



# **School Climate Survey: Youth Truth**

# Agenda



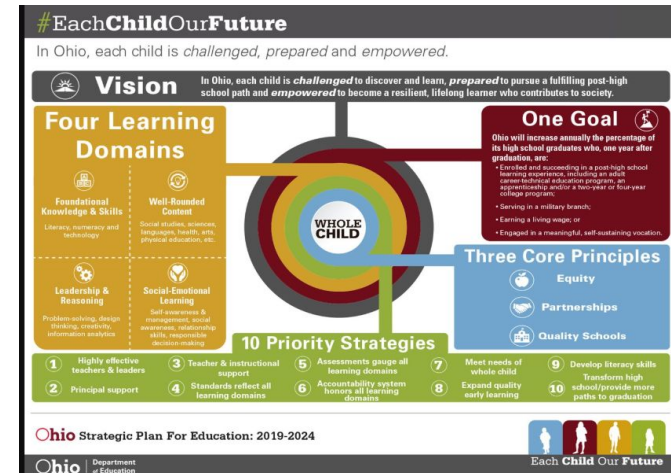
- Why do we need a school climate survey?
  - Ohio Department of Education Strategic Plan
  - ODE PBIS Requirement
  - Restart Plan
  - Beaver Creek City Schools Strategic Plan
  - Board Policies
  - HOPES Project
  - School Climate surveys
- Why YouthTruth survey?

# Ohio's Strategic Plan for Education

Partners identified the plan's multi-faceted components based on potential impact on student success. The **whole child** is at the center of the plan. The state-level **vision** provides an aspirational guide for students, parents, partners and the education system.

## Whole Child - 4 Learning Domains:

- Foundation Knowledge and Skills
- Well-Rounded Content
- Social Emotional Learning
- Leadership and Reasoning



# Positive Behavior Intervention Supports



- In effort to meet the needs of the whole child, ODE developed rules, policy, and legislation requiring districts to implement positive behavior intervention and supports (PBIS) on a system-wide basis.
- PBIS is a framework that guides school teams in the selection, integration and implementation of evidence-based practices for improving academic, social and behavior outcomes for all students.

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# Positive Behavior Intervention Supports



The PBIS process emphasizes four integrated elements:

- **Data** for decision making.
- Evidence based **interventions and practices** that support varying students needs (multi-tiered).
- **Systems** that efficiently and effectively support implementation of these practices.
- Continual progress monitoring to ensure **outcomes** are met.

# PBIS Requirements



- Administrative commitment & involvement
- Team-based structures
- 3-5 schoolwide expectations
- Systematic instruction
- Reinforcement of desired behaviors
- Correction of behavior errors
- Data-based decision making
- Multi-tiered systems of support
- Maintain culturally responsive practices

# PBIS Climate Survey



## School Climate Survey: Middle/High

*Please answer all of the questions or your answers won't be recorded, but you can mark "I prefer not to answer" if you don't want to answer a question about you.*

### Demographics

#### What is your gender identity?

- Female
- Male
- Non-binary, transgender or other
- I prefer not to answer

#### Which of the following best describes you?

- Heterosexual (straight)
- Gay or Lesbian
- Bisexual
- I prefer not to answer

#### What is your ethnicity?

- Hispanic or Latino/a
- Not Hispanic or Latino/a
- I prefer not to answer

### Survey Questions

#### What is your race? (mark all that apply)

- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or Pacific Islander
- White
- I prefer not to answer

#### Beyond that, is there another ethnic group with which you identify?

- Ethnic Group: \_\_\_\_\_
- I prefer not to answer.

#### What grade are you in?

- 6
- 7
- 8
- 9
- 10
- 11
- 12
- I prefer not to answer.



# Reset and Restart Education, ODE



- Emphasizes the importance of data informed approach to continuous improvement.
- Recommends that schools and districts review student data regularly to adjust instruction and nonacademic interventions and supports.
- School climate (including staff and student perception data) data is one of the recommended types of local assessment data.

