Advancing School Leadership for Continuous Improvement

Developing a Data-Informed Approach to Improving Discipline and School Climate

2020 Winter Instructional Leadership Conference
February 25, 2020

Part 1 1:15-2:30 | **Part 2** 2:45-4:00

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Session Description

This session will provide a framework for ***using data to improve discipline and climate outcomes***. Topics include the identification of relevant data, how to analyze the data, and making data-informed decisions to improve policies and practice. Attendees will learn how to apply the framework to improve student discipline outcomes and school climate. This will include being able to utilize local and state data to determine school, grade, classroom, and student-level challenges then identify and implement viable solutions.

Attendees will know how to access and analyze important data sources, including office discipline referrals, in-school and out-of-school suspensions, disproportionality, the Georgia Student Health Survey, and additional School Climate measures within the CCRPI reporting system. Additionally, attendees will know how to apply Georgia's Positive Behavioral Interventions and Supports (GaPBIS) framework and national PBIS resources and applications to support data-informed changes to school-level policies and practices known to improve discipline and climate.

Session Norms

- Place electronics on silence/vibrate.
- Remain engaged in learning.
- Respectfully share opinions.
- Ask questions for clarification to avoid making assumptions.

Toolkit

The Office of School Climate and Safety and the Office of School Improvement created a toolkit to assist schools and districts working to improve discipline and school climate outcomes.

Georgia's Systems of Continuous Improvement

Georgia's Systems of Continuous Improvement

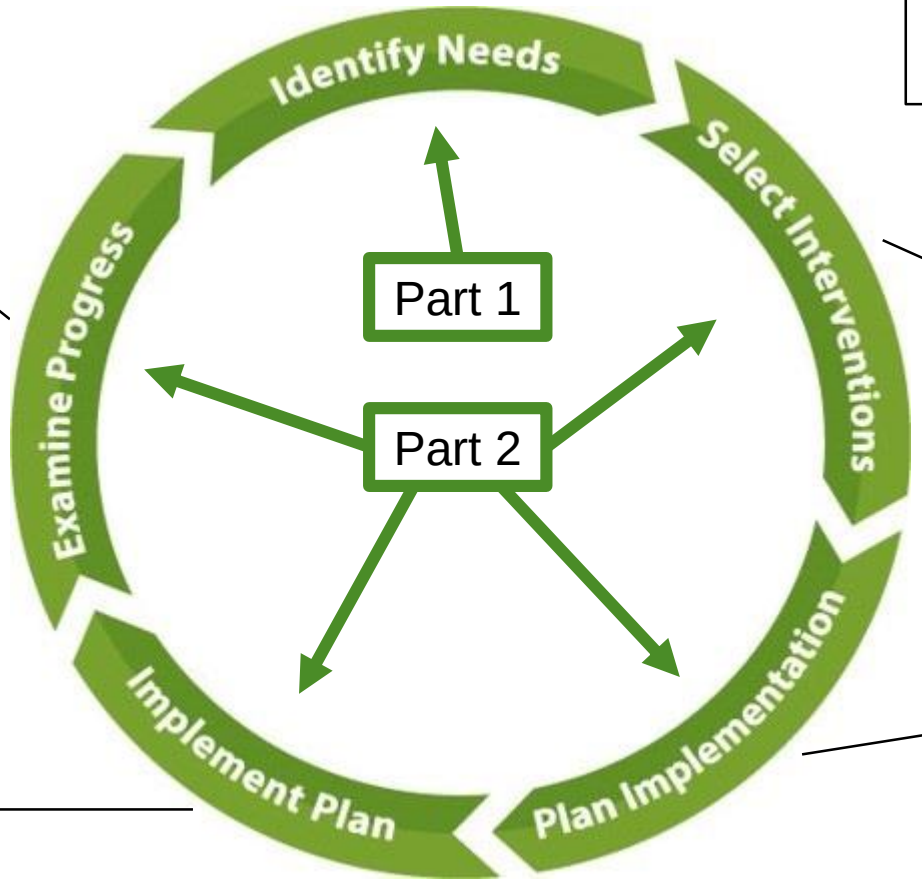
Consult many sources to determine what in the school needs improvement

