25%	8%	1%	91%	92%
16	Teachers, students, and the principal work together in our school to prevent (stop) bullying.	118	55%	31%	12%	2%	86%	92%
17	Teachers support (help) students who come to class upset.	118	47%	50%	3%	0%	97%	91%
18	I am happy to be at our school.	118	47%	37%	10%	5%	84%	85%
19	Students will help other students if they are upset, even if they are not close friends.	118	22%	58%	17%	3%	80%	77%
20	Students at school try to stop bullying when they see it happening.	118	21%	46%	28%	5%	67%	74%
21	I feel comfortable talking to my teacher(s) about something that is bothering me.	118	33%	39%	19%	9%	72%	72%
22*	In my school, groups of students tease or pick on one student.	118	5%	19%	46%	31%	24%	33%
23*	I have been punched or shoved by other students more than once in the school or on the playground.	118	17%	16%	17%	50%	33%	30%
24*	In the last month, I have seen more than one physical fight at my school.	118	13%	14%	26%	47%	27%	28%
25*	In my school, older students scare or pick on younger students.	118	1%	8%	25%	66%	9%	22%

**A lower percentage on this item indicates a safer school climate.*

Views of Climate and Learning (VOCAL) Survey, 2018

DISTRICT REPORT

Littleton Public School District
Grade 5

	Think of the last 30 days in school.	N of total responses	Always true	Mostly true	Mostly untrue	Never true	District	State
ENVIRONMENT								
26	My teachers are proud of me when I work hard in school.	118	70%	25%	4%	1%	95%	96%
27	My teachers help me succeed with my schoolwork when I need help.	118	68%	27%	5%	0%	95%	95%
28	School rules are fair for all students.	118	45%	37%	14%	3%	82%	88%
29	My teachers support me even when my work is not my best.	118	47%	42%	8%	3%	89%	88%
30	In school, I learn how to manage (control) my feelings when I am angry or upset.	118	51%	36%	11%	2%	87%	85%
31	At our school, students learn to care about other students' feelings.	118	30%	52%	15%	3%	82%	82%
32	Teachers give students a chance to explain their behavior when they do something wrong.	118	31%	47%	19%	3%	78%	81%
33	Students help each other learn without having to be asked by the teacher.	118	14%	58%	26%	2%	72%	81%
34	My schoolwork is challenging but not too difficult.	118	21%	55%	20%	3%	76%	77%
35	When I am home, I like to learn more about the things we are learning in school.	118	6%	31%	38%	25%	37%	51%
36	Students have a voice in deciding school rules.	118	10%	25%	33%	32%	35%	43%

Views of Climate and Learning (VOCAL) Survey, 2018

DISTRICT REPORT

Littleton Public School District
Grade 8

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Rounding: *Percent "always true" and "mostly true" may not sum to total because of rounding.*

Average Index Score by Dimension

Schools with relatively weak school climates (bottom 15% of schools)	Schools with typical school climates (middle 70% of schools)	Schools with relatively strong school climates (top 15% of schools)
1 → 40	41 → 50	51 → 99

	Total responses	Littleton	STATE
SCHOOL CLIMATE	109	50	46
ENGAGEMENT	109	48	46
SAFETY	109	51	46
ENVIRONMENT	109	47	46

Dimensions and topics measured by VOCAL

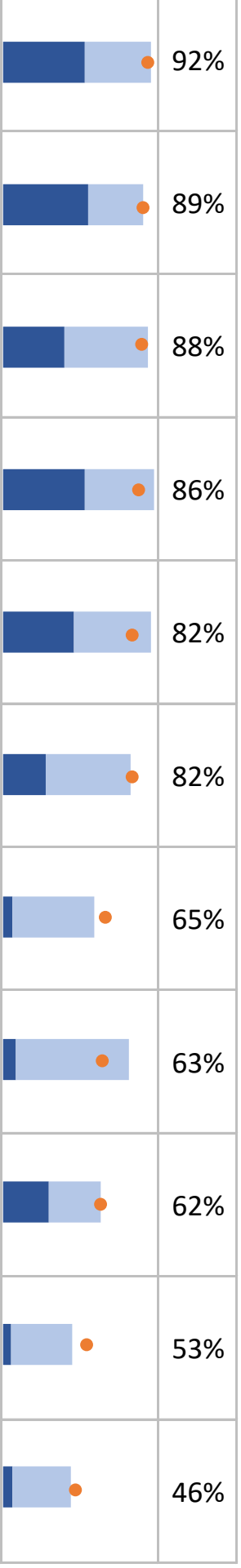
Engagement	Safety	Environment
Cultural Competence The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	**Emotional Safety** The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	**Instructional Environment** The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	**Physical Safety** The extent that students feel physically safe within the school environment.	**Mental Health Environment** The extent that students have access to systems support that effectively support their social, emotional and mental health well-being.
Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	**Bullying/Cyber-bullying** The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	**Discipline Environment** The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

Views of Climate and Learning (VOCAL) Survey, 2018

DISTRICT REPORT

Littleton Public School District
Grade 8

	Think of the last 30 days in school.	District N of total responses	Always true	Mostly true	Mostly untrue	Never true	District	State
ENGAGEMENT								
1	Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex or sexual preference).	109	69%	28%	4%	0%	97%	93%
2	My teachers promote respect among students.	109	52%	42%	6%	0%	94%	92%
3	Adults working at this school treat all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual preference.	109	54%	35%	10%	1%	89%	89%
4	Teachers are available when I need to talk with them.	109	39%	53%	8%	0%	92%	88%
5	My parents feel respected when they participate at our school (e.g., at parent-teacher conferences, open houses).	108	52%	44%	3%	2%	96%	86%
6	Students from different backgrounds respect each other in our school, regardless of their race, culture, family income, religion, sex, or sexual preference.	109	45%	49%	6%	1%	94%	82%
7	Adults at our school are respectful of student ideas even if the ideas expressed are different from their own.	109	27%	54%	17%	2%	81%	82%
8	I have a choice in how I show my learning (e.g., write a paper, prepare a presentation, make a video).	109	6%	52%	31%	10%	58%	65%
9	Students respect one another.	109	8%	72%	20%	0%	80%	63%
10	My textbooks or class materials include people and examples that reflect my race, cultural background and/or identity.	107	29%	33%	21%	18%	62%	62%
11	In my classes, my teacher use students' interests to plan class activities.	109	5%	39%	44%	13%	44%	53%
12	My teachers use my ideas to help my classmates learn.	109	6%	37%	46%	12%	43%	46%



Views of Climate and Learning (VOCAL) Survey, 2018

DISTRICT REPORT

Littleton Public School District
Grade 8

	Think of the last 30 days in school.	N of total responses	Always true	Mostly true	Mostly untrue	Never true	District	State
SAFETY								
13	If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do something to help.	109	50%	45%	5%	0%	95%	89%
14	Teachers, students, and the principal work together in our school to prevent (stop) bullying.	108	37%	51%	11%	1%	88%	84%
15	Teachers don't let students pick on other students in class or in the hallways.	109	34%	49%	17%	1%	83%	81%
16	Teachers support (help) students who come to class upset.	109	28%	57%	14%	2%	85%	77%
17	Teachers and adults are interested in my well-being beyond just my class work.	109	34%	41%	22%	3%	75%	75%
18	Students will help other students if they are upset, even if they are not close friends.	109	17%	49%	30%	4%	66%	62%
19	Students at school try to stop bullying when they see it happening.	108	20%	62%	16%	2%	82%	61%
20	I feel comfortable reaching out to teachers/counselors for emotional support if I need it.	109	21%	35%	24%	20%	56%	55%
21*	Because I worry about my grades, it is hard for me to enjoy school.	109	19%	26%	43%	12%	45%	59%
22*	I have been called names or made fun of by other students more than once in school.	109	10%	29%	34%	27%	39%	37%
23*	In my school, groups of students tease or pick on one student.	109	8%	19%	54%	18%	27%	36%
24*	Students at school damage and/or steal other students' property.	109	1%	6%	54%	39%	7%	32%
25*	Students have spread rumors or lies about me more than once on social media.	109	4%	14%	29%	53%	18%	24%
26*	In my school, bigger students taunt or pick on smaller students.	109	2%	11%	44%	43%	13%	22%
27*	I have seen students with weapons at our school.	109	3%	1%	12%	84%	4%	13%

**A lower percentage on this item indicates a safer school climate.*

Views of Climate and Learning (VOCAL) Survey, 2018

DISTRICT REPORT

Littleton Public School District
Grade 8

	Think of the last 30 days in school.	N of total responses	Always true	Mostly true	Mostly untrue	Never true	District	State
ENVIRONMENT								
28	My teachers believe that all students can do well in their learning.	109	53%	41%	6%	0%	94%	94%
29	My teachers set high expectations for my work.	109	34%	53%	13%	0%	87%	90%
30	My teachers are proud of me when I work hard in school.	109	41%	50%	7%	1%	91%	88%
31	School staff are consistent when enforcing rules in school.	109	29%	52%	15%	4%	81%	83%
32	Students help each other learn without having to be asked by the teacher.	109	28%	61%	9%	2%	89%	80%
33	My school work is appropriately challenging.	109	16%	64%	18%	2%	80%	80%
34	My teachers support me even when my work is not my best.	109	34%	46%	19%	1%	80%	79%
35	Our school offers guidance to students on how to mediate (settle) conflicts by themselves.	109	43%	40%	11%	6%	83%	78%
36	If I need help with my emotions (feelings), help is available at my school.	109	39%	35%	17%	9%	74%	75%
37	Teachers give students a chance to explain their behavior when they do something wrong.	109	11%	43%	39%	7%	54%	58%
38	Students have a voice in deciding school rules.	109	1%	23%	44%	32%	24%	25%

Views of Climate and Learning (VOCAL) Survey, 2018

DISTRICT REPORT

Littleton Public School District
Grade 10

Suppression note: *"--" means data are suppressed if fewer than 10 students responded or the reliability is less than 0.7. Reliability is a statistical measure that ranges from 0 (not at all reliable) to 1 (reliable). Measures with high reliability are accurate, reproducible, and consistent across multiple rounds of surveys on the same population.*

Rounding: *Percent "always true" and "mostly true" may not sum to total because of rounding.*

Average Index Score by Dimension

Schools with relatively weak school climates (bottom 15% of schools)	Schools with typical school climates (middle 70% of schools)	Schools with relatively strong school climates (top 15% of schools)
1 → 40	41 → 50	51 → 99

	Total responses	Littleton	STATE
SCHOOL CLIMATE	92	50	45
ENGAGEMENT	92	50	46
SAFETY	92	51	45
ENVIRONMENT	92	48	46

Dimensions and topics measured by VOCAL

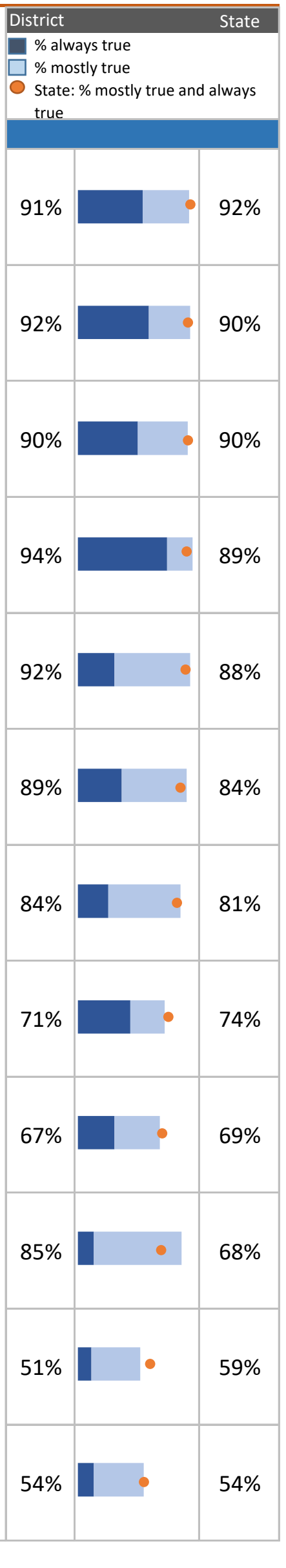
Engagement Topics	Safety Topics	Environment Topics
Cultural Competence The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	**Emotional Safety** The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	**Instructional Environment** The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	**Physical Safety** The extent that students feel physically safe within the school environment.	**Mental Health Environment** The extent that students have access to systems support that effectively support their social, emotional and mental health well-being.
Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	**Bullying/Cyber-bullying** The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	**Discipline Environment** The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

Views of Climate and Learning (VOCAL) Survey, 2018

DISTRICT REPORT

Littleton Public School District
Grade 10

	Think of the last 30 days in school.	District N of total responses	Always true	Mostly true	Mostly untrue	Never true	District	State
ENGAGEMENT								
1	Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex or sexual preference).	90	53%	38%	9%	0%	91%	92%
2	Adults working at this school treat all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual preference.	89	58%	34%	7%	1%	92%	90%
3	My teachers promote respect among students.	91	49%	41%	8%	2%	90%	90%
4	I feel welcome to participate in extra-curricular activities offered through my school, such as, school clubs or organizations, musical groups, sports teams, student council, or any other extra-curricular activities.	90	73%	21%	6%	0%	94%	89%
5	Teachers are available when I need to talk with them.	90	30%	62%	8%	0%	92%	88%
6	Students from different backgrounds respect each other in our school, regardless of their race, culture, family income, religion, sex, or sexual preference.	91	36%	53%	10%	1%	89%	84%
7	Adults at our school are respectful of student ideas even if the ideas expressed are different from their own.	91	25%	59%	12%	3%	84%	81%
8	I am encouraged to take upper level courses (honors, AP).	90	43%	28%	19%	10%	71%	74%
9	In at least two of my academic classes, I am allowed to work on assignments that interest me personally.	89	30%	37%	24%	9%	67%	69%
10	Students respect one another.	90	13%	72%	12%	2%	85%	68%
11	If I finish my work early, I have a opportunity to do more challenging work.	90	11%	40%	40%	9%	51%	59%
12	My teachers use my ideas to help my classmates learn.	90	13%	41%	34%	11%	54%	54%



Views of Climate and Learning (VOCAL) Survey, 2018

DISTRICT REPORT

Littleton Public School District
Grade 10

	Think of the last 30 days in school.	N of total responses	Always true	Mostly true	Mostly untrue	Never true	District	State
SAFETY								
13	If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do something to help.	90	59%	37%	3%	1%	96%	91%
14	I have a group of friends I can rely on to help me when I feel down (sad).	89	58%	31%	7%	3%	89%	89%
15	I feel as though I belong in my school community.	90	49%	40%	7%	4%	89%	84%
16	Teachers, students, and the principal work together in our school to prevent (stop) bullying.	90	39%	47%	12%	2%	86%	81%
17	Teachers don't let students pick on other students in class or in the hallways.	90	38%	52%	9%	1%	90%	79%
18	Teachers support (help) students who come to class upset.	90	23%	64%	12%	0%	87%	78%
19	Students at school try to work out their problems with other students in a respectful way.	90	13%	60%	21%	6%	73%	58%
20	Students at school try to stop bullying when they see it happening.	90	22%	62%	11%	4%	84%	61%
21*	Because I worry about my grades, it is hard for me to enjoy school.	90	29%	34%	30%	7%	63%	65%
22*	In my school, groups of students tease or pick on one student.	90	4%	10%	60%	26%	14%	31%
23*	Students with learning or physical difficulties are teased or picked on at my school.	91	3%	8%	44%	45%	11%	21%
24*	Students are sexually harassed at my school (for example, bothered by unwanted touching and/or indecent name-calling).	90	1%	6%	37%	57%	7%	18%
25*	I have been teased or picked on more than once because of my race or ethnicity.	90	3%	4%	19%	73%	7%	14%
26*	I have stayed at home (or avoided school) because I did not feel safe at my school.	90	2%	11%	18%	69%	13%	13%
27*	I have been teased or picked on more than once because of my real or perceived (imagined) sexual preference.	89	4%	6%	10%	80%	10%	12%

**A lower percentage on this item indicates a safer school climate.*

Views of Climate and Learning (VOCAL) Survey, 2018

DISTRICT REPORT

Littleton Public School District
Grade 10

	Think of the last 30 days in school.	N of total responses	Always true	Mostly true	Mostly untrue	Never true	District	State
ENVIRONMENT								
28	My teachers set high expectations for my work.	90	42%	43%	13%	1%	85%	87%
29	I have access to effective help at school if I am struggling emotionally or mentally.	90	36%	44%	14%	6%	80%	83%
30	Students help each other learn without having to be asked by the teacher.	90	34%	57%	9%	0%	91%	82%
31	My teachers inspire confidence in my ability to be ready for college or career.	90	31%	52%	16%	1%	83%	82%
32	My teachers support me even when my work is not my best.	90	29%	51%	17%	3%	80%	78%
33	The consequences for the same inappropriate behavior (e.g., disrupting the class) are the same, no matter who the student is.	90	30%	33%	32%	4%	63%	63%
34	Teachers ask students for feedback on their classroom instruction.	91	19%	41%	32%	9%	60%	57%
35	Teachers give students a chance to explain their behavior when they do something wrong.	90	11%	51%	27%	11%	62%	55%
36	The things I am learning in school are relevant (important) to me.	90	11%	39%	39%	11%	50%	55%
37	Students have a voice in deciding school rules.	90	9%	24%	41%	26%	33%	31%
38*	The level of pressure I feel at school to perform well is unhealthy.	90	22%	37%	21%	20%	59%	45%

**A lower percentage on this item indicates a safer school climate.*

Views of Climate and Learning (VOCAL) Surve

North Public School District

DESE categorized schools into three groups based on their overall school climate index score. All index scores range from 1 to 99. The range of points for each score category is provided.

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Legend:

	Schools with relatively weak school climates (bottom 15% of schools)	Schools with typical school climates (middle 70% of schools)	Schools with relatively strong school climates (tozp 15% of schools)
Grade 5	1 → 51	52 → 65	66 → 99
Grade 8 and 10	1 → 40	41 → 50	51 → 99

This part of the report provides state-level school climate data (orange text) broken out for each grade and dimension. State index scores are also shown by the orange circle.

Suppression note: *Blank or "--" means data are suppressed if fewer than 10 students responded or the reliability is less than 0.7. Reliability is a statistical measure that ranges from 0 (not at all reliable) to 1 (reliable). Measures with high reliability are accurate, reproducible, and consistent across multiple rounds of surveys on the same population.*

Overall summary by grade

Number of students contributing to the index score.

