**Georgia’s Systems of
Continuous Improvement:** *School Climate and Discipline Toolkit*



**Office of School Safety and Climate
Office of School Improvement**

**<insert intervention name>
<insert school name>
<insert district name>**

This version of the School Climate and Discipline Toolkit is an early release that has been provided to obtain feedback from district and school users. Please send us your questions and feedback using the QR code or link below.

**

[***https://bit.ly/37NCTQb***](https://bit.ly/37NCTQb)

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# What is School Climate?

The National School Climate Center defines school climate as “**the quality and character of school life**” that is based on the “**patterns of students’, parents’, and school personnel’s experiences of school life**.”[[1]](#footnote-1) Research has found that schools with positive school climates tend to have better test scores and graduation rates; in contrast, schools with negative school climates as a result of unsafe or hostile environments tend to have lower academic performance.[[2]](#footnote-2) The National School Climate Center has identified 13 dimensions of school climate that cover safety, teaching and learning, interpersonal relationships, institutional environment, social media, and staff.

#### Safety

1. Rules and Norms – clearly communicated rules about physical violence, verbal abuse, harassment, and teasing; clear and consistent norms and enforcement for adult intervention
2. Physical Security – students and adults feel safe from physical harm in the school
3. Social-Emotional Security – students feel safe from verbal abuse, teasing, and exclusion

#### Teaching and Learning

1. Support for Learning – use of supportive teaching practices, such as:
	* encouragement and constructive feedback
	* varied opportunities to demonstrate knowledge and skills
	* support for risk-taking and independent thinking
	* atmosphere conducive to dialogue and questioning, academic challenge, and individual attention
2. Social and Civic Learning – support for the development of social and civic knowledge, skills, and dispositions including:
	* effective listening
	* conflict resolution
	* self-reflection
	* emotional regulation
	* empathy
	* personal responsibility
	* ethical decision making

#### Interpersonal Relationships

1. Respect for Diversity – mutual respect for individual differences at all levels of the school – student-student, adult-student, adult-adult, and overall norms for tolerance
2. Social Supports - Adults – pattern of supportive and caring adult relationships for students, including high expectations for students’ success, willingness to listen to students and to get to know them as individuals, and a personal concern for students’ problems
3. Social Supports - Students – pattern of supportive peer relationships for students, including friendships for socializing, for problems, for academic help, and for new students

#### Institutional Environment

1. School Connectedness-Engagement – positive identification with the school; norms for broad participation in school life for students, staff, and families
2. Physical Surroundings – cleanliness, order, appeal of facilities; adequate resources and materials

#### Social Media

1. Social Media – students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices

#### Staff Only

1. Leadership – administration creates and communicates a clear vision and is accessible and supportive of school staff development
2. Professional Relationships – positive attitudes and relationships among school staff that support effectively working and learning together

# Georgia's Systems of Continuous Improvement

Consult many sources to determine what in the school needs improvement

1.1 Determine the Purpose

1.2 Engage Primary Stakeholders

1.3 Identify Sources and Collect Data

1.4 Analysis, Reporting, and Insights

1.5 Identify and Prioritize Needs

1.6 Root Cause Analysis

Research many sources to determine the solutions that have a good chance of meeting the identified school needs

2.1 Map Pre-Existing Interventions

2.2 Identify Potential Evidence-Based Interventions

2.3 Select the Best Intervention(s)

**1. Identify Needs**

**2. Select Interventions**

Develop a team and plan to implement the solutions that are most promising and can be carried out at the school

3.1 Build the Team

3.2 Support and Buy-In

3.3 Action Plan

**3. Plan Implementation**

Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed

4.1 Implement Action Plan and Monitor Progress

4.2 Process Evaluation

**4. Implement
Plan**

Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school

5.1 Conduct Evaluation

5.2 Conclusions and Recommend-ations

**5. Examine Progress**

**School Improvement Process**

# Module 1:Identify Needs

## Aim

Consult many sources to determine what in the school needs improvement

## Outcomes and Deliverables

* Purpose statement
* Needs assessment with list of prioritized needs to be addressed

## Action Steps

### 1.1 Determine the Purpose

If possible, define the purpose of the work upfront and craft a purpose statement that defines why the work is being done. This purpose statement will guide your work during the entire improvement process. Use this purpose statement with primary and secondary stakeholders, and to prevent the team from straying too far from the intended focus of the work. If the purpose cannot yet be defined, come back to this step once the purpose is clear.

#### Purpose Statement

### 1.2 Engage Primary Stakeholders

Primary stakeholders are those members of the school community who will be ***directly*** impacted by the work of the team and the selected interventions. It is important to engage representatives from primary stakeholder groups early in the process. Representatives do not need to be full members of the team, but each should be consulted regularly throughout the process. Be sure to identify representatives from different essential stakeholder groups (i.e., students, teachers, administrators, families, community members).

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| **Primary Stakeholder Representatives** |
| **Stakeholder Group** | **Representative** |
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### 1.3 Identify Sources and Collect Data

The identification and collection of data will include ***secondary sources***, those data and information that have already been collected by a person or group outside of the team, and ***primary sources***, those data and information that will be collected by members of the team. Begin with an exploration of secondary sources to save the team time and effort and compliment this with any necessary primary sources. Revisit the purpose statement when considering which sources will provide value and insight.

#### 1.3.1 Secondary Sources

Numerous data sets and dashboards related to school climate and discipline in Georgia are available from the GaDOE and other agencies and nonprofit organizations. The appendix provides many of these sources, along with details and the available data elements for each data set.

In addition to state and public data, many districts and schools have data sets and/or dashboards containing school and district-level school climate and discipline data. When identifying the sources that will support the needs assessment, focus on data from the following:

* District student information system (SIS)
* School-Wide Information System (SWIS)[[3]](#footnote-3)
* Academic and behavior programs
* Teacher and staff demographics and performance

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| **Secondary Data Sources** |
| **Source** | **Justification** |
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#### 1.3.2 Primary Sources: Collecting New Data

After identifying and collecting secondary sources, the determination can be made as to the need for primary sources. Any primary sources should address knowledge gaps not addressed by available data sets and dashboards. When deciding what data and information to collect, consider including:

* Surveys of students, families, staff, community members
* Interviews or focus groups with students, families, staff, community members
* Classroom and school observations
* Community maps showing what out-of-school factors may be influencing behavior within school
* School policies and practices

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| **Primary Data Sources** |
| **Source** | **Justification** |
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### 1.4 Analysis, Reporting, and Insights

#### 1.4.1 Analyzing the Data

The goal of data analysis is to turn data sets and dashboards into useful information that supports decision making and changes to student behaviors and school policies and practices. The analysis process should be used to identify ***trends*** (tendency of data to change in one direction over time), ***patterns*** (data repeats in a predictable way), and ***relationships*** (change in one data variable is related to change in another data variable). When exploring trends, patterns, and relationships be sure to explore data at the school, grade, classroom, and student levels.[[4]](#footnote-4)

##### 1.4.1.1 Quantitative Analysis

Quantitative analysis involves using mathematics and statistics to make meaning of data. Data elements can be divided into categorical (qualitative) variables and continuous (quantitative) variables. The table below lists and defines each type of variable that is common within education data.

