B13 – Climate Matters & Georgia’s State-wide Plan to Impact Climate Through the PBIS Framework

Leader Presenter: Tamika LaSalle, University of Connecticut
Exemplars: Zelphine Smith-Dixon, Ed.D.
Key Words: Behavior, Equity, and Systems Alignment
What is *your* role in establishing a positive school climate?
The School Climate and Discipline Guidance Package
January 25, 2014

School Climate & Discipline

School Violence & Mental Health

Disproportionality & School-Prison Pipeline

Every Student Succeeds Act

UConn NEAG School of Education
The school system also develops and implements a continuous school improvement process to promote quality learning for all students. This process includes procedures and strategies to address quality learning, equity, and accountability. In all school systems, the continuous school improvement process includes the following activities at least once every five years:

- Review and update of mission and vision statements.
- Collect and analyze data about student performance, demographics, learning climate, and former high school students.
- Select improvement goals. At least one goal is directed toward improving student academic achievement.
- Develop and implement an improvement plan which includes procedures, strategies, actions to achieve goals, and an aligned professional development plan.
- Evaluate progress toward improvement goals.
ESSA: SCHOOL CLIMATE AS A INDICATOR

- Engaging students *only* academically (time on task, work completion) and behaviorally (attendance) is not enough

- Must also consider students’ level of personal investment in learning (*I can, I want to*) and degree of belonging and social connectedness (*I belong, peer and teacher support, I feel safe*)

- ESSA highlights school and classroom climate
  - Academic achievement within a positive school climate is essential for school success
ESSA: SCHOOL CLIMATE AS AN INDICATOR

- Engaging students *only* academically (time on task, work completion) and behaviorally (attendance) is not enough.
- Must also consider students’ level of personal investment in learning (*I can, I want to*) and degree of belonging and social connectedness (*I belong, peer and teacher support, I feel safe*).
- ESSA highlights school and classroom climate:
  - Academic achievement within a positive school climate is essential for school success.
### SATISFACTION GUARANTEED?

*How satisfied or dissatisfied are you with The British Assessment Bureau for...?*

#### THE CENTRE TEAM

<table>
<thead>
<tr>
<th>Service</th>
<th>1-6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Don’t know</th>
<th>% 9 or 10 in 2016</th>
<th>% 9 or 10 change to 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of information provided by Centre Team</td>
<td>1%</td>
<td>5%</td>
<td>23%</td>
<td>19%</td>
<td>48%</td>
<td></td>
<td>67%</td>
<td>-7%</td>
</tr>
<tr>
<td>General support received throughout the certification process</td>
<td>5%</td>
<td>5%</td>
<td>19%</td>
<td>20%</td>
<td>49%</td>
<td></td>
<td>69%</td>
<td>-3%</td>
</tr>
<tr>
<td>Responsiveness to enquiries</td>
<td>3%</td>
<td>6%</td>
<td>15%</td>
<td>25%</td>
<td>46%</td>
<td></td>
<td>72%</td>
<td>-2%</td>
</tr>
<tr>
<td>The ISO toolkit (Including templates)</td>
<td>7%</td>
<td>8%</td>
<td>18%</td>
<td>16%</td>
<td>32%</td>
<td>19%</td>
<td>48% (59% excl. don’t know)</td>
<td>NEW -9%</td>
</tr>
<tr>
<td>Convenience of appointments</td>
<td>7%</td>
<td>10%</td>
<td>17%</td>
<td>19%</td>
<td>46%</td>
<td></td>
<td>65%</td>
<td>-9%</td>
</tr>
<tr>
<td>Professionalism of Centre Team</td>
<td>1%</td>
<td>4%</td>
<td>19%</td>
<td>22%</td>
<td>51%</td>
<td></td>
<td>73%</td>
<td>-5%</td>
</tr>
<tr>
<td>Friendliness of Centre Team</td>
<td>8%</td>
<td>12%</td>
<td>21%</td>
<td>60%</td>
<td>2%</td>
<td></td>
<td>81%</td>
<td>-3%</td>
</tr>
</tbody>
</table>

