Measuring School Climate & Using the Data

Part Two of a Webinar Series

Presented by Lucy Vezzuto, Ph.D.

Orange County Dept. of Education
Student Mental Health & School Climate Initiative
www.ocde.us/healthyminds

CalMHSA
California Mental Health Services Authority
Compassion. Action. Change.

CCSESA
California County Superintendents Educational Services Association

Center for Healthy kids & Schools

Orange County Department of Education

Mental Health Services Act
Proposition 63
California

WELLNESS • RECOVERY • RESILIENCE

Orange County Department of Education

Student Mental Health Initiative

2014 - 2015 Professional Development

School Climate Webinar Series

Supports LCAP Priorities of Student Achievement, Student Engagement & School Climate

What is school climate?
How does it impact students and staff?
How can school climate be measured?
How can the data be used for decision making?
What are best practices to improve school climate?

This new webinar series will address these questions and more. This series can inform a school district's Local Control and Accountability Plan and a school's efforts to foster a safe, supportive, challenging and engaging environment for students' academic achievement and social-emotional development.

Sign up for the whole series or select the webinar that meets your need.

	Registration Links
November 6, 2014 **The "What" and "Why" of School Climate**	http://ocde.k12oms.org/1250-88861
November 13, 2014 **Measuring School Climate & Using the Data**	http://ocde.k12oms.org/1250-88890
November 20, 2014 **Best Practices for Improving School Climate**	http://ocde.k12oms.org/1250-88893

3.30 – 4.30 p.m.
No Cost

Presenter: Lucy Vezzuto, Ph.D., Orange County Dept. of Education

For registration questions, please contact Paula Bartlett at 714.966.4427 or pbartlett@ocde.us
www.ocde.us/healthyminds

The California Mental Health Services Authority (CalMHSA) is an organization of county governments working to improve mental health outcomes for individuals, families and communities. Prevention and Early Intervention programs implemented by CalMHSA are funded by counties through the voter-approved Mental Health Services Act (Prop 63). Prop. 63 provides the funding and framework needed to expand mental health services to previously underserved populations and all of California's diverse communities.

The "What" & "Why" of School Climate

Webinar One

1. What is school climate and school culture?
2. What are characteristics of a positive school climate?
3. What are the impacts of school climate on students & staff?
4. Why should we care about school climate?

Functions of a Strong Positive School Climate

- Fostering effort and productivity
- Improving collegiality & collaboration to promote better communication and problem solving
- Supporting successful change and improvement efforts
- Amplifying energy and motivation of staff and students
- Building commitment & helping students & teacher identify with the school
- Focusing attention & daily behavior on what is important and valued

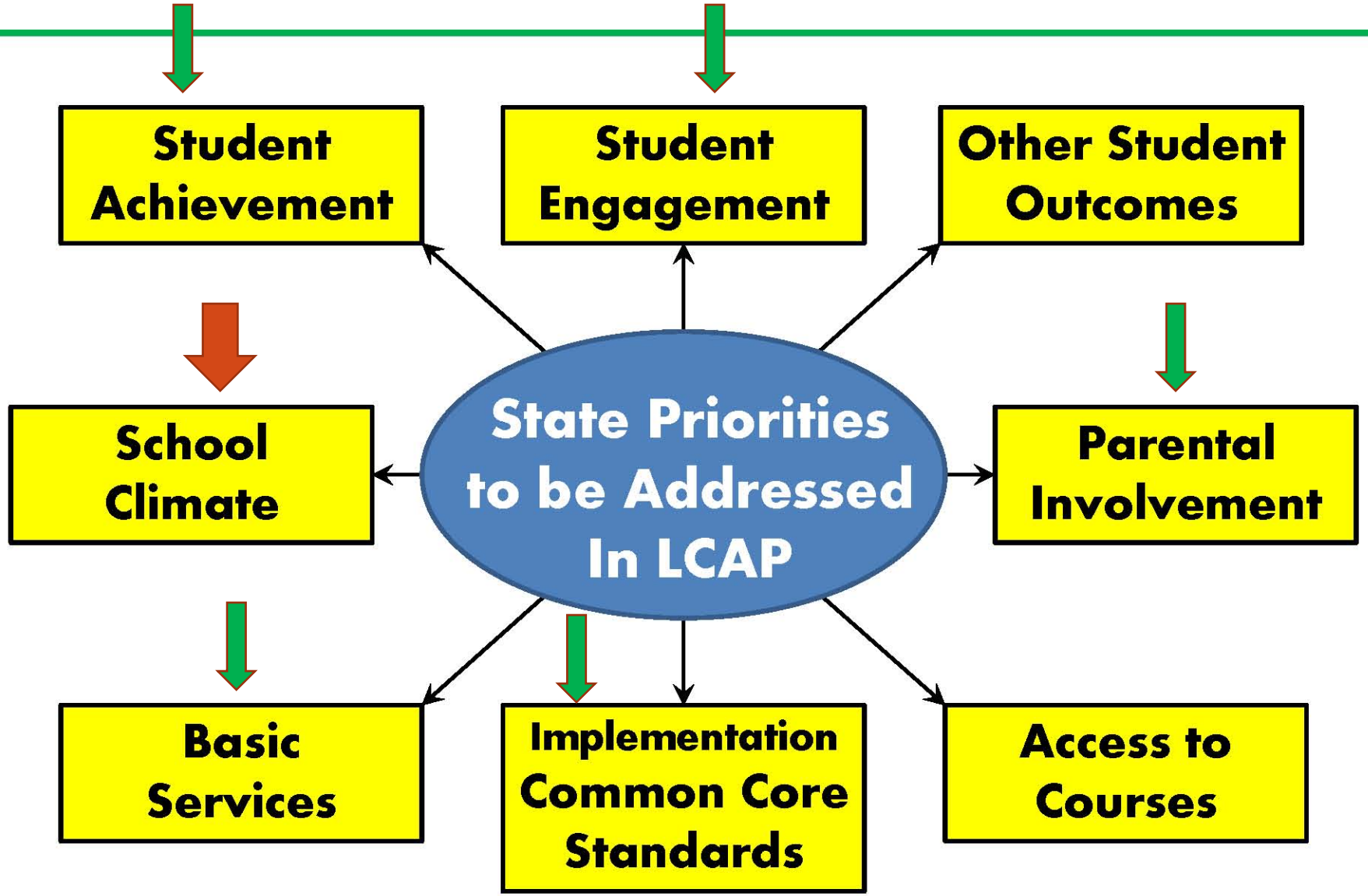
Deal and Peterson

Measuring School Climate & Using the Data

Webinar 2

- Why should school climate be measured?
- How can we make the case for a comprehensive school climate survey?
- What are some criteria for selecting and administering a school climate survey?
- What is the school climate improvement process?
- How do we make sense of the data?

Local Control Accountability Plans: Climate Relevant to Other Priorities



LCAP Measures

Academic
Social &
Emotional

School Climate

- Pupil suspension rates
- Expulsion rates
- Other local measures- surveys of pupils, parents and all staff

Student Engagement

Rates of :

- Attendance
- Chronic absenteeism
- Middle school dropout
- HS dropout
- HS graduation

School Climate Measure Is Needed to Tell the Whole Story

School Safety Plans and Positive School Climate

Effective prevention & intervention programs and strategies are being used consistently to create a safe and drug-free learning environment and to address school safety and violence prevention.

