



Using School Climate Data to Meet the Moment

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Welcome



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Objectives

1. Learn how to develop questions and to align them with data sources
2. Identify data sources that are relevant and accessible in order to address questions
3. Increase awareness about the quality and characteristics of the various types of relevant data sources

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Agenda

1. Acknowledging the moment
2. School climate domains
3. Asking the “right” questions
4. Identifying data sources
5. Question and answer
6. Final thoughts
7. Closing

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Acknowledging the Moment

Ongoing COVID-19 Pandemic

Broader conversations around social and racial justice

School staffing shortages

Social and economic instability

Mental health impacts

The need for schools to respond to ever-evolving conditions

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School Climate Data

1. School climate data can help us during these uncertain times.
2. Data inquiry is for everyone!

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School Climate Domains

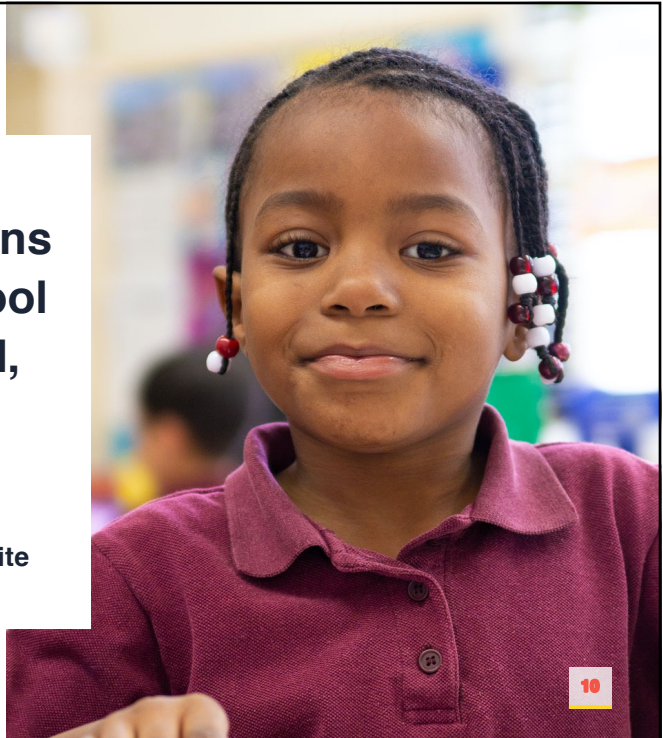
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What Do We Mean By School Climate?

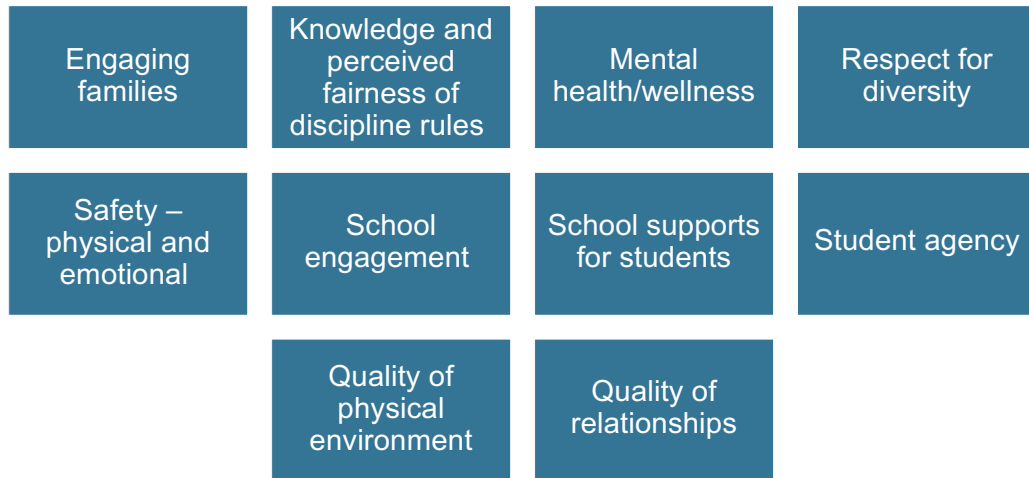


"Meaningful learning happens when all members of a school community feel safe, valued, cared for, respected, and engaged."

California Safe and Supportive Schools Website



School Climate Domains



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Section A: School Climate Domains and Subdomains

School Climate Domains

There are many components of school climate. In considering what data are related to school climate, it is helpful to know some of the key domains of school climate. Knowing these domains can be helpful when asking questions about school climate inequities. Table 1 lists school climate domains and associated subdomains.