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

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

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

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



Outline for Training and Toolkit

1. Identifying Needs
   - 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
2. Select Interventions
   - 2.1 Identify Possible Interventions
   - 2.2 Ensure Interventions are Evidence-Based
   - 2.3 Select the Best Intervention(s)
3. Plan
   - 3.1 Build the Team
   - 3.2 Support and Buy-In
   - 3.3 Action Plan and Evaluation Plan
   - 3.4 Formative Evaluation
4. Implement
   - 4.1 Implement Action Plan and Monitor Progress
   - 4.2 Process Evaluation
5. Examine Progress
   - 5.1 Outcome Evaluation and Impact Evaluation
   - 5.2 Determine Effectiveness

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] 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]

[1] National School Climate Center. (2014). School Climate. Retrieved from http://www.schoolclimate.org/climate/.
[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.

Six Dimensions and 13 Indicators of School Climate

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

Source: National School Climate Center www.schoolclimate.org

Six Dimensions and 13 Indicators of School Climate

Teaching and Learning

4. 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
5. 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, and ethical decision making

Source: National School Climate Center www.schoolclimate.org

Six Dimensions and 13 Indicators of School Climate

Interpersonal Relationships

6. 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
7. 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
8. Social Supports - Students – pattern of supportive peer relationships for students, including friendships for socializing, for problems, for academic help, and for new students