Calif. Dept. of Education

Making the Case to the School Board

- Better climate & conditions for learning → improved academic achievement, higher grad rates, more satisfied teachers, less dropout, lower turnover rates, improved school safety
- Better climate is cost-effective and cost beneficial
- Measuring school climate is necessary because data serves as leading indicators and can:

✓ Identify needs and inform future interventions

✓ Document improvements and successes

✓ Identify subgroups who experience school climate as poor

✓ Identify areas where students, staff, and parents view climate differently

✓ Serve as ongoing response to parent involvement LCAP priority

Osher 2010

Making the Case to Administrators & Teachers

- Administrators & teachers can play active role in improving school climate
- Better climate → improved discipline, learning, reduced stress, better test scores
- Measuring school climate is necessary because:

✓ What gets measured gets done

✓ Identifies issues, improves learning & teaching conditions

✓ Creates opportunities to talk about climate

✓ Existing measures are incomplete

✓ Supports turnaround efforts: sustains, builds capacity, allows for monitoring and scaling up

Osher 2010

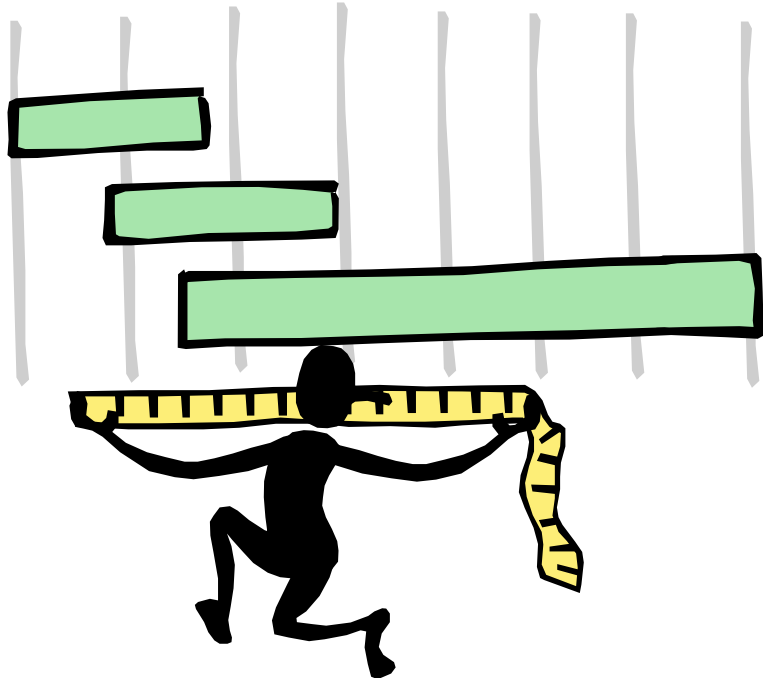
Making the Case to Families

- Better climate → safe school, improved learning, improved health, less risky behavior, better social-emotional skills—in other words, a better, safer school and a better, happier safe child.
- Families can play active role in improving climate; school climate is linked to home environment and families can advocate for improved school climate
- Family surveys provide a way for parents to give feedback on school climate and areas of needed improvement
- Responding to parent involvement LCAP priority in an ongoing way

Osher 2010

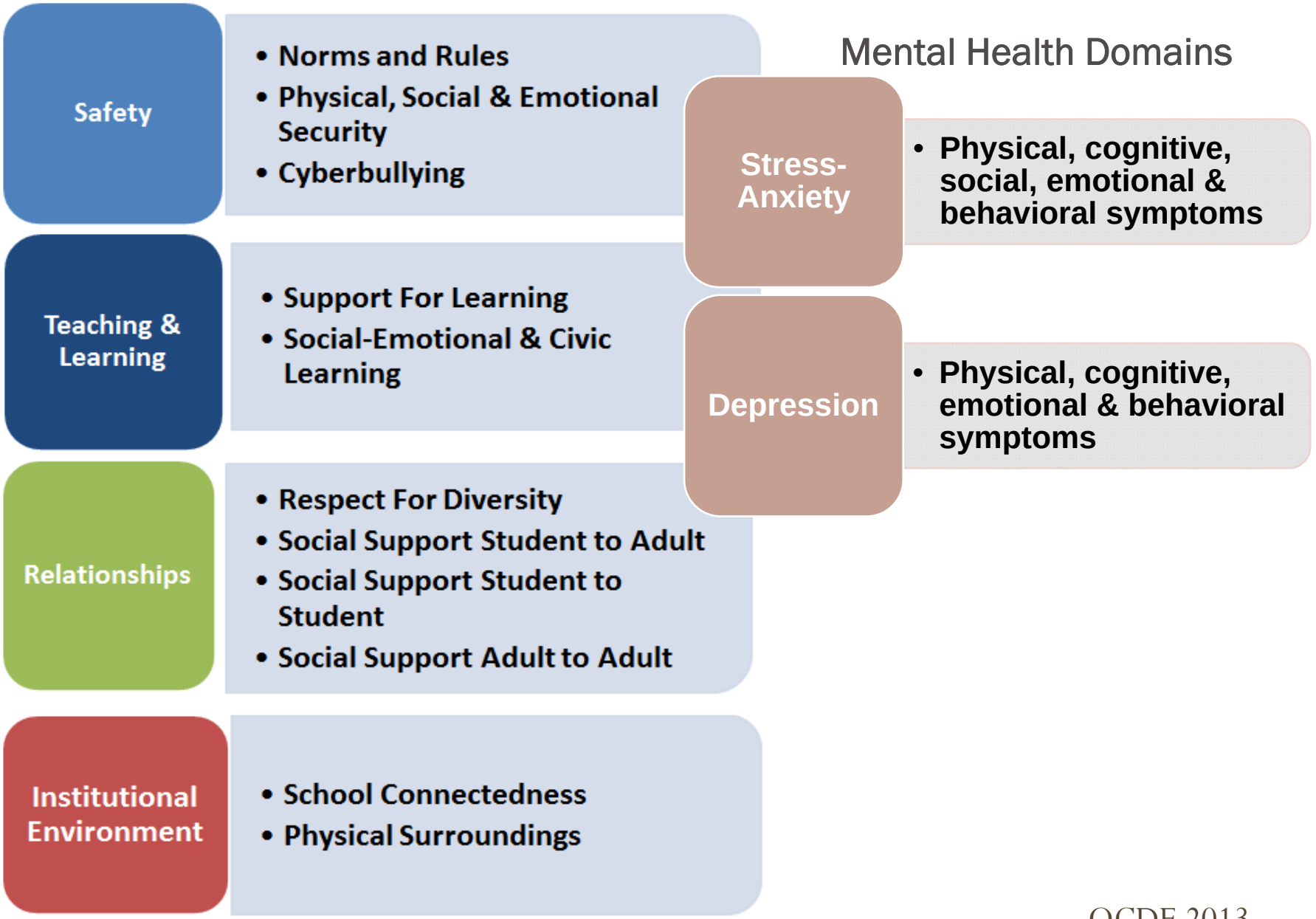
Measuring School Climate

- To improve school climate we must measure it
- School climate is multi-faceted– incident count, suspensions, attendance rates and the CA Healthy Kids Survey, a youth risk behavior survey, DON'T TELL THE WHOLE STORY
- Many surveys only measure some facets of climate
- It is not just about safety
- Can be used as a needs assessment and as a pre-post measure of change over time.