#### FIELD TEAM

<table>
<thead>
<tr>
<th>Service</th>
<th>1-6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Don’t know</th>
<th>% 9 or 10 in 2016</th>
<th>% 9 or 10 change to 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of what is required from you (the customer)</td>
<td>4%</td>
<td>10%</td>
<td>22%</td>
<td>23%</td>
<td>40%</td>
<td></td>
<td>64%</td>
<td>-7%</td>
</tr>
<tr>
<td>Feedback from Audits</td>
<td>2%</td>
<td>8%</td>
<td>10%</td>
<td>23%</td>
<td>56%</td>
<td></td>
<td>80%</td>
<td>0%</td>
</tr>
<tr>
<td>Explanation of ISO standard requirements</td>
<td>2%</td>
<td>6%</td>
<td>16%</td>
<td>25%</td>
<td>49%</td>
<td></td>
<td>74%</td>
<td>-5%</td>
</tr>
<tr>
<td>Communication with the Assessor</td>
<td>3%</td>
<td>4%</td>
<td>13%</td>
<td>25%</td>
<td>55%</td>
<td></td>
<td>80%</td>
<td>0%</td>
</tr>
<tr>
<td>Thoroughness of audits</td>
<td>1%</td>
<td>4%</td>
<td>11%</td>
<td>21%</td>
<td>62%</td>
<td></td>
<td>83%</td>
<td>+3%</td>
</tr>
<tr>
<td>Professionalism of the Assessor</td>
<td>3%</td>
<td>9%</td>
<td>21%</td>
<td>66%</td>
<td>1%</td>
<td></td>
<td>87%</td>
<td>-1%</td>
</tr>
</tbody>
</table>

#### ADMINISTRATION / ONGOING SUPPORT

<table>
<thead>
<tr>
<th>Service</th>
<th>1-6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Don’t know</th>
<th>% 9 or 10 in 2016</th>
<th>% 9 or 10 change to 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion pack (Including certificate)</td>
<td>4%</td>
<td>7%</td>
<td>17%</td>
<td>21%</td>
<td>46%</td>
<td></td>
<td>68%</td>
<td>-6%</td>
</tr>
<tr>
<td>Value for money, i.e. price paid was reasonable for service delivered</td>
<td>10%</td>
<td>19%</td>
<td>21%</td>
<td>19%</td>
<td>28%</td>
<td></td>
<td>46%</td>
<td>-4%</td>
</tr>
<tr>
<td>Communication received since certification</td>
<td>10%</td>
<td>13%</td>
<td>14%</td>
<td>17%</td>
<td>40%</td>
<td></td>
<td>57%</td>
<td>-2%</td>
</tr>
</tbody>
</table>

Note: Net scores may not add up to the sum of individual scores due to rounding
SCHOOL CLIMATE

• What characteristics of a school create a positive school climate?
• What characteristics of a school create a negative school climate?
Research

• “Multilevel analyses and hierarchical linear modeling indicated that student-level variables accounted for the majority of variation in perceptions of school climate (La Salle, Zabek, & Meyers, 2016)

• “It has been found that student perceptions of school climate are positively correlated with academic achievement (Brookover et al., 1978), and negatively correlated with risky behaviors (White, La Salle, Ashby, & Meyers, 2014)”

• “students who experienced more frequent rates of victimization reported lower feelings of school connectedness. This relationship was moderated by gender and age, with male and middle school students reporting a stronger relationship between the two variables. Results indicated that moderation existed among multiracial and Native American students, but the same patterns were not significant among other participating groups (La Salle, Parris, & Moring, 2015.”

• Students with disabilities report lower perceptions of school climate, higher rates of peer victimization, and higher rates of mental health problems (La Salle, George, McCoach, & Evanovich, 2018)
DEFINING SCHOOL CLIMATE

The Albatross

Victimization
Perry, 1908

Moos 1974

Anderson, 1982

PBIS

youth-risk research

Achievement studies
Defining School Climate (contd.)

“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” (National School Climate Centers, 2007).
Or, more simply put...

School climate is the “feeling” of the school.
Organizations are groups of individuals whose collective behaviors are directed toward a common goal and maintained by a common outcome.

