A3 — Integrating School Climate Data within the PBS Framework to Promote Equitable Educational Experiences

Presenters:

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Clynita Grafenreed, Ph.D., Meadows Mental Health Policy Institute (TX)

- Topic: School Climate
- Keywords: School climate, equity, data
# Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>◇ Use a shared action plan for your team</td>
<td>◇ Post positive on-topic comments</td>
<td>◇ Add questions before and/or during session</td>
</tr>
<tr>
<td></td>
<td>◇ Complete session evaluations</td>
<td>◇ Questions for the presenters go in the POLLS tab ⇒</td>
<td></td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>◇ Limit distractions</td>
<td>◇ Use inclusive language</td>
<td>◇ Use sincere phrasing</td>
</tr>
<tr>
<td></td>
<td>◇ Follow up on your assigned action items</td>
<td></td>
<td>◇ Complete additional polls when prompted</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>◇ Take movement breaks</td>
<td>◇ Engage in productive dialogue</td>
<td>◇ Ask solution-oriented questions</td>
</tr>
<tr>
<td></td>
<td>◇ Be aware of your stress level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Presenters</td>
<td>◇ Ensure Files Tab has current materials and related weblinks</td>
<td>◇ Monitor and remove inappropriate comments</td>
<td>◇ Identify common Qs to address in final 15 minutes</td>
</tr>
</tbody>
</table>
Tips for Participants

Finding Your Registered Sessions in Pathable

*Your Personalized Schedule (My Agenda)*

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact through Chat, Polls, & Uploaded Files**
Tips for Participants

Chat, Polls, and Q&A

1. Use Chat for engaging with other participants around the session topic.
   
   *Presenters may use chat differently in specific sessions.*

   Follow overall Forum expectations for responsible, respectful, and safe chatting

2. Find the Q&A under Polls. Questions for presenters go there.

3. Some sessions have other Polls or more Specific Questions.
   Complete those when prompted
While participating in a live Session…Be Present!

• If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.

• What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name

Tips for Participants

Be careful of accidently navigating away
Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:
When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it’s (a) implemented well and (b) working?
Overview

- **Background: School Definition**
- **School Climate & Educational Policy**
- **Practical Integration**
  1. A Balanced Data System for School Improvement
  2. Considering Equity within School Climate Data
  3. Using Data to Drive Decision Making
CURRENT [AND EVOLVING] CONTEXT OF EDUCATION

- The number of non-English speaking children has doubled since 1979
- In 2014, for the first time, the U.S. Department of Education reported a majority minoritized student populations
  - Earlier projections: by 2050 60% of the population is predicted to be families of multicultural/bilingual backgrounds (U.S. Bureau of the Census, 2004)
- Increasing need to have a foundational understanding of
  - Culture and the impact on educational experiences
  - Culturally affirming practices to promote student engagement and success
  - Self-reflection and awareness to support one’s own professional growth and educator effectiveness
Schools are microcosms of our greater society

The historical structure and purpose of schooling contradicts current law and public policy

Schools are structured to reproduce the norms of the dominant culture

Knowledge of students’ home and community contexts is invaluable in interpreting classroom behavior and academic performance
**School Climate**

*Construct* that refers to the structural, interpersonal and learning aspects of a school environment that are *perceived* by students, parents and school personnel.

(National School Climate Center, 2007)
Defining School Climate (contd.)

“School Climate is based on patterns of students, parents, and school personnel’s experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures” (National School Climate Centers, 2007).
DEBUNKING CULTURE AS A DEFICIT MODEL

Deficit based explanations focused on poor students and students of color

Advocates seek to change student knowledge, language, culture, and behavior in ways that are more consistent with the mainstream standards.