Source: National School Climate Center www.schoolclimate.org

Six Dimensions and 13 Indicators of School Climate

Institutional Environment

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

Source: National School Climate Center www.schoolclimate.org

Six Dimensions and 13 Indicators of School Climate

Social Media

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

Source: National School Climate Center www.schoolclimate.org

Six Dimensions and 13 Indicators of School Climate

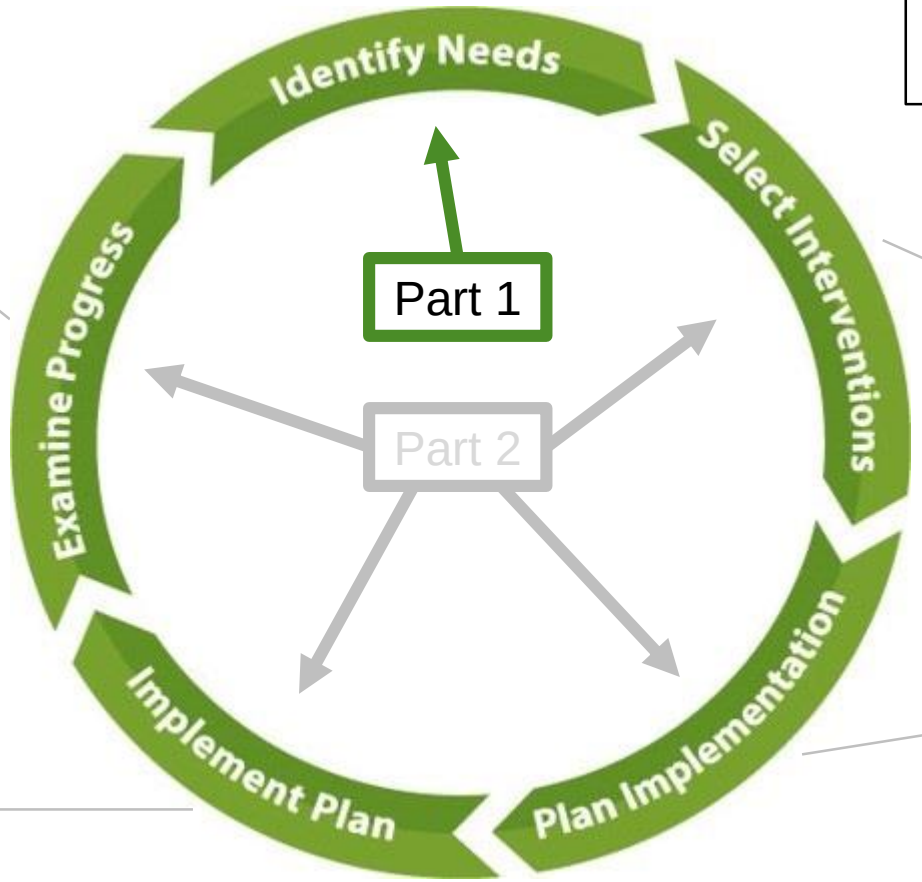
Staff Only

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

Source: National School Climate Center www.schoolclimate.org

1. Identify Needs

Consult many sources to determine what in the school needs improvement



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

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

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

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

Phase 1. Identify Needs

- ***Aim:***

  Consult many sources to determine what in the school needs improvement

- ***Outcomes and Deliverables:***

  School Climate and Discipline Needs Assessment

- ***Action Steps:***

  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

1.1 Determine the Purpose

- Define your purpose upfront.
- Write a purpose statement that will guide your work during the process.
- Use this purpose statement with primary and secondary stakeholders, and to prevent the team from straying too far from the purpose of the work.

1.2 Engage Primary Stakeholders

- Identify representatives from essential stakeholder groups (i.e., students, teachers, administrators, families, community members).
- The primary stakeholders do not need to be part of the team but should be consulted regularly.

1.3 Identify Sources and Collect Data

- Start with **secondary** sources (pre-existing data)
- If necessary, compliment this with **primary** sources (data and information collected by the team)

1.3.1 Secondary Sources:
Georgia Department of Education

- Georgia Student Health Survey 2008-2019
- School Climate Dashboard 2019
- GaDOE's School Climate Star Ratings 2014, 2015, 2016, 2017, 2018-2019
  - Data Download: Accountability (Star Rating only) 2014, 2015, 2016, 2017, 2018, 2019
  - Data Download: Office of School Safety and Climate 2017, 2018, 2019
  - Calculation Guides 2014, 2015, 2016, 2017, 2018, 2019
- GaDOE's School Climate Comparison 2019
- GaDOE's Student Discipline Incident Counts 2014, 2015, 2016, 2017, 2018, 2019
- GaDOE's Student Discipline Action Counts 2014, 2015, 2016, 2017, 2018, 2019
- GaPBIS Dashboard (within MyGaDOE Portal)
- School Climate Dashboard (within MyGaDOE Portal)
- GaDOE's CCRPI Reporting System 2019

1.3.1 Secondary Sources:
Governor's Office of Student Achievement

- GOSA's K-12 Discipline Dashboard 2014-2019
- GOSA Downloadable Data – Attendance 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18, 2018-19
- GOSA Data – Student Mobility Rates Years
  - District level: 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18, 2018-19
  - School level: 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18, 2018-19

1.3.1 Secondary Sources:
Get Georgia Reading

Data dashboards:

- Georgia Statewide Data Explorer (scheduled to be replaced in 2020)
- Mapping and Reporting Tool
- Georgia's Cross Agency Child Data System (GA CACDS)
- Georgia Student Achievement Dashboard

1.3.1 Secondary Sources: Neighborhood Nexus

Data dashboards:

- Metro Atlanta Census Tracts
- Metro Atlanta Zip Codes
- Georgia Cities
- Georgia High Schools
- Georgia Middle Schools
- Georgia Elementary Schools
- Georgia Statewide Early Education Indicators
- Georgia Statewide Health Indicators

1.3.1 Secondary Sources:
GDPH's Online Analytical Statistical Information System (OASIS)

Data dashboards:

- Community Health Needs Assessment
- Leading Causes of Premature Death

1.3.1 Secondary Sources:
Georgia Appleseed's Find My School's Suspension Rate

Data visualization

- Out-of-school suspensions (OSS) rate – 2008-2018

1.3.1 Secondary Sources:
Kid's Count

Dashboards – Healthy Children

- Low-birthweight babies
- Infant mortality (per 1,000)
- Children enrolled in Medicaid or PeachCare
- Children without health insurance
- Children, birth through 4, enrolled in the WIC program
- Child deaths, ages 1-14 (per 100,000)
- Teen pregnancies, ages 15-17 (per 1,000)
- Teen births, ages 15-19 (per 1,000)
- Teen mothers giving birth to another child before age 20 (ages 15-19)
- STD incidence for youth, ages 15-19 (per 1,000)
- Teen deaths, ages 15-19 (per 100,000)
- By homicide, suicide and accident, ages 15-19 (per 100,000)