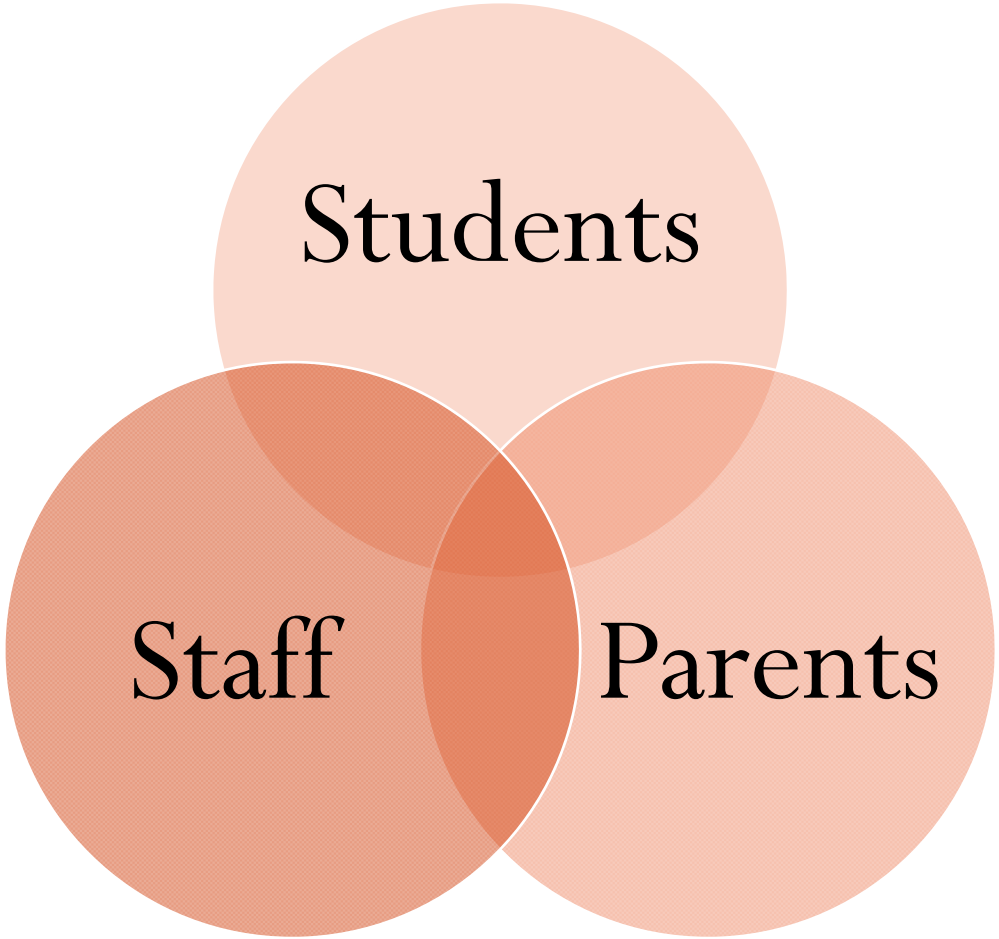


Osher, 2010; Cohen, 2012; WestEd, 2013

School Climate is Multi-faceted



All Stakeholders' Perceptions Are Relevant & Important



Criteria for Selecting a School Climate Measure

- Encompass multiple aspects of school climate
- Processed quickly enough to share data before end of year
- Have good psychometrics; be reliable and valid
- Collect data from all stakeholders
- Collect data of subgroups
- Use multiple measures: incident data, attendance data, youth risk behavior survey, school climate survey
- Include measures that have direct impact on academics
- Be actionable and practical to administer

Example of Actionable Framework: Engagement

Relationships	• **Measure:** Ask students and teachers whether their relationships with students and teachers are caring • **Action:** Ensure teachers know students names and interests; each student is connected with caring adult.
Respect for Diversity	• **Measure:** Ask parents if they feel school welcomes families like them; ask students if they experience disrespect from adults due to race, ethnicity, or culture. • **Action:** identify and address discipline disparities; address ways to welcome all families
School Participation (connectedness)	• **Measure**: Ask students whether they participate in extracurricular activities; ask students if they are invited to contribute to making school a better place • **Action:** Ensure all students are invited and can participate in extracurricular activities; ask students how to solve school problems

Osher 2010

Example of Actionable Framework: Safety

Social & Emotional Safety

- **Measure:** Ask students how often they are made fun of, called names, or insulted at school; ask if they have friends to talk to if they have problems
- **Action**: Employ social and emotional learning curriculum than includes community building and empathy development.

Physical Safety

- **Measure**: As student how safe they feel traveling between school and home.
- **Action**: Work with community groups and public agencies to create safe pathways to school.

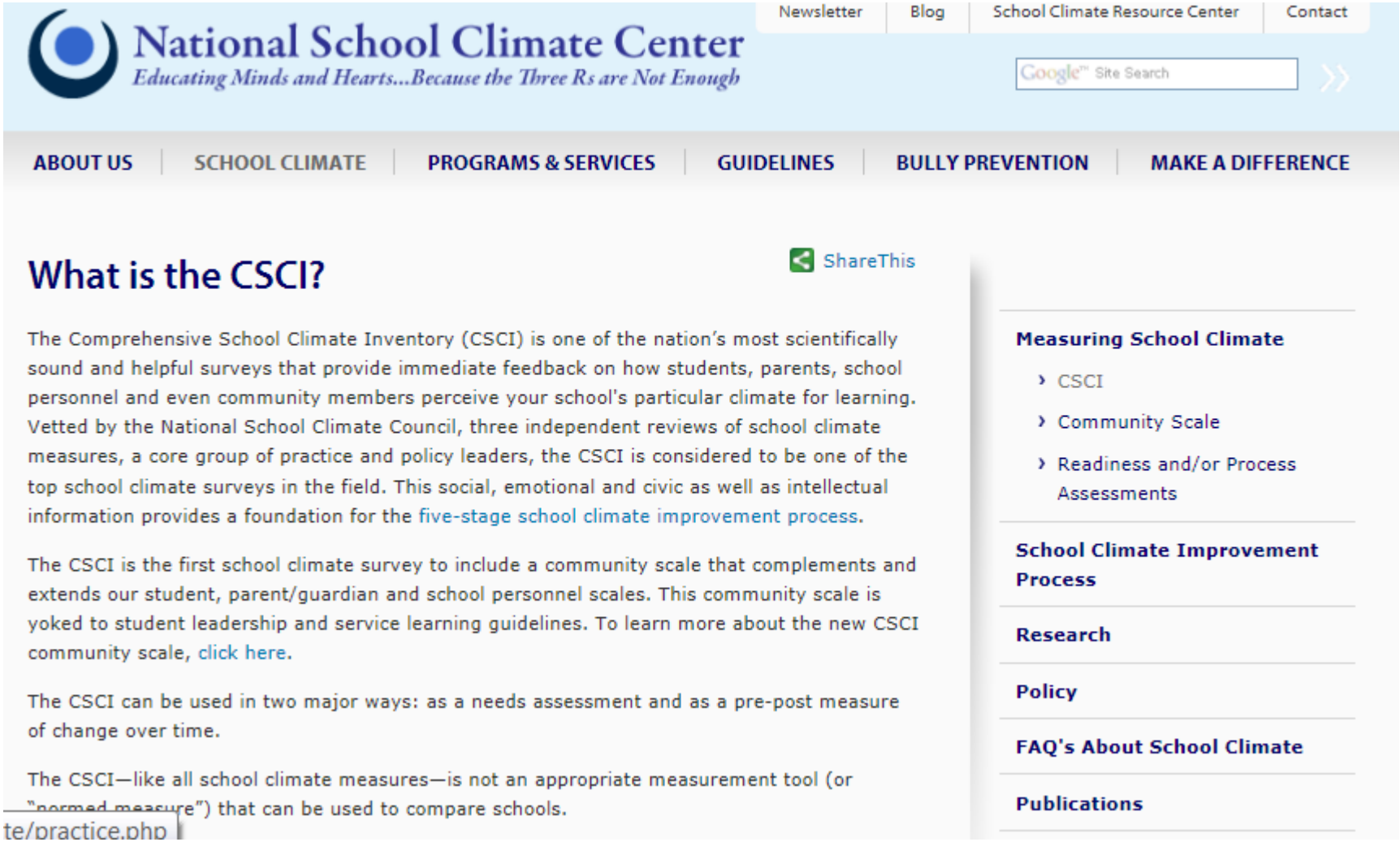
Osher 2010

School Climate Surveys

- CalMHSA-OCDE
  School Climate and Mental Health Survey
  (student grade 5-8 & staff survey)
- National School Climate Center*
  Comprehensive School Climate Inventory
  (student, faculty/staff, parent)
- Alliance for the Study of School Climate*
  School Climate Assessment Instrument
  (student, faculty/staff, parents)
- WestEd
  California Healthy Kids Survey – School Climate Module (student)
  California School Climate Survey (staff survey)
  California School Parent Survey