Often lead to student disengagement, opposition, educational disenfranchisement

Considerations

I. Use engaging academic instruction to reduce the opportunity (achievement) gap

I. Implement a multi-tiered and culturally responsive behavior framework

I. Collect, review, use, and report disaggregated discipline data; develop state, district, and school policies with accountability for disciplinary equity

I. Teach neutralizing routines to address implicit bias
The school system also develops and implements a continuous school improvement process to promote quality learning for all students. This process includes procedures and strategies to address quality learning, equity, and accountability. In all school systems, the continuous school improvement process includes the following activities at least once every five years:

- Select improvement goals. At least one goal is directed toward improving student achievement.
- Develop and implement an improvement plan which includes procedures, strategies, actions to achieve goals, and an aligned professional development plan.
- Gather data about student performance, learning climate, and other relevant factors.
- Evaluate progress toward improvement goals.
School Climate in the Educational Landscape

Every Student Succeeds Act (ESSA)

- encourages schools to assess non-academic indicators of school success
- acknowledges the environmental school factors that influence student achievement

(Haynes, Emmons & Ben Avie, 1997; Kuperminc, Leadbetter & Blatt, 2001; Way, Reddy & Rhodes, 2007; McNeely, Nonnemaker & Blum, 2002; Worrell & Hale, 2001)
Accountability At The District/School Level

Effective School Improvement Efforts

• Data-based decision-making framework
• Valid assessment of school climate
• Timely and consistent evaluation of school climate data
• Parallel efforts—not fragmented!

(U.S. Department of Education, 2016)
Measurement: Indicators of School Climate

Social Validation Data

Stakeholder perceptions, as measured by the subjective instruments that have been described.

California School Climate & Safety Survey
Delaware School Climate Survey
Georgia School Climate Survey
ED School Climate Surveys

Stakeholder Perceptions

Indicators of School Climate

Observation Data
Student Behaviors

Archival Data
Student Outcomes

Suspensions/Expulsions
Attendance
Office Discipline Referrals

(Sugai, Simonsen, Freeman, & La Salle, 2016)
School Climate: Mechanisms of Change

- **Student Attitudes**
  - Influence behaviors and outcomes
  - Influenced by expectations

- **Setting and Behaviors**
  - Influence attitudes and outcomes
  - Influenced by expectations

- **Student Outcomes**
  - Influence expectations
  - Influenced by student attitudes and behaviors

From assessment to change
Triangulating School Climate Data: A System of Checks and Balances

School Climate: Mechanisms of Change

Student Attitudes
- Georgia Elementary School Climate Survey (GESCS)
- SCWA-Student Interview

Setting and Behaviors
- School-level indicators (SES, racial/ethnic breakdown)
- SCWA environmental rating

Student Outcomes
- Behavior referrals (positive and disciplinary)
- Attendance
- Suspensions/Expulsions (recess time taken/other in elementary)
Impact Of School Climate On Student Outcomes

Positive school climate can contribute to
- Higher student achievement (Haynes, Emmons & Ben Avie, 1997)
- Greater school connectedness (Nonnemaker & Blum, 2002)
- Positive peer and adult relationships (Kuperminc, Leadbeater, Emmons, & Blatt, 1997; La Salle, Wang, Parris, & Brown)
- Lower incidents of behavioral problems (Wang & Degol, 2016)

School climate can serve as an indicator the extent to which educational experiences of students vary across subgroups
Impact Of School Climate On Student Outcomes

The degree to which students feel connected, supported, and comfortable to seek support when needed.

• Explore whether cultural mismatches between students and teachers are associated with poor establishment and maintenance of student-adult relations.

• Negative teacher-student interactions are especially important to students’ sense of acceptance and belonging; cultural mismatch can diminish positive adult relationships for students of color.
Impact Of School Climate On Student Outcomes

The degree to which students feel respected regardless of their academic ability, racial and ethnic background, religion, etc.

