

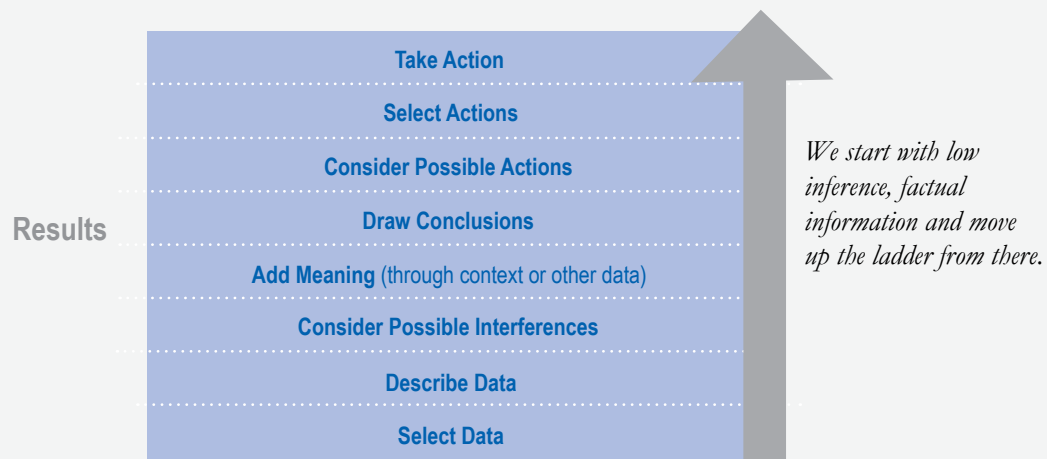
Tool VII: Exploring Your Culture-Climate and Social-Emotional Data

Welcome to your social-emotional and culture-climate results. The reports for your school and district include data on the following:

	Student Self-Reports	Teacher Reports on Students	Staff Reports	Parent, Guardian, and Caregiver Responses
Social-Emotional Skills Growth Mindset Self-Efficacy Self-Management Social Awareness	✓ All ✓ By gender ✓ By grade level ✓ By race/ ethnicity ✓ By free or reduced priced lunch status ✓ By English Learner status ✓ By special education status	District dependent	N/A	N/A
Culture-Climate Climate of Support for Academic Learning Knowledge and Fairness of Discipline, Rules and Norms Safety Sense of Belonging (School Connectedness)	✓ All ✓ By gender ✓ By grade level ✓ By race/ ethnicity ✓ By free or reduced priced lunch status ✓ By English Learner status ✓ By special education status	District dependent	✓ All ✓ Classroom teacher or not ✓ Years at the school ✓ Years in current position ✓ Race/ ethnicity	✓ All ✓ By grade level ✓ By race/ ethnicity ✓ By free or reduced priced lunch status ✓ By English Learner status ✓ By special education status

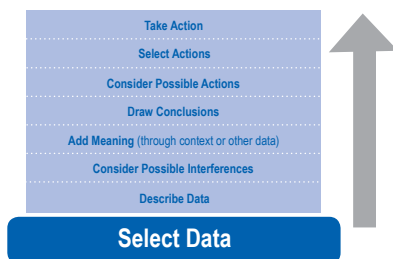
The Ladder of Inquiry

As you explore the data, we encourage you to move up the ladder of inquiry step by step rather than immediately drawing conclusions or taking action.



Step 1: Select the Data

Decide what data you intend to focus on for the time being. What data might be most helpful to explore given your current priorities and realities?



- Are you going to explore all of the data?
- Do you want to focus specifically on the social-emotional (SEL) data?
- Do you want to focus on student SEL and culture/climate (CC) responses to look for patterns?
- Do you want to focus on student, staff and parent CC responses to look for similarities and differences?
- Do you want to focus on a particular subgroup?
- Do you want to have other data handy, such as the other indicators on the School Quality Improvement Index?

Step 2: Describe the Data

Data sentences: To check for understanding, have participants describe the data to their colleagues in the form of data sentences. These data sentences should be completely factual statements. Consider the following sample stems:



SEL:

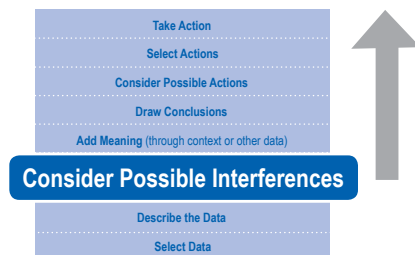
- On a scale from one to five, the average response from students about [fill in the skill] was [state the value]. For the District, the average response value for this topic was [state the value].
- The skill with the highest average rating was [fill in the topic].
- The skill with largest gap in comparison to the district was [fill in the topic]; the average response for the school was [state the value] and for the district was [state the value].
- When we compare the responses of the all students group to [fill in the subgroup], we notice a difference of [state the difference in value].
- Etc.