1.3.1 Secondary Sources:
Kid's Count

Dashboards – Children Primed for School

- Children enrolled in the Georgia Pre-K program
- Children enrolled in the Georgia Pre-K program from low-income families
- Children ages 3 to 4 not attending pre-school
- Centers and family care homes rated participating in Quality Rated
- Babies born to mothers with less than 12 years of education

1.3.1 Secondary Sources:
Kid's Count

Dashboards – Children Succeeding in School

- Children absent more than 15 days from school
- Students who graduate from high school on time
- Teens who are high school dropouts, ages 16-19
- Teens not in school and not working, ages 16-19

1.3.1 Secondary Sources:
Kid's Count

Dashboards – Stable, Self-sufficient and Productive Families

- First birth to mother age 20 or older with 12 years of education
- Children living in single-parent families
- Children with a substantiated incident of abuse and/or neglect (per 1,000)
- Children with a substantiated incident of abuse (per 1,000)
- Children with a substantiated incident of neglect (per 1,000)
- Children leaving foster care who are reunified with their families or placed with a relative within 12 months of entering foster care
- Households with children receiving Food Stamps
- Children whose parents lack secure employment

1.3.1 Secondary Sources:
Kid's Count

Dashboards – Thriving Communities

- Adult educational attainment – (high-school graduate or higher | bachelor's degree or higher)
- GED graduates
- Unemployment
- Children living in poverty
- Families with children with annual incomes less than 150% of the federal poverty threshold
- Homeownership
- Crime rate, age 17 or older (per 1,000) (Violent crimes | Other crimes)
- Voter participation

1.3.1 Secondary Sources: Georgia Early Education Alliance for Ready Students

Dashboards

- Blueprint
- Community Compass
- Early Childhood Profiles
- ATL Access Map

1.3.1 Secondary Sources:
School and District Data Sources

What data sources are available at the school and district?

- Student information system
- Academic program data
- Behavior program data
- Teacher and staff data

1.3.2 Primary Sources:
Collecting New Data

You may need to collect primary data to compliment your secondary data findings. This may include:

- Surveying students, families, staff, community members
- Interviews or focus groups with students, families, staff, community members
- Classroom and school observations
- Community mapping
- School policies and practices

1.4 Analysis, Reporting, and Insights

- Analysis
  - Goal is to determine what is ‘true’
  - Identify trends and patterns at district, school, grade, classroom, student levels
  - Quantitative methods
  - Qualitative methods
- Reporting and visualizing your data
- Cultivating insights

1.5 Identification and Prioritization of Overarching Needs

- Identify up to ten needs uncovered during the needs assessment.
- For each need, determine the severity, trend, and whether a root cause can be identified, along with any additional considerations.
- Prioritize the identified needs.
- Select the top one to four needs to be addressed.
- Conduct a root cause analysis for each need selected.

Micro Case Study 1

Pair up with one or two people near you and read the first micro case study.

- Answer the guiding questions as a group.
- Discuss the similarities and differences between the case study school and your own school.
- Be prepared to discuss with the larger group.

Developing a Data-Informed Approach to Improving Discipline and School Climate

Part 2:

