**USBE School Climate Survey Data Analysis Protocol**

Introduction

This protocol was developed for guiding a group of school administrator and teacher leaders through an analysis of the USBE School Climate Survey results to inform school planning and improvement. The protocol may be used with multiple school climate survey data sets, including the student survey, staff survey and parent survey results.

The protocol is designed to help schools think about the implications of school climate data for the needs of students, teachers, support staff, and parents.

Focus Questions

The goal of this data analysis protocol is to attempt to answer the following questions:

1. How do the different data sets and stakeholder perspectives converge and diverge from one another?
2. What do these data tell us about the climate of the school? Strengths? Areas for improvement?
3. How can these data inform practices that are currently working?
4. How can these data inform the professional development and school climate practices needed to move forward?
5. What are the specific action steps in moving forward?

Step 1: Predicting the Data

The goals of this step are to make predictions and ask questions to bring to the surface past experiences, pre-conceived ideas, and assumptions. While referring to the question items for each stakeholder, use the template below to note responses to the following questions:

* What are some predictions for the results of our data review?
* What are some questions we hope to explore during the data review?

**Step One: Predictions and Questions**

For this step, please refer to the question items for each stakeholder. Complete the following table, individually and then as a group, with your discussion topics and themes around the answers to the following two questions:

* What are some predictions for the results of our data review?
* What are some questions we hope to explore during the data review?

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| **Data Source** | **Predictions and Questions** |
| Licensed Educator Survey |  |
| Educational Support Professional Survey |  |
| Parent Survey |  |
| Student Survey (6-12) |  |
| Student Survey (3-5) |  |
| Student Survey (K-2) |  |

Step 2: Observing the Data

As individuals, go through each of the survey results for the different stakeholders and complete the following then discuss your findings as a group:

* Make observations about the data. Use the dashboard’s filters to drill into the data at a deeper level. Look for things that:
  + Surprise you. Are there data points that “jump off the page” for you?
  + Confirm your predictions. Is there anything that would make you say, “Yes, I expected this?”
  + Show trends or patterns across stakeholders.
  + Show conflicting perspectives between stakeholders. Do two or more stakeholder survey results “tell a different story?”

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| Surprising Data Points: | Data points that Confirm Your Predictions: |
| Convergence - Trends and Patterns: | Divergence - Conflicting Data Points: |

Step 3: Interpreting Major Themes

The purpose of this step is to look deeper at the trends and patterns as well as the convergences and divergences identified so far and to make inferences related to school climate. In this step, participants also generate questions about the “why” and begin to think about the reasons the data present themselves this way.

As a group, discuss the following questions. Appoint a scribe to record your inferences below.

1. Think back to the data points that surprise you or that “jump off the page.” What might explain them?
2. Look at the convergence and divergence of stakeholder data sources. Why might this be the case?
3. What do these data tell us about the climate of the school? Strengths? Areas for improvement?

Step 4: Connecting to Professional Development and School Climate Practices

The purpose of this step is to consider the implications of your findings and discussions for professional development as well as practices and systems that impact school climate and culture. Participants work together to discuss school climate strengths and challenges, and propose action steps to address those challenges.

Use this time to consider the focus questions below:

* How can these data inform practices that are currently working?
* How can these data inform the professional development and practices needed to move forward?
* What are the specific action steps in moving forward?

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| **School Climate Topic Area** | **Professional Development Practice Implications** | | |
| **What practices are currently working?** | **What professional development and school climate practices are needed to move forward?** | **What are the specific action steps in moving forward?** |
| School Climate |  |  |  |
| School Safety |  |  |  |
| Bullying and Harassment |  |  |  |
| Mental Health |  |  |  |
| For employees: Workplace Environment |  |  |  |