- How are cultural variables/markers perceived or incorporated into everyday educational processes?
- Assesses whether academic and behavioral expectations are imposed fairly across students regardless of appearance or cultural identity.
Intentional School Climate Monitoring

GESC
SCWA

Sep
Oct
Nov
Dec
April-June

- Administer School climate surveys
- Review Data
- Set Goals
- Consider walkthrough tools or brief assessments
- Review data across subgroups. Implement supports.
- Administer School Climate surveys
- Review Data
- Set/Refine Goals

- What do your data tell you about student experiences?
- What are your broad school climate goals?
- What are your school’s strengths? Weaknesses?
- What strategies and interventions are recommended?
- What are your specific school climate goals?
School Climate Survey
New Survey Suite Now Available in PBIS Assessment
# School Climate Measures

<table>
<thead>
<tr>
<th>Survey Name</th>
<th>Georgia Elementary School Climate Survey</th>
<th>Georgia Brief School Climate Inventory (GaBSCI)</th>
<th>Georgia School Personnel Survey (GSPS)</th>
<th>Georgia Parent School Climate Survey</th>
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<tbody>
<tr>
<td><strong>Target Group</strong></td>
<td>Grades 3-5</td>
<td>Grades 6-12</td>
<td>Teachers, Administrators</td>
<td>Parents</td>
</tr>
<tr>
<td><strong>Number of Items</strong></td>
<td>11</td>
<td>9</td>
<td>29</td>
<td>21</td>
</tr>
</tbody>
</table>
# Georgia Elementary School Climate Survey (GESCS)

## Demographic Information

<table>
<thead>
<tr>
<th>Gender</th>
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<tbody>
<tr>
<td>Female</td>
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<tr>
<td>Male</td>
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</table>

<table>
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<tbody>
<tr>
<td>Hispanic or Latino</td>
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</tr>
<tr>
<td>Not Hispanic or Latino</td>
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</table>

<table>
<thead>
<tr>
<th>Race</th>
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<tr>
<td>White</td>
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<tr>
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<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>3rd</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td></td>
</tr>
</tbody>
</table>

## Questions

1. I like school.
   - Always
   - Often
   - Sometimes
   - Never

2. I feel like I do well in school.
   - Always
   - Often
   - Sometimes
   - Never

3. My school wants me to do well.
   - Always
   - Often
   - Sometimes
   - Never

4. My school has clear rules for behavior.
   - Always
   - Often
   - Sometimes
   - Never

5. I feel safe at school.
   - Always
   - Often
   - Sometimes
   - Never

6. Teachers treat me with respect.
   - Always
   - Often
   - Sometimes
   - Never

7. Good behavior is noticed at my school.
   - Always
   - Often
   - Sometimes
   - Never

8. Students in my class behave so that teachers can teach.
   - Always
   - Often
   - Sometimes
   - Never

9. I get along with other students.
   - Always
   - Often
   - Sometimes
   - Never

10. Students treat each other well.
    - Always
    - Often
    - Sometimes
    - Never

11. There is an adult at my school who will help me if I need it.
    - Always
    - Often
    - Sometimes
    - Never
## School Climate Measures

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<td>29</td>
</tr>
<tr>
<td>Georgia Parent School Climate Survey</td>
<td>Parents</td>
<td>21</td>
</tr>
</tbody>
</table>

### School Climate

1. I like school.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

2. I feel successful at school.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

3. I feel my school has high standards for achievement.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

4. My school sets clear rules for behavior.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

5. The behaviors in my classroom allow the teacher to teach so I can learn.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

6. Students are frequently recognized for good behavior.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

7. I know an adult at school that I can talk with if I need help.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

8. School is a place at which I feel safe.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

9. Teachers treat me with respect.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree
# The Georgia School Climate Survey (GSCS)

## Demographic Questions

### Grade
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

### Gender
- Female
- Male

### Ethnicity
- Black or African American
- Hispanic or Latino
- White or Caucasian
- Asian or Pacific Islander
- Other

### Disability Status
Do you have an individualized education plan (IEP)?
- Yes
- No
- I do not know
- I prefer not to answer

### Disability Category
If you have an IEP, in what category is your disability? Check all that apply:
- Learning disability
- Emotional behavior disorder
- Attention Deficit/Hyperactivity Disorder
- Physical Disability
- Other
- I prefer not to answer

### Enrichment Programs
Are you enrolled in any of the following programs or classes (check all that apply)?
- Gifted Placement
- Advanced Placement / Honors Courses