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| **Types of Variables** |
|  | **Type** | **Definition** |
| Categorical | Nominal | Variables with two or more categories, but no intrinsic order (example: race/ethnicity, gender) |
| Ordinal | Variables with two or more categories where the categories can be ordered or ranked (example: answers to a Likert scale survey question) |
| Continuous | Interval | Interval variables have numeric values that can be measured along a continuum.  |
| Ratio | Ratio variables are interval variables with the added condition that a value of ‘0’ represents the absence of the variable being measured (example: number of students in a grade) |

The distinction between interval and ratio variables will not typically be important in school improvement analysis, so these can be combined into a single type – interval/ratio.

A measure of central tendency is a summary statistic that will be suitable for most types of school improvement analysis. The common measures used are mean, median, and mode. Definitions of each, along with the appropriate usage, are provided in the table below.

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| **Measures of Central Tendency** |
| **Measure** | **Definition** | **Appropriate Usage** |
| Mean | the arithmetic average within a set of data | Interval/Ratio (when the distribution is not skewed) |
| Median | the middle score within a set of data that has been arranged in order of magnitude | Ordinal, Interval/Ratio (when the distribution is skewed) |
| Mode | the most frequent score or value in a data set | Nominal |

The mean is the most common measure and should be used for all interval/ratio data when the data distribution is not skewed. ***Skewness*** results from the data being distributed asymmetrically. When a number of cases in the data set are well above (positively skewed) or well below (negatively skewed) the average, the median value may be a more precise measure than the mean.

Analysis that utilizes mean scores may be supported by ***measures of central dispersion***, which show how “spread out” the values of the data set are from the mean. The most common measures of central dispersion are:

* Range – the difference between the largest and the smallest value in the data set
* Variance – the average squared difference between the values of a data set and the mean
* Standard deviation – the square root of the variance

The variance and the standard deviation values will be difficult for most stakeholders to understand and interpret and should be used only when providing information about the dispersion of data that is not adequately addressed by the range.

Briefly describe the quantitative methods that were applied to the data identified in 1.3.1 and 1.3.2.

##### 1.4.1.2 Qualitative Analysis

Qualitative analysis involves one-on-one interviews, focus groups, case studies, observations, and other forms of non-quantitative analysis. Qualitative analysis, when conducted properly, can be a powerful method for understanding underlying causes in trends, patterns, and relationships found in quantitative analysis.

When conducting qualitative analysis, do not treat an individual’s statement or viewpoint as evidence of a trend, pattern, or relationship. It is important to use more than one method to collect data, a process known as triangulation, to ensure the qualitative findings are valid.

Briefly describe the qualitative methods that were applied to the data identified in 1.3.2.

#### *1.4.2 Data Visualization and Reporting*

Many stakeholders will have a difficult time interpreting analysis results when provided isolated data points as findings. Data visualization and reporting involves the use of tables and graphics to present findings in a way that begins to tell a story about the data and the phenomena of interest.

Briefly describe how the data were visualized, reported, and shared with stakeholders.

#### *1.4.3 Insight – Trends and Patterns*

Summarize the main trends and patterns observed by the team while conducting the analysis. Emphasize the important trends, patterns, and relationships that will facilitate the identification of overarching needs.

### 1.5 Identify and Prioritize Needs

#### 1.5.1 Identification

Identify up to ten needs uncovered during the analysis in section 1.4. For each need, determine the severity, year-over-year trend, and whether a root cause can be identified, along with any additional considerations.

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| **Overarching Need** | **How severe is the need?[[5]](#footnote-5)** | **Is the need trending better or worse over time?[[6]](#footnote-6)** | **Can root causes be identified?[[7]](#footnote-7)** | **Additional Considerations** |
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Consider eliminating any needs with a low severity level, a better trend over time, or those where root causes cannot be identified.

#### 1.5.2 Prioritization

Prioritize the remaining needs from 1.5.1, determine whether the impact of addressing the need would be high or low and whether the level of effort to address the need will be high or low. Add each need to the corresponding quadrant in the matrix below.

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| **Impact** | **High** |  |  |
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| **Low** |  |  |
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|  | **High** | **Low** |
| **Level of Effort** |

### 1.6 Root Cause Analysis

Select the top two to four overarching needs from 1.5.2. These needs should come from the high impact, low effort quadrant (first priority); the high impact, high effort quadrant (second priority); or low effort, low impact quadrant (third priority). Do not consider any needs within the high effort, low impact quadrant.

Conduct a root cause analysis (RCA) for each selected need. Any RCA methods and tools can be used, but suggested resources include:

* GLISI’s [Leading a Team to Analyze Root Causes Using Quality Tools](https://2wh2pdomc1q415tdl40khdki-wpengine.netdna-ssl.com/wp-content/uploads/2014/05/Leading-a-Team-to-Analyze-Root-Causes.pdf)
* National Implementation Research Network (NIRN) - [Root Cause Analysis Resources: Understanding Community Need](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/RCA%20Resources_11.7.18_0.pdf)

Describe the root cause analysis process used by the team.

Detail the results of the root cause analysis for each overarching need.

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| **Overarching** **Need #1** |  |
| Root Causes to be Addressed | This is a root cause and not a contributing cause or symptom | This is something we can affect |
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| **Overarching** **Need #2** |  |
| Root Causes to be Addressed | This is a root cause and not a contributing cause or symptom | This is something we can affect |
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| **Overarching** **Need #3** |  |
| Root Causes to be Addressed | This is a root cause and not a contributing cause or symptom | This is something we can affect |
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| **Overarching** **Need #4** |  |
| Root Causes to be Addressed | This is a root cause and not a contributing cause or symptom | This is something we can affect |
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# Module 2:Select Interventions

## Aim

Research many sources to determine the solutions that have a good chance of meeting the identified school needs

## Outcomes and Deliverables

* Determination of interventions to be implemented

## Action Steps

### 2.1 Map Pre-existing Interventions

Once the overarching needs and root causes have been determined, interventions need to be identified that can address both the needs and the root causes. Prior to selecting any new interventions, conduct a survey of the school’s programs and interventions to identify any that are addressing school climate and discipline.

What programs and interventions are already addressing school climate or discipline?

What is known currently about the successes and challenges facing these programs and interventions?