	School Climate			Engagement			Safety			Environment		
	N	Index Score	State	N	Index Score	State	N	Index Score	State	N	Index Score	State
All grades	6,000	50	50	6,000	51	50	6,000	47	50	6,000	52	50
Grade 5	2,000	56	58	2,000	57	56	2,000	52	58	2,000	58	56
Grade 8	1,000	46	46	1,000	47	46	1,000	45	46	1,000	48	46
	3,000	47	45	3,000	49	46	3,000	45	45	3,000	50	46

State's and district's average bullying topic index score. Bullying topic scores can be compared to all other index scores.

*Higher bullying index score indicates safer bullying climate.

*Bullying		State
6,000	48	50

ng climate

This section of the report shows the overall school climate index score and the three dimension index scores for a district (all grades) and for each grade. District index scores are also shown by the blue bar. Engagement, safety, and environment are three distinct but related dimensions of school climate. **All scores range from 1 to 99 and can be directly compared across dimensions and across grades.** A difference of 3 to 4 points or more is meaningful.

Dimensions and topics measured by VOCAL

Engagement Topics	Safety Topics	Environment Topics
Cultural Competence The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	**Emotional Safety** The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	**Instructional Environment** The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	**Physical Safety** The extent that students feel physically safe within the school environment.	**Mental Health Environment** The extent that students have access to systems support that effectively support their social, emotional and mental health well-being.
Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	**Bullying/Cyber-bullying** The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	**Discipline Environment** The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

This section provides a description of what the VOCAL survey is measuring for each topic and dimension.

Average index score for schools in North Public School District

School name	Grade	School Climate			Engagement			Safety			Environment		
		N	Index Score	State	N	Index Score	State	N	Index Score	State	N	Index Score	State
Northeast Elementary School	5	1,000	69	58	1,000	--	56	1,000	64	58	1,000	69	56
Northwest Elementary School	5	1,000	61	58	1,000	59	56	1,000	56	58	1,000	63	56
North Middle School	8	500	46	46	500	50	46	500	41	46	500	51	46
Northeast Middle School	8	500	43	46	500	45	46	500	40	46	500	47	46
North High School	10	1,500	51	45	1,500	51	46	1,500	45	45	1,500	57	46
Northwest High School	10	1,500	48	45	1,500	49	46	1,500	46	45	1,500	51	46

If a school is missing from this list, the school was likely not opened by the time of the survey administration or did not participate in the survey.

If data is missing, the school either did not meet the minimum N of 10 or a minimum reliability requirement for index scores of 0.7.

Blue bar represents average school climate, engagement, safety, and environment index score for school. Orange circle represents the state average score.

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

Suppression note: *Blank or "--" means data are suppressed if fewer than 10 students responded or the reliability is from 0 (not at all reliable) to 1 (reliable). Measures with high reliability are accurate, reproducible, and consistent a*

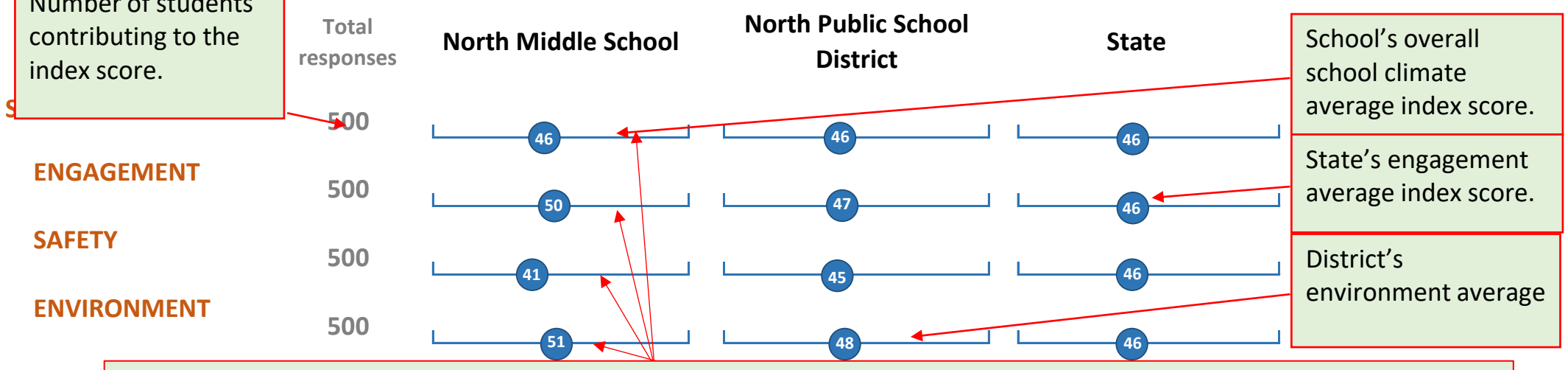
Rounding: *Percent "always true" and "mostly true" may not sum to total because of rounding.*

DESE categorized schools into three groups based on their overall school climate index score. All index scores range from 1 to 99. The range of points for each score category is provided.

Average Index Score by Dimension

Schools with relatively weak school climates (bottom 15% of schools)	Schools with typical school climates (middle 70% of schools)	Schools with relatively strong school climates (top 15% of schools)
1 → 40	41 → 50	51 → 99

Number of students contributing to the index score.



School's overall school climate average index score.

State's engagement average index score.

District's environment average

This section of the report allows you to directly compare your school's average index scores (overall school climate, engagement, safety, and environment) to your district's and to the state's average scores. A difference of 3 to 4 points or more is meaningful.

Dimensions and topics measured by VOCAL

Engagement Topics	Safety Topics	Environment Topics
Cultural Competence The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	**Emotional Safety** The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	**Instructional Environment** The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	**Physical Safety** The extent that students feel physically safe within the school environment.	**Mental Health Environment** The extent that students have access to systems support that effectively support their social, emotional and mental health well-being.
Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	**Bullying/Cyber-bullying** The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	**Discipline Environment** The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

This section provides a description of what the VOCAL survey is measuring for each topic and dimension.

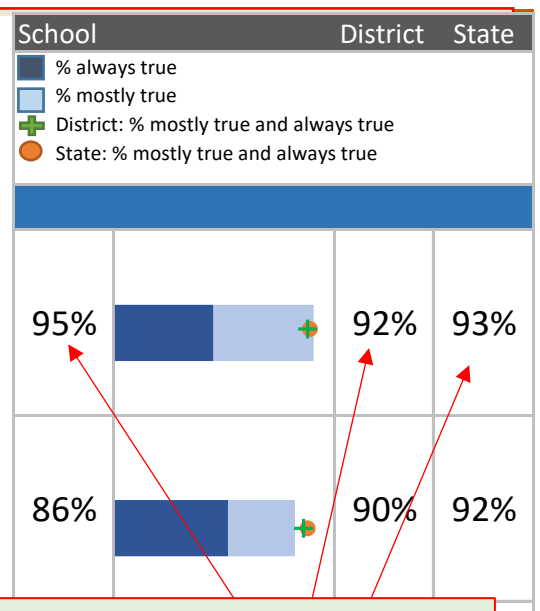
Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school.	School N of total responses	School Always true	School Mostly true	School Mostly untrue	School Never true	School	District	State
ENGAGEMENT									
1	Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex or sexual preference).	500	47%	48%	1%	4%	95%	92%	93%
2	My teachers promote respect among students.	500	54%	32%	8%	5%	86%	90%	92%
4	Teachers are available when I need to talk with them.	500	28%	45%	24%	4%			%
5	My parents feel respected when they participate at our school (e.g., at parent-teacher conferences, open houses).	500	44%	39%	8%	9%			%
6	Students from different backgrounds respect each other in our school, regardless of their race, culture, family income, religion, sex, or sexual preference.	500	37%	44%	16%	3%			%
7	Adults at our school are respectful of student ideas even if the ideas expressed are different from their own.	500	35%	51%	12%	3%	86%	84%	82%
8	I have a choice in how I show my learning (e.g., write a paper, prepare a presentation, make a video).	500	25%	41%	25%	9%	66%	66%	65%
9	Students respect one another.	500	14%	46%	30%	9%	60%	63%	63%
10	My textbooks or class materials include people and examples that reflect my race, cultural background and/or identity.	500	24%	43%	20%	12%	67%	61%	62%
11	In my classes, my teacher use students' interests to plan class activities.	500	29%	36%	25%	9%	65%	61%	53%
12	My teachers use my ideas to help my classmates learn.	500	24%	41%	17%	17%	65%	56%	46%



Item statements related to engagement for grade 8 students.

Total number of students responding to each item.

Percent of students responding within each of the four survey response categories.

Combined percent of students within the school responding "always" and "mostly" true. Items are rank-ordered from students' most positive to least positive perceptions of engagement based on the state average. You can compare school percents in the left hand column to the district percent and state percent shown in the last two columns. Note: your school's rank-ordering may differ from the state's.

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

Think of the last 30 days in school		N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
SAFETY									
1	Item statements related to safety for grade 8 students.	500	41%	35%	22%	3%	76%	89%	89%
14	Teachers, students, and the principal work together in our school to prevent (stop) bullying.	500	41%	33%	16%	9%	74%	81%	84%
15	Teachers don't let students pick on other students in class or in the hallways.	500	32%	36%	21%	12%	68%	80%	81%
16	Teachers support (help) students who come to class upset.	500	29%	50%	18%	3%	79%	78%	77%
17	Teachers and adults are interested in my well-being beyond just my class work.	500	33%	47%	15%	5%	80%	77%	75%
18	Students will help other students if they are upset, even if they are not close friends.	500	29%	41%	19%	11%	70%	65%	62%
19	Students at school try to stop bullying when they see it happening.	500	23%	43%	21%	13%	66%	62%	61%
20	I feel comfortable reaching out to teachers/counselors for emotional support if I need it.	500	36%	31%	23%	11%	67%	58%	55%
21*	Because I worry about my grades, it is hard for me to enjoy school.	500	34%	38%	22%	7%	72%	62%	59%
22*	I have more		23%	24%	28%	25%	47%	38%	37%
23*	In my		28%	28%	36%	8%	56%	37%	36%
24*	Stude property.	500	15%	43%	35%	8%	58%	39%	32%
25*	Students have spread rumors or lies about me more than once on social media.	500	17%	17%	13%	53%	34%	27%	24%
26*	In my school, bigger students taunt or pick on smaller students.	500	21%	17%	40%	21%	38%	29%	22%
27*	I have seen students with weapons at our school.	500	5%	21%	15%	59%	26%	18%	13%

Safety items that appear below the blue line are items that had to be reverse-coded to create an average index score for the safety dimension. Responding “always” or “mostly” true to these items would indicate a poor school climate. Students who responded “never” or “mostly” untrue to these types of items are reporting a positive school climate.

**A lower percentage on this item indicates a safer school climate.*

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school	N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
ENVIRONMENT									
28	Item statements related to environment for grade 8 students.	500	59%	34%	7%	0%	93%	94%	94%
29	My teachers set high expectations for my work.	500	37%	49%	11%	3%	86%	92%	90%
30	My teachers are proud of me when I work hard in school.	500	54%	33%	11%	3%	87%	90%	88%
31	School staff are consistent when enforcing rules in school.	500	37%	49%	7%	7%	86%	84%	83%
32	Students help each other learn without having to be asked by the teacher.	500	24%	51%	19%	5%	75%	79%	80%
33	My schoolwork is challenging but not too difficult.	500	25%	58%	16%	1%	83%	77%	80%
34	My teachers support me even when my work is not my best.	500	44%	39%	11%	7%	83%	83%	79%
35	Our school offers guidance to students on how to mediate (settle) conflicts (e.g., arguments, fights) by themselves.	500	36%	39%	15%	11%	75%	78%	78%
36	If I need help with my emotions (feelings), effective help is available at my school.	500	36%	37%	13%	13%	73%	74%	75%
37	Teachers give students a chance to explain their behavior when they do something wrong.	500	28%	36%	22%	14%	64%	63%	58%
38	Students have a voice in deciding school rules.	500	13%	32%	24%	31%	45%	36%	25%

VOCAL 2018 Summary

October 2018

Background

- The Views of Climate and Learning (VOCAL) survey is designed to provide schools with information on student perceptions of three dimensions of school climate: engagement, safety, and environment. The topics measured within each dimension are summarized below.

Engagement	Safety	Environment
• The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	• The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students	• The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
• The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	• The extent that students feel physically safe within the school environment.	• The extent that students have access to systems support that effectively support their social, emotional and mental health well-being
• The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	• The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	• The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

- The survey is based on the conceptual framework of the U.S. Department of Education's School Climate Surveys.
- The VOCAL survey helps the state to meet requirements included in the Act Relative to Bullying in Schools.

Survey design, responses, scales, and reporting

- Students in grades 5, 8, and 10 were given the option to participate in the survey as part of the state MCAS administration in 2018. The survey was optional for districts, schools, and individual students.
- DESE administered 76 items across the three grades with common items across the surveys to allow for later data linking. All items used the same response options: always true, mostly true, mostly untrue, and never true.
- Statewide, 79 percent of eligible students participated in the survey: 84% in grade 5, 89% in grade 8, and 64% in grade 10. Large majorities of schools (94%) and districts (97%) had at least one student respond. Responding students were demographically similar to non-responding students.
- In addition to reporting individual item responses, DESE developed an overall school climate index score and index scores for the three dimensions of climate (engagement, safety, and environment). These indices were set to a mean of 50 and a standard deviation of 20; differences on the indices of about 3 to 4 points or more represent a meaningful difference in school climate.
- All indices in 2018 are directly comparable to one another and across grade levels. For the first time, districts will also receive a bullying index score that can be compared to other scores. Schools and districts that participated in the 2017 pilot should not compare index scores from 2018 to 2017. The 2018 scores are not anchored on the same scale. The 2018 index scores will form a baseline for future trend data.
- To preserve respondent confidentiality, DESE suppressed data if fewer than 10 students responded, if all students responded identically on an item, or if the reliability of the responses was at least 0.7 on a scale from 0 to 1. After accounting for these criteria, 88% of schools and 94% of districts received a report.

Findings

- Students generally reported that they experienced positive school climates.
  - o In schools with typical school climates, the average student within the school responded "mostly true" to a majority of items and "always true" to a majority of the remaining items
  - o Across all three grades, 7 in 10 students responded in the two most positive categories on over 60% of the items within each survey.

VOCAL 2018 Summary

October 2018

- Students in grade 5 reported more positive school climates than students in grade 8 or grade 10 across all three dimensions of school climate.

	Student-level average index score		
	Grade 5	Grade 8	Grade 10
Overall school climate	58	46	45
Engagement	56	46	46
Safety	58	46	45
Bullying	57	46	45
Environment	56	46	46

  o In schools with typical school climates, the average fifth grade student responded "always true" to a 33% of the survey's items. In comparison, the average grade 8 and grade 10 student within schools with typical school climates responded "always true" to only 16% and 10% of the surveys' items, respectively. For example, 22% or grade 5 students responded "always true" to the statement, "My teachers use my ideas to help my classmates learn." In comparison, 8% and 12% of grade 8 and grade 10 students responded similarly to this item.

- Among schools that had sufficient responses to receive reports, the overall school climate index ranged from 27 to 78, showing considerable variation in climate across schools. Substantial variation was also evident among schools for each of the three dimensions of school climate: engagement (scores ranged from 35 to 75), safety (23 to 74), and environment (30 to 73).

- Across the three grades, students in schools with the strongest climates (the top 15% percent of schools) reported many more positive aspects of their school environments when compared to students in the weakest climates (the bottom 15% of schools).

  o In grade 5, students in the strongest schools are more open to having inclusive relationships with a diverse range of students and the classroom environment is more collaborative. Teachers have higher expectations for student effort, perseverance, and academics. Students feel safer in the strongest schools with fewer bullying occurrences. They believe their school rules are fair for all students, not just some. Adults are also more active in helping students emotionally and teaching positive behavior.

  o In grade 8, student-on-student relations in the strongest schools are more respectful and open. Teachers have higher expectations for student effort and academics, and use student ideas and interests to plan and guide instruction. Teachers are more readily available when students need help. Students feel safer and can rely more on adults and to a lesser extent students to counteract any bullying. Adults actively promote and model respectful relationships and students can rely to a greater extent on teachers and their peers for emotional and behavioral support. Teachers are more willing to listen to students when they are in trouble.

  o In grade 10, student-on-student relations in the strongest schools are more respectful and open. Teachers have higher expectations for student academics and provide more opportunities for students to challenge themselves. They are more readily available when students need help. Teachers use student ideas, feedback and interests to guide instruction. Students feel safer and can rely more on adults and to a lesser extent students to counteract any bullying. Adults actively promote and model respectful relationships and students can rely to a greater extent on teachers and their peers for emotional and behavioral support. Teachers are more willing to listen to students when they are in trouble.