# Board Policies



## 2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship and/or personal sense of self-worth. As such, the Board of Education does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities.

# Board Policies



## 5517 - ANTI-HARASSMENT

### General Policy Statement

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and transgender identity), disability, age (except as authorized by law), religion, ancestry, or genetic information (collectively, “Protected Classes”) that are protected by Federal civil rights laws (hereinafter referred to as unlawful harassment), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems.

# Beavercreek City Schools' Strategic Plan



## Belief Statements

- We believe all learners will meet their full potential and positively impact their community as productive citizens.
- We believe in fostering a culture of innovative and inclusive learning through diverse and dynamic programs that impact all students.
- We believe in a welcoming, safe, and supportive learning environment for all students, staff, and the community.
- We believe a student-centered education requires a transparent, collaborative approach with all stakeholders.

# Beavercreek City Schools' Strategic Plan



**Goal 1: Student Success** - We will foster a culture of innovative and inclusive learning through diverse and dynamic opportunities that impact all students.

**Objective 1.2:** We will evaluate the needs of students to identify barriers to learning and devise a prevention and intervention plan.

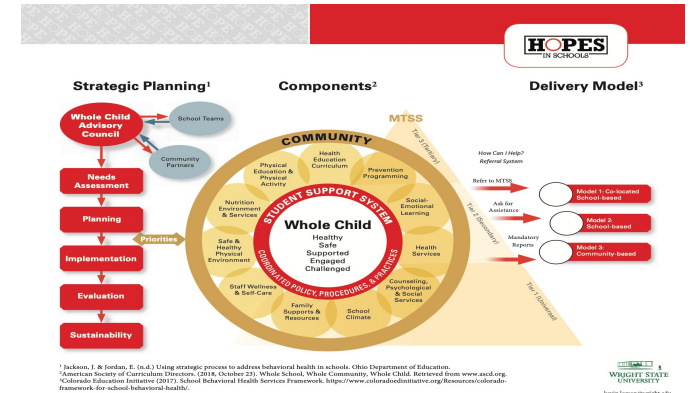
# Counselor Experiences with Barriers to Learning



- Safe and supportive environment for all students.
- Impacts on school attendance.
- Effects on mental health.
- Impact on wider school climate and culture.

# HOPES Project

- At the center of Ohio's Strategic Plan for Education is the Whole Child. Under the facilitation of Wright State University and the Greene County ESC, Beavercreek City Schools took part in the HOPES in Schools Project in 2019-2020.
- Whole Child Advisory Council participated in a strategic planning process to identify student needs and build student supports to address those needs.



# HOPES Project



- Through the HOPES in Schools Project, the SHAPE (School Health Assessment and Performance Evaluation System) Quality Assessment was completed. Areas of need identified included:
  - Assess student mental health strengths and needs.
  - Monitor fidelity of service and supports.
  - Ensure implementation of early intervention services and supports fit strengths, needs, cultural, and linguistic considerations.
- The Whole Child Advisory Team determined the need for a School Climate survey.



# What is a School Climate Survey?



- School climate measurement involves a comprehensive assessment of student engagement, school safety, and the learning environment.
- The measurement of school climate provides educators with the necessary data to identify school needs, set goals, choose programmatic interventions, and track progress toward improvement.
- Data also can identify areas where students, staff, and parents view climate in similar or dissimilar ways.

# Importance of School Climate



- Positive school climate integrated with Social Emotional Learning improves school safety and decreases bullying. (University of Maryland).
- Positive school climate is associated with academic achievement, violence prevention, students' healthy development, and teacher retention (Teacher College Record).
- School climate impacts learning, academic achievement, motivation, safety, absenteeism, group cohesion, mutual trust, and feelings of connectedness and attachment to school (Fleming et al., 2005; Devine & Cohen, 2007).