How can the team leverage these programs and interventions to support the current improvement effort? How can these efforts be aligned or streamlined?

### 2.2 Identify Potential Evidence-Based Interventions

Identifying a new intervention can be time consuming, as there are many options from which to choose. Start with a survey of national models, federal initiatives, and state programs (example: PBIS); district initiatives already in place in other schools; and national and local community agencies and non-profit organizations.

Selecting an evidence-based intervention, one that has been evaluated and shown to be effective, will increase the probability that the intervention will successfully address improvement goals. There are many online resources for identifying evidence-based interventions, including the following:

* [Selecting Evidence-Based Interventions: Local Educational Agency (LEA) Guidance](https://www.gadoe.org/External-Affairs-and-Policy/communications/Documents/Evidence%20Based%20Practices%20Guidance%20--%20GaDOE%206-2018.pdf)
* [Evidence-Based Practices: What, Why, Where, and How?](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/SSIP/SS%202/Evidence%20Based%20Practices%20-%20What%2C%20Why%2C%20Where%20and%20How.pdf)
* National Center on Intensive Intervention at American Institutes of Research
	+ [Taxonomy of Intervention Intensity: Academics and Behavior](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Directors%20Webinars/2018-19/April%2019%20Webinar/Taxonomy%20Academic%20and%20Behavior%20Versions%201.17.19.pdf)
	+ [Behavioral Intervention Tools Chart](https://charts.intensiveintervention.org/chart/behavioral-intervention-chart)
	+ [Behavior Progress Monitoring Tools Chart](https://charts.intensiveintervention.org/chart/behavioral-progress-monitoring-tools)
	+ [Behavior Screening Tools Chart](https://charts.intensiveintervention.org/chart/behavior-screening)
* U.S. ED – IES: [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/)
	+ [Filter by topic = Behavior](https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Behavior)
* SAMHSA – [Evidence-Based Practices Resource Center](https://www.samhsa.gov/ebp-resource-center)
* [Blueprints for Healthy Development](https://www.blueprintsprograms.org/program-search/)

Create a list of interventions that will address the needs and root causes from section 1.6.

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| **Overarching****Need** | **Root Cause** | **Intervention** |
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### 2.3 Select the Best Intervention(s)

When choosing among evidence-based interventions, consider the following:

* Match between need / root causes and intervention
* Fit within the school
* Available resources within school
* Strength of evidence
* School’s capacity to implement
* Cost of intervention[[8]](#footnote-8)

Evaluate each possible intervention based on these selection criteria and then determine which interventions will be implemented.

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| **Intervention** | **Selection Criteria** | **Selected for Implementation?** |
| **Match[[9]](#footnote-9)** | **Fit[[10]](#footnote-10)** | **Resources[[11]](#footnote-11)** | **Evidence[[12]](#footnote-12)** | **Capacity[[13]](#footnote-13)** | **Cost[[14]](#footnote-14)** |
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# Module 3:Plan

## Aim

Develop a team and plan to implement the solutions that are most promising and can be carried out at the school

## Outcomes and Deliverables

* Determination of team roles and responsibilities
* Completed action plan

## Action Steps

### 3.1 Build the Team

Identify the roles and responsibilities needed for successful implementation of the intervention. To build an effective team, begin with identifying the work that the team will need to do, the roles that will be necessary to complete this work, and then identify the best person for each role. One person may serve in multiple roles, but make sure no member of the team is tasked with so many responsibilities that it impacts the productivity of the team.

#### 3.1.1 Essential Roles

Regardless of the intervention, each team will need a team lead and members to coordinate the implementation and data and evaluation efforts.

* ***Team lead*** – responsible for the overall management and leadership of the intervention
* ***Implementation coordinator*** – responsible for the day-to-day operation of the intervention
* ***Data and evaluation coordinator*** – responsible for working with all other members of the team to collect, manage and analyze data; responsible for conducting the formative, process, and summative evaluations

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| **Essential Roles** |
| **Role** | **Person Assigned** |
| Team lead |  |
| Implementation coordinator |  |
| Data and evaluation coordinator |  |

#### 3.1.2 Optional Roles

Depending on the intervention, the following roles may be valuable in supporting implementation.

* ***Budget coordinator*** – responsible for tracking all costs associated with the intervention
* ***Communications coordinator*** – responsible for all external stakeholder communications related to the intervention
* ***Professional development coordinator*** – responsible for organizing and managing all professional development efforts related to the intervention
* ***Intervention specialist*** – the person who is the go-to expert on the intervention that has been selected, responsible for ensuring fidelity of implementation

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| **Optional Roles** |
| **Role** | **Person Assigned** |
| Budget coordinator |  |
| Communications coordinator |  |
| Professional development coordinator |  |
| Intervention specialist |  |

#### 3.1.3 Additional Roles

Additional roles may be important to the success of the intervention. These may include subject matter experts or roles specific to the intervention. Add these roles as needed but avoid creating a team that is too large to be efficient.

* ***<insert role name>*** – <insert role responsibilities>
* ***<insert role name>*** – <insert role responsibilities>
* ***<insert role name>*** – <insert role responsibilities>
* ***<insert role name>*** – <insert role responsibilities>
* ***<insert role name>*** – <insert role responsibilities>

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| **Additional Roles** |
| **Role** | **Person Assigned** |
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#### 3.1.4 Managing the Team’s Work

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| Who will be responsible for organizing and running meetings? |  |
| How will the meetings be organized and run? |  |
| How frequently will the team meet? |  |
| When will the team meet? |  |
| How will the team organize and coordinate the work that occurs between meetings? |  |

### 3.2 Support and Buy-In

The intervention will fail without support and buy-in from key primary (and possibly secondary) stakeholders.

#### 3.2.1 Executive Sponsor

The intervention will need to have an executive sponsor, a person in a leadership position within the school or district, who is tasked with the following responsibilities.

* Responsible for budget allocation
* Political support for the intervention
* Consults with the team lead on intervention decisions
* Approves the action plan
* Determination of intervention goals and objectives
* Makes major intervention decisions
* Ratifies decisions made by the team
* Finds resources for the intervention
* Responsible for the intervention's scope
* Responsible for issue management and risk management[[15]](#footnote-15)

#### 3.2.2 Primary Stakeholders

In addition to the executive sponsor, the team will need to identify relevant staff, students, parents, and community members in a position to be well-informed advocates for the intervention. Obtaining support and buy-in begins at the planning phase but continues for the duration of the intervention. This list should overlap, or even be the same, as the list of primary stakeholders from section 1.2. However, the stakeholders identified here are providing input to the team and serving as advocates for the interventions being implemented, whereas those in 1.2 focused on the needs assessment process.