Select Interventions, Plan, Implement, and Evaluate Progress

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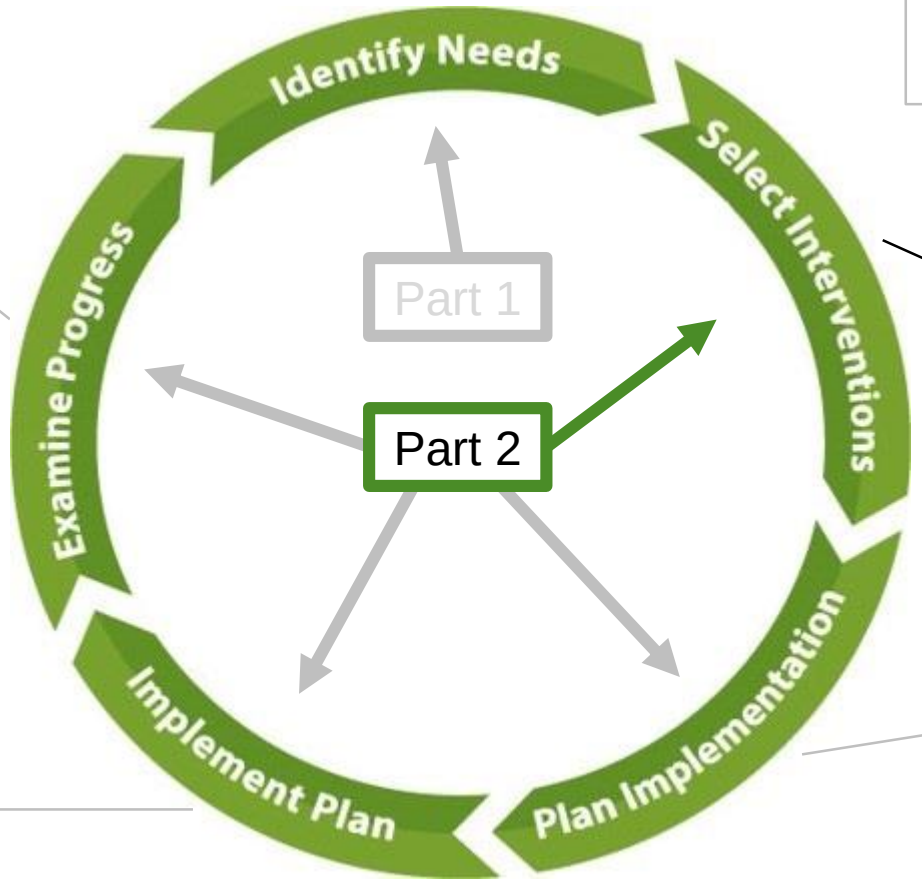
2. Select Interventions

Consult many sources to determine what in the school needs improvement

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



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

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

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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 Identify Possible Interventions

  2.2 Ensure Interventions are Evidence-Based

  2.3 Select the Best Intervention(s)

2.1 Identifying Possible Interventions

- What is already being done within the school, district, and community to address the overarching needs? What needs to happen with those programs to ensure alignment of efforts?
- Sources for interventions:
  - National models, federal initiatives, and state programs
  - District and school initiatives
  - Community agencies and non-profit organizations

2.1 Identifying Possible Interventions
Positive Behavioral Interventions and Supports

What is Positive Behavioral Interventions and Supports (PBIS)?

PBIS is an implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a continuum that supports the academic, social, emotional, and behavioral competence of all students.

2.1 Identifying Possible Interventions
Positive Behavioral Interventions and Supports

Interested in implementing PBIS in your school or district?

- PBIS Questions & Answers
- Georgia PBIS Implementation Process
- Quick Reference Guide
- PBIS and the Connection to School Climate
- PBIS and the Link to Student Achievement
- Economic Costs of Implementing SWPBIS in Comparison to the Benefits from Reducing Suspensions
- PBIS OSEP Technical Assistance Center

2.1 Identifying Possible Interventions
Positive Behavioral Interventions and Supports

- GaDOE PBIS
- PBIS and the Student Code of Conduct
- Lincoln County Code of Conduct Behavior Matrix
- PBIS in the Classroom Modules
- PBIS (national website)

2.2 Ensuring Interventions are Evidence-Based

- GaDOE
  - Selecting Evidence-Based Interventions: Local Educational Agency (LEA) Guidance
  - Evidence-Based Practices: What, Why, Where, and How?
- National Center on Intensive Intervention at American Institutes of Research
  - Taxonomy of Intervention Intensity: Academics and Behavior
  - Behavioral Intervention Tools Chart
  - Behavior Progress Monitoring Tools Chart
  - Behavior Screening Tools Chart