# Importance of School Climate



- School climate impacts youth social, emotional, and psychological development (Center for Social and Emotional Education, 2009).
- Positive climate allows greater equality in educational opportunities, decrease socioeconomic inequalities, and enable more social mobility for students (AERA).
- Studies have repeatedly demonstrated the influence of student perceptions on goal adoption and consequently on achievement – particularly students' perceptions of their own engagement and motivation and the quality of their relationships with their teachers (Strobel, 2010).

# Why Use A School Climate Survey?



- Adheres to ODE's Strategic Plan by focusing on the Whole Child.
- Gain knowledge about school needs.
- Ensure data driven decisions for programming and supports.
- Monitor progress and impact of programming and supports.
- Create a Positive School Climate.
- Best practice used in districts throughout the state.

# YouthTruth Survey



- Validated survey instrument
- Research based
- 1.5 million students surveyed.
- Anonymity:
  - Does not collect student names, contact information, or IDs.
  - Survey administration platform, Qualtric, does not allow for the identification of individual students.
- National comparative context and comparisons to other schools with similar characteristics.
- Surveys a wide-range of school climate topics.
- Timely and user friendly data reports.

# YouthTruth Survey Questions



YouthTruth is a research-based survey instrument used to gain student perceptions to enhance student outcomes. The web-based surveys ask age and reading-level appropriate questions on the student's overall school experience. Surveys were administered to all students in the district grades 3-12. Survey questions encompass the following topics.

- Engagement, Rigor
- Culture, Relationships, Belonging and Peer Collaboration
- Social Emotional Learning
- Bullying
- Student motivation & grit
- Distance learning
- Instructional Methods (elementary only)
- High School Preparation (middle only)
- Drop out risk (secondary only)
- College and Career Readiness (secondary only)
- Emotional & mental health (secondary only)
- Diversity, equality, & inclusion (secondary only)

# YouthTruth Survey



- Researched YouthTruth in November 2019.
- Whole Child Counsel decided to contract with YouthTruth in February 2020.
- Student survey set to be administered in April 2020 - mandatory shut down prevented this from happening.
- Survey postponed to Fall of 2020.
- August 14th, 2020 YouthTruth directed to exclude the sexual orientation demographic question from the middle school survey.
- Friday, October 9th we notified that the sexual orientation demographic question was included in the middle school survey.
- YouthTruth was contacted immediately and the question was removed.