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| **Primary Stakeholder Representatives** |
| **Role** | **Person Assigned** |
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#### 3.2.3 Secondary Stakeholders

Secondary stakeholders are those groups who feel the effects of the intervention only indirectly. Identify secondary stakeholder groups and the impact that the intervention will have on each group. This list will be important to consider during all external communications and when sharing the evaluation findings.

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| **Secondary Stakeholder Groups** |
| **Group** | **Impact on this Group** |
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### 3.3 Action Plan

#### 3.3.1 Logic Model

A logic model provide a generalized relationship between the work being performed as part of the intervention and the expected outcomes and impact that result from the successful implementation of that work.

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| **Logic Model** |
| **Inputs** | **Participants** | **Products/Services/ Activities** | **Short term and Intermediate Outcomes** | **Long term Impact** |
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#### 3.3.2 Scope of Work

The scope of work is an agreement with the executive sponsor on what work will be performed. The scope should include important milestones and deliverables and may include what work is outside the scope of the intervention.

#### 3.3.3 Goals, Objectives, and Action Steps

Successful implementation and evaluation of an intervention requires clearly identified goals, objectives, and action steps.

* ***Goal*** – a broad primary outcome that supports the vision and desired change
* ***Objective*** – a measurable milestone on the way to the goal
* ***Action Steps*** – the actions that will be undertaken to accomplish the objective

Determine the goals, objectives, and action steps for the first year of the intervention.

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| **Goal #1** |  |
| **Objective** | **Performance Measure** | **Person Responsible** | **Timeline** |
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| **Required Resources** |
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| **Goal #2** |  |
| **Objective** | **Performance Measure** | **Person Responsible** | **Timeline** |
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| **Required Resources** |
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| **Goal #3** |  |
| **Objective** | **Performance Measure** | **Person Responsible** | **Timeline** |
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| **Required Resources** |
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| **Goal #4** |  |
| **Objective** | **Performance Measure** | **Person Responsible** | **Timeline** |
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| **Required Resources** |
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| **Goal #5** |  |
| **Objective** | **Performance Measure** | **Person Responsible** | **Timeline** |
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|  |  |  |  |
|  |  |  |  |
| **Required Resources** |
|  |

#### 3.3.4 Communication Plan

Communication with stakeholders will be an important component in the success of the intervention. The communication plan determines how best to strategically disseminate information about school climate and discipline improvement efforts to members of the school community and provide a means to obtain stakeholder input.

|  |
| --- |
| **Communication Plan** |
| Spokesperson |  |
| Communication on Launch of Intervention |
| Purpose of Communication |  |
| Communication Channels / Methods |  |
| Timeline |  |
| Target Audience |  |
| Message / Content to Disseminate |  |
| Communication During Intervention |
| Purpose of Communication |  |
| Communication Channels / Methods |  |
| Timeline |  |
| Target Audience |  |
| Message / Content to Disseminate |  |
| Communication After Completion of Intervention |
| Purpose of Communication |  |
| Communication Channels / Methods |  |
| Timeline |  |
| Target Audience |  |
| Message / Content to Disseminate |  |

#### 3.3.5 Professional Development Plan

Identify areas for targeted professional development support. Include necessary development efforts for staff, teachers, leadership, and external stakeholders.

|  |
| --- |
| **Professional Development Plan** |
| **Group** | **Targeted Professional Development** |
|  |  |
|  |  |
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#### 3.3.6 Evaluation Plan

Do not wait until the evaluation phase to design, plan, and implement the intervention evaluation. Create an evaluation plan and integrate this plan into all the planning and implementation work. Planning and implementing a quality evaluation is time consuming but the insight provided will be crucial in determining the effectiveness and efficiency of the team and the intervention. The different types of evaluation are provided in the table below. Each type should be incorporated into the team’s work when and where appropriate.

|  |  |  |
| --- | --- | --- |
| **Type of Evaluation** | **Description** | **Value** |
| Formative | Provides feedback to intervention team as to the effectiveness of methods used | Informs intervention changes during planning and implementation |
| Process | Provides feedback on the effectiveness of the work process and how outcomes were accomplished | Informs intervention team and school/ district leadership on the effectiveness of the work process |
| Summative | Provides feedback on the changes that occurred as an immediate result of the intervention | Informs team, school/district leadership, and stakeholders of results of the intervention, what changed, and how the change occurred |
| Outcome/ Impact | Provides feedback on the changes that occurred long-term as a result of the intervention | Informs school/district leadership, and stakeholders of the long-term impact of the intervention |

#### 3.3.7 Timeline and Milestones

|  |  |
| --- | --- |
|  | **Timeline and Milestones** |
|  | **Start** | **Complete** | **Milestones** |
| 3.3 Action Plan |  |  |  |
| 3.4 Formative Evaluation |  |  |  |
| 4.1 Implement Action Plan and Monitor Progress |  |  |  |
| 4.2 Process Evaluation |  |  |  |
| 5.1 Conduct evaluation (summative and outcome) |  |  |  |
| 5.2 Determine Effectiveness |  |  |  |

# Module 4:Implement

## Aim

Carry out the plan to implement the promising solutions, making real-time adjustments where and when needed

## Outcomes and Deliverables

* Action plan completion
* Process evaluation

## Action Steps

### 4.1 Implement Action Plan and Monitor Progress

During implementation of the intervention, regularly revisit the action plan and check on the status and progress of each section.

* Logic model (3.3.1) – Do the inputs, participants, products/services/activities, and short-term outcomes in the logic model match what is being observed?
* Scope of work (3.3.2) – Is the work of the team and the intervention meeting all the expectations set forth in the scope? Are there any aspects of the intervention that are outside of the scope of work? If so, is this deviation justifiable and approved?
* Goals, objectives, and action steps (3.3.3) – What is the status of each goal and objective? Is adequate progress being made or are changes necessary? Are there action steps that need to be added or removed? Is the team collecting the requisite data to measure the performance of each objective? Is the progress of the work following the timeline or are there lagging objectives and action steps?
* Communication plan (3.3.4) – Is the team communicating effectively with stakeholders? Are all the communication expectations being met?
* Professional development plan (3.3.5) – Are the professional development supports resulting the expected changes? What professional development efforts should be discontinued? What new professional development efforts need to be added?
* Evaluation plan (3.3.6) – What have we learned from the formative evaluation and process evaluation that should inform changes to the intervention during the year? Is the team collecting, and preparing to collect, the data needed for the summative and outcome evaluations?
* Timeline and milestones (3.3.7) – Is the work progressing as expected or are there delays and roadblocks?

### 4.2 Process Evaluation

The process evaluation focuses on how the intervention is being implemented and determines how successfully the strategy detailed in the action plan, and especially the logic model, is being followed by the team. Conducting a process evaluation sheds light on why the program will lead to certain results and builds the team’s capacity for effective implementation.