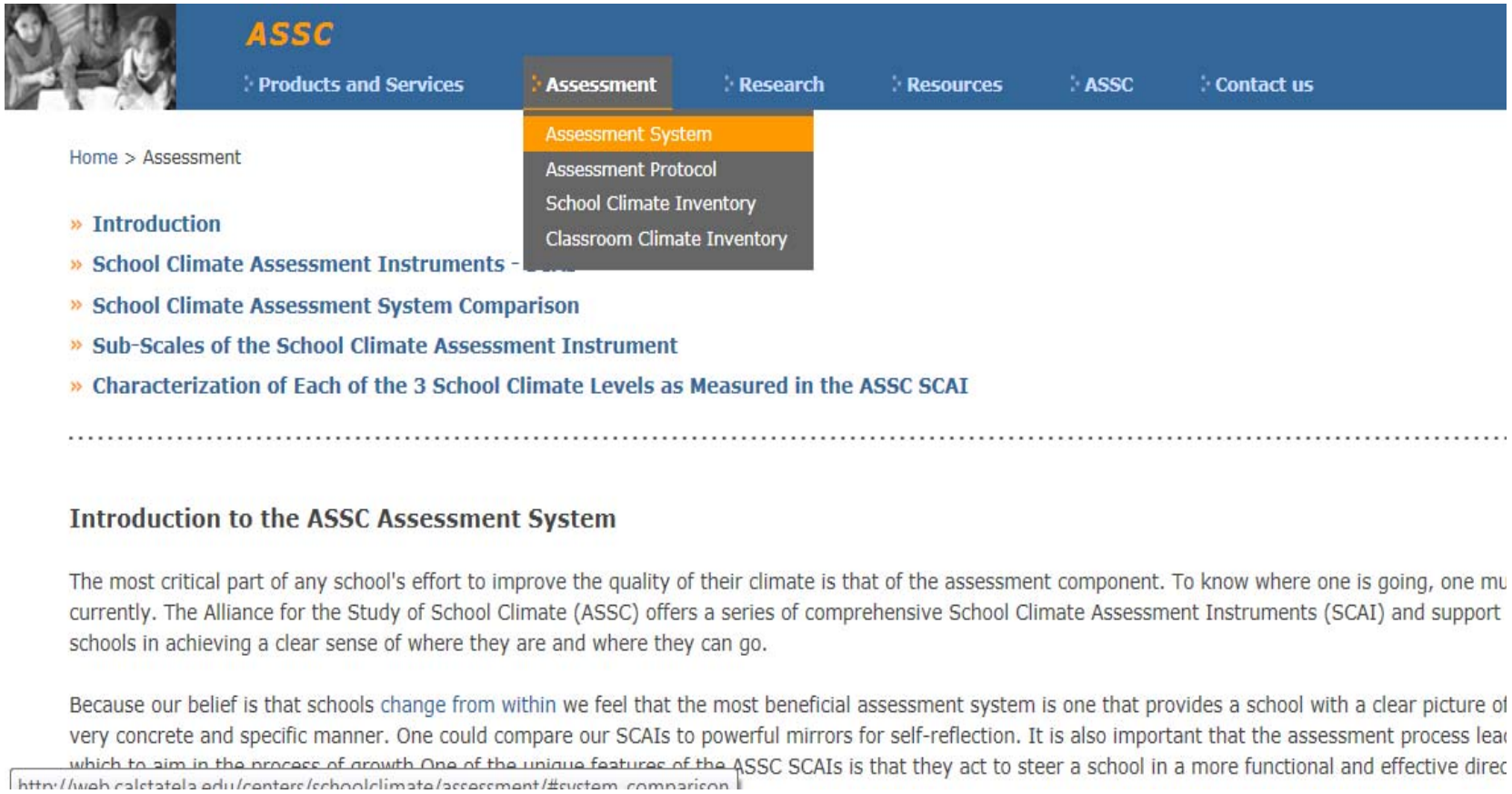
*independently evaluated- highest rated

National School Climate Center
Comprehensive School Climate Inventory

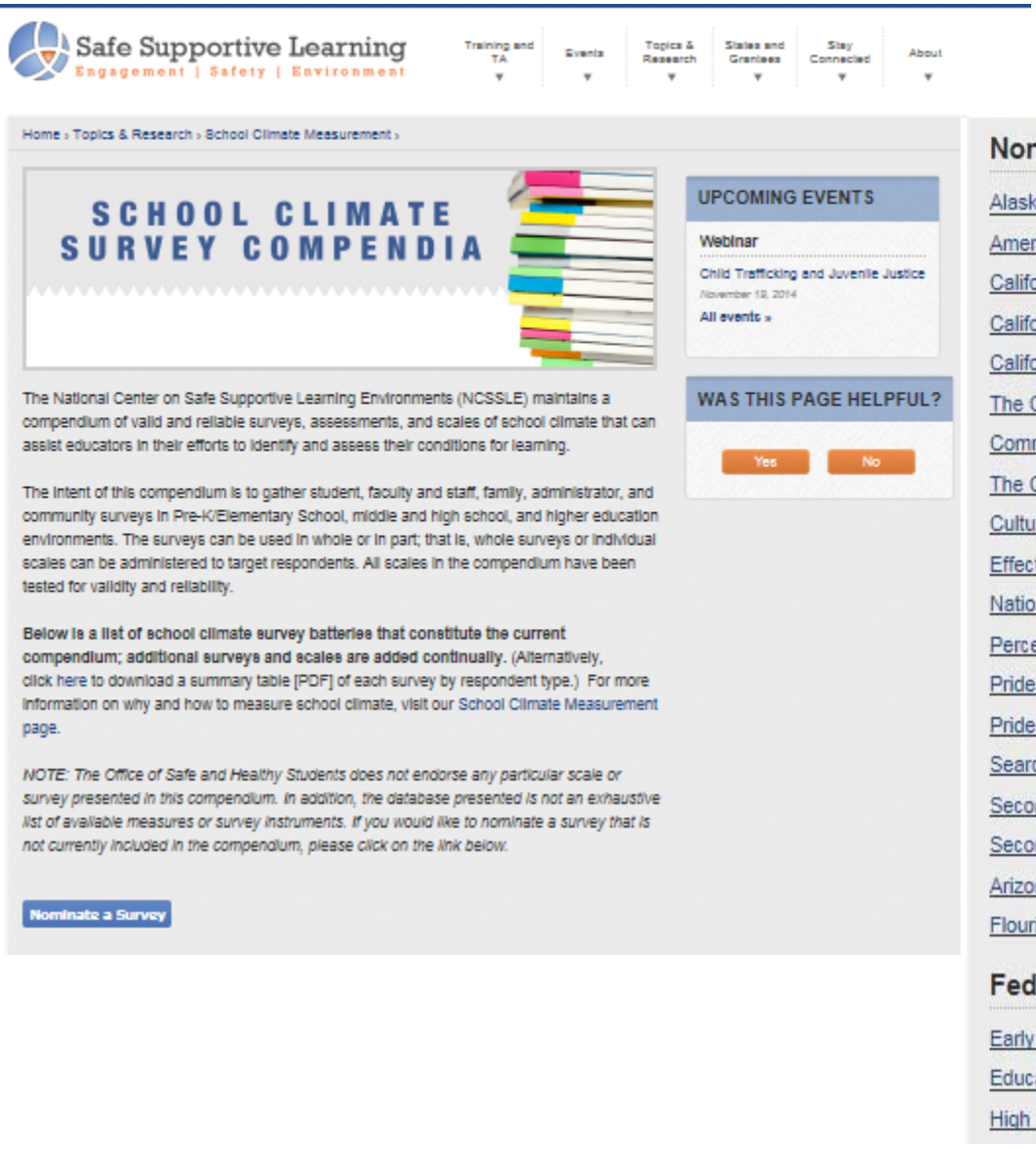


http://www.schoolclimate.org/climate/csci.php

Alliance for the Study of School Climate
School Climate Assessment Instrument



http://web.calstatela.edu/centers/schoolclimate/assessment/

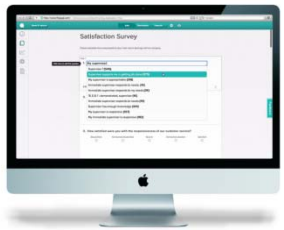


http://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium

Other Considerations for Selecting and Administering a Survey

- **Survey Format**: Consider the technology capacity

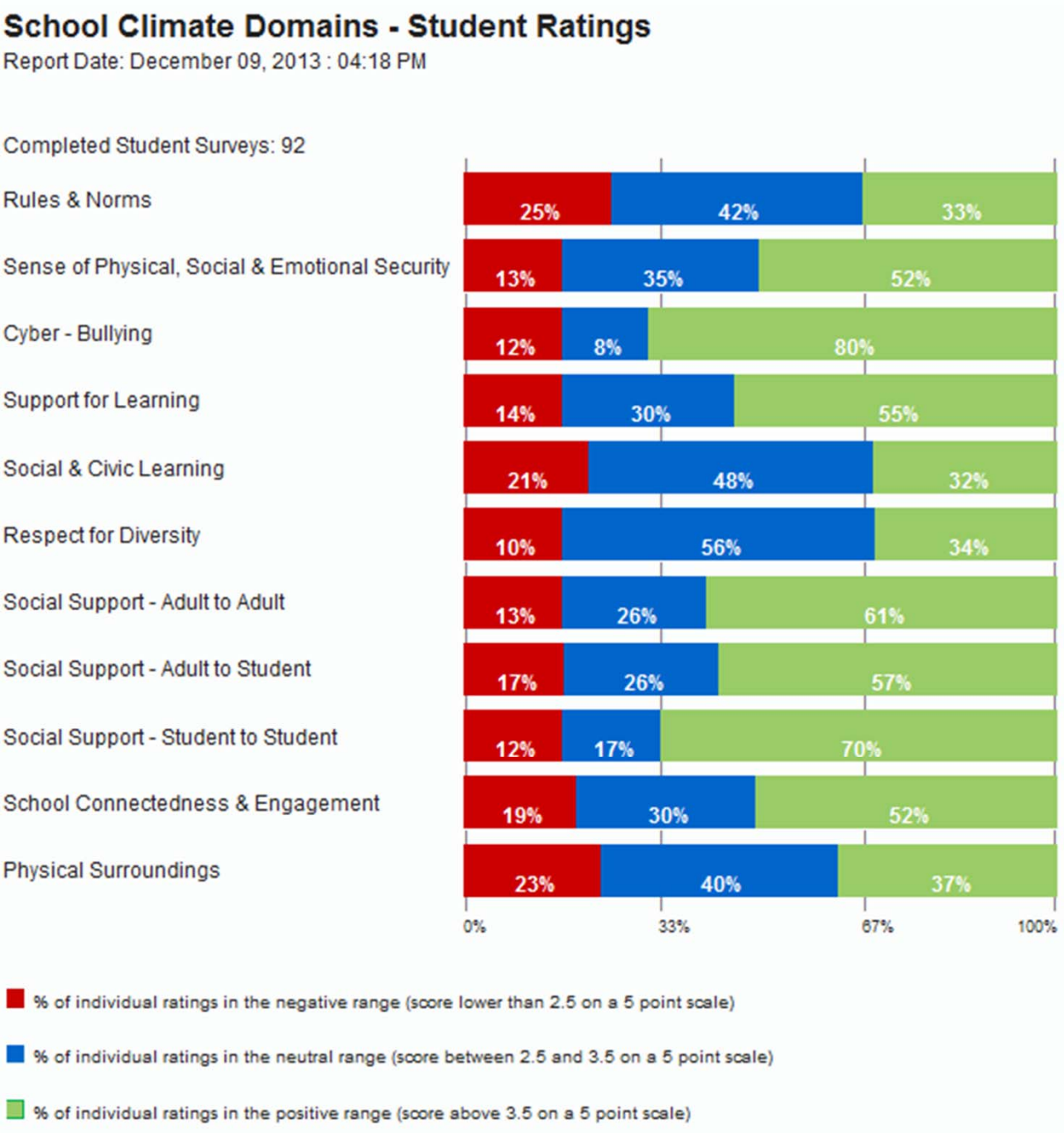
VS



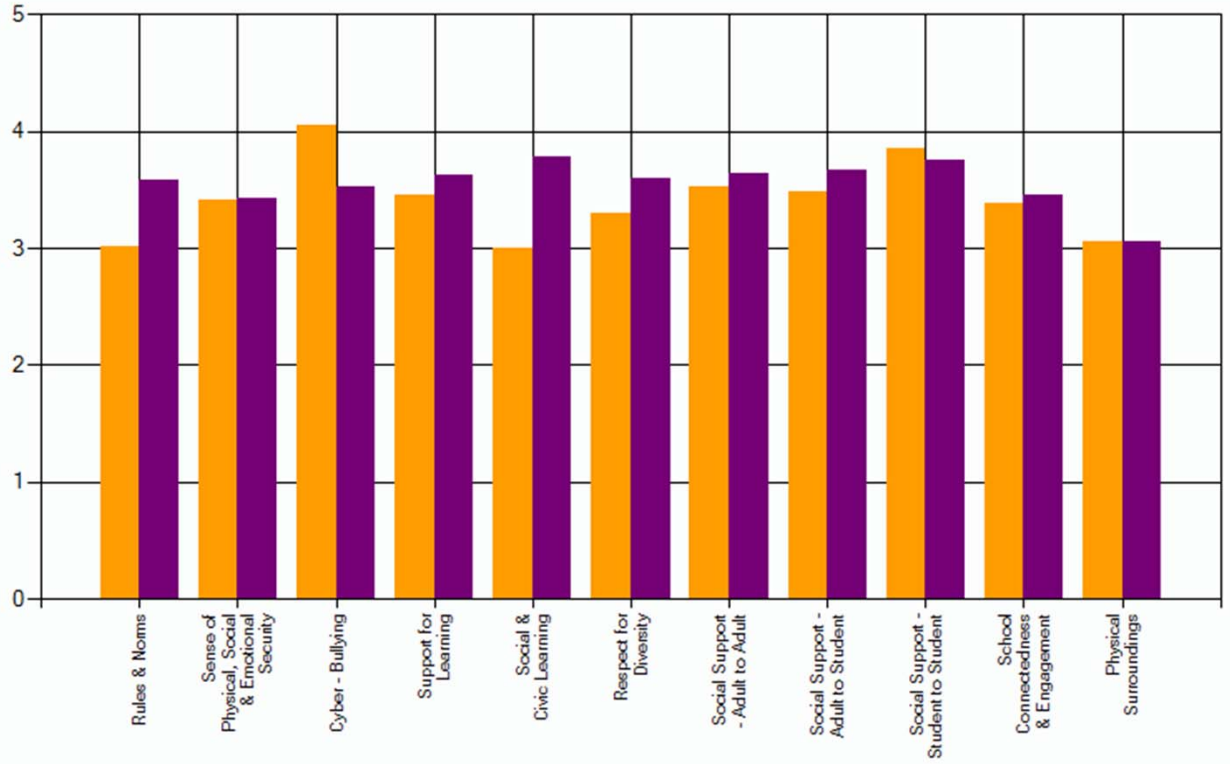
- **Survey Duration**: No longer than 20 minutes to avoid survey fatigue is recommended
- **Timely turnaround**: Supports better action planning
- **Summary Report**: Make sure the report is easy to understand and appropriate for data dialogue
- **Frequency**: twice a year provides pre- post-data to track change efforts and outcomes