Views of Climate and Learning (VOCAL) Survey, 2018

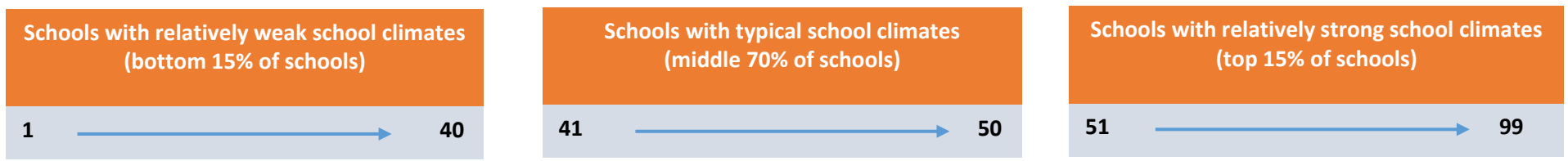
SAMPLE SCHOOL REPORT

North Public School District: North Middle School
Grade 8

Suppression note: *Blank or "--" means dataItem are suppressed if fewer than 10 students responded or the reliability is less than 0.7. Reliability is a statistical measure that ranges from 0 (not at all reliable) to 1 (reliable). Measures with high reliability are accurate, reproducible, and consistent across multiple rounds of surveys on the same population.*

Rounding: *Percent "always true" and "mostly true" may not sum to total because of rounding.*

Average Index Score by Dimension



Dimensions and topics measured by VOCAL

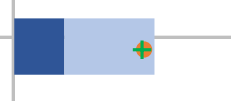
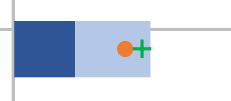
Engagement	Safety	Environment
Cultural Competence The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	**Emotional Safety** The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	**Instructional Environment** The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	**Physical Safety** The extent that students feel physically safe within the school environment.	**Mental Health Environment** The extent that students have access to systems support that effectively support their social, emotional and mental health well-being.
Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	**Bullying/Cyber-bullying** The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	**Discipline Environment** The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school.	School					School		District	State
		N of total responses	Always true	Mostly true	Mostly untrue	Never true	% always true / % mostly true / District: % mostly true and always true / State: % mostly true and always true			
ENGAGEMENT										
1	Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex or sexual preference).	500	47%	48%	1%	4%	95%		92%	93%
2	My teachers promote respect among students.	500	54%	32%	8%	5%	86%		90%	92%
3	Adults working at this school treat all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual preference.	500	49%	32%	12%	7%	81%		89%	89%
4	Teachers are available when I need to talk with them.	500	28%	45%	24%	4%	73%		85%	88%
5	My parents feel respected when they participate at our school (e.g., at parent-teacher conferences, open houses).	500	44%	39%	8%	9%	83%		84%	86%
6	Students from different backgrounds respect each other in our school, regardless of their race, culture, family income, religion, sex, or sexual preference.	500	37%	44%	16%	3%	81%		82%	82%
7	Adults at our school are respectful of student ideas even if the ideas expressed are different from their own.	500	35%	51%	12%	3%	86%		84%	82%
8	I have a choice in how I show my learning (e.g., write a paper, prepare a presentation, make a video).	500	25%	41%	25%	9%	66%		66%	65%
9	Students respect one another.	500	14%	46%	30%	9%	60%		63%	63%
10	My textbooks or class materials include people and examples that reflect my race, cultural background and/or identity.	500	24%	43%	20%	12%	67%		61%	62%
11	In my classes, my teacher use students' interests to plan class activities.	500	29%	36%	25%	9%	65%		61%	53%
12	My teachers use my ideas to help my classmates learn.	500	24%	41%	17%	17%	65%		56%	46%

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school	N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
SAFETY									
13	If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do something to help.	500	41%	35%	22%	3%	76%	89%	89%
14	Teachers, students, and the principal work together in our school to prevent (stop) bullying.	500	41%	33%	16%	9%	74%	81%	84%
15	Teachers don't let students pick on other students in class or in the hallways.	500	32%	36%	21%	12%	68%	80%	81%
16	Teachers support (help) students who come to class upset.	500	29%	50%	18%	3%	79%	78%	77%
17	Teachers and adults are interested in my well-being beyond just my class work.	500	33%	47%	15%	5%	80%	77%	75%
18	Students will help other students if they are upset, even if they are not close friends.	500	29%	41%	19%	11%	70%	65%	62%
19	Students at school try to stop bullying when they see it happening.	500	23%	43%	21%	13%	66%	62%	61%
20	I feel comfortable reaching out to teachers/counselors for emotional support if I need it.	500	36%	31%	23%	11%	67%	58%	55%
21*	Because I worry about my grades, it is hard for me to enjoy school.	500	34%	38%	22%	7%	72%	62%	59%
22*	I have been called names or made fun of by other students more than once in school.	500	23%	24%	28%	25%	47%	38%	37%
23*	In my school, groups of students tease or pick on one student.	500	28%	28%	36%	8%	56%	37%	36%
24*	Students at school damage and/or steal other students' property.	500	15%	43%	35%	8%	58%	39%	32%
25*	Students have spread rumors or lies about me more than once on social media.	500	17%	17%	13%	53%	34%	27%	24%
26*	In my school, bigger students taunt or pick on smaller students.	500	21%	17%	40%	21%	38%	29%	22%
27*	I have seen students with weapons at our school.	500	5%	21%	15%	59%	26%	18%	13%

**A lower percentage on this item indicates a safer school climate.*

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school	N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
ENVIRONMENT									
28	My teachers believe that all students can do well in their learning.	500	59%	34%	7%	0%	93%	94%	94%
29	My teachers set high expectations for my work.	500	37%	49%	11%	3%	86%	92%	90%
30	My teachers are proud of me when I work hard in school.	500	54%	33%	11%	3%	87%	90%	88%
31	School staff are consistent when enforcing rules in school.	500	37%	49%	7%	7%	86%	84%	83%
32	Students help each other learn without having to be asked by the teacher.	500	24%	51%	19%	5%	75%	79%	80%
33	My schoolwork is challenging but not too difficult.	500	25%	58%	16%	1%	83%	77%	80%
34	My teachers support me even when my work is not my best.	500	44%	39%	11%	7%	83%	83%	79%
35	Our school offers guidance to students on how to mediate (settle) conflicts (e.g., arguments, fights) by themselves.	500	36%	39%	15%	11%	75%	78%	78%
36	If I need help with my emotions (feelings), effective help is available at my school.	500	36%	37%	13%	13%	73%	74%	75%
37	Teachers give students a chance to explain their behavior when they do something wrong.	500	28%	36%	22%	14%	64%	63%	58%
38	Students have a voice in deciding school rules.	500	13%	32%	24%	31%	45%	36%	25%

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906 *Telephone: (781) 338-3000*

TTY: N.E.T. Relay 1-800-439-2370

October 19, 2018

Dear Principals:

DESE is pleased to provide schools with a report of their Views of Climate and Learning (VOCAL) survey results. DESE conducted a survey of students' perceptions of school climate from students in grades 5, 8, and 10 as part of the 2018 MCAS administration.

This data report includes:

- Summaries of your students' responses on each individual survey item
- An overall average school climate index score (with comparative district and state data), and
- Average index scores for three dimensions of climate: engagement, safety, and environment (with comparative district and state data).

In November, DESE will provide overall school climate data to districts and schools broken out by subgroups (for example, by gender, race/ethnicity).

All index scores range from 1 to 99 and can be directly compared across dimensions and across grades. A difference of 3 to 4 points or more is meaningful. DESE categorized schools within each grade into three groups based on their overall school climate index score. The range of scores for each grade are:

Grade	Relatively weak (~15% of schools)	Typical (~middle 70%)	Relatively strong (~15% of schools)
Grade 5	1 to 51	52 to 65	66 to 99
Grade 8	1 to 40	41 to 50	51 to 99
Grade 10	1 to 40	41 to 50	51 to 99

If you do not receive any reports, this is either because your school did not meet DESE's minimum reporting requirements or your school did not participate in the 2018 survey administration.

If your school or district did not receive data for a survey item or index, it is because fewer than 10 students participated, and/or all students within the school/district responded with the same answer, and/or the index scores did not meet DESE's minimum requirement for reliability. **Schools and districts that participated in the 2017 pilot should not compare index scores from 2018 to 2017.** The 2018 scores are not anchored on the same scale. The 2018 index scores will form a baseline for future trend data.

We have also embedded three supplemental materials that will help you and your schools understand and interpret what is in the reports. These supplemental materials are:

- An annotated sample report describing the layout and data elements within each report
- School climate profiles for each grade that are based on students' perceptions, to help you interpret the meaning of your overall school climate index score, and

- A two-page summary of school climate survey project and state-level results.

Two other supplemental materials are provided separately in your drop box to support the use of the school climate data. An **interpretive guide and action planning resource** for your district and school reports. These provide information on:

- The types of data within your report and what kinds of analyses you can do with each type
- How to analyze and interpret your data using the annotated sample report data as an example
- An action planning template, and
- Resources available for next steps once you have reviewed your data.

A **searchable crosswalk** highlights the connection between DESE's VOCAL school climate survey items and three other facets of building safe and supportive schools. In the crosswalk, each VOCAL item is mapped on to:

- CASEL's five social and emotional competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making),
- The principles of accessible instruction, and to
- The principles of positive behavior supports

DESE encourages schools to work together and use this student survey data in combination with other available local sources of data from students and parents, staff, and administrators to consider ways to maintain and increase areas of strength and to address any areas of concern. DESE also aims to learn from and help further these local efforts through our strategic priority to support social-emotional learning, health, and safety in schools across the Commonwealth.

If you have any questions about your school climate data, please email Shelagh Peoples (speoples@doe.mass.edu) of the Office of Planning Research.

Sincerely yours,

Carrie Conaway
Chief Strategy and Research Officer

Grade 10 VOCAL Profile: Statewide, scores range from 27 to 67

Schools with relatively weak school climates (bottom 15% of schools)	Schools with typical school climates (middle 70% of schools)	Schools with relatively strong school climates (top 15% of schools)
1 → 40	**41 → 50**	**51 → 99**
1. Student-on-student relationships **lack respect with students less open** to having inclusive relationships with a diverse range of students. Adults **generally promote and model** respectful interactions among and between students.	1. Student-on-student relationships are **largely respectful with students open** to having inclusive relationships with a diverse range of students. Adults **generally promote and model** respectful interactions among and between students.	1. Student-on-student relationships are **largely respectful with students open** to having inclusive relationships with a diverse range of students. Adults **actively promote and model** respectful interactions among and between students.
2. Teachers set **moderately high expectations** and are available when students need help. Teachers **tend not to use** student feedback, ideas, or interests to guide their instruction. Students view their learning as **relatively irrelevant. Encouragement and opportunities** for students to challenge themselves to learn are **largely limited**. The classroom environment is predominantly collaborative and supportive among students and between students and teachers. Teachers generally inspire confidence in students' ability to succeed after high school.	2. Teachers set **moderately high expectations** and are **available** when students need help. Teachers **use** student feedback, ideas, and interests to guide their instruction. Students view their learning as **mostly relevant. Encouragement and opportunities** for students to challenge themselves to learn are **largely available**. The classroom environment is predominantly collaborative and supportive among students and between students and teachers. Teachers generally inspire confidence in students' ability to succeed after high school.	2. Teachers set **high expectations** and are **readily available** when students need help. Teachers use student feedback, ideas, and interests to guide their instruction. Students view their learning as **mostly relevant. Encouragement and opportunities** for students to challenge themselves to learn are **largely available**. The classroom environment is predominantly collaborative and supportive among students and between students and teachers. Teachers generally inspire confidence in students' ability to succeed after high school.
3. Students **feel fairly safe** in school. **Bullying behaviors are more prevalent**. Teachers/adults **try to counteract** these behaviors. Students will **largely not intervene** to prevent bullying. When students are in trouble, most students **are not provided with a chance** to explain their behavior. Any disciplinary consequences are generally consistent across all students. Students have **no say** in deciding school rules.	3. Students **feel safe** in school. **Some bullying behaviors do occur** but teachers/adults **try to counteract** these behaviors. Students also **try to prevent** bullying. When students are in trouble, most students are **given a chance** to explain their behavior. Any disciplinary consequences are generally consistent across all students. Students have **limited say** in deciding school rules.	3. Students **feel very safe** in school. **Some bullying behaviors do occur** but teachers/adults **actively counteract** these behaviors. Students also try to prevent bullying. When students are in trouble, most students are **given a chance** to explain their behavior. Any disciplinary consequences are generally consistent across all students. Students have **limited say** in deciding school rules.
4. Students **feel stressed** about their grades and most **consider** the level of academic pressure somewhat **unhealthy.** Students are **less able to rely** on their friends to help them cope with any emotional problems, or supportive friendships are missing. **Most students** report having **access to relatively effective** social and emotional support systems. Teachers, for the most part, reach out to help students emotionally. Students have a more **moderate sense** of belonging to their school.	4. Students **feel stressed** about their grades but most **do not consider** the level of academic pressure **unhealthy.** They **rely heavily** on their friends to help them cope with any emotional problems. **Most students** report having **access to relatively effective** social and emotional support systems. Teachers, for the most part, reach out to help students emotionally. Students have a **strong sense** of belonging to their school.	4. Students feel **some stress** about their grades but most **do not consider** the level of academic pressure unhealthy. They **rely heavily** on their friends to help them cope with any emotional problems. **Students** have **ready access to effective** social and emotional support systems. Teachers, for the most part, reach out to help students emotionally. Students have a **strong sense** of belonging to their school.
The average student within these schools responds "mostly true" to a majority of items, "mostly untrue" to all but one of the remaining items, and "never true" to one item.	**The average student within these schools responds "mostly true" to a large majority of items and "always true" and "mostly untrue" to four and two items, respectively**	**The average student within these schools responds "mostly true" to a majority of items, "always true" to all but one of the remaining items, and "mostly untrue" to one item.**

• Descriptors bolded highlight the salient differences between the perceptions of the average student within the three categories of schools (weak, typical, and strong).

Views of Climate and Learning (VOCAL) Survey, 2018

SCHOOL REPORT

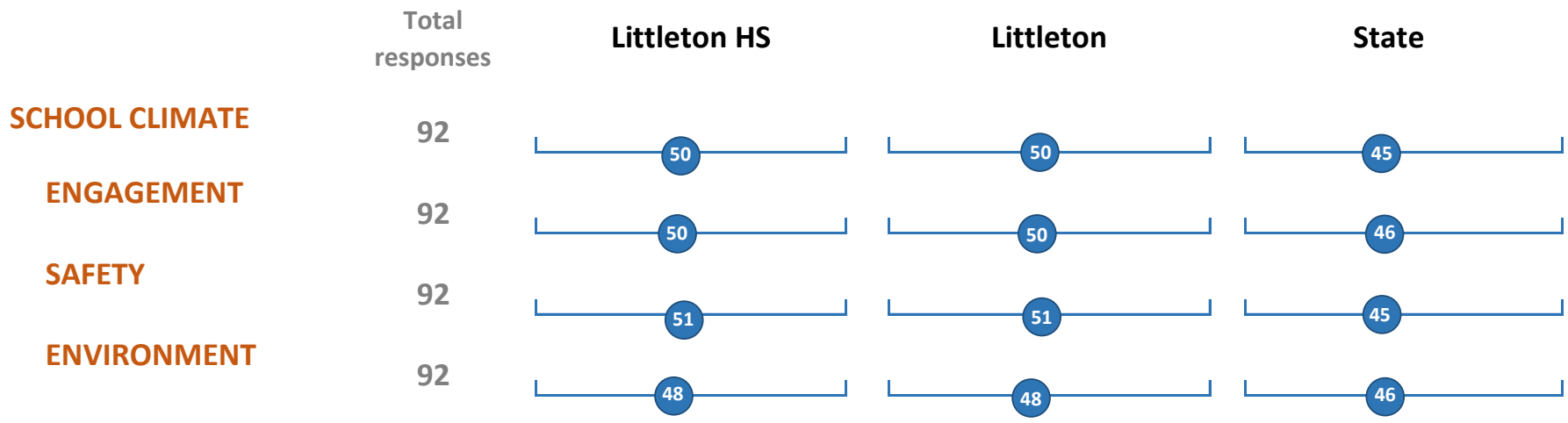
Littleton Public School District: Littleton High School
Grade 10

Suppression note: *Blank or "--" means dataItem are suppressed if fewer than 10 students responded or the reliability is less than 0.7. Reliability is a statistical measure that ranges from 0 (not at all reliable) to 1 (reliable). Measures with high reliability are accurate, reproducible, and consistent across multiple rounds of surveys on the same population.*

Rounding: *Percent "always true" and "mostly true" may not sum to total because of rounding.*

Average Index Score by Dimension

Schools with relatively weak scho`ol climates (bottom 15% of schools)	Schools with typical school climates (middle 70% of schools)	Schools with relatively strong school climates (top 15% of schools)
1 → 40	41 → 50	51 → 99



Dimensions and topics measured by VOCAL

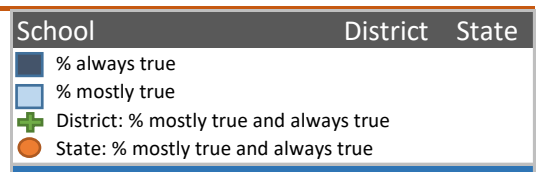
Engagement	Safety	Environment
Cultural Competence The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	**Emotional Safety** The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	**Instructional Environment** The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	**Physical Safety** The extent that students feel physically safe within the school environment.	**Mental Health Environment** The extent that students have access to systems support that effectively support their social, emotional and mental health well-being.
Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	**Bullying/Cyber-bullying** The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	**Discipline Environment** The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

Views of Climate and Learning (VOCAL) Survey, 2018

SCHOOL REPORT

Littleton Public School District: Littleton High School
Grade 10

	Think of the last 30 days in school.	School N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
	ENGAGEMENT								
1	Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex or sexual preference).	90	53%	38%	9%	0%	91%	91%	92%
2	Adults working at this school treat all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual preference.	89	58%	34%	7%	1%	92%	92%	90%
3	My teachers promote respect among students.	91	49%	41%	8%	2%	90%	90%	90%
4	I feel welcome to participate in extra-curricular activities offered through my school, such as, school clubs or organizations, musical groups, sports teams, student council, or any other extra-curricular activities.	90	73%	21%	6%	0%	94%	94%	89%
5	Teachers are available when I need to talk with them.	90	30%	62%	8%	0%	92%	92%	88%
6	Students from different backgrounds respect each other in our school, regardless of their race, culture, family income, religion, sex, or sexual preference.	91	36%	53%	10%	1%	89%	89%	84%
7	Adults at our school are respectful of student ideas even if the ideas expressed are different from their own.	91	25%	59%	12%	3%	84%	84%	81%
8	I am encouraged to take upper level courses (honors, AP).	90	43%	28%	19%	10%	71%	71%	74%
9	In at least two of my academic classes, I am allowed to work on assignments that interest me personally.	89	30%	37%	24%	9%	67%	67%	69%
10	Students respect one another.	90	13%	72%	12%	2%	85%	85%	68%
11	If I finish my work early, I have a opportunity to do more challenging work.	90	11%	40%	40%	9%	51%	51%	59%
12	My teachers use my ideas to help my classmates learn.	90	13%	41%	34%	11%	54%	54%	54%



Views of Climate and Learning (VOCAL) Survey, 2018

SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Littleton Public School District: Littleton High School
Grade 10

Think of the last 30 days in school.		N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
SAFETY									
13	If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do something to help.	90	59%	37%	3%	1%	96%	96%	91%
14	I have a group of friends I can rely on to help me when I feel down (sad).	89	58%	31%	7%	3%	89%	89%	89%
15	I feel as though I belong in my school community.	90	49%	40%	7%	4%	89%	89%	84%
16	Teachers, students, and the principal work together in our school to prevent (stop) bullying.	90	39%	47%	12%	2%	86%	86%	81%
17	Teachers don't let students pick on other students in class or in the hallways.	90	38%	52%	9%	1%	90%	90%	79%
18	Teachers support (help) students who come to class upset.	90	23%	64%	12%	0%	87%	87%	78%
19	Students at school try to work out their problems with other students in a respectful way.	90	13%	60%	21%	6%	73%	73%	58%
20	Students at school try to stop bullying when they see it happening.	90	22%	62%	11%	4%	84%	84%	61%
21*	Because I worry about my grades, it is hard for me to enjoy school.	90	29%	34%	30%	7%	63%	63%	65%
22*	In my school, groups of students tease or pick on one student.	90	4%	10%	60%	26%	14%	14%	31%
23*	Students with learning or physical difficulties are teased or picked on at my school.	91	3%	8%	44%	45%	11%	11%	21%
24*	Students are sexually harassed at my school (for example, bothered by unwanted touching and/or indecent name-calling).	90	1%	6%	37%	57%	7%	7%	18%
25*	I have been teased or picked on more than once because of my race or ethnicity.	90	3%	4%	19%	73%	7%	7%	14%
26*	I have stayed at home (or avoided school) because I did not feel safe at my school.	90	2%	11%	18%	69%	13%	13%	13%
27*	I have been teased or picked on more than once because of my real or perceived (imagined) sexual preference.	89	4%	6%	10%	80%	10%	10%	12%

A lower percentage on this item indicates a safer school climate.

