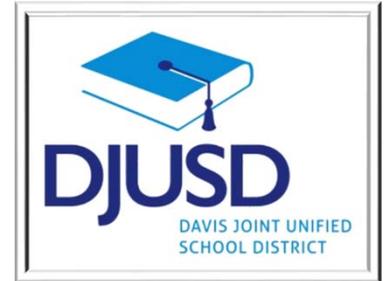




CLIMATE UPDATE: YOUTH TRUTH SURVEY



DJUSD COMMITMENT



■ Strategic Plan Strategy 3:

STRATEGY: We will develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.

SPECIFIC RESULT: Assess, build and support school culture to bolster academic success and connectedness.

■ LCAP Goal 6: Improve School Climate

POSITIVE SCHOOL CLIMATE



A sustainable, positive school climate:

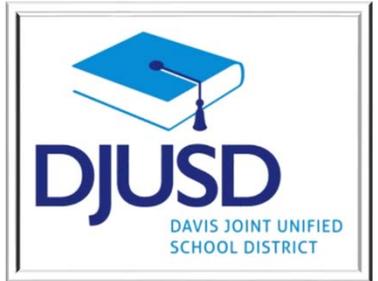
- **Fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society.**
- **Includes norms, values, and expectations that support people feeling socially, emotionally and physically safe.**

Positive school climate is characterized by a system where:

- **People are engaged and respected.**
- **Students, families and educators work together to develop, live, and contribute to a shared school vision.**
- **Educators model and nurture an attitude that emphasizes the benefits of, and satisfaction from, learning.**
- **Each person contributes to the operations of the school as well as the care of the physical environment.**

National School Climate Council

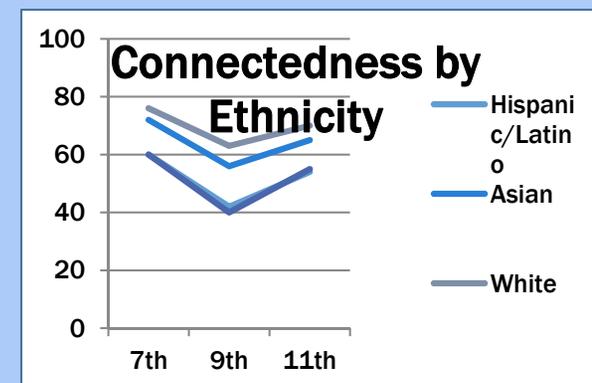
CLIMATE AND ACHIEVEMENT



Positive school climate has been documented to correlate with increased achievement.

Connection to a caring adult and high expectations are key.

We know we have a climate gap in Davis.



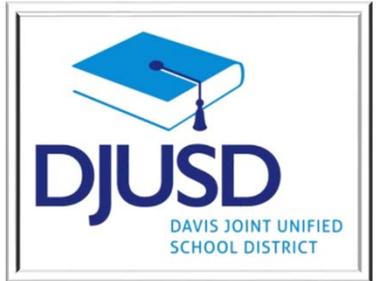
DJUSD FORMAL CLIMATE ASSESSMENTS



- **California Healthy Kids Survey (CHKS)**
 - Spring 2015 Administration, Fall 2015 Results
 - 12 years of longitudinal data, bi-annually
 - Greater focus on social-emotional aspects, safety and risk behaviors
 - Comparison with California schools (~800 districts)

- **Youth Truth Survey (YT)**
 - October 2015 Administration, Winter 2015 Baseline Results
 - Greater focus on instructional experience
 - More accessible reporting platform, faster data turnaround
 - Comparison with schools nationally (56 districts or networks)

SURVEY CONTENT



	YT	CHKS
Engagement	X	X
School Safety		X
Substance Use/Abuse	X	X
Emotional/Mental Health	X	X
Discipline - Fairness		X
Peer/Teacher Relationships	X	X
Academic Expectations	X	X
Relevance of School Experience	X	X
Instructional Methods	X	
Classroom Culture	X	X
College and Career Readiness	X	