Is the intervention being implemented with fidelity?

Are there any issues with intervention inputs, products, services, or activities?

If the intervention is not resulting in the expected short-term outcomes, is this the result of an ***implementation failure***, expected results do not occur due to poor implementation practices, or ***theory failure***, the intervention is implemented correctly but desired outcomes do not occur because the presumed relationship between intervention activities and desired outcomes is incorrect. Are there any known theory failures that need to be considered?

# Module 5:Examine Progress

## Aim

Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school

## Outcomes and Deliverables

* Outcome evaluation

## Action Steps

### 5. 1 Conduct Evaluation

After the intervention has been implemented, an evaluation should be conducted to determine the outcomes that can be attributed to the intervention. Prior to the outcome evaluation, develop two to four evaluation questions that will guide the evaluation work.

Outcome evaluation question:

* <insert question one>
* <insert question two>
* <insert question three>
* <insert question four>

What outcomes can be attributed to the intervention? Did the results of the intervention meet the goals and objectives? Answering this question may require the comparison of data after the intervention began to data collected prior to the intervention implementation (a baseline).

Evaluation Question One – <insert question one>

What outcomes and results are evident in the data that answer evaluation question one?

Evaluation Question Two – <insert question two>

What outcomes and results are evident in the data that answer evaluation question two?

Evaluation Question Three – <insert question three>

What outcomes and results are evident in the data that answer evaluation question three?

Evaluation Question Four – <insert question four>

What outcomes and results are evident in the data that answer evaluation question four?

### 5. 2 Conclusions and Recommendations

What conclusions and recommendations can be made regarding the intervention as a result of the evaluation? When reviewing the evidence, how effective was the intervention at bringing about the desired change?

If the intervention was effective, next steps may include:

* Continuing for an additional year/cycle
* Expanding to additional students
* Modifying the intervention or the implementation to improve efficiency, without negatively impacting effectiveness

If the intervention was ineffective, next steps may include:

* Discontinuing the intervention in favor of another intervention
* Continuing with the intervention if the evaluation identifies the quality of implementation as the issue

Provide the evaluation conclusions and recommendations below.

# Appendix:Secondary Data Sources

## Georgia Department of Education

### Georgia Student Health Survey

***Data elements***:

* Demographics
* School Connectedness
* Peer Social Support
* Adult Social Support
* Cultural Acceptance
* Social/Civic Learning
* Physical Environment
* School Safety
* Peer Victimization
* Drug and Alcohol Use
* Student Information
* School Climate (items 66-71 in 2019)
* Age of Onset
* Perceptions of Risk/Harm
* Mental Health

***Details:***

* Access – Public
* Levels – State, district, school
* Subgroups – No
* Downloadable Data – Yes (tables only)
* Years – [2008-2019](https://www.gadoe.org/wholechild/GSHS-II/Pages/GSHS-Results.aspx)

***Note:*** Raw survey data for students, parents, and school personnel are available to authorized school district staff on the [GaDOE portal](https://portal.doe.k12.ga.us/login.aspx). All requests for raw survey data by individuals not employed by a Georgia public school system must be approved by the [Student Data Privacy Review Board​](https://www.gadoe.org/Technology-Services/Data-Collections/Pages/Requesting-Data.aspx) (SDPRB).
To submit a request for raw survey data, please complete the [online Data Request Form](https://www.gadoe.org/School-Improvement/_layouts/SPApps/DataRequestForm.aspx).

### School Climate Dashboard

***Data elements:***

* Attendance (students, teachers, staff, administration)
* Discipline (in-school suspensions, out-of-school suspensions
* Safe and Substance Free (physical, bullying/harassment, drug Related
* Climate Perception (student, parent, personnel)

***Details:***

* Access – Public
* Levels – School
* Subgroups – None
* Downloadable Data – No
* Years – [2019](http://www.georgiainsights.com/school-climate-overview.html)

### School Climate Star Ratings

***Data Elements:***

* Star Rating
* Final Score
* Initial Score
* Climate Perception
* Student Perception
* Personnel Perception
* Parent Perception
* Safe and Substance Free
* Drugs and Alcohol (Data and Survey)
* Bullying and Harassment (Data and Survey)
* Violence (Data and Survey)
* Attendance
* Student Attendance
* Administrator Attendance
* Staff Attendance
* Teacher Attendance
* Discipline
* Suspension Weight
* USCO

 ***Details:***

* Access – Public
* Levels – School
* Subgroups – None
* Downloadable Data – Yes
	+ Accountability (Star Rating only) – [2014](https://www.gadoe.org/CCRPI/Documents/CCRPI%20Score%20and%20School%20Climate%20Star%20Rating%2004.14.15.xlsx), [2015](https://www.gadoe.org/CCRPI/Documents/2015/2015%20School%20Climate%20Star%20Ratings%20and%20CCRPI%20scores.xlsx), [2016](https://www.gadoe.org/CCRPI/Documents/2016/2016%20Star%20Rating_CCRP%201.26.17I.xlsx), [2017](https://www.gadoe.org/CCRPI/Documents/2017/2017%20CCRPI%20School%20Climate%20Star%20Rating%2011.2.17.xlsx), [2018](https://www.gadoe.org/CCRPI/Documents/2018/2018%20CCRPI%20School%20Climate%20Star%20Rating_10_29_18.xlsx), [2019](https://www.gadoe.org/CCRPI/Documents/2019/2019%20School%20Climate%20Star%20Rating_11_26_19.xls)
	+ Office of School Safety and Climate – [2017](https://www.gadoe.org/wholechild/Documents/2017_StarRatings_final2.xlsx), [2018](https://www.gadoe.org/wholechild/Documents/2018%20Star%20Ratings_10012018.xlsx), [2019](https://www.gadoe.org/wholechild/Documents/Star%20Ratings_2019_final%20v2.xlsx)
* Years – [2014](http://ccrpi.gadoe.org/2014/), [2015](http://ccrpi.gadoe.org/2015/), [2016](http://ccrpi.gadoe.org/2016/), [2017](http://ccrpi.gadoe.org/2017/), [2018-2019](http://ccrpi.gadoe.org/Reports/Views/Shared/_Layout.html)
* Calculation Guides – [2014](https://www.gadoe.org/wholechild/Documents/School%20Climate%20Star%20Rating%20calculation%20guide_v5.pdf), [2015](https://www.gadoe.org/wholechild/Documents/School%20Climate%20Star%20Rating%20calculation%20guide_2014-2015_04282016.pdf), [2016](https://www.gadoe.org/wholechild/Documents/2016%20School%20Climate%20Star%20Rating%20calculation%20guide_01192017.pdf), [2017](https://www.gadoe.org/wholechild/Documents/2017%20School%20Climate%20Star%20Rating%20calculation%20guide_10182017.pdf), [2018](https://www.gadoe.org/wholechild/Documents/2018%20School%20Climate%20Star%20Rating%20Calculation%20Guide.pdf), [2019](https://www.gadoe.org/wholechild/Documents/2019%20School%20Climate%20Star%20Rating%20Calculation%20Guide_October%202019.pdf)