Views of Climate and Learning (VOCAL) Survey, 2018

SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Littleton Public School District: Littleton High School
Grade 10

	Think of the last 30 days in school.	N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
ENVIRONMENT									
28	My teachers set high expectations for my work.	90	42%	43%	13%	1%	85%	85%	87%
29	I have access to effective help at school if I am struggling emotionally or mentally.	90	36%	44%	14%	6%	80%	80%	83%
30	Students help each other learn without having to be asked by the teacher.	90	34%	57%	9%	0%	91%	91%	82%
31	My teachers inspire confidence in my ability to be ready for college or career.	90	31%	52%	16%	1%	83%	83%	82%
32	My teachers support me even when my work is not my best.	90	29%	51%	17%	3%	80%	80%	78%
33	The consequences for the same inappropriate behavior (e.g., disrupting the class) are the same, no matter who the student is.	90	30%	33%	32%	4%	63%	63%	63%
34	Teachers ask students for feedback on their classroom instruction.	91	19%	41%	32%	9%	60%	60%	57%
35	Teachers give students a chance to explain their behavior when they do something wrong.	90	11%	51%	27%	11%	62%	62%	55%
36	The things I am learning in school are relevant (important) to me.	90	11%	39%	39%	11%	50%	50%	55%
37	Students have a voice in deciding school rules.	90	9%	24%	41%	26%	33%	33%	31%
38*	The level of pressure I feel at school to perform well is unhealthy.	90	22%	37%	21%	20%	59%	59%	45%

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

Suppression note: *Blank or "--" means data are suppressed if fewer than 10 students responded or the reliability is from 0 (not at all reliable) to 1 (reliable). Measures with high reliability are accurate, reproducible, and consistent a*

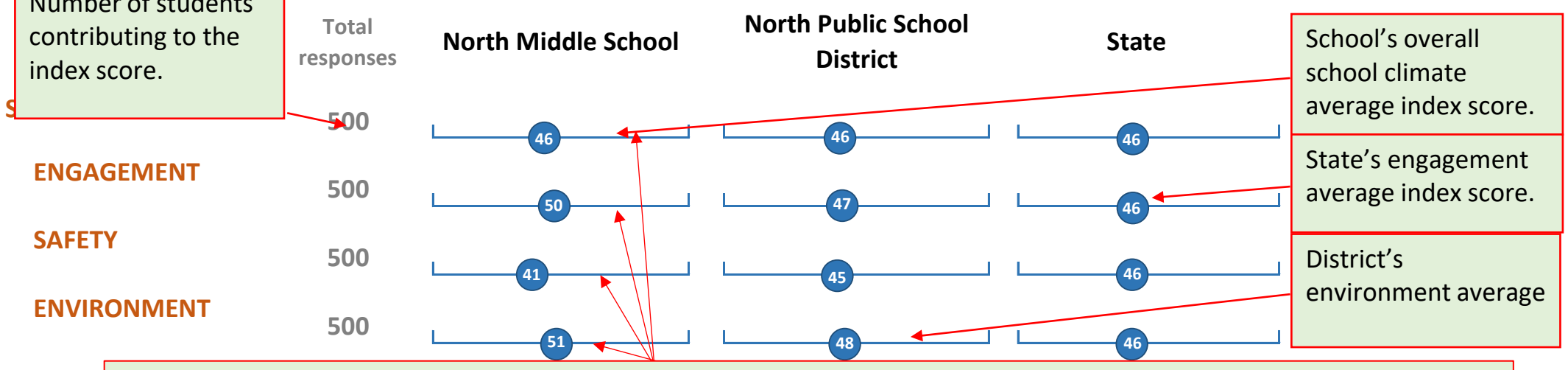
Rounding: *Percent "always true" and "mostly true" may not sum to total because of rounding.*

DESE categorized schools into three groups based on their overall school climate index score. All index scores range from 1 to 99. The range of points for each score category is provided.

Average Index Score by Dimension

Schools with relatively weak school climates (bottom 15% of schools)	Schools with typical school climates (middle 70% of schools)	Schools with relatively strong school climates (top 15% of schools)
1 → 40	41 → 50	51 → 99

Number of students contributing to the index score.



School's overall school climate average index score.

State's engagement average index score.

District's environment average

This section of the report allows you to directly compare your school's average index scores (overall school climate, engagement, safety, and environment) to your district's and to the state's average scores. A difference of 3 to 4 points or more is meaningful.

Dimensions and topics measured by VOCAL

Engagement Topics	Safety Topics	Environment Topics
Cultural Competence The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	**Emotional Safety** The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	**Instructional Environment** The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	**Physical Safety** The extent that students feel physically safe within the school environment.	**Mental Health Environment** The extent that students have access to systems support that effectively support their social, emotional and mental health well-being.
Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	**Bullying/Cyber-bullying** The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	**Discipline Environment** The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

This section provides a description of what the VOCAL survey is measuring for each topic and dimension.

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school.	School					School	District	State
		N of total responses	Always true	Mostly true	Mostly untrue	Never true	% always true % mostly true District: % mostly true and always true State: % mostly true and always true		
ENGAGEMENT									
1	Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex or sexual preference).	500	47%	48%	1%	4%	95%	92%	93%
2	My teachers promote respect among students.	500	54%	32%	8%	5%	86%	90%	92%
4	Teachers are available when I need to talk with them.	500	28%	45%	24%	4%			%
5	My parents feel respected when they participate at our school (e.g., at parent-teacher conferences, open houses).	500	44%	39%	8%	9%			%
6	Students from different backgrounds respect each other in our school, regardless of their race, culture, family income, religion, sex, or sexual preference.	500	37%	44%	16%	3%			%
7	Adults at our school are respectful of student ideas even if the ideas expressed are different from their own.	500	35%	51%	12%	3%	86%	84%	82%
8	I have a choice in how I show my learning (e.g., write a paper, prepare a presentation, make a video).	500	25%	41%	25%	9%	66%	66%	65%
9	Students respect one another.	500	14%	46%	30%	9%	60%	63%	63%
10	My textbooks or class materials include people and examples that reflect my race, cultural background and/or identity.	500	24%	43%	20%	12%	67%	61%	62%
11	In my classes, my teacher use students' interests to plan class activities.	500	29%	36%	25%	9%	65%	61%	53%
12	My teachers use my ideas to help my classmates learn.	500	24%	41%	17%	17%	65%	56%	46%

Item statements related to engagement for grade 8 students.

Total number of students responding to each item.

Percent of students responding within each of the four survey response categories.

Combined percent of students within the school responding “always” and “mostly” true. Items are rank-ordered from students’ most positive to least positive perceptions of engagement based on the state average. You can compare school percents in the left hand column to the district percent and state percent shown in the last two columns. Note: your school’s rank-ordering may differ from the state's.

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

Think of the last 30 days in school		N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
SAFETY									
1	Item statements related to safety for grade 8 students.	500	41%	35%	22%	3%	76%	89%	89%
14	Teachers, students, and the principal work together in our school to prevent (stop) bullying.	500	41%	33%	16%	9%	74%	81%	84%
15	Teachers don't let students pick on other students in class or in the hallways.	500	32%	36%	21%	12%	68%	80%	81%
16	Teachers support (help) students who come to class upset.	500	29%	50%	18%	3%	79%	78%	77%
17	Teachers and adults are interested in my well-being beyond just my class work.	500	33%	47%	15%	5%	80%	77%	75%
18	Students will help other students if they are upset, even if they are not close friends.	500	29%	41%	19%	11%	70%	65%	62%
19	Students at school try to stop bullying when they see it happening.	500	23%	43%	21%	13%	66%	62%	61%
20	I feel comfortable reaching out to teachers/counselors for emotional support if I need it.	500	36%	31%	23%	11%	67%	58%	55%
21*	Because I worry about my grades, it is hard for me to enjoy school.	500	34%	38%	22%	7%	72%	62%	59%
22*	I have more		23%	24%	28%	25%	47%	38%	37%
23*	In my		28%	28%	36%	8%	56%	37%	36%
24*	Stude property.	500	15%	43%	35%	8%	58%	39%	32%
25*	Students have spread rumors or lies about me more than once on social media.	500	17%	17%	13%	53%	34%	27%	24%
26*	In my school, bigger students taunt or pick on smaller students.	500	21%	17%	40%	21%	38%	29%	22%
27*	I have seen students with weapons at our school.	500	5%	21%	15%	59%	26%	18%	13%

Safety items that appear below the blue line are items that had to be reverse-coded to create an average index score for the safety dimension. Responding “always” or “mostly” true to these items would indicate a poor school climate. Students who responded “never” or “mostly” untrue to these types of items are reporting a positive school climate.

**A lower percentage on this item indicates a safer school climate.*

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school	N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
ENVIRONMENT									
28	Item statements related to environment for grade 8 students.	500	59%	34%	7%	0%	93%	94%	94%
29	My teachers set high expectations for my work.	500	37%	49%	11%	3%	86%	92%	90%
30	My teachers are proud of me when I work hard in school.	500	54%	33%	11%	3%	87%	90%	88%
31	School staff are consistent when enforcing rules in school.	500	37%	49%	7%	7%	86%	84%	83%
32	Students help each other learn without having to be asked by the teacher.	500	24%	51%	19%	5%	75%	79%	80%
33	My schoolwork is challenging but not too difficult.	500	25%	58%	16%	1%	83%	77%	80%
34	My teachers support me even when my work is not my best.	500	44%	39%	11%	7%	83%	83%	79%
35	Our school offers guidance to students on how to mediate (settle) conflicts (e.g., arguments, fights) by themselves.	500	36%	39%	15%	11%	75%	78%	78%
36	If I need help with my emotions (feelings), effective help is available at my school.	500	36%	37%	13%	13%	73%	74%	75%
37	Teachers give students a chance to explain their behavior when they do something wrong.	500	28%	36%	22%	14%	64%	63%	58%
38	Students have a voice in deciding school rules.	500	13%	32%	24%	31%	45%	36%	25%

VOCAL 2018 Summary

October 2018

Background

- The Views of Climate and Learning (VOCAL) survey is designed to provide schools with information on student perceptions of three dimensions of school climate: engagement, safety, and environment. The topics measured within each dimension are summarized below.

Engagement	Safety	Environment
• The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	• The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students	• The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
• The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	• The extent that students feel physically safe within the school environment.	• The extent that students have access to systems support that effectively support their social, emotional and mental health well-being
• The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	• The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	• The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

- The survey is based on the conceptual framework of the U.S. Department of Education's School Climate Surveys.
- The VOCAL survey helps the state to meet requirements included in the Act Relative to Bullying in Schools.

Survey design, responses, scales, and reporting

- Students in grades 5, 8, and 10 were given the option to participate in the survey as part of the state MCAS administration in 2018. The survey was optional for districts, schools, and individual students.
- DESE administered 76 items across the three grades with common items across the surveys to allow for later data linking. All items used the same response options: always true, mostly true, mostly untrue, and never true.
- Statewide, 79 percent of eligible students participated in the survey: 84% in grade 5, 89% in grade 8, and 64% in grade 10. Large majorities of schools (94%) and districts (97%) had at least one student respond. Responding students were demographically similar to non-responding students.
- In addition to reporting individual item responses, DESE developed an overall school climate index score and index scores for the three dimensions of climate (engagement, safety, and environment). These indices were set to a mean of 50 and a standard deviation of 20; differences on the indices of about 3 to 4 points or more represent a meaningful difference in school climate.
- All indices in 2018 are directly comparable to one another and across grade levels. For the first time, districts will also receive a bullying index score that can be compared to other scores. Schools and districts that participated in the 2017 pilot should not compare index scores from 2018 to 2017. The 2018 scores are not anchored on the same scale. The 2018 index scores will form a baseline for future trend data.
- To preserve respondent confidentiality, DESE suppressed data if fewer than 10 students responded, if all students responded identically on an item, or if the reliability of the responses was at least 0.7 on a scale from 0 to 1. After accounting for these criteria, 88% of schools and 94% of districts received a report.

Findings

- Students generally reported that they experienced positive school climates.
  - o In schools with typical school climates, the average student within the school responded "mostly true" to a majority of items and "always true" to a majority of the remaining items
  - o Across all three grades, 7 in 10 students responded in the two most positive categories on over 60% of the items within each survey.

VOCAL 2018 Summary

October 2018

- Students in grade 5 reported more positive school climates than students in grade 8 or grade 10 across all three dimensions of school climate.

	Student-level average index score		
	Grade 5	Grade 8	Grade 10
Overall school climate	58	46	45
Engagement	56	46	46
Safety	58	46	45
Bullying	57	46	45
Environment	56	46	46

  o In schools with typical school climates, the average fifth grade student responded "always true" to a 33% of the survey's items. In comparison, the average grade 8 and grade 10 student within schools with typical school climates responded "always true" to only 16% and 10% of the surveys' items, respectively. For example, 22% or grade 5 students responded "always true" to the statement, "My teachers use my ideas to help my classmates learn." In comparison, 8% and 12% of grade 8 and grade 10 students responded similarly to this item.

- Among schools that had sufficient responses to receive reports, the overall school climate index ranged from 27 to 78, showing considerable variation in climate across schools. Substantial variation was also evident among schools for each of the three dimensions of school climate: engagement (scores ranged from 35 to 75), safety (23 to 74), and environment (30 to 73).

- Across the three grades, students in schools with the strongest climates (the top 15% percent of schools) reported many more positive aspects of their school environments when compared to students in the weakest climates (the bottom 15% of schools).

  o In grade 5, students in the strongest schools are more open to having inclusive relationships with a diverse range of students and the classroom environment is more collaborative. Teachers have higher expectations for student effort, perseverance, and academics. Students feel safer in the strongest schools with fewer bullying occurrences. They believe their school rules are fair for all students, not just some. Adults are also more active in helping students emotionally and teaching positive behavior.

  o In grade 8, student-on-student relations in the strongest schools are more respectful and open. Teachers have higher expectations for student effort and academics, and use student ideas and interests to plan and guide instruction. Teachers are more readily available when students need help. Students feel safer and can rely more on adults and to a lesser extent students to counteract any bullying. Adults actively promote and model respectful relationships and students can rely to a greater extent on teachers and their peers for emotional and behavioral support. Teachers are more willing to listen to students when they are in trouble.

  o In grade 10, student-on-student relations in the strongest schools are more respectful and open. Teachers have higher expectations for student academics and provide more opportunities for students to challenge themselves. They are more readily available when students need help. Teachers use student ideas, feedback and interests to guide instruction. Students feel safer and can rely more on adults and to a lesser extent students to counteract any bullying. Adults actively promote and model respectful relationships and students can rely to a greater extent on teachers and their peers for emotional and behavioral support. Teachers are more willing to listen to students when they are in trouble.

Views of Climate and Learning (VOCAL) Survey, 2018

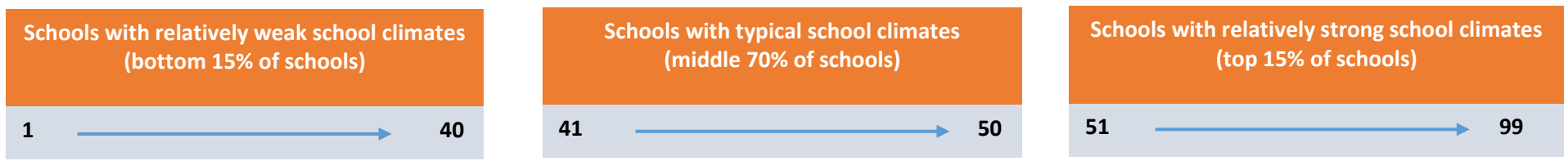
SAMPLE SCHOOL REPORT

North Public School District: North Middle School
Grade 8

Suppression note: *Blank or "--" means dataItem are suppressed if fewer than 10 students responded or the reliability is less than 0.7. Reliability is a statistical measure that ranges from 0 (not at all reliable) to 1 (reliable). Measures with high reliability are accurate, reproducible, and consistent across multiple rounds of surveys on the same population.*

Rounding: *Percent "always true" and "mostly true" may not sum to total because of rounding.*

Average Index Score by Dimension



Dimensions and topics measured by VOCAL

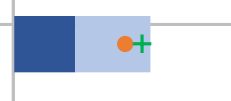
Engagement	Safety	Environment
Cultural Competence The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	**Emotional Safety** The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	**Instructional Environment** The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	**Physical Safety** The extent that students feel physically safe within the school environment.	**Mental Health Environment** The extent that students have access to systems support that effectively support their social, emotional and mental health well-being.
Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	**Bullying/Cyber-bullying** The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	**Discipline Environment** The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school.	School					School		District	State
		N of total responses	Always true	Mostly true	Mostly untrue	Never true	% always true / % mostly true / District: % mostly true and always true / State: % mostly true and always true			
ENGAGEMENT										
1	Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex or sexual preference).	500	47%	48%	1%	4%	95%		92%	93%
2	My teachers promote respect among students.	500	54%	32%	8%	5%	86%		90%	92%
3	Adults working at this school treat all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual preference.	500	49%	32%	12%	7%	81%		89%	89%
4	Teachers are available when I need to talk with them.	500	28%	45%	24%	4%	73%		85%	88%
5	My parents feel respected when they participate at our school (e.g., at parent-teacher conferences, open houses).	500	44%	39%	8%	9%	83%		84%	86%
6	Students from different backgrounds respect each other in our school, regardless of their race, culture, family income, religion, sex, or sexual preference.	500	37%	44%	16%	3%	81%		82%	82%
7	Adults at our school are respectful of student ideas even if the ideas expressed are different from their own.	500	35%	51%	12%	3%	86%		84%	82%
8	I have a choice in how I show my learning (e.g., write a paper, prepare a presentation, make a video).	500	25%	41%	25%	9%	66%		66%	65%
9	Students respect one another.	500	14%	46%	30%	9%	60%		63%	63%
10	My textbooks or class materials include people and examples that reflect my race, cultural background and/or identity.	500	24%	43%	20%	12%	67%		61%	62%
11	In my classes, my teacher use students' interests to plan class activities.	500	29%	36%	25%	9%	65%		61%	53%
12	My teachers use my ideas to help my classmates learn.	500	24%	41%	17%	17%	65%		56%	46%