Skinner, 1953, Science of Human Behavior

POSITIVE SCHOOL-WIDE CLIMATE FOR ALL
Students, Family, School, Community
DIMENSIONS OF SCHOOL CLIMATE

Teaching & Learning
• Support for Learning

Safety
• Order and Discipline
• Peer Victimization

School Climate

Institutional Environment/Structure
• Physical Environment

Relationships
• Peer/adult relations
• Connectedness (professional relationships)
• Parent Involvement
Why is negative school climate undesirable?

- Power struggle
- Environments
- Shifts responsibility for change
- Triggers antisocial behavior
- Weakens academic & social development
- Damages relationships

UCONN
School Climate Survey
New Survey Suite Now Available in PBIS Assessment
### School Climate Measures

<table>
<thead>
<tr>
<th>Survey Name</th>
<th>Georgia Elementary School Climate Survey</th>
<th>Georgia Brief School Climate Inventory (GaBSCI)</th>
<th>Georgia School Personnel Survey (GSPS)</th>
<th>Georgia Parent School Climate Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Group</strong></td>
<td>Grades 3-5</td>
<td>Grades 6-12</td>
<td>Teachers, Administrators</td>
<td>Parents</td>
</tr>
<tr>
<td><strong>Number of Items</strong></td>
<td>11</td>
<td>9</td>
<td>29</td>
<td>21</td>
</tr>
</tbody>
</table>
Coercive Cycle

KID
(-) School Climate
• Non-compliance & non-cooperation
• Disrespect
• Low academic achievement
• Teasing, harassment, & intimidation
• Disengagement & withdrawal
• Nonattendance, tardy, & truancy
• Violent/aggressive behavior
• Littering, graffiti, & vandalism
• Substance use

SCHOOL
(-) School climate
• Reactive management
• Exclusionary disciplinary practices
• Informal social skills instruction
• Poor implementation fidelity of effective practices
• Inefficient organization support
• Poor leadership preparation
• Non-data-based decision making
• Inefficient, ineffective instruction
• Negative adult role models
Positive Reinforcement Cycle

SCHOOL
(+) School Climate

- Positive > negative contacts
- Predictable, consistent, & equitable treatment
- Challenging academic success
- Adults modeling expected behavior
- Recognition & acknowledgement
- Opportunity to learn
- Safe learning environment
- Academic & social engagement

KID
(+) School Climate

- Compliance & cooperation
- Respect & responsibility
- Positive peer & adult interactions
- Enhanced academic achievement
- Engagement & participation
- Attendance & punctuality
- Anger & conflict management
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior

George Sugai, PhD
SCHOOL CLIMATE MEASUREMENT

• How do you measure it?
  – School Climate Surveys
• Who should we ask?
  – Students
  – School Personnel (teachers, support staff, administrators)
  – Parents/Family
Presentation Purpose

Share Georgia’s state-wide plan to impact school climate
Where are we in our implementation?
Presentation Norms

Relevant

Relatable

Rigorous
Parking Lot Drama
What do your “parking lot behaviors” say about you?

More importantly, what do the “tabled conversations” that get shifted to the parking lot say about you?
A PICTURE IS WORTH A THOUSAND WORDS!

If citizens used one picture to describe the general state of school climate, what would that picture look like? What would the caption message to others?
258,794
12.1%
625,780
81.6%
21,500
32.4%
1.8 million
51.4%
47%
Presentation Norms

What do I hope to learn?

Relevant
State-wide Plan to Improve School Climate

How can we improve the climate from Georgia’s parking lot to Georgia’s classrooms?
Georgia’s graduation rate rises to all-time high

MEDIA CONTACT: Meghan Frick, GaDOE Communications Office, 404-483-4246, mfrick@doe.k12.ga.us

School & district results: Excel | PDF

September 19, 2018 – Georgia’s high school graduation rate increased again in 2018, rising to 81.6 percent from 80.6 percent in 2017.

This is an all-time high for Georgia’s graduation rate since the state began using the adjusted cohort calculation now required by federal law. Seventy-four Georgia school districts recorded 2018 graduation rates at or above 80 percent.