CC:

- We find that [state the value] percent of [students, staff or family] responded favorably to survey items related to [topic area].
- The topic area with the lowest percentage of favorable responses was [topic area].
- The topic area with the largest gap in comparison to the district was [fill in the topic area]; the percentage of favorable responses for the district was [state the value] and for this school was [state the value].
- When we compare student, staff and family responses on [topic area], we find that [state the value] percent of students, [state the value] percent of staff, and [state the value] percent of staff responded favorably.

Step 3a: Consider Possible Inferences by Noticing Patterns in the Data

Begin to move from factual statements into initial inferences by noting results that strike you for one reason or another. Be sure to highlight both apparent strengths and potential challenge areas.



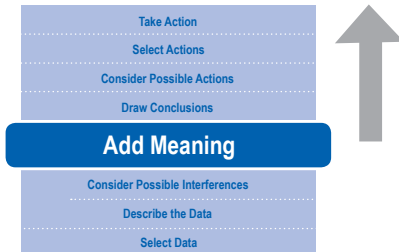
- “I’m surprised that...”
- “I’m not surprised that...”
- “I see a potential pattern in the results for...”
- “I notice that...”
- “I wonder what is driving the difference in results for...”
- “I wonder what might be behind...”

Step 3b: Consider Possible Inferences for Areas of Practice

Start hypothesizing about patterns and questions you noted in step 3a. In general, starting your responses with “I wonder if...” is a good way to stay in the realm of possible inferences before jumping to conclusions.

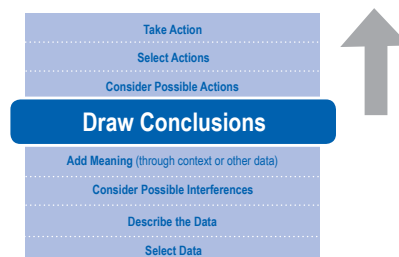
- **School or district structures and systems:** How might school or district structures and systems be contributing to these results (e.g., structure of the school day, rules and policies, organizational structures, standard operating procedures, the overall instructional program)?
- **Instructional practices:** How might instructional practices be contributing to these results (e.g., classroom management, communication of expectations, student engagement strategies, the types of instructional strategies utilized, levels of differentiation and personalization, use of assessment)?
- **Leadership practices:** How might leadership practices be contributing to these results (e.g., school visioning, communication systems and strategies, school planning, distributed leadership strategies and systems, structures and practices to support continuous improvement, use of professional learning time, allocation of financial and human resources)?
- **Family and community engagement practices:** How might family and community engagement practices be contributing to these results (e.g., communication systems, strategies in place to engage families, training and support for staff in their work with families)?
- **Relating CC and SEL:** How might culture-climate factors drive the social-emotional results and vice versa? Could strengths and challenges in culture-climate be a major factor in the development of students’ social-emotional skills? Could attention paid (or not) paid to social-emotional factors be contributing to the culture-climate results?
- **Other:** Are there other possible inferences to consider?

Step 4: Add Meaning through Context



- What context and assumptions do we bring to this data that might be coloring how we view the data? How might we check these assumptions?
- What other data—both quantitative and qualitative—can help inform our hypotheses about what is driving these results?

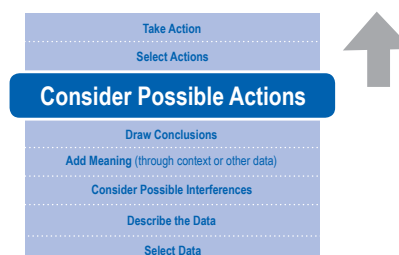
Step 5: Draw Conclusions



- **Strengths:** What are one or two strengths in our efforts to develop social-emotional skills and/or in our school culture-climate that we can identify from this inquiry effort?
- **Challenge areas:** What are one or two challenge areas in our efforts to develop social-emotional skills and/or in our school culture-climate that we can identify from this inquiry effort?

Step 6: Consider Possible Actions

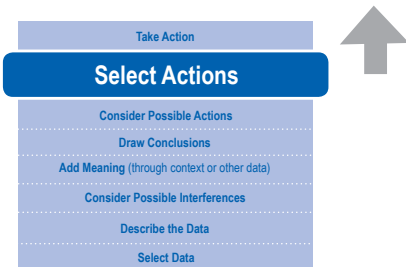
Based upon your identified strengths and challenges, and our exploration of possible inferences



Consider the “sample strategies” that have been shared based upon selections from professional literature.

Step 7: Select Actions

Decide on one or a number of action steps that you want to “start doing,” “stop doing,” or “keep doing.” Criteria you may want to consider:



- **Size of potential impact:** Which actions are most likely to have a significant impact?
- **Impact on who:** Which student populations will be most impacted by particular actions? Are these the populations we want to target?
- **Coherence:** Which actions are most coherent with our vision and key strategies?
- **Feasibility:** Which actions are most feasible for us to take on? Consider financial resources, human resources, policies, etc.
- **Other criteria:** Are there other criteria that will help us decide how to move forward? For instance, what are we most excited about and motivated to do?

Step 8: Take Action

We encourage the use of an improvement cycle like the Plan-Do-Study-Act cycle as you take action, collect evidence, reflect, and make adjustments over time.