## SECTION A: SCHOOL CLIMATE

### SCHOOL CONNECTEDNESS

1. *I like school.
   - ![Multiple Choice Options]

2. Most days I look forward to going to school.
   - ![Multiple Choice Options]

3. I feel like I fit in at my school.
   - ![Multiple Choice Options]

4. *I feel successful at school.
   - ![Multiple Choice Options]

5. I feel connected to others at school.
   - ![Multiple Choice Options]

## CHARACTER

6. I treat other students fairly.
   - ![Multiple Choice Options]

7. Doing the right thing is important to me.
   - ![Multiple Choice Options]

8. I am open towards different opinions and perspectives.
   - ![Multiple Choice Options]
## School Climate Measures

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</table>
# The Georgia School Personnel Survey (GSPS)

## Demographic Questions

### Primary Job Classification
- Teacher
- Administrator
- Certified Staff Member
- Classified/Other Staff Member

### Primary Grade Taught
- K
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

### Area(s) Taught
- Science
- ELA
- Social Studies
- Connections (e.g., art, PE, band, music)
- Math
- Special Education
- Other (please specify):

### School Work Experience
- 0-5 years
- 6-10 years
- 11-15 years
- More than 15 years

### Highest Degree
- Bachelor’s Degree
- Master’s Degree
- Educational Specialist Degree
- Doctoral Degree
- Other (please specify):

### Gender
- Female
- Male

### Ethnicity
- What is your ethnicity?
  - Hispanic or Latino
  - Not Hispanic or Latino

## STAFF CONNECTEDNESS

1. I feel supported by other teachers at my school.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

2. I get along well with other staff members at my school.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

3. I feel like I am an important part of my school.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

4. I enjoy working in teams (e.g., grade level, content) at my school.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

5. I feel like I fit in among other staff members at my school.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

6. I feel connected to the teachers at my school.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

## STRUCTURE FOR LEARNING

8. Teachers at my school have high standards for achievement.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree
# School Climate Measures

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</table>

**Georgia Parent School Climate Survey**

**Note or directions here...**

<table>
<thead>
<tr>
<th>Demographic Questions</th>
<th>Options</th>
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</thead>
<tbody>
<tr>
<td>Please indicate the grade of your student</td>
<td>k, 1, 2, 3, 4, 5, 6, 6th, 7th, 8th, 9th, 10th, 11th, 12th</td>
</tr>
<tr>
<td>Is your student enrolled in any of these</td>
<td>Special Education Program or has an Individual Education Program (IEP),</td>
</tr>
<tr>
<td>programs? (mark all that apply)</td>
<td>Gifted program or Honors/Advanced Placement courses, Not applicable,</td>
</tr>
<tr>
<td></td>
<td>not sure, or decline to answer</td>
</tr>
<tr>
<td>Gender</td>
<td>Female, Male</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Hispanic or Latino, Not Hispanic or Latino</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>White, Black or African American, Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander</td>
</tr>
</tbody>
</table>

The GSSS 2.0 was created by the Georgia Department of Education in Collaboration with Tamika L. Sale, Ph.D., The University of Connecticut, and Joel Mayes, Ph.D., The Center for School Safety, School Climate, and Classroom Management at Georgia State University.
### The Georgia Parent School Climate Survey (GPSCS)

#### Demographic Questions

Please indicate the grade of your student or students. (mark all that apply)

- K
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

Is your student enrolled in any of these programs? (mark all that apply)

- Special Education Program or has an Individualized Education Program (IEP)
- Gifted and Talented Program or Honors/Advanced Placement course
- Not applicable, not sure, or decline to answer

What is your gender?

- Female
- Male

What is your ethnicity?

- Hispanic or Latino
- Not Hispanic or Latino

What is your race?