2.2 Ensuring Interventions are Evidence-Based

- U.S. ED – IES: What Works Clearinghouse – Filter by topic = Behavior
- SAMHSA – Evidence-Based Practices Resource Center
- Blueprints for Healthy Development

2.3 Select the Best Intervention(s)

Selection considerations:

- Match between need and intervention
- Fit
- Available resources
- Strength of evidence
- Readiness for replication
- Capacity to implement
- Cost

Source: National Center on Safe Supportive Learning Environments https://safesupportivelearning.ed.gov/topic-research/program-implementation

3. Plan Implementation

Consult many sources to determine what in the school needs improvement

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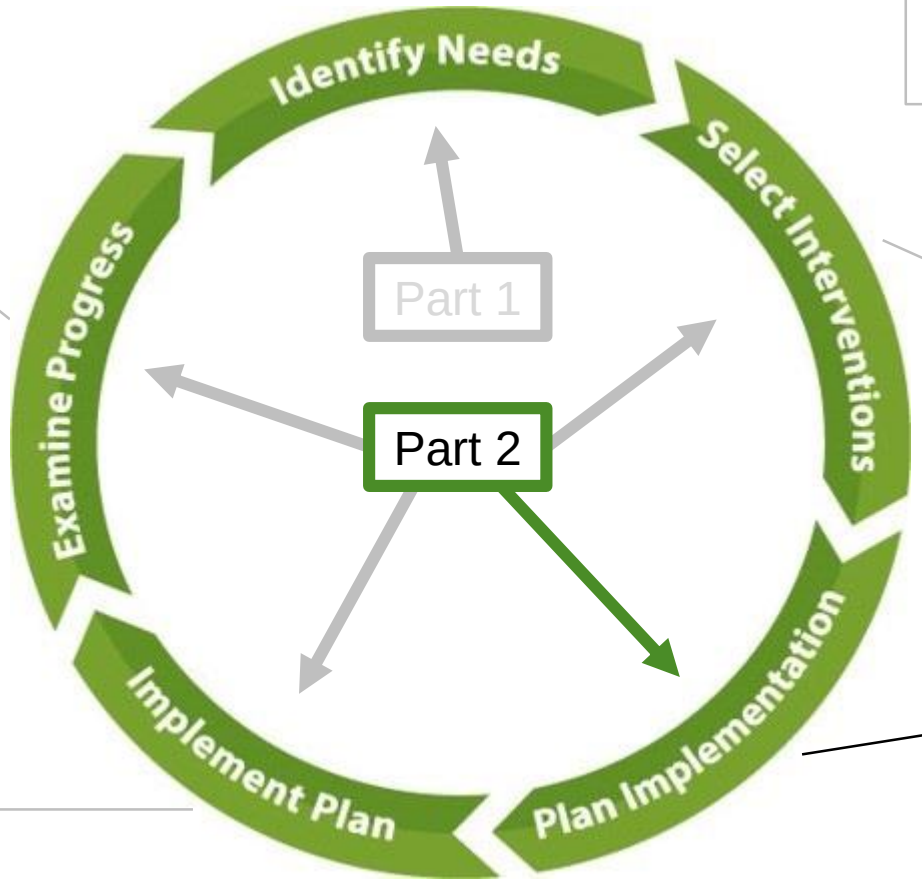

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3. Plan

- ***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:***

  Action plan, evaluation plan, formative evaluation

- ***Action Steps:***

  3.1 Build the Team

  3.2 Support and Buy-In

  3.3 Action Plan and Evaluation Plan

  3.4 Formative Evaluation

3.1 Build the Team

- Essential roles:
  - Team lead
  - Implementation coordinator
  - Data and evaluation coordinator
  - Budget coordinator
- Optional roles:
  - Communications coordinator
  - Professional development coordinator
  - Intervention specialist
  - Subject matter expert

3.2 Support and Buy-In

- The intervention will fail without support and buy-in from key primary (and possibly secondary) stakeholders.
- Who is the executive sponsor?
- Are 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.