### School Climate Comparison

***Data elements:***

* Average of Attendance
* Average of Discipline
* Average of Safe and Substance Free
* Average of Climate Perception

***Details:***

* Access – Public
* Levels – School
* Subgroups – None
* Downloadable Data – No
* Years – [2019](http://www.georgiainsights.com/school-climate-overview.html)

### Student Discipline Incident Counts

***Data elements:***

* Academic dishonesty
* Alcohol
* Arson
* Battery
* Bullying
* Burglary
* Computer trespass
* Disorderly conduct
* Drugs not alcohol
* Fighting gang related
* Kidnapping
* Larceny theft
* Robbery
* Sexual battery
* Sexual harassment
* Sex offenses
* Threat intimidation
* Tobacco
* Vandalism
* Weapon knife
* Weapon handgun
* Weapon rifle
* Weapon other
* Weapon other firearm
* Serious bodily injury
* Other attendance related
* Other dress code
* Other possess unapproved item
* Other student incivility
* Other discipline incident
* Repeated offenses
* Other non-discipline incident

***Details:***

* Access – Public
* Levels – School
* Subgroups – None
* Downloadable Data – Yes
* Years – [2014](https://www.gadoe.org/wholechild/Documents/sr2014_discipline_incident_counts_sch.xls), [2015](https://www.gadoe.org/wholechild/Documents/sr2015_discipline_incident_counts_sch.xls), [2016](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/sr2016_discipline_incident_counts_sch.xls), [2017](https://www.gadoe.org/wholechild/Documents/sr2017_discipline_incident_counts_sch.xls), [2018](https://www.gadoe.org/wholechild/Documents/sr2018_discipline_incident_counts_sch.xlsx), [2019](https://www.gadoe.org/wholechild/Documents/sr2019_discipline_incident_counts_sch.xlsx)

### Student Discipline Action Counts

***Data elements:***

* Corporal Punishment
* Detention
* Permanent Expulsion
* In-School Suspension (ISS)
* Other Discipline Action
* Out of School Suspension (OSS)
* Juvenile/Court Referral
* Assigned to Alternative School
* Bus Suspension – 10 or Fewer Days
* Bus Suspension – Over 10 Days
* Removed from Class – Returned by Review Panel
* Removed from Class – Returned by Administrator
* Removed from Class – Placed in Alternative Setting by Review Panel
* Removed from Class – Placed in Alternative Setting by Administrator
* Non-Permanent Expulsion
* Physical Restraint

***Details:***

* Access – Public
* Levels – School
* Subgroups – None
* Downloadable Data – Yes
* Years – [2014](https://www.gadoe.org/wholechild/Documents/sr2014_discipline_action_counts_sch.xls), [2015](https://www.gadoe.org/wholechild/Documents/sr2015_discipline_action_counts_sch.xls), [2016](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/sr2016_discipline_action_counts_sch.xls), [2017](https://www.gadoe.org/wholechild/Documents/sr2017_discipline_action_counts_sch.xls), [2018](https://www.gadoe.org/wholechild/Documents/sr2018_discipline_action_counts_sch.xlsx), [2019](https://www.gadoe.org/wholechild/Documents/sr2019_discipline_action_counts_sch.xlsx)

### GaPBIS Dashboard

***Data elements:***

* PBIS participation data
* Count of students with 0-1 state reportable ODRs
* Percent of students with 0-1 state reportable ODRs
* Total incidents
* Total number of ISS days
* Total number of OSS days

***Details:***

* Access – Only with the PBIS application within MyGaDOE Portal
* Levels – School
* Subgroups – None
* Downloadable Data – No
* Years – 2018, 2019

### CCRPI Reporting System

***Data elements:***

* Survey (Climate Perception)
* Survey – Student
* Survey - Teacher / Staff / Administrator
* Survey – Parent
* Discipline
* Weighted Suspension Rate
* Safe and Substance Free Learning Environment
* Student Drug-Related Incidents (Data and Survey)
* Violent Incidents (Data and Survey)
* Bullying and Harassment Incidents (Data and Survey)
* Attendance
* Student Attendance\
* Personnel Attendance
* Administrator Attendance
* Staff Attendance
* Additional Considerations
 Points added for PBIS
 Points subtracted for USCO

***Details:***

* Access – Public
* Levels – School
* Subgroups – None
* Downloadable Data – No
* Years – [2019](http://www.georgiainsights.com/school-climate-overview.html)

## Governor’s Office of Student Achievement

### K-12 Discipline Dashboard

***Data elements:***

* Total incidents
* In-school suspensions (ISS) rate
* Percentage of incidents resulting in ISS
* Percentage of incidents resulting in OSS
* Out-of-school suspensions (OSS) rate
* Expulsion rate
* Percentage of incidents resulting in expulsion
* Students with incidents (count)

***Details:***

* Access – Public
* Levels – State, district, school
* Subgroups – Disability status, economic status, English learners, gender, grade level, race/ethnicity
* Downloadable Data – Yes
* Years – [2014-2019](https://public.gosa.ga.gov/noauth/extensions/DisciplineDASHV1/DisciplineDASHV1.html)

### GOSA Downloadable Data – Attendance

***Data elements:***

* Five or fewer percent
* Six to fifteen percent
* Over 15 percent
* Student count
* Chronic absent percentage

***Details:***

* Access – Public
* Levels – State, district, school
* Subgroups – All Students,
American Indian, Asian, Black, White, Hispanic, Multiracial, Female, Male, SWD, Not SWD, ED, Not ED, LEP, Migrant
* Years – [2010-11](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/ATTENDANCE.xls), [2011-12](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/Attendance_2012.xlsx), [2012-13](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/Attendance_2013.csv), [2013-14](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/Attendance_2014_Jan_15th_2015.csv), [2014-15](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/Attendance_2015_DEC_1st_2016.csv), [2015-16](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/Attendance_2016_Feb_2_2017.csv), [2016-17](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/Attendance_2017_DEC_1st_2017.csv), [2017-18](https://download.gosa.ga.gov/2018/Attendance_2018_DEC_10th_2018.csv), [2018-19](https://download.gosa.ga.gov/2019/Attendance_2019_Dec2nd_2019.csv)