“Georgia’s graduation rate continues to rise because our public-school students have access to more opportunities than ever before,” State School Superintendent Richard Woods said. “From Career, Technical, and Agricultural Education to dual enrollment to the fine arts, there is an unprecedented emphasis on supporting the whole child and making sure every single student understands the relevance of what they’re learning. I’m confident we’ll continue to see these gains as long as we’re still expanding opportunities that keep students invested in their education.”

Georgia calculates a four-year adjusted cohort graduation rate as required by federal law. This rate is the number of students who graduated in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of ninth grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort during the next three years, and subtracting any students who transfer out.

While all states use the same calculation, each state sets its own requirements for students to earn a regular high school diploma. Georgia has some of the highest requirements in the nation for students to graduate with a regular diploma.

Georgia Graduation Rates – 2012 to 2018

2018 – 81.6 percent
2017 – 80.6 percent
2016 – 79.4 percent
2015 – 79.0 percent
2014 – 72.6 percent
2013 – 71.8 percent
2012 – 69.7 percent
FY 2018 Graduation Data
Hats off to the race for student success!
State Systemic Improvement Plan
Barriers to Student Success

Access to the General Curriculum for All Students
Access to Positive School Climate for All Students
Access to Specially Designed Instruction for Students with Disabilities

How can we increase school completion for students with disabilities?
How can we increase reading proficiency by 3rd grade?
Why Should Georgia Assist Schools Choosing to Implement PBIS?
As first appeared in *Education Week* (2013) Georgia’s high school graduation rate is near the bottom of the nation. Nearly one-third of Georgia’s students fail to finish high school in four years. Currently, Georgia’s graduation rate is 67.4%, the third lowest in the nation, followed only by Nevada and New Mexico. When comparing graduation rates, Georgia also ranks near the bottom nationally for students with disabilities (30%), economically disadvantaged students (59%), black students (60%), students with limited English proficiency (32%) and white students (72%) (Education Week, 2013).

In 2010, roughly 8% of Georgia’s students were suspended at least once (Walz, 2011). In 2010, Georgia students lost more than 1.8 million days of instruction due to suspension. The Georgia Appleseed Center for Law and Justice, in cooperation with the Atlanta office of a Big Four Accounting Firm, reviewed and assessed student discipline data collected by school districts and compiled by GaDOE for seven years (school years 2003-04 through 2009-10). The key findings include the following:

- In School Year 2009-10, 8.1% of students in Georgia’s K-12 public school system received at least one out-of-school suspension (OSS) disciplinary action. This reflects an overall reduction from the 9.3 to 9.5% rates experienced in the first five years of the period under review.
After
Response to Intervention

• Also known as Georgia Student Achievement Pyramid of Interventions (2008; 2011)

• Included four essential components: screening, progress monitoring, tiered instruction, and data-based decision making

• Four Tiers: Standards based classroom learning, Needs base learning, SST driven learning, Specially designed learning

• Designed to align multiple state and local programs
Georgia’s Peaches Partnered with Florida’s Oranges!
Implementation of the National PBIS Framework

• Implemented PBIS in greater than 1200 schools
• Impacted greater than 675,000 students
FY19 GaPBIS Regional Support Map

- MiMi Gudenrath: MGudenrath@doe.k12.ga.us
- Sandy DeMuth: SDemuth@doe.k12.ga.us
- Tony Feldmann: AFeldmann@doe.k12.ga.us
- Ben Moore: Bmoore@doe.k12.ga.us
- Tammi Clarke: Taclarke@doe.k12.ga.us
- Timi Hunt: THunt@doe.k12.ga.us
- Dr. Susan Barrow: Sbarrow@doe.k12.ga.us
- Debi Keane: DKeane@doe.k12.ga.us

GaDOE/DECAL Early Learning Specialist
Brandy Woolridge: BWoolridge@doe.k12.ga.us

April 26, 2018
National Rigor but Georgia Grown and Strong

Additional state funding to support regional climate specialists in each Regional Education Service Agency (RESA)
Youth Mental Health First Aid Training with the Project AWARE Grant provided training for 4,376 adults and supports for 25,168 students.
PBIS Early Learning Classroom Modules

Building Nurturing and Responsive Relationships
Professional Development Module for PBIS Early Learning
Social Emotional Classroom Practices

Design for Pre-K through Grade 3 Educators

Georgia RESAs
Other Climate Supports

- Check and Connect
- Multi-tiered System of Supports
- Georgia’s Student Health Survey 2.0
- Georgia Department of Behavioral Health and Developmental Disabilities APEX Program
- Sources of Strength
- Functional Behavioral Assessments and Behavior Intervention Plans Training
- In 2014, Georgia use of School Climate Ratings
Georgia’s System of Continuous Improvement
Where are you in the implementation process?