WestEd 2012; Osher 2010

Sample Reports



Sample Reports:
Comparing Student and Staff Perceptions



	Student	Staff
Rules & Norms	3.02 Neutral	3.58 Positive
Sense of Physical, Social & Emotional Security	3.41 Neutral	3.42 Neutral
Cyber - Bullying	4.06 Positive	3.53 Positive
Support for Learning	3.45 Neutral	3.62 Positive
Social & Civic Learning	3.00 Neutral	3.78 Positive
Respect for Diversity	3.30 Neutral	3.60 Positive
Social Support - Adult to Adult	3.52 Positive	3.64 Positive
Social Support - Adult to Student	3.49 Neutral	3.67 Positive
Social Support - Student to Student	3.86 Positive	3.76 Positive
School Connectedness & Engagement	3.38 Neutral	3.45 Neutral
Physical Surroundings	3.06 Neutral	3.06 Neutral

- Mean rating in the negative range (score lower than 2.5 on a 5-point scale)
- Mean rating in the neutral range (score between than 2.5 and 3.5 on a 5-point scale)
- Mean rating in the positive range (score above 3.5 on a 5-point scale)

Sample Reports

Symptoms of Anxiety & Stress (Completed Student Surveys: 92)

Report Date: December 09, 2013 : 05:02 PM

Please indicate how often each of these things happen to you in the last month. There are no right and wrong answers.

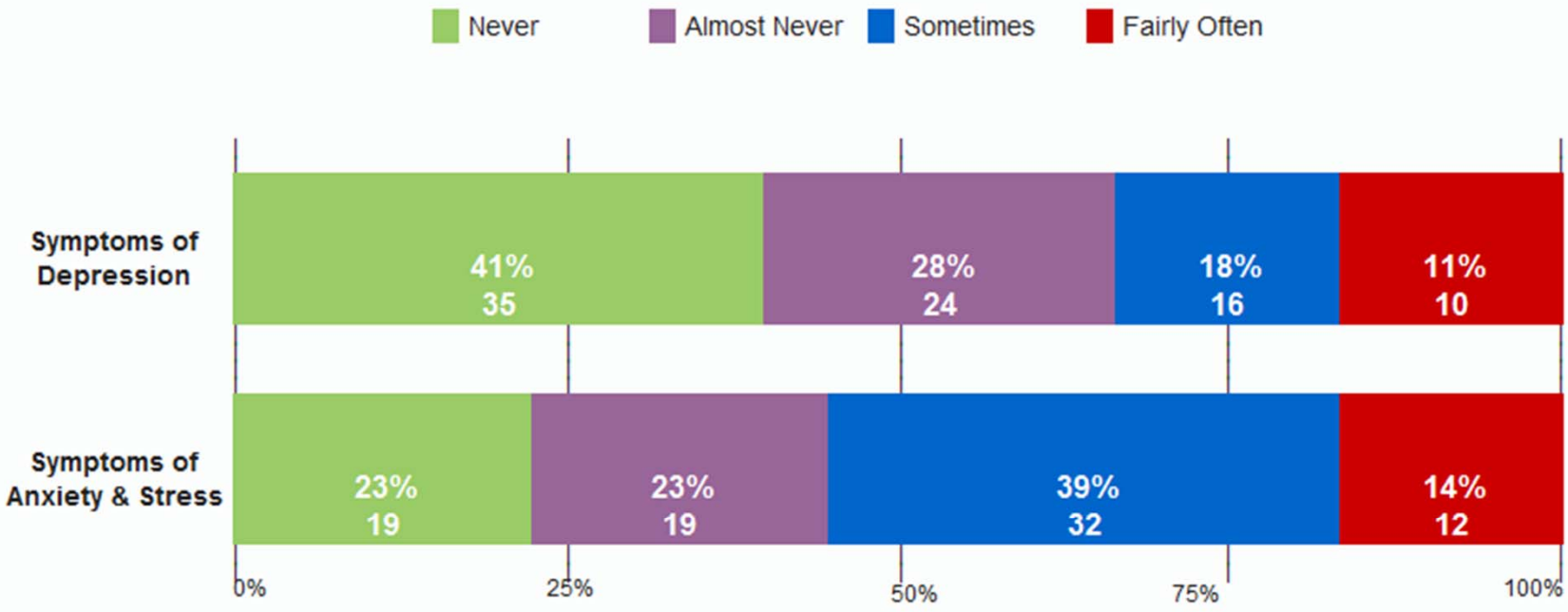
Survey Questions	Never	Almost never	Sometimes	Fairly often	Missing Response
71) Worried about things?	16%	11%	41%	18%	13%
72) Had a funny feeling in your stomach when you have a problem?	16%	14%	35%	23%	12%
73) Felt afraid?	32%	13%	27%	16%	12%
74) Had your heart beating really fast when you have a problem?	27%	15%	21%	24%	13%
75) Worried that something bad will happen to you?	29%	11%	26%	21%	13%
76) Felt shaky when you had a problem?	26%	18%	26%	16%	13%
77) Felt nervous or stressed?	18%	13%	30%	25%	13%
78) Found that you couldn't handle all the things that you had to do?	22%	11%	30%	24%	13%
79) Tended to over-react to situations?	24%	16%	28%	18%	13%
80) Found it difficult to relax?	26%	15%	25%	21%	13%
81) Got easily upset?	28%	14%	27%	18%	12%

This anxiety and stress scale is for research purposes only and should not be used for individual diagnosis. Data is aggregated with no individual identifiers to uncover school-wide patterns for discussion, further screening, action planning, professional development on student mental health issues and prevention education.

Sample Reports

Mental Health Issues - Percentage & Number of Students

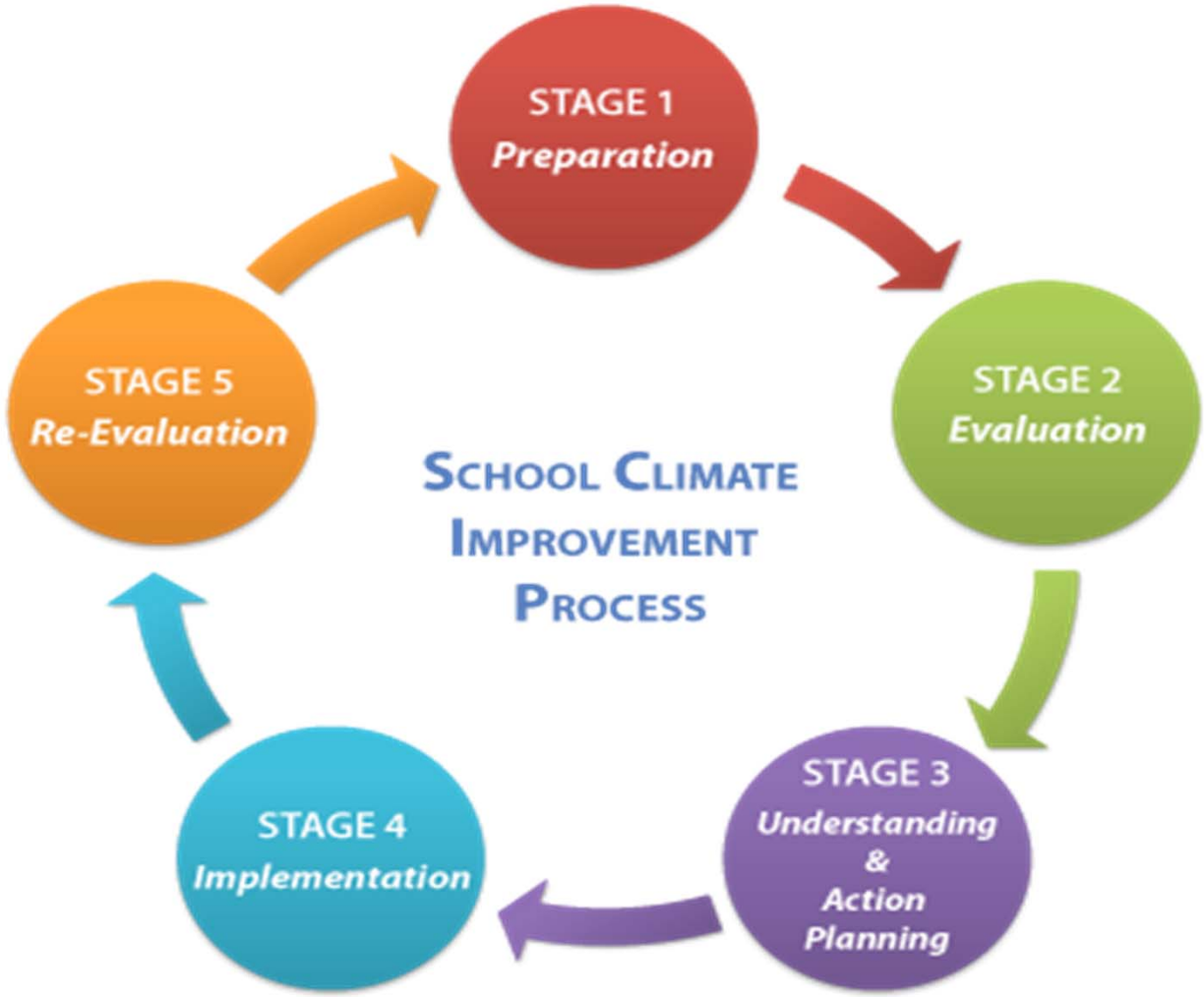
Report Date: December 09, 2013 : 04:23 PM