### GOSA Data – Student Mobility Rates

***Data elements:***

* Mobility rate

***Details:***

* Access – Public
* Levels – District, school
* Subgroups – None
* Years –
	+ District level: [2011-12](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/2012%20District%20Churn%20for%20Display.xls), [2012-13](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/2013%20District%20Churn%20for%20Display.xls), [2013-14](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/2014%20District%20Churn%20for%20Display.xls), [2014-15](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/2015%20District%20Churn%20for%20Display.xls), [2015-16](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/2016%20District%20Churn%20for%20Display.xls), [2016-17](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/2017%20District%20Churn%20for%20Display.xls), [2017-18](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/2018%20District%20Churn%20for%20Display.xls), [2018-19](https://gosa.georgia.gov/document/document/2019districtmobilityxls/download)
	+ School level: [2011-12](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/2012%20School%20Churn%20for%20Display.xls), [2012-13](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/2013%20School%20Churn%20for%20Display.xls), [2013-14](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/2014%20School%20Churn%20for%20Display.xls), [2014-15](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/2015%20School%20Churn%20for%20Display.xls), [2015-16](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/2016%20School%20Churn%20for%20Display.xls), [2016-17](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/2017%20School%20Churn%20for%20Display.xls), [2017-18](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/2018%20School%20Churn%20for%20Display.xls), [2018-19](https://gosa.georgia.gov/document/document/2019schoolmobilityxls/download)

## Get Georgia Reading

### Dashboards

* [Georgia Statewide Data Explorer](http://www.weaveatlanta.org/weave.html?file=Statewide_Map_Data_Explorer_GGR.weave) (scheduled to be replaced in 2020)
* [Mapping and Reporting Tool](https://www.policymap.com/widget?sid=8857&wkey=CXBAGT8OJF4GCN3WZTWKQPOCR2TOQCSC)
* [Georgia’s Cross Agency Child Data System (GA CACDS)](https://public.tableau.com/views/GACACDS_age/Story?:embed=y&:display_count=yes&publish=yes:showVizHome=no)
* [Georgia Student Achievement Dashboard](https://public.tableau.com/views/StudentAchievementbySubgroups/Dashboard?:showVizHome=no)

## Neighborhood Nexus

### Dashboards

* [Metro Atlanta Census Tracts](https://neighborhoodnexus.org/maps-and-data/maps/main-census-tract-map/)
* [Metro Atlanta Zip Codes](https://neighborhoodnexus.org/maps-and-data/maps/zip-code-map/)
* [Georgia Cities](https://neighborhoodnexus.org/maps-and-data/maps/georgia-cities/)
* [Georgia High Schools](https://neighborhoodnexus.org/maps-and-data/maps/statewide-education-indicators-map-high-schools/)
* [Georgia Middle Schools](https://neighborhoodnexus.org/maps-and-data/maps/statewide-education-indicators-map-middle-schools/)
* [Georgia Elementary Schools](https://neighborhoodnexus.org/maps-and-data/maps/statewide-education-indicators-map-elementary-schools/)
* [Georgia Statewide Early Education Indicators](https://neighborhoodnexus.org/maps-and-data/maps/geears-early-education-map/)
* [Georgia Statewide Health Indicators](https://neighborhoodnexus.org/maps-and-data/maps/county-health-map/)

## GDPH’s Online Analytical Statistical Information System (OASIS)

### Dashboards

* [Community Health Needs Assessment](https://oasis.state.ga.us/CHNADashboard/Default.aspx)
* [Leading Causes of Premature Death](https://oasis.state.ga.us/lifespanhistomap/index.html)

## Georgia Appleseed

### Dashboard

* [Find My School’s Suspension Rate](https://gaappleseed.org/initiatives/toolkit/suspension-rate)

## Georgia Early Education Alliance for Ready Students

### Dashboards

* [Blueprint](http://www.weaveatlanta.org/weave.html?file=geears_assets_test3.weave)
* [Community Compass](http://garc.maps.arcgis.com/apps/webappviewer/index.html?id=8e64681c64e84837a307c0cebe1766b7)
* [Early Childhood Profiles](http://garc.maps.arcgis.com/apps/webappviewer/index.html?id=5d152b71f1684c8fa85001eb8855c1a8)
* [ATL Access Map](https://www.atlaccessmap.org/)

## Kid’s Count

### Healthy Children Dashboards

* [Low-birthweight babies](https://datacenter.kidscount.org/data/tables/610-low-birthweight-babies?loc=12&loct=5)
* [Infant mortality (per 1,000)](https://datacenter.kidscount.org/data/tables/612-infant-mortality-per-1000?loc=12&loct=5)
* [Children enrolled in Medicaid or PeachCare](https://datacenter.kidscount.org/data/tables/9691-children-enrolled-in-medicaid-or-peachcare?loc=12&loct=5)
* [Children without health insurance](https://datacenter.kidscount.org/data/tables/7724-children-without-health-insurance?loc=12&loct=5)
* [Children, birth through 4, enrolled in the WIC program](https://datacenter.kidscount.org/data/tables/614-children-enrolled-in-the-wic-program-birth-through-4?loc=12&loct=5)
* [Child deaths, ages 1-14 (per 100,000)](https://datacenter.kidscount.org/data/tables/616-child-deaths-ages-1-14-per-100000?loc=12&loct=5)
* [Teen pregnancies, ages 15-17 (per 1,000)](https://datacenter.kidscount.org/data/tables/618-teen-pregnancies-ages-15-17-per-1000?loc=12&loct=5)
* [Teen births, ages 15-19 (per 1,000)](https://datacenter.kidscount.org/data/tables/620-teen-births-ages-15-19-per-1000?loc=12&loct=5)
* [Teen mothers giving birth to another child before age 20 (ages 15-19)](https://datacenter.kidscount.org/data/tables/622-teen-mothers-giving-birth-to-another-child-before-age-20-ages-15-19?loc=12&loct=5)
* [STD incidence for youth, ages 15-19 (per 1,000)](https://datacenter.kidscount.org/data/tables/624-std-incidence-for-youth-ages-15-19-per-1000?loc=12&loct=5)
* [Teen deaths, ages 15-19 (per 100,000)](https://datacenter.kidscount.org/data/tables/626-teen-deaths-ages-15-19-per-100000?loc=12&loct=5)
* [By homicide, suicide and accident, ages 15-19 (per 100,000)](https://datacenter.kidscount.org/data/tables/628-teen-deaths-by-homicide-suicide-and-accident-ages-15-19-per-100000?loc=12&loct=5)