- White
- Black or African American
- Asian
- American Indian or Alaskan Native
- Native Hawaiian or Other Pacific Islander

### TEACHING AND LEARNING

1. Teachers at my student’s school have high standards for achievement.

   - □ Strongly Disagree
   - □ Somewhat Disagree
   - □ Somewhat Agree
   - □ Strongly Agree

2. Teachers at my student’s school work hard to make sure that students do well.

   - □ Strongly Disagree
   - □ Somewhat Disagree
   - □ Somewhat Agree
   - □ Strongly Agree

3. Teachers at my student’s school promote academic success for all students.

   - □ Strongly Disagree
   - □ Somewhat Disagree
   - □ Somewhat Agree
   - □ Strongly Agree

### SCHOOL SAFETY

4. My student’s school sets clear rules for behavior.

   - □ Strongly Disagree
   - □ Somewhat Disagree
   - □ Somewhat Agree
   - □ Strongly Agree

5. My student feels safe at school.

   - □ Strongly Disagree
   - □ Somewhat Disagree
   - □ Somewhat Agree
   - □ Strongly Agree

6. My student feels safe going to and from school.

   - □ Strongly Disagree
   - □ Somewhat Disagree
   - □ Somewhat Agree
   - □ Strongly Agree

7. School rules are consistently enforced at my student’s school.

   - □ Strongly Disagree
   - □ Somewhat Disagree
   - □ Somewhat Agree
   - □ Strongly Agree
### Teacher Perceptions

#### Georgia School Personnel Survey (GSPS) Subscale Legend (N=31)

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Abbreviation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure for Learning</td>
<td>SFL (N=6)</td>
<td>Teachers’ perceptions of the degree to which they feel like their colleagues treat students fairly, have high expectations, and set clear rules.</td>
</tr>
<tr>
<td>Staff Connectedness</td>
<td>SCx (N=6)</td>
<td>Teachers’ perceptions of the degree to which they feel like they fit in and are apart of their school.</td>
</tr>
<tr>
<td>Peer/Adult Relations</td>
<td>PR/AR (N=7)</td>
<td>Teachers’ perceptions of the way that students interact with peers and adults in their school.</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>PI (N=3)</td>
<td>Teachers’ perceptions of the degree to which parents are involved in their student’s education.</td>
</tr>
<tr>
<td>Physical Environment</td>
<td>Env’t (N=4)</td>
<td>Teachers’ perceptions of maintenance of school grounds and resources.</td>
</tr>
<tr>
<td>School Safety</td>
<td>SS (N=5)</td>
<td>Teachers’ perceptions of their own safety at school.</td>
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#### Parent Perceptions

#### Georgia Parent School Climate Survey Subscale Legend (N=24)

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<thead>
<tr>
<th>Subscale</th>
<th>Abbreviation</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Teaching and Learning</td>
<td>TL (N=4)</td>
<td>Parents’ perceptions of the degree to which they feel their child enjoys and is successful at school.</td>
</tr>
<tr>
<td>School Safety</td>
<td>SS (N=5)</td>
<td>Parents’ perceptions of their child’s safety at school.</td>
</tr>
<tr>
<td>Interpersonal Relationships</td>
<td>IPR (N=8)</td>
<td>Parents’ perceptions of the degree to which their child is supported and treated fairly by adults and peers within the school.</td>
</tr>
<tr>
<td>Institutional Environment</td>
<td>IE (N=3)</td>
<td>Parents’ perceptions of the maintenance and resources of their child’s school.</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>PI (N=4)</td>
<td>Parents’ perceptions of the degree to which they are involved in their child’s education.</td>
</tr>
</tbody>
</table>

#### Secondary Student Perceptions

#### Georgia Brief School Climate Inventory (GaBSCI; N=9)

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Climate</td>
<td>A brief measure intended to provide schools with an overall understanding of how students perceive school climate along three of the dimensions (i.e., teaching and learning, relationships, and safety)</td>
</tr>
</tbody>
</table>
PBIS Decision Making: Integrating Data

PBIS decision making can be enhanced by integrating:

**Multiple Sources of Data**
- School climate perceptions
- School Outcome Data
- Suspension/expulsion data
- Discipline referrals