3.3 Action Plan and Evaluation Plan

- Developing and adhering to an action plan will save the team time and keep the group focused on the work required for success.
- Suggested action plan content:
  - Scope of work
  - Logic model and theory of change
  - Goals
  - Objectives
  - Action steps
  - Timeline and milestones
  - Deliverables (with requirements)

3.3 Action Plan and Evaluation Plan

- Do not wait until the evaluation phase to design, plan, and implement your evaluation of the intervention.
- 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.

3.3 Action Plan and Evaluation Plan

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

4. Implement Plan

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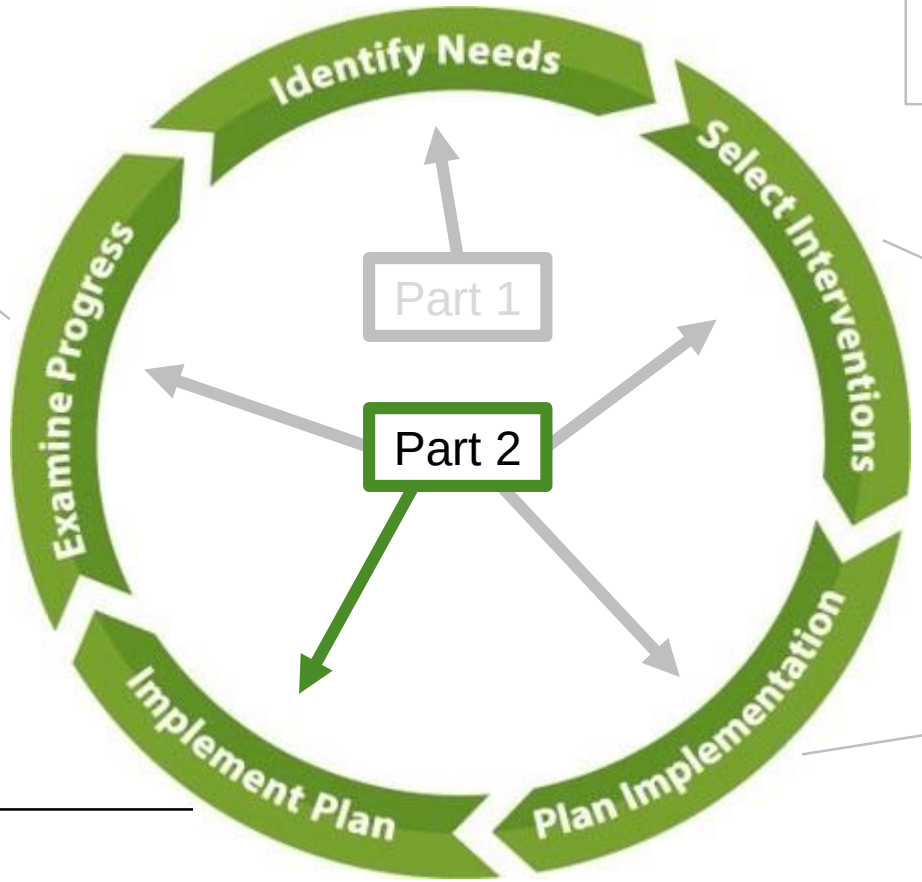

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4. Implement

- ***Aim:***

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

- ***Outcomes and Deliverables:***

  Action plan completion, process evaluation

- ***Action Steps:***

  4.1 Implement Action Plan and Monitor Progress

  4.2 Process Evaluation

4.1 Implement Action Plan and Monitor Progress

- During implementation of the intervention, regularly check on the status and progress of:
  - Goals
  - Objectives
  - Action steps
  - Timeline and milestones
  - Deliverables
  - Professional training needs
- Update and modify your plan, as necessary.
- Is there any preliminary evidence of desired outcomes?