TIMELINE



Spring
2015

- CHKS Administration

Fall 2015

- CHKS Results, Response development
- YT Administration

December
2015

- YT Results

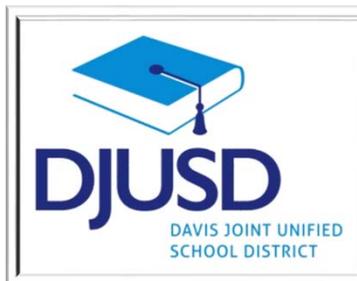
Jan-March
2016

- Site share-out of data
- Response development

Spring
2016

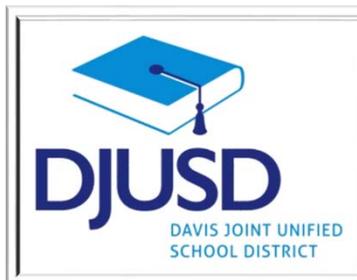
- Response implementation

DISTRICT AND SITE USE OF DATA



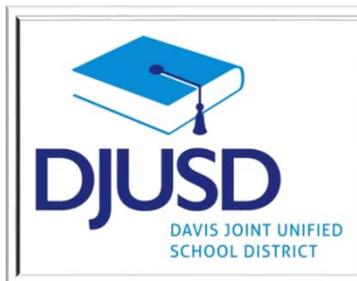
District	Site
Data Share Out <ul style="list-style-type: none">• Board of Education• Cabinet• Principals• ALT• District Climate Committee	Data Share Out <ul style="list-style-type: none">• Staff• Students• Parents• Community
Analysis <ul style="list-style-type: none">• Key indicators• Differences between sites, sub groups• Correlation with CHKS and other data	Analysis <ul style="list-style-type: none">• Key indicators• Differences between grades, subgroups• Correlation with site indicators
Response <ul style="list-style-type: none">• Recommendations district-wide and for sub groups• Target areas for response• Support for site responses	Response <ul style="list-style-type: none">• Develop further questions• Implement site changes• Calibration with District

DISTRICT WIDE KEY INDICATORS



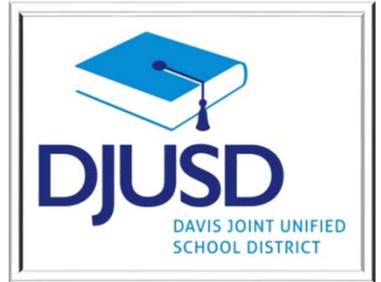
CHKS Indicator	Youth Truth Question	Jr. High	Sr. High
Connectedness	I feel part of my school community.	56%	62%
	I can be myself at school.	73%	76%
High Expectations	Most of my teachers don't let people give up when the work gets hard.	70%	76%
	Rigor: In order to get a good grade, I have to work hard in my classes.	83%	82%
Caring Adult	When I'm feeling upset, stressed, or having problems...There is an adult in school who I can talk to about it.		
	[Mean score on scale from 1-5, strongly disagree to strongly agree]	3.22	3.34
Safety	Obstacles to learning: Being picked on in school	15%	6%
	Obstacles to learning: Crime & violence in school	8%	2%
Harassment	Have been bullied or harassed	27%	18%

DISTRICT AND SITE USE OF DATA



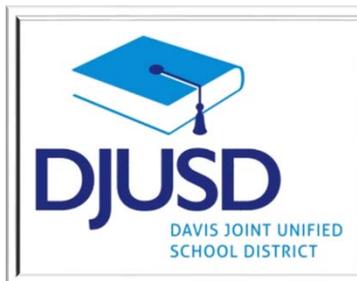
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SAMPLE SITE SHAREOUT



- **Site Leader and Climate Coordinator led small discussion groups at staff meeting.**
- **Students presented to staff meeting and led discussion.**
- **Principal presented to site council, climate committee and at staff meeting.**
- **Site leaders shared data during individual meetings.**

DISTRICT AND SITE USE OF DATA



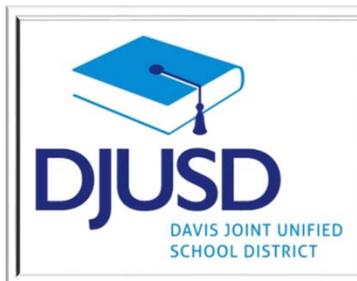
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SAMPLE SITE ANALYSIS



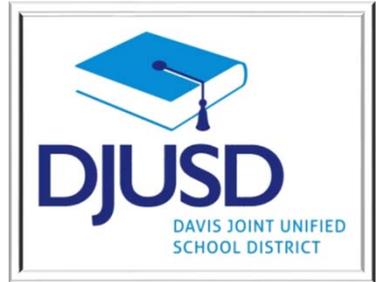
- “Students seem to be pretty connected to staff but less so to peers.”
- “Student to teacher connectedness needs to be improved across all three grade levels with an emphasis on the 8th and 9th grades.”
- “Student to student connectedness needs to be improved across all three grade levels.”
- “We saw connections between the data and the mindset work we have been doing over the past year.”
- “Data confirms much of our WASC report (results).”

DISTRICT AND SITE USE OF DATA



District	Site
Data Share Out <ul style="list-style-type: none">• Board of Education• Cabinet• Principals• ALT• District Climate Committee	Data Share Out <ul style="list-style-type: none">• Staff• Students• Parents• Community
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SAMPLE SITE RESPONSES



- Improve student-teacher connectedness by focusing on opportunities to develop shared student-teacher interests.
- Explore the use of Advisories to focus on student-to-student and student-to-teacher connection, goals and fun.
- Focus on trauma-informed care with staff.
- Create a goal-setting system where students set academic and emotional goals for themselves.
- Reinforce and broaden work of current student-led student-to-student activities to include more restorative practices and support for learning model.

NEXT STEPS



- **April – December 2016**
 - Implementation of district & site responses.
 - Continue to increase and assess critical data analysis capacity.
 - Assessing YT as complement to CHKS to maximize its strengths to propel climate work at sites.
 - Fall 2016 YT Administration/Spring 2017 CHKS Administration.
 - Assessment of response impact/effectiveness.
 - Continue to use multiple ways of assessing school climate and multiple 'ways of knowing.'



QUESTIONS & REFLECTIONS