**PBIS Fidelity Data**
- School-wide Evaluation Tool
- Benchmarks of Quality
- Tiered Fidelity Inventory
A Comprehensive Framework

Subjective data (school climate perceptions) and objective data (PBIS outcome indicators) can be used to support data-based decision making for school improvement efforts

- PBIS outcome data is informed by other aspects of school functioning
- Successes and challenges are best understood by considering the outcomes and potential reasons behind them
- Comprehensive data can reveal information about cultural aspects that are affecting outcomes
Using PBIS and School Climate Data

Office Discipline Referrals
Suspensions/Expulsions
Disproportionality
Achievement

Patterns across groups (teachers, students, parents)
Patterns within groups (grade, gender, race/ethnicity)
Patterns across time (school years)
Using PBIS and School Climate Data

Office Discipline Referrals
Suspensions/Expulsions
Disproportionality
Achievement

Do patterns pair with existing data?

Examples
There are significantly more discipline referrals in 7th grade when compared to other grades.
Example: Data And Goal Setting

Set a broad goal for Sample School (yellow) based on the school climate and behavioral data.

Schoolwide Weekly Averages:

- Super Stars awarded for positive behavior: 27⭐⭐
- Office discipline referrals: 53👍
Targeted School Climate Interventions

**Strategic Assessment:**
Set goals for vulnerable populations
Administer SCWA to monitor group perceptions

**Targeted Assessment:**
Disaggregate school climate survey data
Compare perceptions across key groups

**School-Level Assessment:**
Knowledge of school-level variables
Monitoring environmental quality
Administer school climate survey regularly

---

**Low SC ratings for students with IEPs:**
Administer SCWA to students with IEPS using colored lanyard system.

**Low ratings of adult support items for 4th graders:**
Focus on building teacher-student relationships in grad 4 pod

**Low ratings of safety items on SC survey:**
Increase adult monitoring schoolwide to improve safety

---

La Salle, Meyers, Varjas, Roach, 2015; Khoury-Kassabri, BeSnbenishty, Astor, & Zeira, 2004
Using School Wide Data

• Who does the data represent
  • Most individuals in the school
  • Do some individuals like it so much that it makes the data appear like all groups feel great about the climate?
  • Do different groups (e.g., students, teachers) feel similarly or differently about the climate

Teachers feel really positively; students do not
## Interactive Data Sheet

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tool to examine data from the Georgia School</td>
<td>• Organize school climate survey data in a centralized format that</td>
<td>• District and school level administrators</td>
<td>• Twice annually at fall and spring GSCS administration</td>
</tr>
<tr>
<td>Climate Surveys</td>
<td>can be distributed</td>
<td>• School improvement teams</td>
<td>• Following receipt of school climate survey data</td>
</tr>
<tr>
<td>• Reveals patterns at the district, school and</td>
<td>• Use visuals to make sense of results by looking at trends and</td>
<td></td>
<td>• Be timely to ensure utility of results!</td>
</tr>
<tr>
<td>subgroup levels</td>
<td>subgroup comparisons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Graphic representations of school climate</td>
<td>• Easily integrate school climate data with other school outcome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>survey results</td>
<td>data you use</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Navigating the Data Sheet

Indicates the
- **Level** of data analysis (e.g. district, school)
- **Type** of school (e.g. elementary)
- **Population** (e.g. elementary student, parent, personnel)

Section headings indicate which information is described (demographic data, school climate ratings).

**A. SCHOOL DEMOGRAPHIC DATA**

*Please complete the following demographic information for students in your school.*

**Total number of students:**

- Percentage of students in each grade:
  - Grade 3
  - Grade 4
  - Grade 5

- Percentage of students identifying with each gender:
  - Boys
  - Girls

- Percentage of students identifying with each race/ethnicity:
  - American Indian/Alaska Native
  - Asian
  - Black/African American
  - Hispanic/Latino
  - Native Hawaiian/Pacific Islander
  - White
  - Two or More Races

- Percentage of students receiving additional educational services:
  - Individualized Education Program
  - Gifted/Accelerated/Talented
  - Other:
  - Other:

**B. SCHOOL TFI DATA**

*What are the average overall and tiered TFI ratings this year/semester?*

- Overall TFI
- Tier 1 TFI
- Tier 2 TFI
- Tier 3 TFI
### School Demographic Sections

Included to provide a profile of students, personnel, and parents/families.