4.2 Process Evaluation

- Is the intervention being implemented with fidelity?
- Are there any issues with intervention inputs, activities, or outputs (see the intervention logic model)
- A program may fail to show expected results due to implementation failure or theory failure.
  - ***Implementation failure*** – expected results do not occur due to poor implementation practices
  - ***Theory failure*** – intervention activities are implemented correctly and with high quality, desired outcomes do not occur because the presumed relationship between intervention activities and desired outcomes is incorrect

5. Examine Progress

Consult many sources to determine what in the school needs improvement

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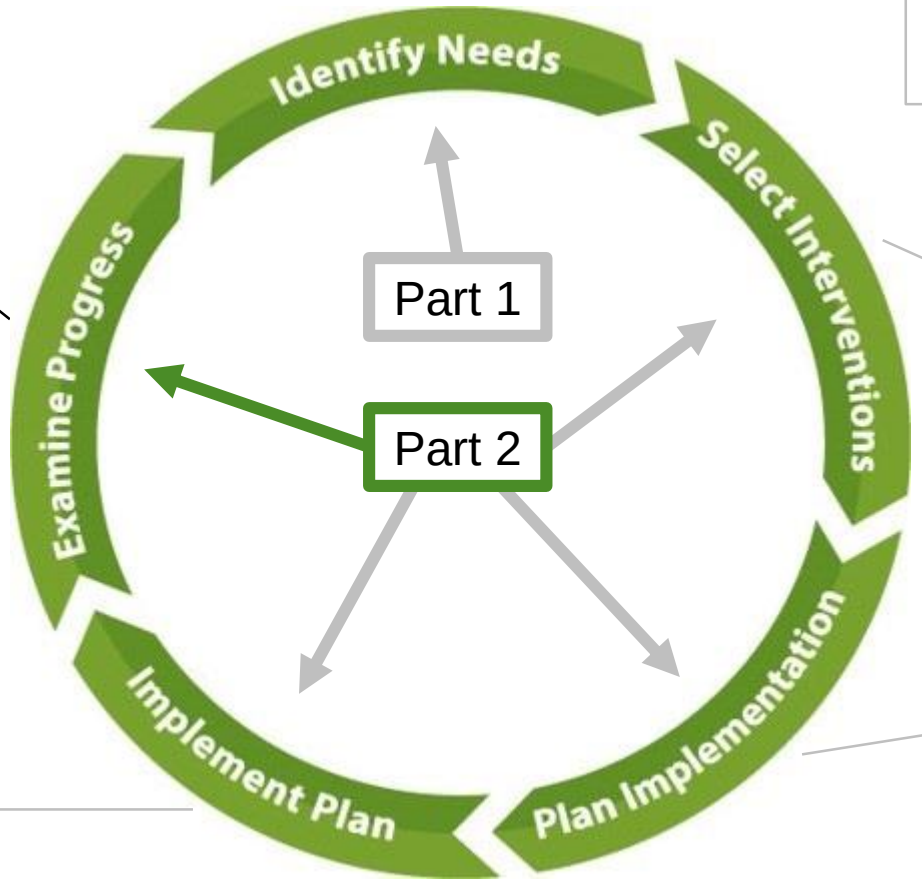

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5. Examine Progress

- ***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 Outcome Evaluation and Impact Evaluation

  5.2 Determine Effectiveness

5.1 Outcome Evaluation and Impact Evaluation

- Outcome evaluations determine how well the intervention achieved its objectives by measuring results.
- An outcome evaluation should be completed at the end of each school year or intervention cycle.
- Impact evaluations determine the long-term effect of the intervention and should be conducted at the end of the intervention.
- Impact evaluations are valuable for policy and funding decisions.

5.2 Determine Effectiveness

- 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

Micro Case Study 2

Pair up with one or two people near you and read the second micro case study.

- Answer the guiding questions as a group.
- Discuss the similarities and differences between the case study school and your own school.
- Be prepared to discuss with the larger group.

Large Group Conversation

- What questions do you have about the process?
- What challenges do you anticipate?
- What additional resources would be beneficial to you?
- Do you have additional questions? Contact me.

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Session Feedback

Thank you for attending our session. Please take a moment to provide your feedback.

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Georgia's Positive Behavioral Interventions and Supports

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