

Update on the work of the School Conditions and Climate Work Group Local Control Funding Formula (LCFF) Priority 6 – School Climate

The California Practitioners Advisory Group Meeting

June 1, 2017

Presented by:

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Goals for Today

- Update on the School Conditions and Climate Work Group (LCFF Priority 6 – School Climate)
- Provide opportunity for stakeholder input and feedback



CCWG Scope

- The California Department of Education (CDE) has convened a School Climate and Conditions Work Group (CCWG) to support further policy development in the area of school climate and in relation to the broader context of school conditions.
- The role of the CCWG is advisory to the CDE and the State Superintendent of Public Instruction. The review of broader aspects of school climate will also inform the assessment of performance relevant to LCFF Priorities 1, 2, 3, 7, 8, 9, and 10.
- The CDE will use the work of the CCWG to support the development of a set of recommendations regarding school conditions and climate metrics.

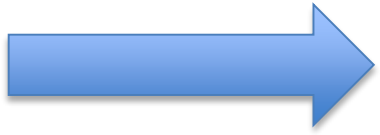


CCWG Members

| Name | Organization |
|--------------------|---------------------------------------|
| Tom Hanson | WestEd |
| Ken Berrick | Seneca Family of Agencies |
| Aaron Brengard | Katherine Smith School, Evergreen SD |
| Shannan Brown | San Juan Unified School District |
| Channa Cook-Harvey | Learning Policy Institute |
| Brent Duckor | San Jose State University |
| Sherry Griffith | California Parent Teacher Association |
| Tom Herman | California Department of Education |
| Heather Hough | CORE-PACE Research Partnership |
| Taryn Ishida | Californians for Justice |
| Norma Sanchez | California Teachers Association |



Building the Framework: Central questions emerging out of CCWG framework discussions



1. How do we define school conditions and climate?
2. How do we ensure the validity and reliability of California's work in school conditions and climate?
3. How should California best measure school conditions and climate?
4. How should California best include the measurement of school conditions and climate in its accountability system?
5. How should California best support continuous improvement in school conditions and climate?



School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. (Priority 6)

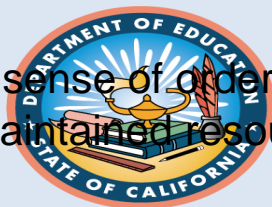
DEFINITION

“School Conditions and Climate” refers to the character and quality of school life. This includes the values, expectations, interpersonal relationships, critical resources, supports, and practices that foster a welcoming, inclusive, and academically challenging environment. Positive school climate and conditions ensure people in the school community feel socially, emotionally, and physically safe, supported, connected to the school, and engaged in learning and teaching.

FEATURES

Features that promote a positive school climate and affect the attitudes, behaviors, and performance of both students and staff include, but are not limited to:

- An intentional student-centric commitment to meeting the basic-cognitive, social, emotional, and physical health needs of youth and fostering the competencies and mindsets that contribute to success in school, career, and life;
- Caring, trusting, respectful relationships among and between students, staff, parents, and families;
- High expectations for academic achievement and behavior and the social-emotional and pedagogical supports students need to meet those expectations;
- The presence of meaningful stakeholder participation that fosters a sense of contribution, empowerment, and ownership; and
- A sense of order and safety grounded in clearly communicated rules and expectations, fair and equitable discipline, and well-maintained resources and facilities.



Questions 1 and 2: Definition and Lenses Cont.

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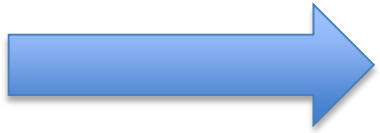
| Equity Lens | Validity Lens | Family Engagement Lens |
|--|---|---|
| <p>The landscape of California schools includes a rich diversity of students with diverse needs that should be embraced to support community collaboration in a welcoming and responsive way. The CCWG’s intentional equity frame is intended to drive action aimed at increasing equity utilizing multiple layers of data disaggregation, including state, LEA, school, and student group levels.</p> | <p>When considering what we measure, how we measure it, and how to interpret scores, we must work to ensure stakeholder understanding of the evidence to support particular uses of data. This includes helping data users to better understand tradeoffs when making choices about instruments related to issues with validity, reliability, fairness, and bias.</p> | <p>Research shows that parent engagement improves academic achievement and school connectedness. It is essential to capture and reflect a diverse set of parent voices in the recommendation. To that end, the CDE will link existing and ongoing work supporting Family Engagement to the CCWG with an additional work group and/or focus groups as necessary.</p> |



The version above includes revisions that were made based on stakeholder feedback see <https://leff.wested.org/school-conditions-and-climate-work-group-meeting-summary-report-for-november-28-2016/>. [The preceding link is no longer available.] In particular, the terms “definition” and “features” were included to support understanding.



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Make validity and reliability foundational to the collection, interpretation, and use of school conditions and climate data.

- Promote the development and implementation of data collection tools appropriate to local contexts and settings
- Build the capacity of LEA staff to interpret data and construct meaning from that data
- Inform decision making and implementation strategies aligned with the appropriate use of the data
- Maintain the privacy of those providing data
- Incorporate the perspective of multiple stakeholders and ensure strategies address all student groups



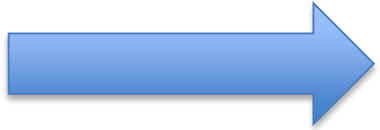
Validity and reliability considerations and guidance should be grounded in appropriate research best practices.

- The *Professional Testing Standards* (2014) and educational assessment research (NRC, 2001)
- Two common sources for such guidance
- Present a standard for validity and reliability typically applied in the context of high-stakes educational and psychological testing
- Consistency among multiple items measuring the same construct of interest
 - ✓ Ongoing work in the field of improvement science
- Emphasize selection of the single most valid measure of a construct of interest to maximize the predictive utility of an instrument (Bryk et al. 2015)
- Minimizes redundancy



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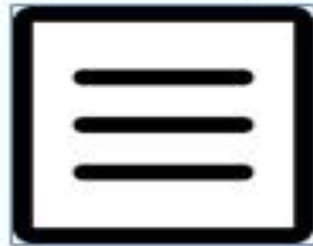




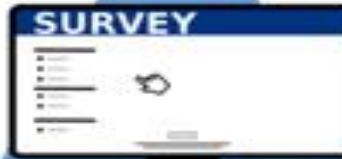
California School DASHBOARD

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"State Approved Survey Menu"



LEA chooses 1



Students

Parents

Staff



qualitative review

Results



focus groups



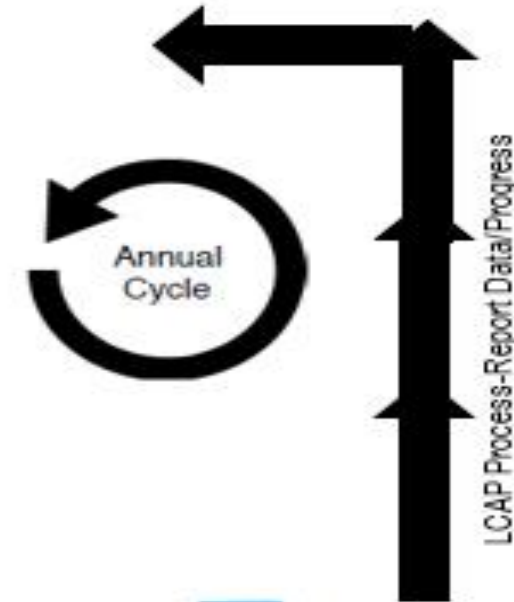
interviews



walk throughs/observation



Other qualitative measure



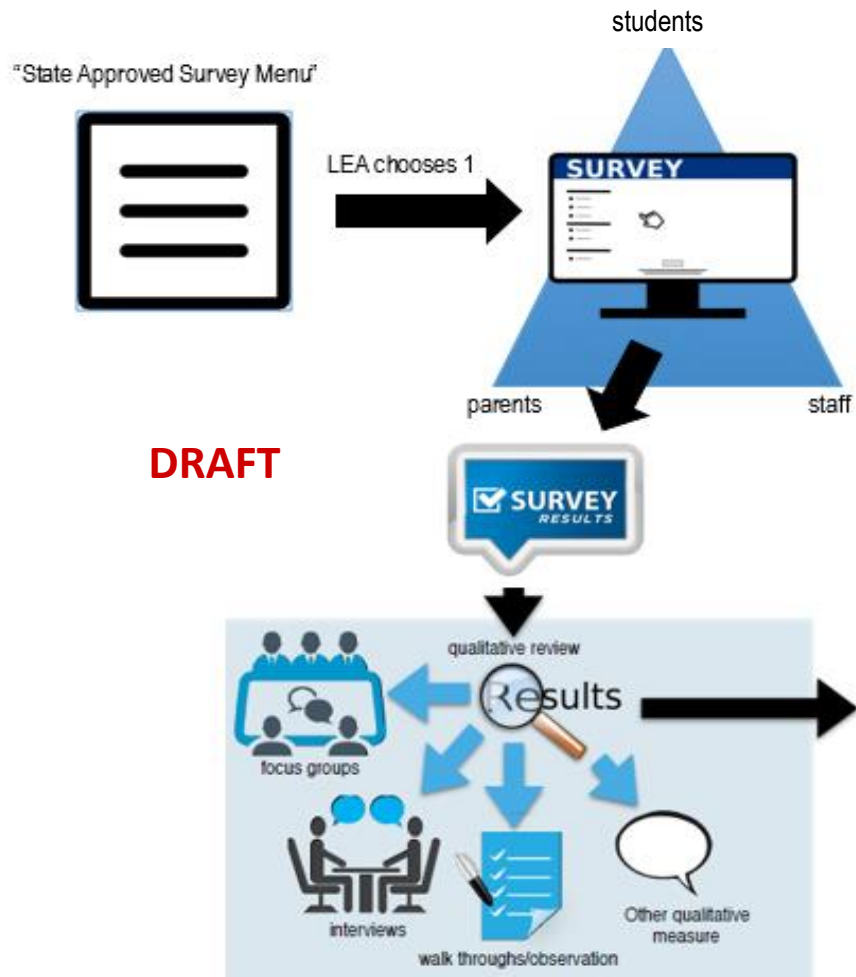
School Conditions and Climate

- Pupil suspension rates
- Pupil expulsion rates
- Other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.



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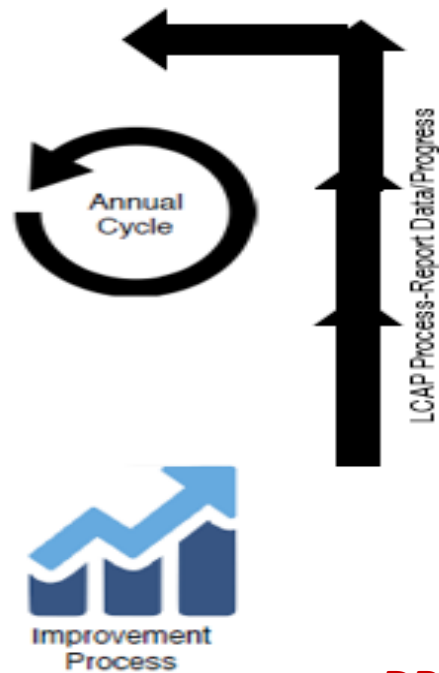
Question 3: Measuring School Conditions and Climate



How should California best measure school conditions and climate?

- Survey Every Year- Selection from “State Approved Survey Menu” that was vetted through the Validity and Reliability Clearinghouse
 - Alternative surveys are an option
- Students, Parents, Staff
- At least one other qualitative method
- Measures for at least
 - School Connectedness
 - Sense of Safety
 - School Conditions

Question 4: School Conditions and Climate in the Accountability System



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How should California best include the measurement of school conditions and climate in its accountability system?

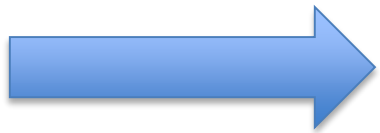
Emerging Ideas Under Consideration:

- Reporting results via the Dashboard is only an entry point
- Determining how to best support LEAs through a resource clearinghouse.
- Supporting the ability of LEAs to create their own benchmarks (based on goals and progress).
- Benchmarking survey results similar to Dashboard status and change framework.

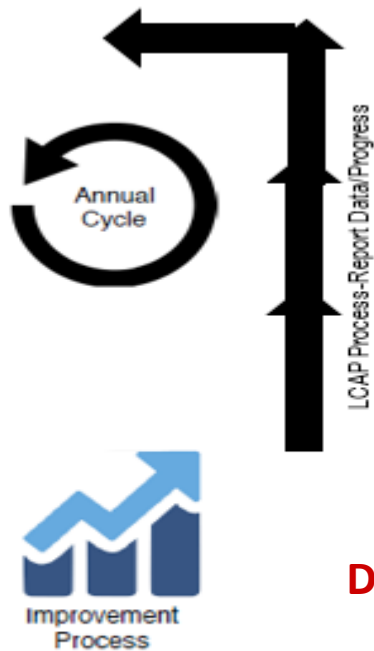


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Question 5: Continuous Improvement of School Conditions and Climate



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How should California best support continuous improvement in school conditions and climate?

Emerging Ideas Under Consideration:

- Guidance and exemplars
- Integration into a system of support
- Dissemination of materials and resources



Remaining Questions Under Consideration

- How best to include reporting requirements, possibility of disaggregation of data, and response rate considerations into the recommendation framework?
- How can the CCWG recommendations remain comprehensive for purposes of the conditions and climate indicator, yet aligned with other indicator measurements?
- What is reasonable for districts and schools for implementing qualitative methods?
- What is reasonable for districts and schools to report annually?
- Should qualitative data be reported at the school site level? And, if qualitative methods are required, how can the state best support LEAs with implementation support?
- How can the state best support LEAs with ongoing continuous quality improvement and integration with the LCAP Process?



Reflection

- Share your thoughts on the School Conditions and Climate Work Group emerging ideas.
- Discuss your thoughts on the value added/not added by the CCWG emerging ideas.
- What are your thoughts on how California should best support continuous improvement and incorporation into the LCAP Process LCFF Priority 6 – School Climate?



Ad Hoc Family Engagement Work Group

- The purpose of the Ad Hoc Family Engagement Work Group is to foster regular, meaningful two-way communication between the CDE and family engagement stakeholders in order to better inform statewide family engagement initiatives and improve the CDEs technical assistance to local educational agencies.
- The CDE convened the work group for the first time in April 2017
- Next convening will occur on June 5, 2017
- An introductory memo regarding the Ad Hoc Family Engagement Work Group, including a final list of members, is forthcoming in August 2017.



Thank you!

Please send questions and additional feedback to

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Roni Jones – ~~rjones2@wested.org~~

[The preceding contacts are no longer available.]