Demographic categories vary depending on population summarized (e.g., grade, job classification for personnel).

Include additional school level level information like TFI data.

#### A. DEMOGRAPHIC DATA

Please complete the following demographic information for students in your school.

<table>
<thead>
<tr>
<th>Total number of students:</th>
<th>Grade 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of students in each grade:</th>
<th>Male %</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nonbinary/Third Gender %</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of students identifying as lesbian/gay/bisexual:</th>
<th>LGB Sexual Orientation %</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Percentage of students identifying with each race/ethnicity:</th>
<th>American Indian/Alaska Native %</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Asian %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black/African American %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic/Latino %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Pacific Islander %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two or More Races %</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of students receiving additional educational services:</th>
<th>Individualized Education Program %</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gifted/Accelerated/Talented %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other: %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other: %</td>
<td></td>
</tr>
</tbody>
</table>

#### B. SCHOOL TFI RATINGS

What are the average overall and tiered TFI ratings this year/semester?

<table>
<thead>
<tr>
<th>Overall TFI</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1 TFI</td>
<td></td>
</tr>
<tr>
<td>Tier 2 TFI</td>
<td></td>
</tr>
<tr>
<td>Tier 3 TFI</td>
<td></td>
</tr>
</tbody>
</table>
Data Summary Sections

Detailed overview of all student data for a given quarter, semester or year.

Includes data from **school climate surveys** and other **student outcomes**.

Easily review values for the **whole school**, and values for **demographic subgroups**.

### C. STUDENT DATA OVERVIEW

Complete this section using results from the Georgia Elementary School Climate Survey and Student Outcomes data. For each demographic group on the left, provide the Average School Climate Rating, Total Number of Office Discipline Referrals (ODRs) and Suspensions, and Total Number of Absences this year/semester.

<table>
<thead>
<tr>
<th></th>
<th>Average School Climate Rating</th>
<th>Total Number of Office Discipline Referrals (ODRs)</th>
<th>Total Number of Suspensions</th>
<th>Total Number of Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>By Grade:</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>By Gender:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>By Race/Ethnicity:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
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<tr>
<td>Black/African American</td>
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<tr>
<td>Hispanic/Latino</td>
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<tr>
<td>Native Hawaiian/Pacific Islander</td>
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<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>By Educational Services:</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Individualized Education Program</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Gifted/Talented</td>
<td></td>
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<tr>
<td>Other:</td>
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<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
D. COMPARISONS OF STUDENT SCHOOL CLIMATE RATINGS

Write the average student rating for each grade as it corresponds to scale on the left.
Comparing Student Subgroups within Your School

School Climate Ratings by Race/Ethnicity

- White: 3.2
- Latine(x): 2.8
- Black: 2.3
- Multiracial: 2.5

School Climate Ratings by Educational Services

- Regular Ed.: 3.2
- Special Ed.: 2.3
- Gifted Ed.: 3.0
SUMMARY

• Systems of change take time...but “Now is the Time”
• You do not have to be a person of color to initiate change
• Change must happen at the systems level and then trickle down if they are to be maintained
  • PBIS
  • Systems-level
    • Establish a strong foundation before signaling out other groups
• Self-awareness and self-reflection should be standards of practice in education
DISCUSSION QUESTIONS

• What efforts has your school taken to acknowledge and be responsive to an increasingly diverse student population?
• What access do you have to professional development opportunities that are ongoing?
• How are culturally responsive practices integrated within the PBIS framework AND NOT alongside it?
• What resources do you need in order to be successful?
• How do attitudes and social norms play a role in advancing equity in schools?
QUESTIONS/COMMENTS

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