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school	N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
SAFETY									
13	If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do something to help.	500	41%	35%	22%	3%	76%	89%	89%
14	Teachers, students, and the principal work together in our school to prevent (stop) bullying.	500	41%	33%	16%	9%	74%	81%	84%
15	Teachers don't let students pick on other students in class or in the hallways.	500	32%	36%	21%	12%	68%	80%	81%
16	Teachers support (help) students who come to class upset.	500	29%	50%	18%	3%	79%	78%	77%
17	Teachers and adults are interested in my well-being beyond just my class work.	500	33%	47%	15%	5%	80%	77%	75%
18	Students will help other students if they are upset, even if they are not close friends.	500	29%	41%	19%	11%	70%	65%	62%
19	Students at school try to stop bullying when they see it happening.	500	23%	43%	21%	13%	66%	62%	61%
20	I feel comfortable reaching out to teachers/counselors for emotional support if I need it.	500	36%	31%	23%	11%	67%	58%	55%
21*	Because I worry about my grades, it is hard for me to enjoy school.	500	34%	38%	22%	7%	72%	62%	59%
22*	I have been called names or made fun of by other students more than once in school.	500	23%	24%	28%	25%	47%	38%	37%
23*	In my school, groups of students tease or pick on one student.	500	28%	28%	36%	8%	56%	37%	36%
24*	Students at school damage and/or steal other students' property.	500	15%	43%	35%	8%	58%	39%	32%
25*	Students have spread rumors or lies about me more than once on social media.	500	17%	17%	13%	53%	34%	27%	24%
26*	In my school, bigger students taunt or pick on smaller students.	500	21%	17%	40%	21%	38%	29%	22%
27*	I have seen students with weapons at our school.	500	5%	21%	15%	59%	26%	18%	13%

**A lower percentage on this item indicates a safer school climate.*

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school	N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
ENVIRONMENT									
28	My teachers believe that all students can do well in their learning.	500	59%	34%	7%	0%	93%	94%	94%
29	My teachers set high expectations for my work.	500	37%	49%	11%	3%	86%	92%	90%
30	My teachers are proud of me when I work hard in school.	500	54%	33%	11%	3%	87%	90%	88%
31	School staff are consistent when enforcing rules in school.	500	37%	49%	7%	7%	86%	84%	83%
32	Students help each other learn without having to be asked by the teacher.	500	24%	51%	19%	5%	75%	79%	80%
33	My schoolwork is challenging but not too difficult.	500	25%	58%	16%	1%	83%	77%	80%
34	My teachers support me even when my work is not my best.	500	44%	39%	11%	7%	83%	83%	79%
35	Our school offers guidance to students on how to mediate (settle) conflicts (e.g., arguments, fights) by themselves.	500	36%	39%	15%	11%	75%	78%	78%
36	If I need help with my emotions (feelings), effective help is available at my school.	500	36%	37%	13%	13%	73%	74%	75%
37	Teachers give students a chance to explain their behavior when they do something wrong.	500	28%	36%	22%	14%	64%	63%	58%
38	Students have a voice in deciding school rules.	500	13%	32%	24%	31%	45%	36%	25%

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906 *Telephone: (781) 338-3000*

TTY: N.E.T. Relay 1-800-439-2370

October 19, 2018

Dear Principals:

DESE is pleased to provide schools with a report of their Views of Climate and Learning (VOCAL) survey results. DESE conducted a survey of students' perceptions of school climate from students in grades 5, 8, and 10 as part of the 2018 MCAS administration.

This data report includes:

- Summaries of your students' responses on each individual survey item
- An overall average school climate index score (with comparative district and state data), and
- Average index scores for three dimensions of climate: engagement, safety, and environment (with comparative district and state data).

In November, DESE will provide overall school climate data to districts and schools broken out by subgroups (for example, by gender, race/ethnicity).

All index scores range from 1 to 99 and can be directly compared across dimensions and across grades. A difference of 3 to 4 points or more is meaningful. DESE categorized schools within each grade into three groups based on their overall school climate index score. The range of scores for each grade are:

Grade	Relatively weak (~15% of schools)	Typical (~middle 70%)	Relatively strong (~15% of schools)
Grade 5	1 to 51	52 to 65	66 to 99
Grade 8	1 to 40	41 to 50	51 to 99
Grade 10	1 to 40	41 to 50	51 to 99

If you do not receive any reports, this is either because your school did not meet DESE's minimum reporting requirements or your school did not participate in the 2018 survey administration.

If your school or district did not receive data for a survey item or index, it is because fewer than 10 students participated, and/or all students within the school/district responded with the same answer, and/or the index scores did not meet DESE's minimum requirement for reliability. **Schools and districts that participated in the 2017 pilot should not compare index scores from 2018 to 2017.** The 2018 scores are not anchored on the same scale. The 2018 index scores will form a baseline for future trend data.

We have also embedded three supplemental materials that will help you and your schools understand and interpret what is in the reports. These supplemental materials are:

- An annotated sample report describing the layout and data elements within each report
- School climate profiles for each grade that are based on students' perceptions, to help you interpret the meaning of your overall school climate index score, and

- A two-page summary of school climate survey project and state-level results.

Two other supplemental materials are provided separately in your drop box to support the use of the school climate data. An **interpretive guide and action planning resource** for your district and school reports. These provide information on:

- The types of data within your report and what kinds of analyses you can do with each type
- How to analyze and interpret your data using the annotated sample report data as an example
- An action planning template, and
- Resources available for next steps once you have reviewed your data.

A **searchable crosswalk** highlights the connection between DESE's VOCAL school climate survey items and three other facets of building safe and supportive schools. In the crosswalk, each VOCAL item is mapped on to:

- CASEL's five social and emotional competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making),
- The principles of accessible instruction, and to
- The principles of positive behavior supports

DESE encourages schools to work together and use this student survey data in combination with other available local sources of data from students and parents, staff, and administrators to consider ways to maintain and increase areas of strength and to address any areas of concern. DESE also aims to learn from and help further these local efforts through our strategic priority to support social-emotional learning, health, and safety in schools across the Commonwealth.

If you have any questions about your school climate data, please email Shelagh Peoples (speoples@doe.mass.edu) of the Office of Planning Research.

Sincerely yours,

Carrie Conaway
Chief Strategy and Research Officer

Grade 8 VOCAL Profile: Statewide, scores range from 32 to 70		
Schools with relatively weak school climates (bottom 15% of schools)	**Schools with typical school climates (middle 70% of schools)**	**Schools with relatively strong school climates (top 15% of schools)**
1 → 40	**41 → 50**	**51 → 99**
1. Student-on-student relationships **lack respect with students less open** to having inclusive relationships with a diverse range of students. Adults **generally promote and model** respectful interactions among and between students, and with students' families.	1. Student-on-student relationships are l**argely respectful with students open** to having inclusive relationships with a diverse range of students. Adults **generally promote and model** respectful interactions among and between students, and with students' families.	1. Student-on-student relationships are **largely respectful with students open** to having inclusive relationships with a diverse range of students. Adults **actively promote and model** respectful interactions among and between students, and with students' families.
2. Teachers set **moderately high expectations** and are **available** when students need help. Teachers **encourage** students to work hard and try to instill a belief that all students can do well. Teachers **tend not to use** student ideas, cultural backgrounds, and interests to plan and guide their instruction, **or to provide** students with a choice in how to show their learning. Most students view their school work as appropriately challenging. The classroom environment is predominantly collaborative and supportive among students and between students and teachers.	2. Teachers set **moderately high expectations** and are **available** when students need help. Teachers **actively encourage** students to work hard and instill a belief that all students can do well. Teachers **use** student ideas, cultural backgrounds, and interests to plan and guide their instruction and **do allow** students to choose how they want to show their learning. Most students view their school work as appropriately challenging. The classroom environment is predominantly collaborative and supportive among students and between students and teachers.	2. Teachers set **high expectations** and are **readily available** when students need help. Teachers **actively encourage** students to work hard and instill a belief that all students can do well. Teachers use student ideas, cultural backgrounds, and interests to plan and guide their instruction and **do allow** students to choose how they want to show their learning. Most students view their school work as appropriately challenging. The classroom environment is predominantly collaborative and supportive among students and between students and teachers.
3. Students feel **fairly safe** in school. **Bullying behaviors are more prevalent.** Teachers/adults **try to counteract** these behaviors. Students will **largely not intervene** to prevent bullying. When students are in trouble, students generally **are not provided with a chance** to explain their behavior. To reduce behavioral problems, students are taught how to settle conflicts by themselves. Staff are generally consistent when enforcing rules but students **have no say** in deciding these rules.	3. Students **feel safe** in school. **Bullying behaviors are present** but teachers/adults **try to counteract** these behaviors. Students also try to prevent bullying. When students are in trouble, most students **are given a chance** to explain their behavior. To reduce behavioral problems, students are taught how to settle conflicts by themselves. Staff are generally consistent when enforcing rules but students **have limited say** in deciding these rules.	3. Students **feel safe** in school. **Bullying behaviors are present** but teachers/adults **actively counteract** these behaviors. Students also **try** to prevent bullying. When students are in trouble, most students **are given a chance** to explain their behavior. To reduce behavioral problems, students are taught how to settle conflicts by themselves. Staff are generally consistent when enforcing rules but students **have limited say** in deciding these rules.
4. Students **feel stressed** about their grades. Most students have access to relatively effective social and emotional support systems. Despite believing their teachers are interested in their emotional well-being and teachers try to reach out to help distressed students, students feel **relatively uncomfortable** approaching teachers and counselors for help. Students are **less able to rely** on their peers for support when they are upset.	4. Students **feel stressed** about their grades. Most students have access to relatively effective social and emotional support systems. Because most students believe their teachers are interested in their emotional well-being and teachers try to reach out to help distressed students, students feel **relatively comfortable** approaching teachers and counselors for help. **Most students can also rely** on their peers for emotional support when they are upset.	4. Students **feel some stress** about their grades. Most students have access to relatively effective social and emotional support systems. Because most students believe their teachers are interested in their emotional well-being and teachers try to reach out to help distressed students, students feel **relatively comfortable** approaching teachers and counselors for help. **Most students can also rely** on their peers for emotional support when they are upset.
The average student within these schools responds "mostly true" to a majority of items, "mostly untrue" to all but one of the remaining items, and "never true" to one item.	**The average student within these schools responds "mostly true" to a large majority of items and "always true" and "mostly untrue" to four and two items, respectively**	**The average student within these schools responds "mostly true" to a majority of items, "always true" to all but one of the remaining items, and "mostly untrue" to one item.**

• Descriptors bolded highlight the salient differences between the perceptions of the average student within the three categories of schools (weak, typical, and strong).

Views of Climate and Learning (VOCAL) Survey, 2018

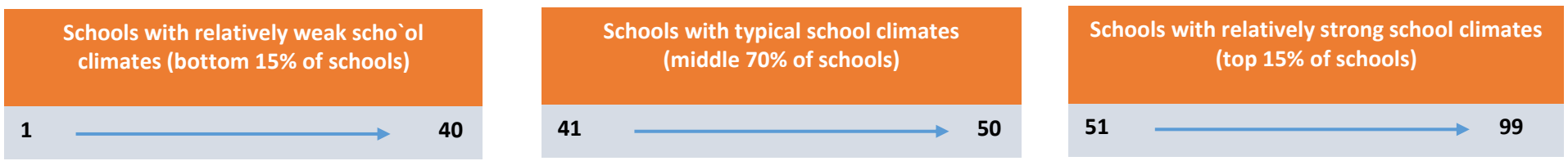
SCHOOL REPORT

Littleton Public School District: Littleton Middle School
Grade 8

Suppression note: *Blank or "--" means dataItem are suppressed if fewer than 10 students responded or the reliability is less than 0.7. Reliability is a statistical measure that ranges from 0 (not at all reliable) to 1 (reliable). Measures with high reliability are accurate, reproducible, and consistent across multiple rounds of surveys on the same population.*

Rounding: *Percent "always true" and "mostly true" may not sum to total because of rounding.*

Average Index Score by Dimension



Dimensions and topics measured by VOCAL

Engagement	Safety	Environment
Cultural Competence The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	**Emotional Safety** The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	**Instructional Environment** The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	**Physical Safety** The extent that students feel physically safe within the school environment.	**Mental Health Environment** The extent that students have access to systems support that effectively support their social, emotional and mental health well-being.
Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	**Bullying/Cyber-bullying** The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	**Discipline Environment** The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

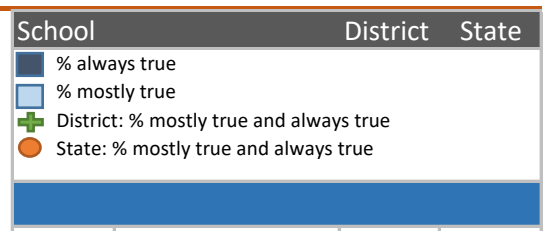
Views of Climate and Learning (VOCAL) Survey, 2018

SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Littleton Public School District: Littleton Middle School
Grade 8

	Think of the last 30 days in school.	School N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
	ENGAGEMENT								
1	Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex or sexual preference).	109	69%	28%	4%	0%	97%	97%	93%
2	My teachers promote respect among students.	109	52%	42%	6%	0%	94%	94%	92%
3	Adults working at this school treat all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual preference.	109	54%	35%	10%	1%	89%	89%	89%
4	Teachers are available when I need to talk with them.	109	39%	53%	8%	0%	92%	92%	88%
5	My parents feel respected when they participate at our school (e.g., at parent-teacher conferences, open houses).	108	52%	44%	3%	2%	96%	96%	86%
6	Students from different backgrounds respect each other in our school, regardless of their race, culture, family income, religion, sex, or sexual preference.	109	45%	49%	6%	1%	94%	94%	82%
7	Adults at our school are respectful of student ideas even if the ideas expressed are different from their own.	109	27%	54%	17%	2%	81%	81%	82%
8	I have a choice in how I show my learning (e.g., write a paper, prepare a presentation, make a video).	109	6%	52%	31%	10%	58%	58%	65%
9	Students respect one another.	109	8%	72%	20%	0%	80%	80%	63%
10	My textbooks or class materials include people and examples that reflect my race, cultural background and/or identity.	107	29%	33%	21%	18%	62%	62%	62%
11	In my classes, my teacher use students' interests to plan class activities.	109	5%	39%	44%	13%	44%	44%	53%
12	My teachers use my ideas to help my classmates learn.	109	6%	37%	46%	12%	43%	43%	46%



Views of Climate and Learning (VOCAL) Survey, 2018

SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Littleton Public School District: Littleton Middle School
Grade 8

	Think of the last 30 days in school	N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
SAFETY									
13	If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do something to help.	109	50%	45%	5%	0%	95%	95%	89%
14	Teachers, students, and the principal work together in our school to prevent (stop) bullying.	108	37%	51%	11%	1%	88%	88%	84%
15	Teachers don't let students pick on other students in class or in the hallways.	109	34%	49%	17%	1%	83%	83%	81%
16	Teachers support (help) students who come to class upset.	109	28%	57%	14%	2%	85%	85%	77%
17	Teachers and adults are interested in my well-being beyond just my class work.	109	34%	41%	22%	3%	75%	75%	75%
18	Students will help other students if they are upset, even if they are not close friends.	109	17%	49%	30%	4%	66%	66%	62%
19	Students at school try to stop bullying when they see it happening.	108	20%	62%	16%	2%	82%	82%	61%
20	I feel comfortable reaching out to teachers/counselors for emotional support if I need it.	109	21%	35%	24%	20%	56%	56%	55%
21*	Because I worry about my grades, it is hard for me to enjoy school.	109	19%	26%	43%	12%	45%	45%	59%
22*	I have been called names or made fun of by other students more than once in school.	109	10%	29%	34%	27%	39%	39%	37%
23*	In my school, groups of students tease or pick on one student.	109	8%	19%	54%	18%	27%	27%	36%
24*	Students at school damage and/or steal other students' property.	109	1%	6%	54%	39%	7%	7%	32%
25*	Students have spread rumors or lies about me more than once on social media.	109	4%	14%	29%	53%	18%	18%	24%
26*	In my school, bigger students taunt or pick on smaller students.	109	2%	11%	44%	43%	13%	13%	22%
27*	I have seen students with weapons at our school.	109	3%	1%	12%	84%	4%	4%	13%

**A lower percentage on this item indicates a safer school climate.*

Views of Climate and Learning (VOCAL) Survey, 2018

SCHOOL REPORT

Littleton Public School District: Littleton Middle School
Grade 8

	Think of the last 30 days in school	N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
ENVIRONMENT									
28	My teachers believe that all students can do well in their learning.	109	53%	41%	6%	0%	94%	94%	94%
29	My teachers set high expectations for my work.	109	34%	53%	13%	0%	87%	87%	90%
30	My teachers are proud of me when I work hard in school.	109	41%	50%	7%	1%	91%	91%	88%
31	School staff are consistent when enforcing rules in school.	109	29%	52%	15%	4%	81%	81%	83%
32	Students help each other learn without having to be asked by the teacher.	109	28%	61%	9%	2%	89%	89%	80%
33	My schoolwork is challenging but not too difficult.	109	16%	64%	18%	2%	80%	80%	80%
34	My teachers support me even when my work is not my best.	109	34%	46%	19%	1%	80%	80%	79%
35	Our school offers guidance to students on how to mediate (settle) conflicts (e.g., arguments, fights) by themselves.	109	43%	40%	11%	6%	83%	83%	78%
36	If I need help with my emotions (feelings), effective help is available at my school.	109	39%	35%	17%	9%	74%	74%	75%
37	Teachers give students a chance to explain their behavior when they do something wrong.	109	11%	43%	39%	7%	54%	54%	58%
38	Students have a voice in deciding school rules.	109	1%	23%	44%	32%	24%	24%	25%

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

Suppression note: *Blank or "--" means data are suppressed if fewer than 10 students responded or the reliability is from 0 (not at all reliable) to 1 (reliable). Measures with high reliability are accurate, reproducible, and consistent a*

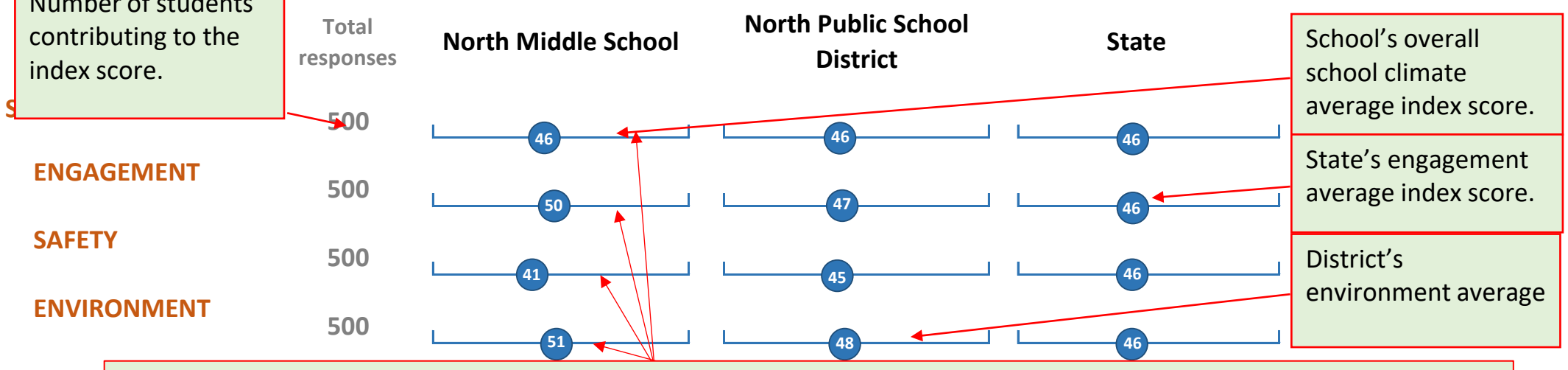
Rounding: *Percent "always true" and "mostly true" may not sum to total because of rounding.*

DESE categorized schools into three groups based on their overall school climate index score. All index scores range from 1 to 99. The range of points for each score category is provided.