Table 1. School Climate Domains and Subdomains

School Climate Domain	Subdomains
School engagement	<ul style="list-style-type: none"> • High expectations (in school) • School connectedness • Academic motivation • Attendance

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Why We Ask Questions

- Seek new understanding
- Explore current school climate practices
- Identify root causes of inequities
- Measure progress



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Why is Asking Questions Important?

Responsive, relevant, and meaningful school climate questions...

Establish a connection between data and an authentic need

Help contextualize findings with what you may already know

Focus your approach to the data



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How Do We Develop the “Right” Questions?

- School climate challenges can be complex and multi-dimensional
- School climate questions may address:
 1. Assumptions that exist
 2. Disparities or inequities in experiences among particular groups of students
 3. Patterns over time



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Section B: Asking the Right Questions

Asking the Right Questions

Data can be used to answer questions. By translating problems of practice into specific questions, educators can use data to find the answers. Data-informed answers can help educators more effectively gain new understanding, explore current practices, identify root causes of inequities, and measure progress.

Asking the right questions can help frame your school climate inquiry of the overarching question: *What school climate challenge do you want to investigate?* Below are guiding questions that can be answered by relevant data to help translate school climate problems of practice into actionable inquiry. As you review the guiding questions consider the multiple school climate domains in Table 1.

Why We Ask Questions

- Seek new understanding
- Explore current school climate practices
- Identify root causes of inequities
- Measure progress

Table 2. Record Your School Climate Challenge

What is your school climate question?	How does the question improve your understanding of your school climate challenge?	What data will answer your question?



 California
Center for
School Climate

Identifying Data Sources

Data Sources

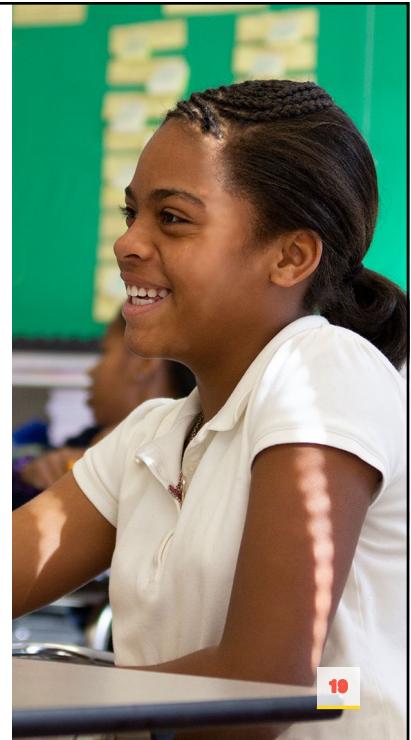
What data will answer your questions about your school climate challenge?

Existing

- Start with data you have
- There are many sources of already existing data that may need to be explored further

Additional Data

- Help you better understand your school climate context
- Don't have to be complicated or time consuming



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What Data Will Answer Your Question?

Quantitative

- What
- How many
- How often

Qualitative

- Why
- How



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School Climate Data Examples

Quantitative Examples

- Student, staff, and family survey data
- Administrative data (e.g., attendance or discipline data)
- Data from fidelity and implementation rubrics
- Dosage data

Qualitative Examples

- Classroom observations
- Phone interviews
- Informal conversations
- Focus groups
- Interviews
- Diary accounts
- Photographs



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Mixed Methods

- Mixed methods can blend the use of **quantitative** and **qualitative** data sources to answer multi-dimensional questions.
 - A school district is interested in learning more about absenteeism during the pandemic.
 - We would need **quantitative** methods to understand the answer to a question like “How much has absenteeism risen during the pandemic?”
 - We would need **qualitative** methods to understand the answer to a question like “Why has absenteeism risen during the pandemic?”
 - **Both of these questions help us understand this absenteeism better.**



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Section C: Identifying Data Sources

Existing Data

It is important to always start with the data that you currently have available. There are many sources of existing data that may need to be explored further. Documenting existing data helps catalog what data are available, how to access them, and how often they are collected. Below are guiding questions to help you explore existing data sources.

1. What data do you currently have access to that might help you address your school climate challenge?
2. What data exists that you don't have access to that will help you address your school climate challenge?
3. Are these data mostly quantitative or qualitative? Do you have a mix of both?
4. Are these data regularly collected?

Use Table 3 to catalog the data sources that you have available to address your school climate challenge.

Additional Data

After you explore existing data, you may identify some additional data needs that could support your school climate challenge inquiry. These data might help you better understand the challenge given your context, especially by providing information about how and why. Collecting these data need not be complicated or time consuming—often, simply having direct conversations (in the form of focus groups) about findings with students, families, or teachers will yield rich insight.

Below are guiding questions to help you explore additional sources of data.

1. What additional data would you like to see collected to help answer your school climate question?
2. What additional types of data would elicit information about your school climate question?
3. Do you need data for specific groups to help answer questions related to school climate inequities?
4. Have you included direct testimonies from students, staff, families and other partners?

In Table 4, catalog additional data that you will need to collect or access to address your school climate challenge.



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Consider Multiple Forms of Data

DRILLING DOWN

Aggregated data: Measure of school climate at the school or district level

Domain-level data: Focusing on information collected on a domain of school climate

Disaggregated data: Explore data by groups (eg: race, economic background, grade, economic level)

Subdomain-level data: Information collected a specific experience

Direct testimony: Recorded direct conversations



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School Climate Inquiry

Based on local school climate survey results, you are interested in understanding declining levels of student engagement during the pandemic.



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Direct Testimony: Recorded direct conversations

Local school climate results, often disseminated by a dashboard or report.



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Subdomain-level data: Information collected a specific experience

Direct Testimony: Recorded direct conversations

Based on our school climate survey results, student engagement has been declining since the pandemic started.

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Subdomain-level data: Information collected a specific experience

Direct Testimony: Recorded direct conversations

Explore data to identify which groups have experienced the greatest changes (I see a declining pattern in student engagement with 11th grade students).

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Subdomain-level data: Information collected a specific experience

Direct Testimony: Recorded direct conversations

Investigate data around specific subdomains and questions.

Survey item examples:

- I try hard to make sure that I am good at my schoolwork
- I am always trying to do better in my schoolwork.

Consider Multiple Forms of Data

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Subdomain-level data: Information collected a specific experience

Direct testimony: Recorded direct conversations

Having conversations with students, family members, and educators about academic motivation.

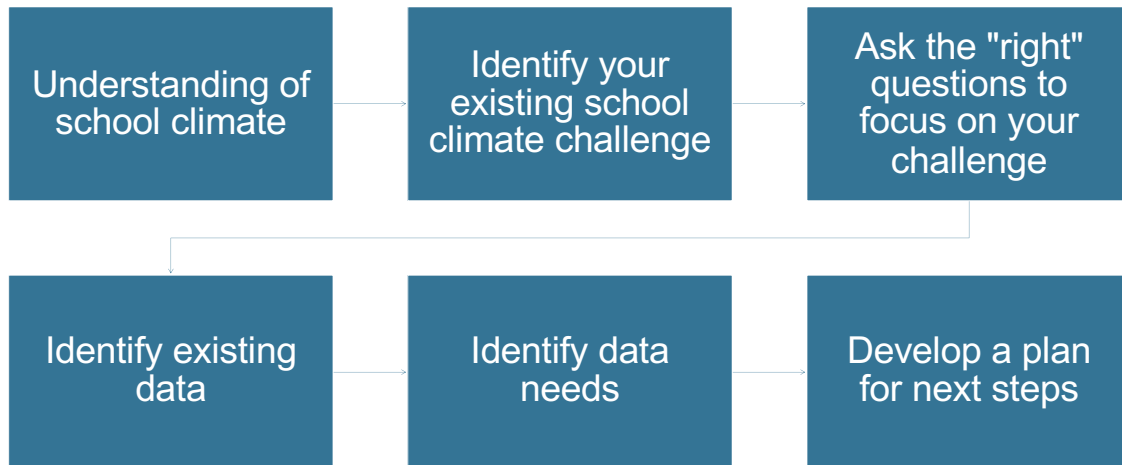


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Overview Tool: School Climate Data Inquiry Tool



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Section D. Next Steps

- Consider which additional data are most important to support your school climate challenge.
- Identify who needs to be involved in the decision to collect these data.
- Develop a plan that involves key partners in the collection of these data.
- Develop a plan for ongoing inquiry cycles.



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A Few Reminders...

- Anyone can work with data.
- Start with what you have and where you are.
- Data exists all around us!
- Consider widening your aperture:
 - engage students, families, staff, community members



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Upcoming CCSC Events

CCSC Data Use Webinars

Street Data: Student Centered Approaches to School Transformation

Monday, March 7, 2022 (9:30 to 11:00 a.m. PT)

*Open to anyone in California

CCSC Peer Learning Exchange

Advancing School-Based Mental Health in California Schools – The Children's Partnership

Tuesday, March 8, 2022 (1:00 to 2:00 p.m. PT)

Registration links can be found in the Padlet and CCSC Website.



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Youth Advisory Team

Do you know any high school students interested in being part of our Youth Advisory Team?

We are now recruiting!

Applications are due March 7th.

Application information can be found in the Padlet and CCSC website.



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Survey

We want to hear from you!

- Please fill out the post-session survey



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Stay Connected with the CCSC

Newsletter: Join newsletter to stay up-to-date on events

Website: <https://ca-safe-supportive-schools.wested.org/california-center-for-school-climate/>

Email: schoolclimate@wested.org