### Children Primed for School Dashboards

* [Children enrolled in the Georgia Pre-K program](https://datacenter.kidscount.org/data/tables/630-children-enrolled-in-the-georgia-pre-k-program?loc=12&loct=5)
* [Children enrolled in the Georgia Pre-K program from low-income families](https://datacenter.kidscount.org/data/tables/632-children-from-low-income-families-enrolled-in-the-georgia-pre-k-program?loc=12&loct=5)
* [Children ages 3 to 4 not attending pre-school](https://datacenter.kidscount.org/data/tables/7722-children-ages-3-to-4-not-attending-preschool?loc=12&loct=5)
* [Centers and family care homes rated participating in Quality Rated](https://datacenter.kidscount.org/data/tables/633-centers-and-family-care-homes-rated-in-quality-rated?loc=12&loct=5)
* [Babies born to mothers with less than 12 years of education](https://datacenter.kidscount.org/data/tables/635-babies-born-to-mothers-with-less-than-12-years-of-education?loc=12&loct=5)

### Children Succeeding in School Dashboards

* [Children absent more than 15 days from school](https://datacenter.kidscount.org/data/tables/637-children-absent-more-than-15-days-from-school?loc=12&loct=5)
* [Students who graduate from high school on time](https://datacenter.kidscount.org/data/tables/649-students-who-graduate-from-high-school-on-time?loc=12&loct=5)
* [Teens who are high school dropouts, ages 16-19](https://datacenter.kidscount.org/data/tables/651-teens-who-are-high-school-dropouts-ages-16-19?loc=12&loct=5)
* [Teens not in school and not working, ages 16-19](https://datacenter.kidscount.org/data/tables/655-teens-ages-16-19-not-in-school-and-not-working?loc=12&loct=5)

### Stable, Self-sufficient & Productive Families Dashboards

* [First birth to mother age 20 or older with 12 years of education](https://datacenter.kidscount.org/data/tables/661-first-birth-to-mother-age-20-or-older-with-12-years-of-education?loc=12&loct=5)
* [Children living in single-parent families](https://datacenter.kidscount.org/data/tables/663-children-living-in-single-parent-families?loc=12&loct=5)
* [Children with a substantiated incident of abuse and/or neglect (per 1,000)](https://datacenter.kidscount.org/data/tables/7725-children-with-a-substantiated-incident-of-child-abuse-and-or-neglect-per-1000?loc=12&loct=5)
* [Children with a substantiated incident of abuse (per 1,000)](https://datacenter.kidscount.org/data/tables/7726-children-with-a-substantiated-incident-of-child-abuse-per-1000?loc=12&loct=5)
* [Children with a substantiated incident of neglect (per 1,000)](https://datacenter.kidscount.org/data/tables/7727-children-with-a-substantiated-incident-of-child-neglect-per-1000?loc=12&loct=5)
* [Children leaving foster care who are reunified with their families or placed with a relative within 12 months of entering foster care](https://datacenter.kidscount.org/data/tables/677-children-leaving-foster-care-who-are-reunified-with-their-families-or-placed-with-a-relative-within-12-months-of-entering-foster-care?loc=12&loct=5)
* [Households with children receiving Food Stamps](https://datacenter.kidscount.org/data/tables/678-households-with-children-receiving-food-stamps?loc=12&loct=5)
* [Children whose parents lack secure employment](https://datacenter.kidscount.org/data/tables/686-children-living-in-families-where-no-parent-has-full-time-year-round-employment?loc=12&loct=5)

### Thriving Communities Dashboards

* [Adult educational attainment – high-school graduate or higher](https://datacenter.kidscount.org/data/tables/688-adult-educational-attainment-high-school-graduate-or-higher?loc=12&loct=5)
* [Adult educational attainment – bachelor’s degree or higher](https://datacenter.kidscount.org/data/tables/690-adult-educational-attainment-bachelors-degree-or-higher?loc=12&loct=5)
* [GED graduates](https://datacenter.kidscount.org/data/tables/7144-ged-graduates?loc=12&loct=5)
* [Unemployment](https://datacenter.kidscount.org/data/tables/692-unemployment?loc=12&loct=5)
* [Children living in poverty](https://datacenter.kidscount.org/data/tables/694-children-living-in-poverty?loc=12&loct=5)
* [Families with children with annual incomes less than 150% of the federal poverty threshold](https://datacenter.kidscount.org/data/tables/698-families-with-children-with-annual-incomes-of-less-than-150-of-the-federal-poverty-threshold?loc=12&loct=5)
* [Homeownership](https://datacenter.kidscount.org/data/tables/8903-homeownership?loc=12&loct=5)
* Crime rate, age 17 or older (per 1,000) [[Violent crimes](https://datacenter.kidscount.org/data/tables/702-crime-rate-age-17-or-older-per-1000-violent-crime?loc=12&loct=5) | [Other crimes](http://datacenter.kidscount.org/data/tables/703-crime-rate-age-17-or-older-per-1000-other-crimes-burglaries-etc?loc=12&loct=5)]
* [Voter participation](https://datacenter.kidscount.org/data/tables/706-voter-participation?loc=12&loct=5)
1. National School Climate Center. (2014). School Climate. Retrieved from <http://www.schoolclimate.org/climate/>.  [↑](#footnote-ref-1)
2. Thapa, Amrit, Jonathan Cohen, Shawn Guffey, and Ann Higgins-D’Alessandro. 2013. “A Review of School Climate Research.” Review of Educational Research 83(3): 357-385. [↑](#footnote-ref-2)
3. SWIS is a web-based information system utilized by many schools in Georgia to collect, summarize, and visualize student discipline data. [↑](#footnote-ref-3)
4. District-level analysis should also be used when considering changes to district policies and practices. [↑](#footnote-ref-4)
5. Suggested options: low, moderate, high [↑](#footnote-ref-5)
6. Suggested options: worse, neutral, better [↑](#footnote-ref-6)
7. Suggested options: no, yes [↑](#footnote-ref-7)
8. ***Source:*** National Center on Safe Supportive Learning Environments https://safesupportivelearning.ed.gov/topic-research/program-implementation [↑](#footnote-ref-8)
9. Suggested options: none, weak, moderate, strong [↑](#footnote-ref-9)
10. Suggested options: poor, moderate, strong [↑](#footnote-ref-10)
11. Suggested options: insufficient, sufficient [↑](#footnote-ref-11)
12. Suggested options: none, weak, moderate, strong [↑](#footnote-ref-12)
13. Suggested options: weak, moderate, strong [↑](#footnote-ref-13)
14. Suggested options: low, moderate, high; or cost of intervention per year; or cost per student per year [↑](#footnote-ref-14)
15. Cooke-Davies, T., Crawford, L., Hobbs, J. B., Labuschagne, L., & Remington, K. (2006). Exploring the role of the executive sponsor. Paper presented at PMI® Research Conference: New Directions in Project Management, Montréal, Québec, Canada. Newtown Square, PA: Project Management Institute. <https://www.pmi.org/learning/library/role-executive-sponsor-support-investments-8096>. [↑](#footnote-ref-15)