# YouthTruth Survey Results



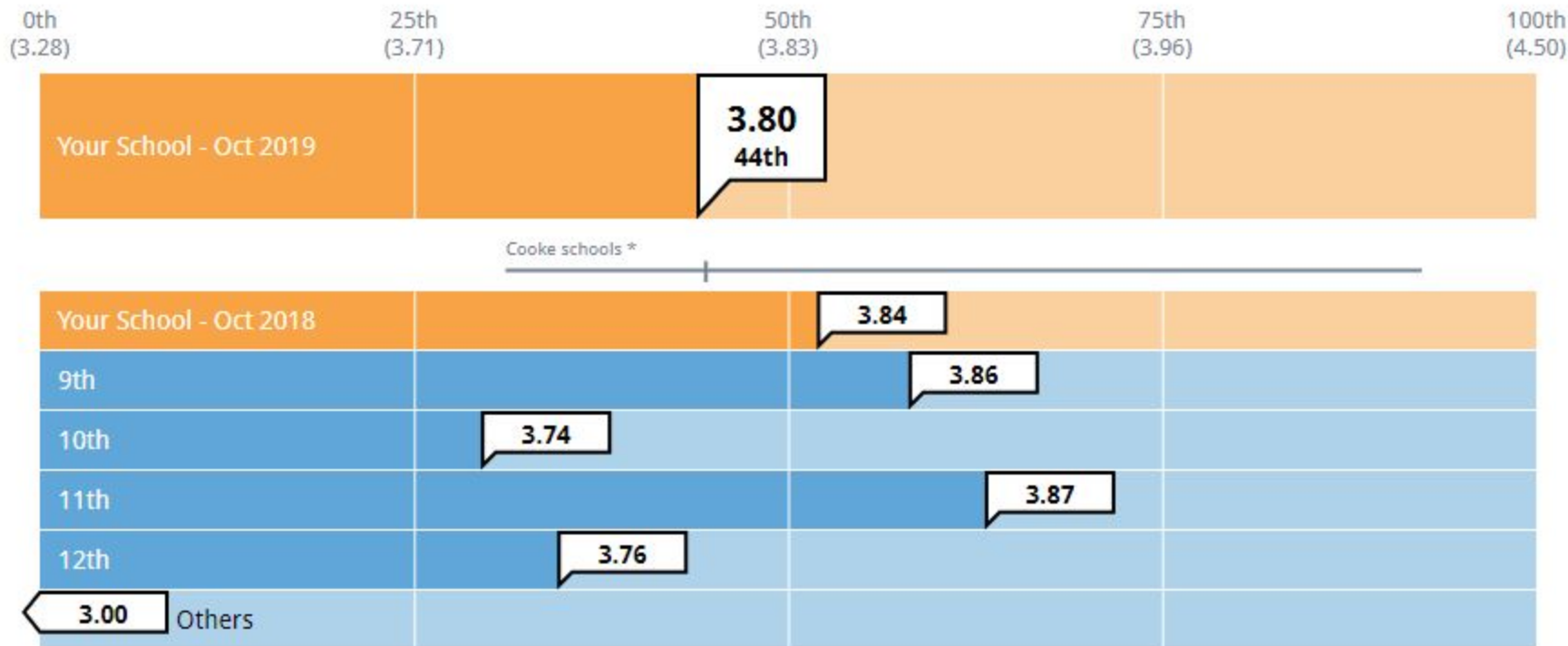
- The survey is a school climate survey and not a universal screener; therefore, the data received is not and cannot be connected to individual students.
- The data will aid in informing and developing programming, professional development, and district improvement processes.
- The district goal is to continue to utilize YouthTruth surveys to analyze and assess district programming efforts.



## When I'm feeling upset, stressed, or having problems...

### I know someone outside of school who I can talk to about it

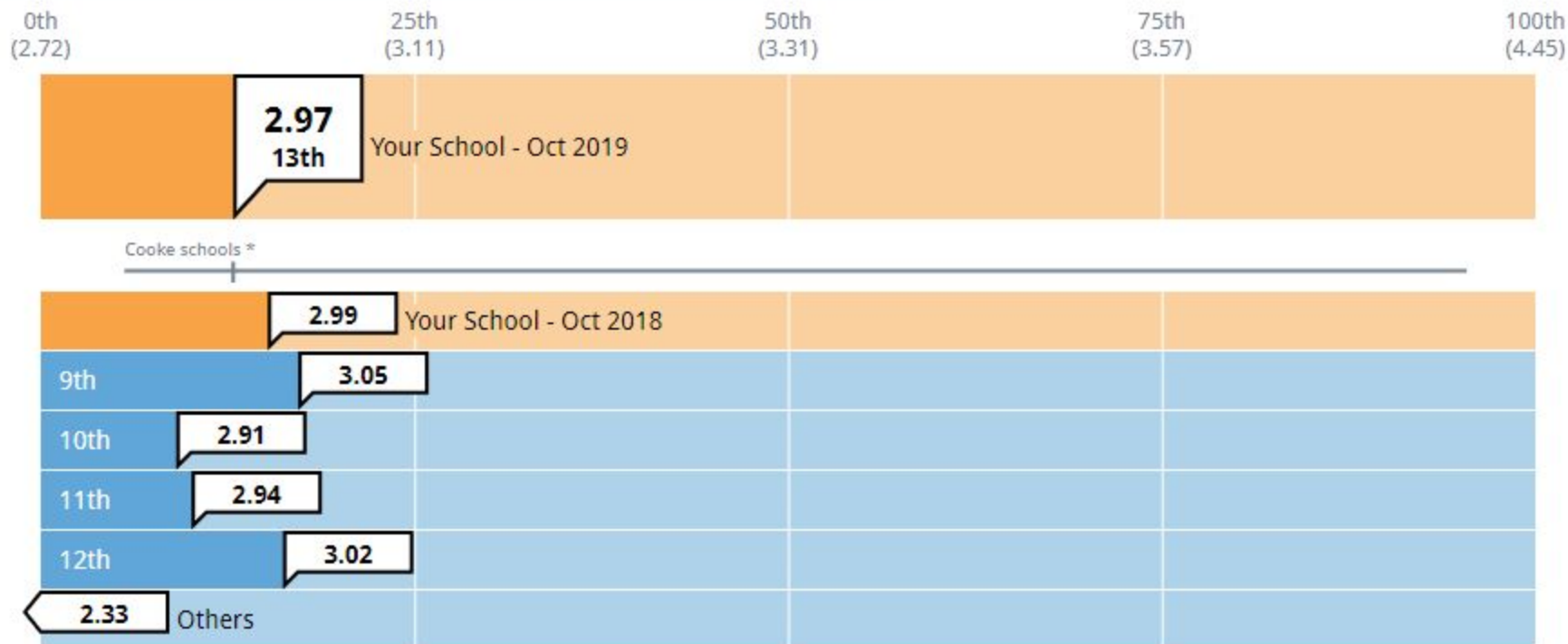
1 = Strongly disagree    3 = Neither agree nor disagree    5 = Strongly agree