Percentages do not add up to 100% due to rounding.

The mental health scales for depression, anxiety and stress are for research purposes only and are not for diagnostic purposes. Data is aggregated with no individual identifiers to uncover school-wide patterns for discussion, further screening, action planning, professional development on student mental health issues and prevention education.

National School Climate Center 2010



For a description of each stage go to www.ocde.us/healthyminds and click on "school climate matters".

Listen to Dr. Jonathan Cohen describe each stage of the process at http://www.schoolclimate.org/guidelines/schoolclimateimprovement.php

A Framework for Collaboration

- Focus on problem solving not blaming; use "no fault" framework
- To make sustainable changes, you must get buy-in from all stakeholder groups…How?

Share the message of why school climate is so vital to student outcomes and school improvement. Provide a framework for collaboration in which there is:

1) Clear plan of action to improve climate and
2) All stakeholder voices will be heard during the planning/implementation process

Establish a "No Fault" Framework: Moving from Blame to Trust

- Often a school culture is about making excuses or blaming others
- All stakeholders agree to take responsibility for what they have done or not done
- Learn from what has been done well & not so well
- Agree to work together to improve school life

Effective professional learning communities implement this framework by establishing norms, values and goals

Administrators, Faculty and Staff

As the professional learning community the school leaders with faculty and staff are critical and integral to the school climate improvement process

First Steps of Collaboration

Once momentum to collaborate with stakeholders is established, …

- ✓ Create climate improvement team led by administrator with teachers, counselors/psychologists, district staff, family leaders, community partners
- ✓ Assign school climate coach
- ✓ Adopt a comprehensive vision for the collaborative
- ✓ Write a 'brief' to clarify the vision
- ✓ Start process of translating vision into policy
- ✓ Develop a strategic plan
- ✓ Move the plan to implementation.

Advocate for Comprehensive School Climate Improvement

Urge your district to implement a *comprehensive, cohesive* plan that integrates school climate into school improvement.

Most districts have policies related to only some components (e.g., safety, bullying, health) of climate.

Measuring School Climate & Using the Data

Webinar 2

- Why should school climate be measured?
- How can we make the case for a comprehensive school climate survey?
- What are some criteria for selecting and administering a school climate survey?
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- How do we make sense of the data?

Three - Step Data - Dialogue Process

Start with an essential question or goal…

1	2	3
Engaging with the Data	**Exploring the Data**	**Enacting Upon the Data**
Surface experiences and expectations <u>before</u> looking at the data	*Collaboratively analyze the data*	*Make inferences and interpret data to decide on action steps and solutions; Look at additional data*

Lipton and Wellman 2008

- Data can be chunked into digestible pieces.
- Data can be examined in 30-minute sessions.
- Once the steps of the process have been learned, they are repeated.
- Facilitate using team member roles so that each voice is heard.
- Getting the whole school involved in the process supports buy-in for implementing solutions.

Conducting a Data-Driven Dialogue

(30-40 minute process)

Before the Meeting

- Select Question and the Data: Identify one essential question you want to address through the data. Select one or two pieces of data to be examined that address your essential question. One or two pieces will suffice to learn the process. When using this abbreviated process, narrowly define the question or goal.
- Prepare Visuals: Create large visual displays of the data to view easily as a group. Cover the actual data until step two.
- Recording Tool: Have flip chart, chalkboard, or computer ready to record brainstorming.
- Designate Tasks: Appoint timekeeper, recorder and facilitator.

Introduction (Facilitator) [2 Minutes]

Share the purpose of meeting and outcomes desired which is *to participate in a data-dialogue discussion about [state data being used].*

Step One: Predictions and Assumptions [5 Minutes]

Identify the question to be examined that relates to the data.
For example: *What do our students say about having caring relationships with staff?*

Do not show the data yet. Make predictions (*This is what I think I will see…*) and examine the assumptions of the predictions (*I will see this because…*)

Step Two: Exploring the Data [5-10 minutes]

Now show the data on a large chart and ask: *What does the data show? What patterns or trends? What surprises?*
Refrain from the 'why' discussion. This is not about explaining, but is about sorting, analyzing, comparing and contrasting.

Step Three: Acting on the Data [5-10 minutes]

Then ask:
A. *What causes can we theorize? What are our conclusions?*
Brainstorm at least 3 causation ideas.
B. *What other data or information would be useful to address our question?*
Chart ideas.
C. Then, based on causes, brainstorm action steps or solutions for consideration.

One Strategy (Facilitator) [10 minutes]

Lead the group to consensus to agree to discuss one of the solutions or actions.
Ask: *How would we know that this action is achieving the outcomes we expect?*

Debrief [5minutes]

Ask: *How well did the process work? How could this process be used?*

For Data Dialogue Resources go to:
www.ocde.us/healthyminds School Climate Matters

Students have much to tell us about how best to improve our schools.

Have we asked our students how to make their school a better place to learn?

Student Voice

Ways to involve students
in school decisions that will shape
their lives and
the lives of their peers.

Beginning

Advanced

Student (& Client)Voice

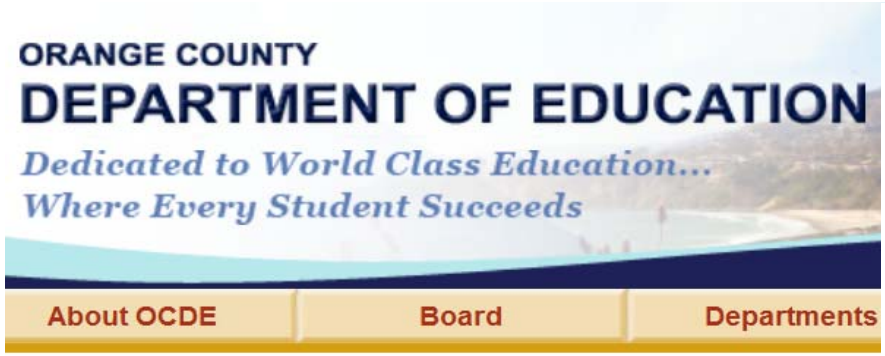
Student Fishbowl or Listening Circle

For details on how to conduct a student fishbowl or listening circle go to www.ocde.us/healthyminds and click on "school climate matters"

Ask Students, Listen, & Respond

- How do you know when an adult at school cares about you? What do they say and do?
- How do you know when an adult believes in you? What do they say or do?
- What would make school more fun and interesting for you and your friends? What would you like to do?
- What kinds of decisions would you like to make in your classrooms and about your school?
- What kinds of things do you do or could you do at school that would make a difference? What would help others? What would improve your school?

Bernard, 2008



OCDE > Student Mental Health Matters > School Climate Matters

School Climate Matters

"School climate is based on patterns of people's experiences of schoo relationships, teaching and learning practices, and organizational struct

What Is a Positive School Climate?

- Norms, values, and expectations make students and adults sociall
- All school community members are engaged and respected.
- Students, families, and educators work together to achieve share
- Educators model and nurture an attitude emphasizing the benefits satisfaction from learning.
- Each person contributes to school operations and the care of the environment.
- Visitors to the school feel welcomed. (Cohen and Elias, 2011)

Why Should We Care About School Climate?

A positive school climate and supportive conditions for learning can:

- Impact learning and boost academic achievement thus closing ga
- Increase graduation rates
- Decrease teacher turnover
- Increase teacher satisfaction
  Turn around low-performing schools (Osher,2012)

www.ocde.us/healthyminds

Technical assistance is available.

Promoting Authentic Student Voice
Fully engage the power of your students to enhance and maintain a positive school climate.

Other Tools and Websites

Data Dialogue Resources FEATURED RESOURCE
These are process templates to conduct data dialogues with school climate stakeholders using survey results.

Edutopia
Edutopia is dedicated to transforming the learning process by helping educators empower students to think critically, access and analyze information, creatively problem solve, work collaboratively, and communicate with clarity and impact. The site contains research and resources for reinventing the learning process.

Guidelines for Conducting Student "Fishbowl" Focus Groups FEATURED RESOURCE
Here's a process developed by Dr. Bonnie Bernard to involve students in making school a place where they feel connected and contributing.

Impacting School Culture: Examining Rituals, Traditions, & Ceremonies
This learning activity presents a four-step process to examine a school's rituals and traditions for the messages they send to the whole school community.

Inventory of Adult Attitudes & Behaviors: How Do You View Students?
Does school staff view students as problems or problem solvers? Here's a tool to find out and can be a touchstone for a conversation.

Safe and Supportive Schools
The USDOE Safe and Supportive Schools has a technical assistance website to support the improvement of conditions for learning for students and conditions for teaching for educators.

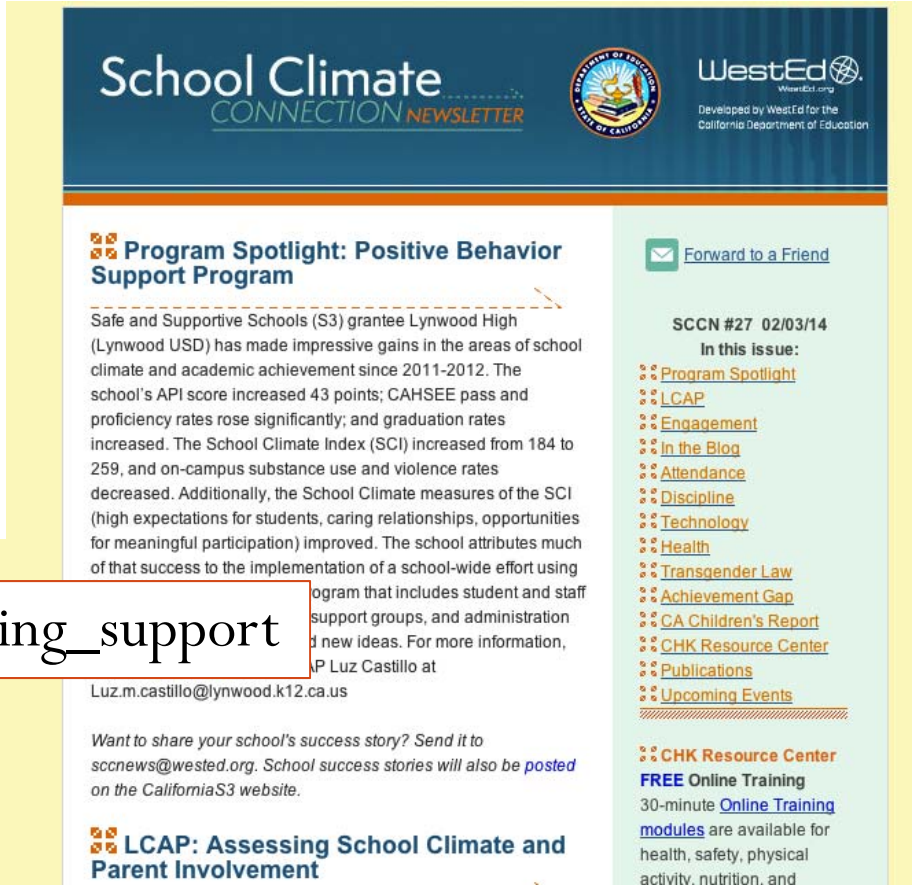
School Climate Survey Compendia NEW
The National Center on Safe Supportive Learning Environments (NCSSLE) maintains a compendium of valid and reliable surveys, assessments, and scales of school climate that can assist educators in their efforts to identify and assess their conditions for learning.

Resources to Help District & School Efforts

Sign up for the School Climate Connection Newsletter

The *School Climate Connection Newsletter* is a weekly to biweekly publication. Subscribe in the link above or read current and archived newsletters here.

http://californias3.wested.org/training_support



School Climate CONNECTION NEWSLETTER

WestEd

Developed by WestEd for the California Department of Education

Program Spotlight: Positive Behavior Support Program

Safe and Supportive Schools (S3) grantee Lynwood High (Lynwood USD) has made impressive gains in the areas of school climate and academic achievement since 2011-2012. The school's API score increased 43 points; CAHSEE pass and proficiency rates rose significantly; and graduation rates increased. The School Climate Index (SCI) increased from 184 to 259, and on-campus substance use and violence rates decreased. Additionally, the School Climate measures of the SCI (high expectations for students, caring relationships, opportunities for meaningful participation) improved. The school attributes much of that success to the implementation of a school-wide effort using ...ogram that includes student and staff ...support groups, and administration ...d new ideas. For more information, ...AP Luz Castillo at Luz.m.castillo@lynwood.k12.ca.us

Want to share your school's success story? Send it to sccnews@wested.org. School success stories will also be posted on the CaliforniaS3 website.

LCAP: Assessing School Climate and Parent Involvement

Forward to a Friend

SCCN #27 02/03/14

In this issue:

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- Attendance
- Discipline
- Technology
- Health
- Transgender Law
- Achievement Gap
- CA Children's Report
- CHK Resource Center
- Publications
- Upcoming Events

CHK Resource Center

FREE Online Training

30-minute Online Training modules are available for health, safety, physical activity, nutrition, and

Orange County Department of Education

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For registration questions, please contact Paula Bartlett at 714.966.4427 or pbartlett@ocde.us
www.ocde.us/healthyminds

The California Mental Health Services Authority (CalMHSA) is an organization of county governments working to improve mental health outcomes for individuals, families and communities. Prevention and Early Intervention programs implemented by CalMHSA are funded by counties through the voter-approved Mental Health Services Act (Prop 63). Prop. 63 provides the funding and framework needed to expand mental health services to previously underserved populations and all of California's diverse communities.

Thank you.

Your feedback is important for improvement and continued funding.

Open up your chat box and click
on the link to take you to the 4-minute webinar survey.

https://www.surveymonkey.com/r/2V83TDN

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