Average Index Score by Dimension

Schools with relatively weak school climates (bottom 15% of schools)	Schools with typical school climates (middle 70% of schools)	Schools with relatively strong school climates (top 15% of schools)
1 → 40	41 → 50	51 → 99

Number of students contributing to the index score.



School's overall school climate average index score.

State's engagement average index score.

District's environment average

This section of the report allows you to directly compare your school's average index scores (overall school climate, engagement, safety, and environment) to your district's and to the state's average scores. A difference of 3 to 4 points or more is meaningful.

Dimensions and topics measured by VOCAL

Engagement Topics	Safety Topics	Environment Topics
Cultural Competence The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	**Emotional Safety** The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	**Instructional Environment** The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	**Physical Safety** The extent that students feel physically safe within the school environment.	**Mental Health Environment** The extent that students have access to systems support that effectively support their social, emotional and mental health well-being.
Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	**Bullying/Cyber-bullying** The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	**Discipline Environment** The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

This section provides a description of what the VOCAL survey is measuring for each topic and dimension.

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school.	School					School	District	State
		N of total responses	Always true	Mostly true	Mostly untrue	Never true	% always true % mostly true District: % mostly true and always true State: % mostly true and always true		
ENGAGEMENT									
1	Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex or sexual preference).	500	47%	48%	1%	4%	95%	92%	93%
2	My teachers promote respect among students.	500	54%	32%	8%	5%	86%	90%	92%
4	Teachers are available when I need to talk with them.	500	28%	45%	24%	4%			%
5	My parents feel respected when they participate at our school (e.g., at parent-teacher conferences, open houses).	500	44%	39%	8%	9%			%
6	Students from different backgrounds respect each other in our school, regardless of their race, culture, family income, religion, sex, or sexual preference.	500	37%	44%	16%	3%			%
7	Adults at our school are respectful of student ideas even if the ideas expressed are different from their own.	500	35%	51%	12%	3%	86%	84%	82%
8	I have a choice in how I show my learning (e.g., write a paper, prepare a presentation, make a video).	500	25%	41%	25%	9%	66%	66%	65%
9	Students respect one another.	500	14%	46%	30%	9%	60%	63%	63%
10	My textbooks or class materials include people and examples that reflect my race, cultural background and/or identity.	500	24%	43%	20%	12%	67%	61%	62%
11	In my classes, my teacher use students' interests to plan class activities.	500	29%	36%	25%	9%	65%	61%	53%
12	My teachers use my ideas to help my classmates learn.	500	24%	41%	17%	17%	65%	56%	46%

Item statements related to engagement for grade 8 students.

Total number of students responding to each item.

Percent of students responding within each of the four survey response categories.

Combined percent of students within the school responding “always” and “mostly” true. Items are rank-ordered from students’ most positive to least positive perceptions of engagement based on the state average. You can compare school percents in the left hand column to the district percent and state percent shown in the last two columns. Note: your school’s rank-ordering may differ from the state's.

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

Think of the last 30 days in school		N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
SAFETY									
1	Item statements related to safety for grade 8 students.	500	41%	35%	22%	3%	76%	89%	89%
14	Teachers, students, and the principal work together in our school to prevent (stop) bullying.	500	41%	33%	16%	9%	74%	81%	84%
15	Teachers don't let students pick on other students in class or in the hallways.	500	32%	36%	21%	12%	68%	80%	81%
16	Teachers support (help) students who come to class upset.	500	29%	50%	18%	3%	79%	78%	77%
17	Teachers and adults are interested in my well-being beyond just my class work.	500	33%	47%	15%	5%	80%	77%	75%
18	Students will help other students if they are upset, even if they are not close friends.	500	29%	41%	19%	11%	70%	65%	62%
19	Students at school try to stop bullying when they see it happening.	500	23%	43%	21%	13%	66%	62%	61%
20	I feel comfortable reaching out to teachers/counselors for emotional support if I need it.	500	36%	31%	23%	11%	67%	58%	55%
21*	Because I worry about my grades, it is hard for me to enjoy school.	500	34%	38%	22%	7%	72%	62%	59%
22*	I have more		23%	24%	28%	25%	47%	38%	37%
23*	In my		28%	28%	36%	8%	56%	37%	36%
24*	Stude property.	500	15%	43%	35%	8%	58%	39%	32%
25*	Students have spread rumors or lies about me more than once on social media.	500	17%	17%	13%	53%	34%	27%	24%
26*	In my school, bigger students taunt or pick on smaller students.	500	21%	17%	40%	21%	38%	29%	22%
27*	I have seen students with weapons at our school.	500	5%	21%	15%	59%	26%	18%	13%

Safety items that appear below the blue line are items that had to be reverse-coded to create an average index score for the safety dimension. Responding “always” or “mostly” true to these items would indicate a poor school climate. Students who responded “never” or “mostly” untrue to these types of items are reporting a positive school climate.

**A lower percentage on this item indicates a safer school climate.*

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school	N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
ENVIRONMENT									
28	Item statements related to environment for grade 8 students.	500	59%	34%	7%	0%	93%	94%	94%
29	My teachers set high expectations for my work.	500	37%	49%	11%	3%	86%	92%	90%
30	My teachers are proud of me when I work hard in school.	500	54%	33%	11%	3%	87%	90%	88%
31	School staff are consistent when enforcing rules in school.	500	37%	49%	7%	7%	86%	84%	83%
32	Students help each other learn without having to be asked by the teacher.	500	24%	51%	19%	5%	75%	79%	80%
33	My schoolwork is challenging but not too difficult.	500	25%	58%	16%	1%	83%	77%	80%
34	My teachers support me even when my work is not my best.	500	44%	39%	11%	7%	83%	83%	79%
35	Our school offers guidance to students on how to mediate (settle) conflicts (e.g., arguments, fights) by themselves.	500	36%	39%	15%	11%	75%	78%	78%
36	If I need help with my emotions (feelings), effective help is available at my school.	500	36%	37%	13%	13%	73%	74%	75%
37	Teachers give students a chance to explain their behavior when they do something wrong.	500	28%	36%	22%	14%	64%	63%	58%
38	Students have a voice in deciding school rules.	500	13%	32%	24%	31%	45%	36%	25%

VOCAL 2018 Summary

October 2018

Background

- The Views of Climate and Learning (VOCAL) survey is designed to provide schools with information on student perceptions of three dimensions of school climate: engagement, safety, and environment. The topics measured within each dimension are summarized below.

Engagement	Safety	Environment
• The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	• The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students	• The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
• The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	• The extent that students feel physically safe within the school environment.	• The extent that students have access to systems support that effectively support their social, emotional and mental health well-being
• The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	• The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	• The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

- The survey is based on the conceptual framework of the U.S. Department of Education's School Climate Surveys.
- The VOCAL survey helps the state to meet requirements included in the Act Relative to Bullying in Schools.

Survey design, responses, scales, and reporting

- Students in grades 5, 8, and 10 were given the option to participate in the survey as part of the state MCAS administration in 2018. The survey was optional for districts, schools, and individual students.
- DESE administered 76 items across the three grades with common items across the surveys to allow for later data linking. All items used the same response options: always true, mostly true, mostly untrue, and never true.
- Statewide, 79 percent of eligible students participated in the survey: 84% in grade 5, 89% in grade 8, and 64% in grade 10. Large majorities of schools (94%) and districts (97%) had at least one student respond. Responding students were demographically similar to non-responding students.
- In addition to reporting individual item responses, DESE developed an overall school climate index score and index scores for the three dimensions of climate (engagement, safety, and environment). These indices were set to a mean of 50 and a standard deviation of 20; differences on the indices of about 3 to 4 points or more represent a meaningful difference in school climate.
- All indices in 2018 are directly comparable to one another and across grade levels. For the first time, districts will also receive a bullying index score that can be compared to other scores. Schools and districts that participated in the 2017 pilot should not compare index scores from 2018 to 2017. The 2018 scores are not anchored on the same scale. The 2018 index scores will form a baseline for future trend data.
- To preserve respondent confidentiality, DESE suppressed data if fewer than 10 students responded, if all students responded identically on an item, or if the reliability of the responses was at least 0.7 on a scale from 0 to 1. After accounting for these criteria, 88% of schools and 94% of districts received a report.

Findings

- Students generally reported that they experienced positive school climates.
  - o In schools with typical school climates, the average student within the school responded "mostly true" to a majority of items and "always true" to a majority of the remaining items
  - o Across all three grades, 7 in 10 students responded in the two most positive categories on over 60% of the items within each survey.

VOCAL 2018 Summary

October 2018

- Students in grade 5 reported more positive school climates than students in grade 8 or grade 10 across all three dimensions of school climate.

	Student-level average index score		
	Grade 5	Grade 8	Grade 10
Overall school climate	58	46	45
Engagement	56	46	46
Safety	58	46	45
Bullying	57	46	45
Environment	56	46	46

  o In schools with typical school climates, the average fifth grade student responded "always true" to a 33% of the survey's items. In comparison, the average grade 8 and grade 10 student within schools with typical school climates responded "always true" to only 16% and 10% of the surveys' items, respectively. For example, 22% or grade 5 students responded "always true" to the statement, "My teachers use my ideas to help my classmates learn." In comparison, 8% and 12% of grade 8 and grade 10 students responded similarly to this item.

- Among schools that had sufficient responses to receive reports, the overall school climate index ranged from 27 to 78, showing considerable variation in climate across schools. Substantial variation was also evident among schools for each of the three dimensions of school climate: engagement (scores ranged from 35 to 75), safety (23 to 74), and environment (30 to 73).

- Across the three grades, students in schools with the strongest climates (the top 15% percent of schools) reported many more positive aspects of their school environments when compared to students in the weakest climates (the bottom 15% of schools).

  o In grade 5, students in the strongest schools are more open to having inclusive relationships with a diverse range of students and the classroom environment is more collaborative. Teachers have higher expectations for student effort, perseverance, and academics. Students feel safer in the strongest schools with fewer bullying occurrences. They believe their school rules are fair for all students, not just some. Adults are also more active in helping students emotionally and teaching positive behavior.

  o In grade 8, student-on-student relations in the strongest schools are more respectful and open. Teachers have higher expectations for student effort and academics, and use student ideas and interests to plan and guide instruction. Teachers are more readily available when students need help. Students feel safer and can rely more on adults and to a lesser extent students to counteract any bullying. Adults actively promote and model respectful relationships and students can rely to a greater extent on teachers and their peers for emotional and behavioral support. Teachers are more willing to listen to students when they are in trouble.

  o In grade 10, student-on-student relations in the strongest schools are more respectful and open. Teachers have higher expectations for student academics and provide more opportunities for students to challenge themselves. They are more readily available when students need help. Teachers use student ideas, feedback and interests to guide instruction. Students feel safer and can rely more on adults and to a lesser extent students to counteract any bullying. Adults actively promote and model respectful relationships and students can rely to a greater extent on teachers and their peers for emotional and behavioral support. Teachers are more willing to listen to students when they are in trouble.

Views of Climate and Learning (VOCAL) Survey, 2018

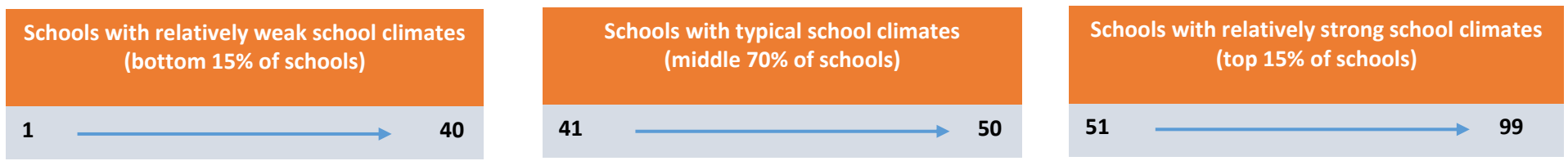
SAMPLE SCHOOL REPORT

North Public School District: North Middle School
Grade 8

Suppression note: *Blank or "--" means dataItem are suppressed if fewer than 10 students responded or the reliability is less than 0.7. Reliability is a statistical measure that ranges from 0 (not at all reliable) to 1 (reliable). Measures with high reliability are accurate, reproducible, and consistent across multiple rounds of surveys on the same population.*

Rounding: *Percent "always true" and "mostly true" may not sum to total because of rounding.*

Average Index Score by Dimension



Dimensions and topics measured by VOCAL

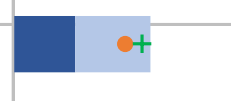
Engagement	Safety	Environment
Cultural Competence The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	**Emotional Safety** The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	**Instructional Environment** The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	**Physical Safety** The extent that students feel physically safe within the school environment.	**Mental Health Environment** The extent that students have access to systems support that effectively support their social, emotional and mental health well-being.
Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	**Bullying/Cyber-bullying** The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	**Discipline Environment** The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school.	School					School		District	State
		N of total responses	Always true	Mostly true	Mostly untrue	Never true	% always true / % mostly true / District: % mostly true and always true / State: % mostly true and always true			
ENGAGEMENT										
1	Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex or sexual preference).	500	47%	48%	1%	4%	95%		92%	93%
2	My teachers promote respect among students.	500	54%	32%	8%	5%	86%		90%	92%
3	Adults working at this school treat all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual preference.	500	49%	32%	12%	7%	81%		89%	89%
4	Teachers are available when I need to talk with them.	500	28%	45%	24%	4%	73%		85%	88%
5	My parents feel respected when they participate at our school (e.g., at parent-teacher conferences, open houses).	500	44%	39%	8%	9%	83%		84%	86%
6	Students from different backgrounds respect each other in our school, regardless of their race, culture, family income, religion, sex, or sexual preference.	500	37%	44%	16%	3%	81%		82%	82%
7	Adults at our school are respectful of student ideas even if the ideas expressed are different from their own.	500	35%	51%	12%	3%	86%		84%	82%
8	I have a choice in how I show my learning (e.g., write a paper, prepare a presentation, make a video).	500	25%	41%	25%	9%	66%		66%	65%
9	Students respect one another.	500	14%	46%	30%	9%	60%		63%	63%
10	My textbooks or class materials include people and examples that reflect my race, cultural background and/or identity.	500	24%	43%	20%	12%	67%		61%	62%
11	In my classes, my teacher use students' interests to plan class activities.	500	29%	36%	25%	9%	65%		61%	53%
12	My teachers use my ideas to help my classmates learn.	500	24%	41%	17%	17%	65%		56%	46%

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school	N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
SAFETY									
13	If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do something to help.	500	41%	35%	22%	3%	76%	89%	89%
14	Teachers, students, and the principal work together in our school to prevent (stop) bullying.	500	41%	33%	16%	9%	74%	81%	84%
15	Teachers don't let students pick on other students in class or in the hallways.	500	32%	36%	21%	12%	68%	80%	81%
16	Teachers support (help) students who come to class upset.	500	29%	50%	18%	3%	79%	78%	77%
17	Teachers and adults are interested in my well-being beyond just my class work.	500	33%	47%	15%	5%	80%	77%	75%
18	Students will help other students if they are upset, even if they are not close friends.	500	29%	41%	19%	11%	70%	65%	62%
19	Students at school try to stop bullying when they see it happening.	500	23%	43%	21%	13%	66%	62%	61%
20	I feel comfortable reaching out to teachers/counselors for emotional support if I need it.	500	36%	31%	23%	11%	67%	58%	55%
21*	Because I worry about my grades, it is hard for me to enjoy school.	500	34%	38%	22%	7%	72%	62%	59%
22*	I have been called names or made fun of by other students more than once in school.	500	23%	24%	28%	25%	47%	38%	37%
23*	In my school, groups of students tease or pick on one student.	500	28%	28%	36%	8%	56%	37%	36%
24*	Students at school damage and/or steal other students' property.	500	15%	43%	35%	8%	58%	39%	32%
25*	Students have spread rumors or lies about me more than once on social media.	500	17%	17%	13%	53%	34%	27%	24%
26*	In my school, bigger students taunt or pick on smaller students.	500	21%	17%	40%	21%	38%	29%	22%
27*	I have seen students with weapons at our school.	500	5%	21%	15%	59%	26%	18%	13%

**A lower percentage on this item indicates a safer school climate.*

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school	N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
ENVIRONMENT									
28	My teachers believe that all students can do well in their learning.	500	59%	34%	7%	0%	93%	94%	94%
29	My teachers set high expectations for my work.	500	37%	49%	11%	3%	86%	92%	90%
30	My teachers are proud of me when I work hard in school.	500	54%	33%	11%	3%	87%	90%	88%
31	School staff are consistent when enforcing rules in school.	500	37%	49%	7%	7%	86%	84%	83%
32	Students help each other learn without having to be asked by the teacher.	500	24%	51%	19%	5%	75%	79%	80%
33	My schoolwork is challenging but not too difficult.	500	25%	58%	16%	1%	83%	77%	80%
34	My teachers support me even when my work is not my best.	500	44%	39%	11%	7%	83%	83%	79%
35	Our school offers guidance to students on how to mediate (settle) conflicts (e.g., arguments, fights) by themselves.	500	36%	39%	15%	11%	75%	78%	78%
36	If I need help with my emotions (feelings), effective help is available at my school.	500	36%	37%	13%	13%	73%	74%	75%
37	Teachers give students a chance to explain their behavior when they do something wrong.	500	28%	36%	22%	14%	64%	63%	58%
38	Students have a voice in deciding school rules.	500	13%	32%	24%	31%	45%	36%	25%

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906 *Telephone: (781) 338-3000*

TTY: N.E.T. Relay 1-800-439-2370

October 19, 2018

Dear Principals:

DESE is pleased to provide schools with a report of their Views of Climate and Learning (VOCAL) survey results. DESE conducted a survey of students' perceptions of school climate from students in grades 5, 8, and 10 as part of the 2018 MCAS administration.

This data report includes:

- Summaries of your students' responses on each individual survey item
- An overall average school climate index score (with comparative district and state data), and
- Average index scores for three dimensions of climate: engagement, safety, and environment (with comparative district and state data).

In November, DESE will provide overall school climate data to districts and schools broken out by subgroups (for example, by gender, race/ethnicity).

All index scores range from 1 to 99 and can be directly compared across dimensions and across grades. A difference of 3 to 4 points or more is meaningful. DESE categorized schools within each grade into three groups based on their overall school climate index score. The range of scores for each grade are:

Grade	Relatively weak (~15% of schools)	Typical (~middle 70%)	Relatively strong (~15% of schools)
Grade 5	1 to 51	52 to 65	66 to 99
Grade 8	1 to 40	41 to 50	51 to 99
Grade 10	1 to 40	41 to 50	51 to 99

If you do not receive any reports, this is either because your school did not meet DESE's minimum reporting requirements or your school did not participate in the 2018 survey administration.

If your school or district did not receive data for a survey item or index, it is because fewer than 10 students participated, and/or all students within the school/district responded with the same answer, and/or the index scores did not meet DESE's minimum requirement for reliability. **Schools and districts that participated in the 2017 pilot should not compare index scores from 2018 to 2017.** The 2018 scores are not anchored on the same scale. The 2018 index scores will form a baseline for future trend data.

We have also embedded three supplemental materials that will help you and your schools understand and interpret what is in the reports. These supplemental materials are:

- An annotated sample report describing the layout and data elements within each report
- School climate profiles for each grade that are based on students' perceptions, to help you interpret the meaning of your overall school climate index score, and

- A two-page summary of school climate survey project and state-level results.

Two other supplemental materials are provided separately in your drop box to support the use of the school climate data. An **interpretive guide and action planning resource** for your district and school reports. These provide information on:

- The types of data within your report and what kinds of analyses you can do with each type
- How to analyze and interpret your data using the annotated sample report data as an example
- An action planning template, and
- Resources available for next steps once you have reviewed your data.

A **searchable crosswalk** highlights the connection between DESE's VOCAL school climate survey items and three other facets of building safe and supportive schools. In the crosswalk, each VOCAL item is mapped on to:

- CASEL's five social and emotional competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making),
- The principles of accessible instruction, and to
- The principles of positive behavior supports

DESE encourages schools to work together and use this student survey data in combination with other available local sources of data from students and parents, staff, and administrators to consider ways to maintain and increase areas of strength and to address any areas of concern. DESE also aims to learn from and help further these local efforts through our strategic priority to support social-emotional learning, health, and safety in schools across the Commonwealth.

If you have any questions about your school climate data, please email Shelagh Peoples (speoples@doe.mass.edu) of the Office of Planning Research.

Sincerely yours,

Carrie Conaway
Chief Strategy and Research Officer

Grade 5 VOCAL Profile: Statewide, scores range from 33 to 78

Schools with relatively weak school climates (bottom 15% of schools)	Schools with typical school climates (middle 70% of schools)	Schools with relatively strong school climates (top 15% of schools)
1 → 51	**52 → 65**	**66 → 99**
1. Student-on-student relationships are largely respectful and caring but students are **less open** to having inclusive relationships with a diverse range of students. Adults **model** caring and respectful interactions.	1. Student-on-student relationships are largely respectful and caring with students **open** to having inclusive relationships with a diverse range of students. Adults **actively model** caring and respectful interactions.	1. Student-on-student relationships are largely respectful and caring with students **open** to having inclusive relationships with a diverse range of students. Adults **actively model** caring and respectful interactions.
2. Teacher **expectations** for student effort and perseverance are **less demanding**. Teachers' help students succeed academically. **Some students** may benefit from **more adaptive explanations** to understand and access content. Teachers use student ideas, interests, and sharing to help students learn. The classroom environment is **collaborative and supportive** among students, and between students and teachers. Most students view their school work as appropriately challenging but **tend not to want to or are unable** to learn more when home.	2. Teachers have **high expectations** for student effort and perseverance. Teachers help students succeed academically by **using different strategies to explain** and make content accessible. Teachers use student ideas, interests, and sharing to help students learn. The classroom environment is **collaborative and supportive** among students, and between students and teachers. Most students view their school work as appropriately challenging and **enjoy** learning more when home.	2. Teachers have **high expectations** for student effort and perseverance. Teachers help students succeed academically by **using different strategies to explain** and make content accessible. Teachers use student ideas, interests, and sharing to help students learn. The classroom environment is **very collaborative and supportive** among students, and between students and teachers. Most students view their school work as appropriately challenging and **enjoy** learning more when home.
3. Students feel **fairly safe** in school. **Bullying behaviors are present**. Teachers/adults **try to counteract** these behaviors. Students also try to prevent bullying. When students are in trouble, most students are given a chance to explain their behavior. **Not all students feel school rules are fair for all students.** Students have **limited say** in deciding these rules.	3. Students **feel safe** in school. **Bullying behaviors are present** but teachers/adults **actively counteract** these behaviors. Students also try to prevent bullying. When students are in trouble, most students are given a chance to explain their behavior. **Not all students feel school rules are fair for all students.** Students have **limited** say in deciding these rules.	3. Students **feel very safe** in school. **Some bullying behaviors are present** but teachers/adults **actively counteract** these behaviors. Students also try to prevent bullying. When students are in trouble, most students are given a chance to explain their behavior. **A large majority of students feel school rules are fair for all students.** Students **have a say** in deciding these rules.
4. Students, overall, **feel happy** in school but have a more **moderate sense** of belonging to their school. Schools teach students how to develop caring relationships and how to manage their emotions when angry or upset. Teachers **reach ou**t to help distressed students with **most students feeling comfortable seeking help.** Students can also largely rely on their peers for emotional support.	4. Students, overall, **feel happy** in school but have a more **moderate sense** of belonging to their school. Schools teach students how to develop caring relationships and how to manage their emotions when angry or upset. Teachers **reach ou**t to help distressed students with **most students feeling comfortable** seeking help. Students can also largely rely on their peers for emotional support.	4. Students, overall, **feel very happy** in school and have a **strong sense** of belonging to their school. Schools **actively teach** students how to develop caring relationships and how to manage their emotions when angry or upset. Similarly, teachers **actively reach out** to help distressed students. As a result, **students feel comfortable** seeking help. Students can also largely rely on their peers for emotional support.
The average student within these schools responds "mostly true" to a large majority of items, and "always true" and "mostly untrue" to three and two items, respectively	**The average student within these schools responds "mostly true" to a majority of items, "always true" to all but one of the remaining items, and "mostly untrue" to one item**	**The average student within these schools responds "always true" to a majority of items, and "mostly true" to all remaining items.**

• Descriptors bolded highlight the salient differences between the perceptions of the average student within the three categories of schools (weak, typical, and strong).

Views of Climate and Learning (VOCAL) Survey, 2018

SCHOOL REPORT

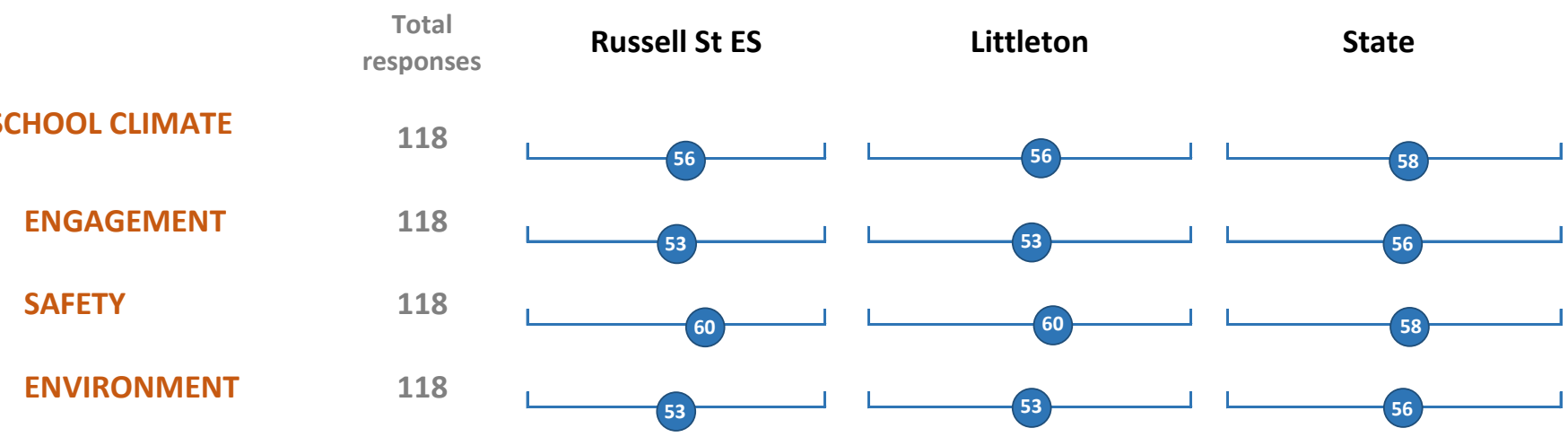
Littleton Public School District: Russell St Elementary
Grade 5

Suppression note: *"--" means dataItem are suppressed if fewer than 10 students responded or the reliability is less than 0.7. Reliability is a statistical measure that ranges from 0 (not at all reliable) to 1 (reliable). Measures with high reliability are accurate, reproducible, and consistent across multiple rounds of surveys on the same population.*

Rounding: *Percent "always true" and "mostly true" may not sum to total because of rounding.*

Average Index Score by Dimension

Schools with relatively weak school climates (bottom 15% of schools)	Schools with typical school climates (middle 70% of schools)	Schools with relatively strong school climates (top 15% of schools)
1 → 51	52 → 65	66 → 99



Dimensions and topics measured by VOCAL

Engagement Topics	Safety Topics	Environment Topics
Cultural Competence The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	**Emotional Safety** The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	**Instructional Environment** The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	**Physical Safety** The extent that students feel physically safe within the school environment.	**Mental Health Environment** The extent that students have access to systems support that effectively support their social, emotional and mental health well-being.
Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	**Bullying/Cyber-bullying** The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	**Discipline Environment** The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

Views of Climate and Learning (VOCAL) Survey, 2018

SCHOOL REPORT

Littleton Public School District: Russell St Elementary
Grade 5

	Think of the last 30 days in school.	School					School		District	State
		N of total responses	Always true	Mostly true	Mostly untrue	Never true	% always true + % mostly true		District: % mostly true and always true	State: % mostly true and always true
ENGAGEMENT										
1	Teachers at this school accept me for who I am.	118	69%	22%	6%	3%	91%		91%	94%
2	My teachers care about me as a person.	118	66%	27%	6%	1%	93%		93%	94%
3	Adults working at this school treat all students respectfully.	118	55%	40%	5%	0%	95%		95%	92%
4	My teachers will explain things in different ways until I understand.	118	49%	42%	6%	3%	91%		91%	92%
5	When I am stuck, my teachers want me to try again before they help me.	118	26%	53%	18%	3%	79%		79%	91%
6	Students like to have friends who are different from themselves (for example, boys and girls, rich and poor, or classmates of different color).	117	56%	34%	8%	3%	90%		90%	90%
7	I get the chance to take part in school events (for example, science fairs, art or music shows)	118	58%	35%	4%	3%	93%		93%	87%
8	My teachers ask me to share what I have learned in a lesson.	118	19%	53%	24%	4%	72%		72%	77%
9	Adults working at this school treat all students respectfully.	118	6%	81%	12%	1%	87%		87%	77%
10	When I need help, my teachers use my interests to help me learn.	118	18%	52%	20%	10%	70%		70%	74%
11	Students respect one another.	118	4%	77%	17%	2%	81%		81%	74%
12	My teachers use my ideas to help my classmates learn.	118	16%	47%	26%	11%	63%		63%	70%

Views of Climate and Learning (VOCAL) Survey, 2018

SCHOOL REPORT

Littleton Public School District: Russell St Elementary
Grade 5

Think of the last 30 days in school.		N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
SAFETY									
13	If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do something to help.	118	64%	29%	6%	1%	93%	93%	93%
14	I feel safe at our school.	118	78%	19%	3%	0%	97%	97%	93%
15	Teachers don't let students pick on other students in class or in the hallways.	118	66%	25%	8%	1%	91%	91%	92%
16	Teachers, students, and the principal work together in our school to prevent (stop) bullying.	118	55%	31%	12%	2%	86%	86%	92%
17	Teachers support (help) students who come to class upset.	118	47%	50%	3%	0%	97%	97%	91%
18	I am happy to be at our school.	118	47%	37%	10%	5%	84%	84%	85%
19	Students will help other students if they are upset, even if they are not close friends.	118	22%	58%	17%	3%	80%	80%	77%
20	Students at school try to stop bullying when they see it happening.	118	21%	46%	28%	5%	67%	67%	74%
21	I feel comfortable talking to my teacher(s) about something that is bothering me.	118	33%	39%	19%	9%	72%	72%	72%
22*	In my school, groups of students tease or pick on one student.	118	5%	19%	46%	31%	24%	24%	33%
23*	I have been punched or shoved by other students more than once in the school or on the playground.	118	17%	16%	17%	50%	33%	33%	30%
24*	In the last month, I have seen more than one physical fight at my school.	118	13%	14%	26%	47%	27%	27%	28%
25*	In my school, older students scare or pick on younger students.	118	1%	8%	25%	66%	9%	9%	22%

**A lower percentage on this item indicates a safer school climate.*

Views of Climate and Learning (VOCAL) Survey, 2018

SCHOOL REPORT

Littleton Public School District: Russell St Elementary
Grade 5

Think of the last 30 days in school.		N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
ENVIRONMENT									
26	My teachers are proud of me when I work hard in school.	118	70%	25%	4%	1%	95%	95%	96%
27	My teachers help me succeed with my schoolwork when I need help.	118	68%	27%	5%	0%	95%	95%	95%
28	School rules are fair for all students.	118	45%	37%	14%	3%	82%	82%	88%
29	My teachers support me even when my work is not my best.	118	47%	42%	8%	3%	89%	89%	88%
30	In school, I learn how to manage (control) my feelings when I am angry or upset.	118	51%	36%	11%	2%	87%	87%	85%
31	At our school, students learn to care about other students' feelings.	118	30%	52%	15%	3%	82%	82%	82%
32	Teachers give students a chance to explain their behavior when they do something wrong.	118	31%	47%	19%	3%	78%	78%	81%
33	Students help each other learn without having to be asked by the teacher.	118	14%	58%	26%	2%	72%	72%	81%
34	My schoolwork is challenging but not too difficult.	118	21%	55%	20%	3%	76%	76%	77%
35	When I am home, I like to learn more about the things we are learning in school.	118	6%	31%	38%	25%	37%	37%	51%
36	Students have a voice in deciding school rules.	118	10%	25%	33%	32%	35%	35%	43%

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

Suppression note: *Blank or "--" means data are suppressed if fewer than 10 students responded or the reliability is from 0 (not at all reliable) to 1 (reliable). Measures with high reliability are accurate, reproducible, and consistent a*

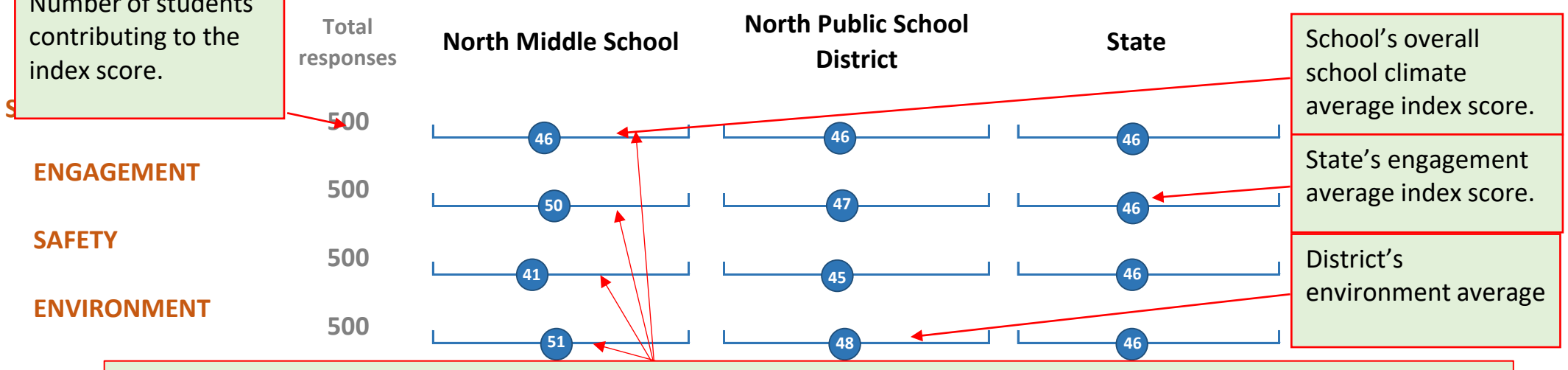
Rounding: *Percent "always true" and "mostly true" may not sum to total because of rounding.*

DESE categorized schools into three groups based on their overall school climate index score. All index scores range from 1 to 99. The range of points for each score category is provided.

Average Index Score by Dimension

Schools with relatively weak school climates (bottom 15% of schools)	Schools with typical school climates (middle 70% of schools)	Schools with relatively strong school climates (top 15% of schools)
1 → 40	41 → 50	51 → 99

Number of students contributing to the index score.



School's overall school climate average index score.

State's engagement average index score.

District's environment average

This section of the report allows you to directly compare your school's average index scores (overall school climate, engagement, safety, and environment) to your district's and to the state's average scores. A difference of 3 to 4 points or more is meaningful.

Dimensions and topics measured by VOCAL

Engagement Topics	Safety Topics	Environment Topics
Cultural Competence The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	**Emotional Safety** The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	**Instructional Environment** The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	**Physical Safety** The extent that students feel physically safe within the school environment.	**Mental Health Environment** The extent that students have access to systems support that effectively support their social, emotional and mental health well-being.
Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	**Bullying/Cyber-bullying** The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	**Discipline Environment** The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

This section provides a description of what the VOCAL survey is measuring for each topic and dimension.

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school.	School					School	District	State
		N of total responses	Always true	Mostly true	Mostly untrue	Never true	% always true % mostly true District: % mostly true and always true State: % mostly true and always true		
ENGAGEMENT									
1	Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex or sexual preference).	500	47%	48%	1%	4%	95%	92%	93%
2	My teachers promote respect among students.	500	54%	32%	8%	5%	86%	90%	92%
4	Teachers are available when I need to talk with them.	500	28%	45%	24%	4%			%
5	My parents feel respected when they participate at our school (e.g., at parent-teacher conferences, open houses).	500	44%	39%	8%	9%			%
6	Students from different backgrounds respect each other in our school, regardless of their race, culture, family income, religion, sex, or sexual preference.	500	37%	44%	16%	3%			%
7	Adults at our school are respectful of student ideas even if the ideas expressed are different from their own.	500	35%	51%	12%	3%	86%	84%	82%
8	I have a choice in how I show my learning (e.g., write a paper, prepare a presentation, make a video).	500	25%	41%	25%	9%	66%	66%	65%
9	Students respect one another.	500	14%	46%	30%	9%	60%	63%	63%
10	My textbooks or class materials include people and examples that reflect my race, cultural background and/or identity.	500	24%	43%	20%	12%	67%	61%	62%
11	In my classes, my teacher use students' interests to plan class activities.	500	29%	36%	25%	9%	65%	61%	53%
12	My teachers use my ideas to help my classmates learn.	500	24%	41%	17%	17%	65%	56%	46%

Item statements related to engagement for grade 8 students.

Total number of students responding to each item.

Percent of students responding within each of the four survey response categories.

Combined percent of students within the school responding “always” and “mostly” true. Items are rank-ordered from students’ most positive to least positive perceptions of engagement based on the state average. You can compare school percents in the left hand column to the district percent and state percent shown in the last two columns. Note: your school’s rank-ordering may differ from the state's.

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

Think of the last 30 days in school		N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
SAFETY									
1	Item statements related to safety for grade 8 students.	500	41%	35%	22%	3%	76%	89%	89%
14	Teachers, students, and the principal work together in our school to prevent (stop) bullying.	500	41%	33%	16%	9%	74%	81%	84%
15	Teachers don't let students pick on other students in class or in the hallways.	500	32%	36%	21%	12%	68%	80%	81%
16	Teachers support (help) students who come to class upset.	500	29%	50%	18%	3%	79%	78%	77%
17	Teachers and adults are interested in my well-being beyond just my class work.	500	33%	47%	15%	5%	80%	77%	75%
18	Students will help other students if they are upset, even if they are not close friends.	500	29%	41%	19%	11%	70%	65%	62%
19	Students at school try to stop bullying when they see it happening.	500	23%	43%	21%	13%	66%	62%	61%
20	I feel comfortable reaching out to teachers/counselors for emotional support if I need it.	500	36%	31%	23%	11%	67%	58%	55%
21*	Because I worry about my grades, it is hard for me to enjoy school.	500	34%	38%	22%	7%	72%	62%	59%
22*	I have more		23%	24%	28%	25%	47%	38%	37%
23*	In my		28%	28%	36%	8%	56%	37%	36%
24*	Stude property.	500	15%	43%	35%	8%	58%	39%	32%
25*	Students have spread rumors or lies about me more than once on social media.	500	17%	17%	13%	53%	34%	27%	24%
26*	In my school, bigger students taunt or pick on smaller students.	500	21%	17%	40%	21%	38%	29%	22%
27*	I have seen students with weapons at our school.	500	5%	21%	15%	59%	26%	18%	13%

Safety items that appear below the blue line are items that had to be reverse-coded to create an average index score for the safety dimension. Responding “always” or “mostly” true to these items would indicate a poor school climate. Students who responded “never” or “mostly” untrue to these types of items are reporting a positive school climate.

**A lower percentage on this item indicates a safer school climate.*

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school	N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
ENVIRONMENT									
28	Item statements related to environment for grade 8 students.	500	59%	34%	7%	0%	93%	94%	94%
29	My teachers set high expectations for my work.	500	37%	49%	11%	3%	86%	92%	90%
30	My teachers are proud of me when I work hard in school.	500	54%	33%	11%	3%	87%	90%	88%
31	School staff are consistent when enforcing rules in school.	500	37%	49%	7%	7%	86%	84%	83%
32	Students help each other learn without having to be asked by the teacher.	500	24%	51%	19%	5%	75%	79%	80%
33	My schoolwork is challenging but not too difficult.	500	25%	58%	16%	1%	83%	77%	80%
34	My teachers support me even when my work is not my best.	500	44%	39%	11%	7%	83%	83%	79%
35	Our school offers guidance to students on how to mediate (settle) conflicts (e.g., arguments, fights) by themselves.	500	36%	39%	15%	11%	75%	78%	78%
36	If I need help with my emotions (feelings), effective help is available at my school.	500	36%	37%	13%	13%	73%	74%	75%
37	Teachers give students a chance to explain their behavior when they do something wrong.	500	28%	36%	22%	14%	64%	63%	58%
38	Students have a voice in deciding school rules.	500	13%	32%	24%	31%	45%	36%	25%

VOCAL 2018 Summary

October 2018

Background

- The Views of Climate and Learning (VOCAL) survey is designed to provide schools with information on student perceptions of three dimensions of school climate: engagement, safety, and environment. The topics measured within each dimension are summarized below.

Engagement	Safety	Environment
• The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	• The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students	• The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
• The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	• The extent that students feel physically safe within the school environment.	• The extent that students have access to systems support that effectively support their social, emotional and mental health well-being
• The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	• The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	• The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

- The survey is based on the conceptual framework of the U.S. Department of Education's School Climate Surveys.
- The VOCAL survey helps the state to meet requirements included in the Act Relative to Bullying in Schools.

Survey design, responses, scales, and reporting

- Students in grades 5, 8, and 10 were given the option to participate in the survey as part of the state MCAS administration in 2018. The survey was optional for districts, schools, and individual students.
- DESE administered 76 items across the three grades with common items across the surveys to allow for later data linking. All items used the same response options: always true, mostly true, mostly untrue, and never true.
- Statewide, 79 percent of eligible students participated in the survey: 84% in grade 5, 89% in grade 8, and 64% in grade 10. Large majorities of schools (94%) and districts (97%) had at least one student respond. Responding students were demographically similar to non-responding students.
- In addition to reporting individual item responses, DESE developed an overall school climate index score and index scores for the three dimensions of climate (engagement, safety, and environment). These indices were set to a mean of 50 and a standard deviation of 20; differences on the indices of about 3 to 4 points or more represent a meaningful difference in school climate.
- All indices in 2018 are directly comparable to one another and across grade levels. For the first time, districts will also receive a bullying index score that can be compared to other scores. Schools and districts that participated in the 2017 pilot should not compare index scores from 2018 to 2017. The 2018 scores are not anchored on the same scale. The 2018 index scores will form a baseline for future trend data.
- To preserve respondent confidentiality, DESE suppressed data if fewer than 10 students responded, if all students responded identically on an item, or if the reliability of the responses was at least 0.7 on a scale from 0 to 1. After accounting for these criteria, 88% of schools and 94% of districts received a report.

Findings

- Students generally reported that they experienced positive school climates.
  - o In schools with typical school climates, the average student within the school responded "mostly true" to a majority of items and "always true" to a majority of the remaining items
  - o Across all three grades, 7 in 10 students responded in the two most positive categories on over 60% of the items within each survey.

VOCAL 2018 Summary

October 2018

- Students in grade 5 reported more positive school climates than students in grade 8 or grade 10 across all three dimensions of school climate.

	Student-level average index score		
	Grade 5	Grade 8	Grade 10
Overall school climate	58	46	45
Engagement	56	46	46
Safety	58	46	45
Bullying	57	46	45
Environment	56	46	46

  o In schools with typical school climates, the average fifth grade student responded "always true" to a 33% of the survey's items. In comparison, the average grade 8 and grade 10 student within schools with typical school climates responded "always true" to only 16% and 10% of the surveys' items, respectively. For example, 22% or grade 5 students responded "always true" to the statement, "My teachers use my ideas to help my classmates learn." In comparison, 8% and 12% of grade 8 and grade 10 students responded similarly to this item.

- Among schools that had sufficient responses to receive reports, the overall school climate index ranged from 27 to 78, showing considerable variation in climate across schools. Substantial variation was also evident among schools for each of the three dimensions of school climate: engagement (scores ranged from 35 to 75), safety (23 to 74), and environment (30 to 73).

- Across the three grades, students in schools with the strongest climates (the top 15% percent of schools) reported many more positive aspects of their school environments when compared to students in the weakest climates (the bottom 15% of schools).

  o In grade 5, students in the strongest schools are more open to having inclusive relationships with a diverse range of students and the classroom environment is more collaborative. Teachers have higher expectations for student effort, perseverance, and academics. Students feel safer in the strongest schools with fewer bullying occurrences. They believe their school rules are fair for all students, not just some. Adults are also more active in helping students emotionally and teaching positive behavior.

  o In grade 8, student-on-student relations in the strongest schools are more respectful and open. Teachers have higher expectations for student effort and academics, and use student ideas and interests to plan and guide instruction. Teachers are more readily available when students need help. Students feel safer and can rely more on adults and to a lesser extent students to counteract any bullying. Adults actively promote and model respectful relationships and students can rely to a greater extent on teachers and their peers for emotional and behavioral support. Teachers are more willing to listen to students when they are in trouble.

  o In grade 10, student-on-student relations in the strongest schools are more respectful and open. Teachers have higher expectations for student academics and provide more opportunities for students to challenge themselves. They are more readily available when students need help. Teachers use student ideas, feedback and interests to guide instruction. Students feel safer and can rely more on adults and to a lesser extent students to counteract any bullying. Adults actively promote and model respectful relationships and students can rely to a greater extent on teachers and their peers for emotional and behavioral support. Teachers are more willing to listen to students when they are in trouble.

Views of Climate and Learning (VOCAL) Survey, 2018

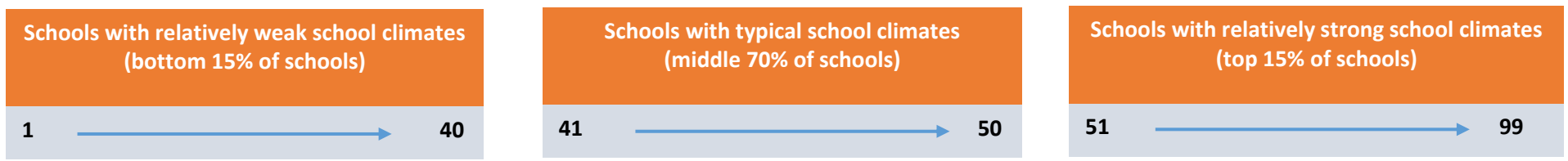
SAMPLE SCHOOL REPORT

North Public School District: North Middle School
Grade 8

Suppression note: *Blank or "--" means dataItem are suppressed if fewer than 10 students responded or the reliability is less than 0.7. Reliability is a statistical measure that ranges from 0 (not at all reliable) to 1 (reliable). Measures with high reliability are accurate, reproducible, and consistent across multiple rounds of surveys on the same population.*

Rounding: *Percent "always true" and "mostly true" may not sum to total because of rounding.*

Average Index Score by Dimension



Dimensions and topics measured by VOCAL

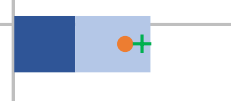
Engagement	Safety	Environment
Cultural Competence The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	**Emotional Safety** The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	**Instructional Environment** The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	**Physical Safety** The extent that students feel physically safe within the school environment.	**Mental Health Environment** The extent that students have access to systems support that effectively support their social, emotional and mental health well-being.
Participation The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	**Bullying/Cyber-bullying** The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	**Discipline Environment** The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school.	School					School		District	State
		N of total responses	Always true	Mostly true	Mostly untrue	Never true	% always true / % mostly true / District: % mostly true and always true / State: % mostly true and always true			
ENGAGEMENT										
1	Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex or sexual preference).	500	47%	48%	1%	4%	95%		92%	93%
2	My teachers promote respect among students.	500	54%	32%	8%	5%	86%		90%	92%
3	Adults working at this school treat all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual preference.	500	49%	32%	12%	7%	81%		89%	89%
4	Teachers are available when I need to talk with them.	500	28%	45%	24%	4%	73%		85%	88%
5	My parents feel respected when they participate at our school (e.g., at parent-teacher conferences, open houses).	500	44%	39%	8%	9%	83%		84%	86%
6	Students from different backgrounds respect each other in our school, regardless of their race, culture, family income, religion, sex, or sexual preference.	500	37%	44%	16%	3%	81%		82%	82%
7	Adults at our school are respectful of student ideas even if the ideas expressed are different from their own.	500	35%	51%	12%	3%	86%		84%	82%
8	I have a choice in how I show my learning (e.g., write a paper, prepare a presentation, make a video).	500	25%	41%	25%	9%	66%		66%	65%
9	Students respect one another.	500	14%	46%	30%	9%	60%		63%	63%
10	My textbooks or class materials include people and examples that reflect my race, cultural background and/or identity.	500	24%	43%	20%	12%	67%		61%	62%
11	In my classes, my teacher use students' interests to plan class activities.	500	29%	36%	25%	9%	65%		61%	53%
12	My teachers use my ideas to help my classmates learn.	500	24%	41%	17%	17%	65%		56%	46%

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school	N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
SAFETY									
13	If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do something to help.	500	41%	35%	22%	3%	76%	89%	89%
14	Teachers, students, and the principal work together in our school to prevent (stop) bullying.	500	41%	33%	16%	9%	74%	81%	84%
15	Teachers don't let students pick on other students in class or in the hallways.	500	32%	36%	21%	12%	68%	80%	81%
16	Teachers support (help) students who come to class upset.	500	29%	50%	18%	3%	79%	78%	77%
17	Teachers and adults are interested in my well-being beyond just my class work.	500	33%	47%	15%	5%	80%	77%	75%
18	Students will help other students if they are upset, even if they are not close friends.	500	29%	41%	19%	11%	70%	65%	62%
19	Students at school try to stop bullying when they see it happening.	500	23%	43%	21%	13%	66%	62%	61%
20	I feel comfortable reaching out to teachers/counselors for emotional support if I need it.	500	36%	31%	23%	11%	67%	58%	55%
21*	Because I worry about my grades, it is hard for me to enjoy school.	500	34%	38%	22%	7%	72%	62%	59%
22*	I have been called names or made fun of by other students more than once in school.	500	23%	24%	28%	25%	47%	38%	37%
23*	In my school, groups of students tease or pick on one student.	500	28%	28%	36%	8%	56%	37%	36%
24*	Students at school damage and/or steal other students' property.	500	15%	43%	35%	8%	58%	39%	32%
25*	Students have spread rumors or lies about me more than once on social media.	500	17%	17%	13%	53%	34%	27%	24%
26*	In my school, bigger students taunt or pick on smaller students.	500	21%	17%	40%	21%	38%	29%	22%
27*	I have seen students with weapons at our school.	500	5%	21%	15%	59%	26%	18%	13%

**A lower percentage on this item indicates a safer school climate.*

Views of Climate and Learning (VOCAL) Survey, 2018

SAMPLE SCHOOL REPORT

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

North Public School District: North Middle School
Grade 8

	Think of the last 30 days in school	N of total responses	Always true	Mostly true	Mostly untrue	Never true	School	District	State
ENVIRONMENT									
28	My teachers believe that all students can do well in their learning.	500	59%	34%	7%	0%	93%	94%	94%
29	My teachers set high expectations for my work.	500	37%	49%	11%	3%	86%	92%	90%
30	My teachers are proud of me when I work hard in school.	500	54%	33%	11%	3%	87%	90%	88%
31	School staff are consistent when enforcing rules in school.	500	37%	49%	7%	7%	86%	84%	83%
32	Students help each other learn without having to be asked by the teacher.	500	24%	51%	19%	5%	75%	79%	80%
33	My schoolwork is challenging but not too difficult.	500	25%	58%	16%	1%	83%	77%	80%
34	My teachers support me even when my work is not my best.	500	44%	39%	11%	7%	83%	83%	79%
35	Our school offers guidance to students on how to mediate (settle) conflicts (e.g., arguments, fights) by themselves.	500	36%	39%	15%	11%	75%	78%	78%
36	If I need help with my emotions (feelings), effective help is available at my school.	500	36%	37%	13%	13%	73%	74%	75%
37	Teachers give students a chance to explain their behavior when they do something wrong.	500	28%	36%	22%	14%	64%	63%	58%
38	Students have a voice in deciding school rules.	500	13%	32%	24%	31%	45%	36%	25%

Report to School Committee: Safety & Security Update

Date: April 4, 2019

We continue to review and update Safety & Security Procedures, methods and systems at all 4 School Buildings.

We are upgrading our card access system so that all four buildings will not be on the same system. This makes for better, tighter security, control of access cards, and monitoring of the buildings. This upgrade work will begin over April vacation.

ALICE Drills and Training.
Shaker Lane and Russell Street have recently completed ALICE Training drills with staff and students. April 2 and March 27

Middle School: ALICE Drills Scheduled for April 30

High School ALICE Drills are scheduled for the spring - April 30
High School will conduct AED and CPR Training for High School Seniors in April
Staff was trained in Dec 2018

Additional Security cameras are being installed at the High School, both internal and external to cover some areas as requested by school admin staff, and our resource Officer.

Additional camera to be installed at the Russell Street school to provide additional coverage of the playground areas.

We are reviewing cell phone and hand held radio reception enhancement equipment to help increase coverage for internal and external communications at all schools.