## When I'm feeling upset, stressed, or having problems...

### There is an adult in school who I can talk to about it

1 = Strongly disagree    3 = Neither agree nor disagree    5 = Strongly agree



## When I'm feeling upset, stressed, or having problems...

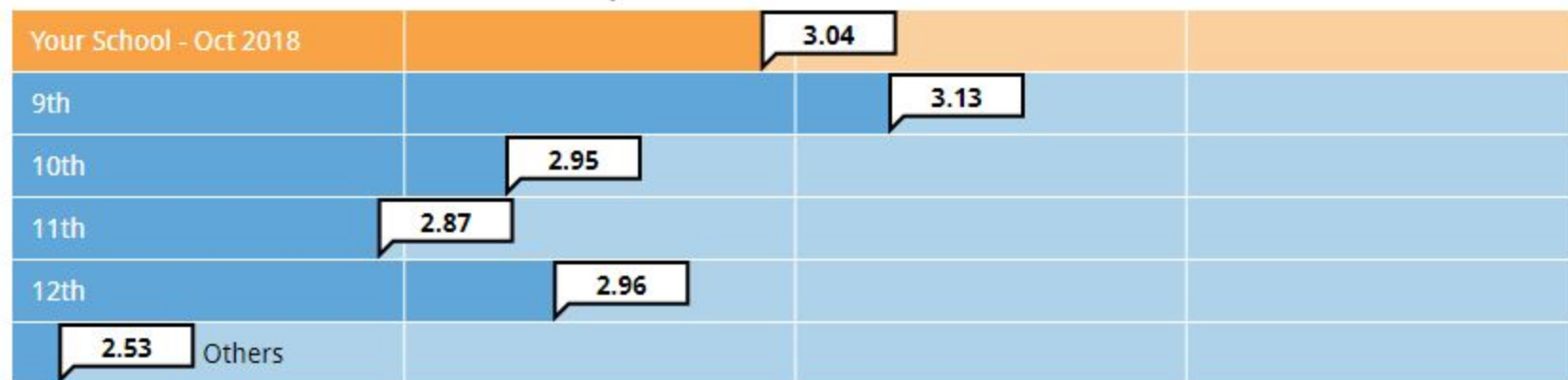
### There are programs or services at my school that can help me

1 = Strongly disagree    3 = Neither agree nor disagree    5 = Strongly agree

0th (2.43)                      25th (2.90)                      50th (3.10)                      75th (3.35)                      100th (4.21)



Cooke schools \*



Cohort:

Past results:  On  Off

Subgroup: