

Charting a Course for School Safety:

Facilitating School Use of Data for Safe and Supportive Learning Environments

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“There is sufficient knowledge to pursue an evidence-based approach to school safety and to reject a number of ineffective and sometimes misguided practices that continue to be widely used in schools.”

“The measurement of school safety is a vital component in pursuing this evidence-based approach.”

Educational Researcher, Jan/Feb 2010
American Educational Research Association

State Role in Use of Data

- Define safety/discipline incident data systems and processes
- Facilitate use of student surveys that assess safety and climate
- Train district and school personnel on effective use of data

New Concepts for Improved Incident Data

- Comprehensive design rather than limited to reporting items only
- Focus on use of data
- Incident-based rather than student infraction based
- Coordinate overlapping federal and state reporting requirements

Comprehensive design and focus on use of data

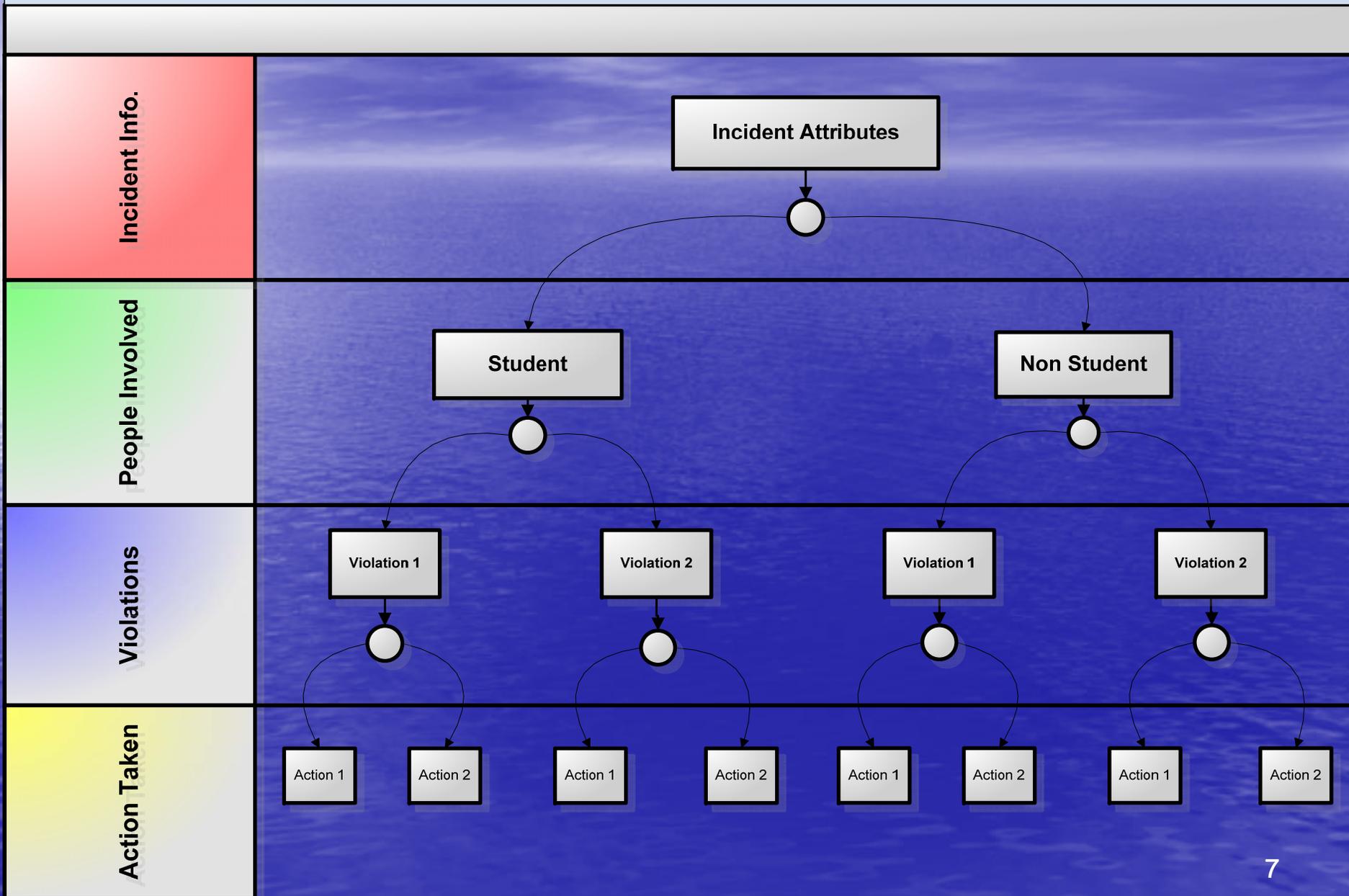
- Full range of policy/criminal violations
- Consistent with state criminal code to facilitate communication with law enforcement
- User-friendly reports to facilitate use of data by school teams

Process Rather than Reporting

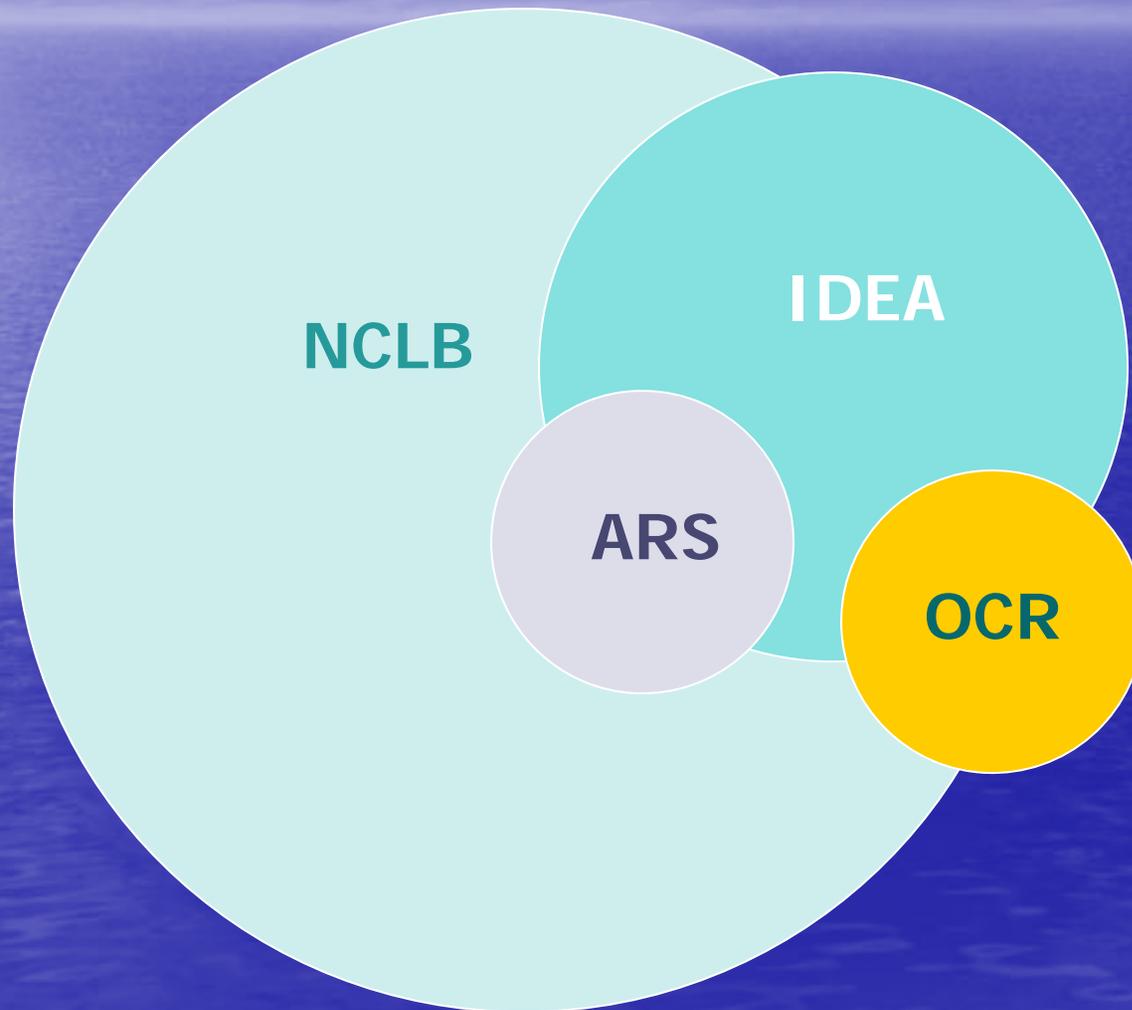
Options for schools:

- Az SAFE Online
- Student Management System (SMS), vendor supported or locally developed

INCIDENT DATA COMPONENTS



Streamline and Improve Reporting of Data to State and Federal Government



EDEN Files

- **NCLB**

- N030 – Discipline Incidents
- N086 - Students Involved with Firearms
- N094 – Firearm Incidents
- N131 - Truancy
- N132 – End of School Year Status
- N136 – Discipline
- School Improvement Grants

- **IDEA**

- N005 – Removal to Interim Alternative Ed Setting
- N006 – Suspensions/Expulsions
- N007 – Reasons for Unilateral Removals
- N088 – Disciplinary Removals
- N143 – Total Disciplinary Removals
- N144 – Educational Services during Expulsion



AZ SAFE

Arizona Safety Accountability For Education

Data for Decisions



www.ade.az.gov/sa/health/azsafe.asp

Student Survey Data

- Student prevalence and perception data is necessary for accurate assessment of conditions
- Use of valid and reliable tools and administration processes
- Coordinate with other survey efforts
- Coordinate with incident data

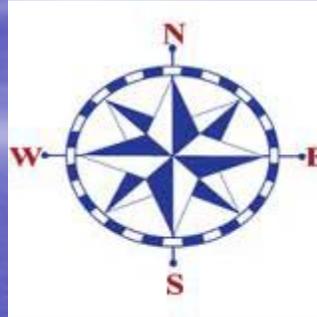
Experiential Training

**In the use of data to improve
school climate**

What should we include?

1. Activities, activities and more activities
 - Make it real, make it useful
2. Effective team work
 - What Helps, What Hurts
3. Connect to research and theories regarding school climate and connectedness
 - Dr Cohen and Dr. Blum

What does the research on school climate say?



Group Activity

Each person in the group will read a section of the article entitled "School Climate Research Summary: January 2010" and will share information from that section with the rest of the group.



What is school climate?

According to Jonathan Cohen

School climate refers to the **quality** and **character** of school life.

School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

How safe do staff and students feel at school?

- What do students report?
- What do teachers report?
- What would the staff and students at your school report?
- What measure (survey) do you use?

School Connectedness: Improving Students' Lives

Robert Blum, MD, MPH, PhD

Dept. of Population and Family Health Sciences, Johns
Hopkins Bloomberg School of Public Health

Baltimore, MD, 2005

<http://cecp.air.org/download/MCMonographFINAL.pdf>

<http://allaboutkids.umn.edu/presskit/monograph.pdf>

<http://protectiveschools.org/audiovisual/>

Relationship to academic performance:

“Strong scientific evidence demonstrates that increased student connection to school....

- **Decreases:**
 - Absenteeism
 - Fighting
 - Bullying
 - Vandalism
- **While promoting:**
 - Educational motivation
 - Classroom engagement
 - Academic performance
 - School attendance
 - Completion rates”

Shouldn't we just focus on content instruction?

“There are those who believe that schools should focus only on the acquisition of knowledge or that we expect too much from schools.

However, current research across disciplines shows that non-academic aspects of school are also significant contributors to both school and student success”

What should we include, cont...

4. Data and Prevention/Intervention Terms

- See handout

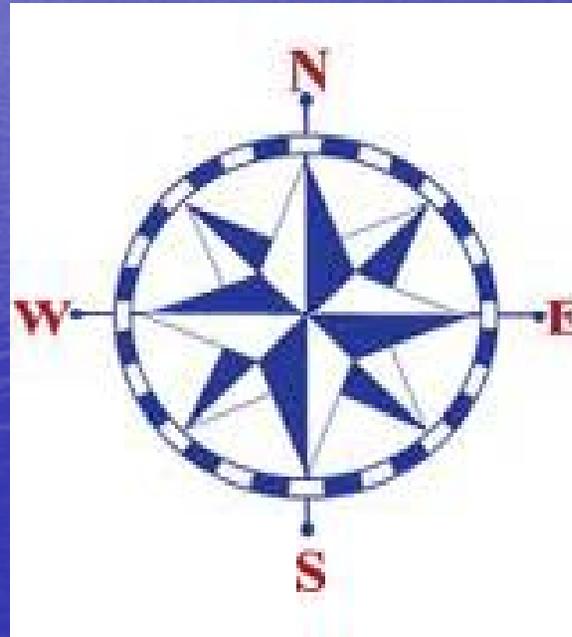
5. Read current Research articles

- "8 Experts"

6. Models on Use of Data

Multiple Sources of Data

Demographic



Student Learning

School Process

Perception

Making Data Informed Decisions

1. What is the issue at hand?
2. What is the ideal condition?
3. What is the present condition?
4. What is the gap?
5. Is this a priority issue?
6. Develop a SMART goal statement.
7. Search for causal factors.
8. Select strategies/interventions for improvement.
9. Action plan.
10. Monitor and evaluate.

Using Multiple Sources of Data to Improve School Climate and Safety

Gather data from multiple sources:

- School Systems Data
- Perceptions Data
- Demographic Data
- Academic Data

What should we include, cont...

7. Own or Mock School Data Review Activity

8. Data Driven Action Plan

Demographic Data	Academic Data	Perceptions Data	School Process Data
<ul style="list-style-type: none"> ● Gender ● Age ● Grade level ● Socioeconomic status ● Cohort Grouping ● Membership ● Ability/Achievement ● Special Ed status ● ELL Status 	<ul style="list-style-type: none"> ● Formative Assessments ● Standardized Assessments ● Grades given ● Credit accumulation ● ACT/SAT scores ● Progress levels ● Proficiency levels ● Benchmarking 	<ul style="list-style-type: none"> ● Student climate surveys ● Student connectedness surveys ● Parent satisfaction surveys ● Staff climate surveys ● Staff needs assessment 	<ul style="list-style-type: none"> ● Attendance rate ● Truancy rate ● Discipline referral data ● Suspension rate ● Graduation rate ● Dropout rate ● College acceptance rate ● Expulsion rate ● Texts used
What does this data say?	What does this data say?	What does this data say?	What does this data say?
What questions do you have about the data?	What questions do you have about the data?	What questions do you have about the data?	What questions do you have about the data?
What additional data do you need?	What additional data do you need?	What additional data do you need?	What additional data do you need?

Team Process



Creating an Action Plan