Exploration & Adoption
- We think we know what we need so we are planning to move forward (evidence-based)

Installation
- Let’s make sure we’re ready to implement (capacity infrastructure)

Initial Implementation
- Let’s give it a try & evaluate (demonstration)

Full Implementation
- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)
By Guest Columnist CAITLIN DAUGHERTY KOKENES, project manager at the Georgia Partnership for Excellence in Education

Recent events such as the shooting at Marjory Stoneman Douglas High School in February and similar occurrences across the country have brought to light the importance of school safety and student mental health.

As students, parents, administrators, and others search for ways to ensure that schools are safe places, some may be surprised to know that Georgia is a leader among states when it comes to making a concentrated effort to address and improve school climate – a term used to refer to the quality of student and staff life at schools, including the level of school safety. Relatedly, there are a host of efforts currently underway to provide for and address student mental health support. In addressing school climate, Georgia has pulled ahead of many states as a leader.

School climate refers to the quality and character of school life based on patterns of students, parents, and school personnel’s experience of that school life – according to the National School Climate Center. In 2014, Georgia became the first state in the country to include school climate as an early indicator in the accountability system for all schools.

School climate is included as a part of school accountability through the School Climate Star Rating. This rating is a tool used to determine if a school is on the right path to improving school climate. The ratings are a “star system” of one to five stars given based on several components including responses to the student, teacher, and parent annual perception survey; student discipline rates; safe and substance-free learning environment assurance, which is based on school discipline data and student survey responses related to factors like drugs, alcohol, bullying, and dangerous incidents; and attendance data for students and school staff.
Where are we in the implementation process?
Remember when all we had to do was unpack a standard!
While there is a critical relationship between teaching and learning, simply unpacking a standard may not be enough!
Life is what happens to you while you’re busy making other plans.

-Alex Saunders-
Will parent experiences impact the quality of student and staff life at school?

The Truth is…it does!

When you unpack the backpack, you will begin to realize the impact...
Will student experiences impact the quality of student and staff life at school?

The Truth is…it does!

When you unpack the backpack, you will begin to realize the impact...
Will teacher experiences impact the quality of student and staff life at school?

The Truth is…it does!

When you unpack the backpack, you will begin to realize the impact...
Will schoolwide experiences impact the quality of student and staff life at school?

The Truth is…it does!

When you unpack the backpack, you will begin to realize the impact...
If Every Student Succeeds... this can’t be an act!

If Every Student Succeeds, then All Students Must Matter!

Zelphine Smith-Dixon
If All Students matter, then we must give each student the tools necessary to run the race!

Zelphine Smith-Dixon
If School Climate matters, then we must create an equitable access to a positive school climate for all students, all schools, all districts, and all Georgians!

Zelphine Smith-Dixon
Presentation Norms

What did I learn?

Relatable
Presentation Norms

What will I do with what I learned?

Rigor
School Climate In Review

• School climate is an essential component of school success (ESSA/SCTG)
• Student (parent and teacher) perceptions matter
• School Climate is malleable and should be part of school improvement plans
• PBIS, when implemented with fidelity, is a viable way to address school climate
Thank You & Questions?

tamika.la_salle@uconn.edu
Please Provide Feedback

Your feedback is important to us! Please take a few moments at the end of the session to complete an evaluation form for this session. Forms are available:

• In our **mobile application** by clicking the link in the session description.

• **Online** underneath the posted presentations at www.pbis.org/presentations/chicago_forum_18
Please Complete the Session Evaluation to Tell Us What You Thought of This