



**BOULDER VALLEY**  
SCHOOL DISTRICT

District Accountability Committee | February 4, 2020

# School Climate Survey

Presenters:

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Clare Sims, Senior Data Visualization Designer

URL: <https://tinyurl.com/uvloe6g>

# Agenda

- Climate survey overview
- Practice articulating the patterns and themes we see in the data
- Work time: Review results, identify patterns and emerging themes
- Connect Climate data to Strategic Plan



# Climate Survey Purpose

Gather students' perceptions to ensure that adults provide a safe and inclusive learning environment for all students that nurtures the mind and heart.

Use perception data about how students in general and by demographic group are perceiving the school to understand perceptions of different groups of students.

Use survey data to inform planning around school conditions to ultimately improve student outcomes.



# Two Survey Tools: Construct / Content Areas

## Safe Supportive Learning<sup>1</sup> Grades 5-12

### ENGAGEMENT

Cultural &  
Linguistic  
Competence

Relationships

School  
Participation

### SAFETY

Emotional Safety

Physical Safety

Bullying /  
Cyberbullying

Emergency readiness/  
management

### ENVIRONMENT

Physical  
Environment

Instructional  
Environment

Mental Health

Discipline

## Conditions for Learning<sup>2</sup> Grades 2-4

Student Support

Safe & Respectful  
School Climate

Challenge / High  
Expectations /  
Academic Rigor

Social & Emotional  
Learning

<sup>1</sup>National Center on Safe Supportive Learning Environments

<sup>2</sup>National Clearinghouse on Supportive School Discipline

Both surveys developed by American  
Institutes for Research (AIR)

Additional Resource:  
Link to [definitions of  
survey content areas](#)



# School Climate Survey Administration, fall 2019

Schools selected administration dates within a three week window:

- October 28 - November 15, 2019

16,882 students in grades 2-12 participated in the survey

- Participation rates: 89% (grades 2-4), 90% (grades 5), 82% (grades 6-8) and 90% (grades 9-12, sample)
- Majority of students opted-in: 99% (grades 2-5), 97% (grades 6-8) and 95% (grades 9-12)



# Climate Survey Results, overview

## Grades 2-4

- Overall, students responded more favorably than unfavorably, with *most favorable* results about **Student Support** and *least favorable* results about Peer Social & Emotional Learning
- Largest gaps indicating *less favorable* results by group: in the **Safety** content area for students identified as FRL, ELL, Hispanic, Black or students taking the survey in Spanish; and in the **Student Support** content area for students with disabilities

## Secondary (middle level summary, grade level differences noted, as needed)

- Overall, students responded more favorably than students in a national benchmark study, with the *lowest percentage* in **Physical Environment**
- Largest gaps indicating *less favorable* results by group: in the **Bullying** content area for students identified as FRL, ELL, Hispanic, Black or students taking the survey in Spanish responding (with improvement noted this year for high schoolers receiving FRL); and in the **Student Participation** content area for students in grades 9-12 (high schoolers) with disabilities and those receiving FRL
- Largest gaps indicating *more favorable* results by group: in the **Physical Environment** content area for students identified as FRL, ELL, Hispanic, Black or students taking the survey in Spanish



# Data norms: Mindset for Looking at Data

- Be objective, describe what you see
- Identify patterns of celebration and challenges
- Look for persistent patterns over time
- State evidence that supports what you see in the data
- Avoid judgements about quality or interpretations
- Question assumptions that you notice yourself making as you review the data



# Anticipate three common biases in looking at data

- **Anchoring effect** = drawing a conclusion based on a single point of data that stands out
- **Bandwagon effect** = drawing the same conclusion that many other people are drawing without scrutinizing the data
- **Confirmation bias** = drawing conclusions that we are predisposed to believe are true





# Now let's look at data

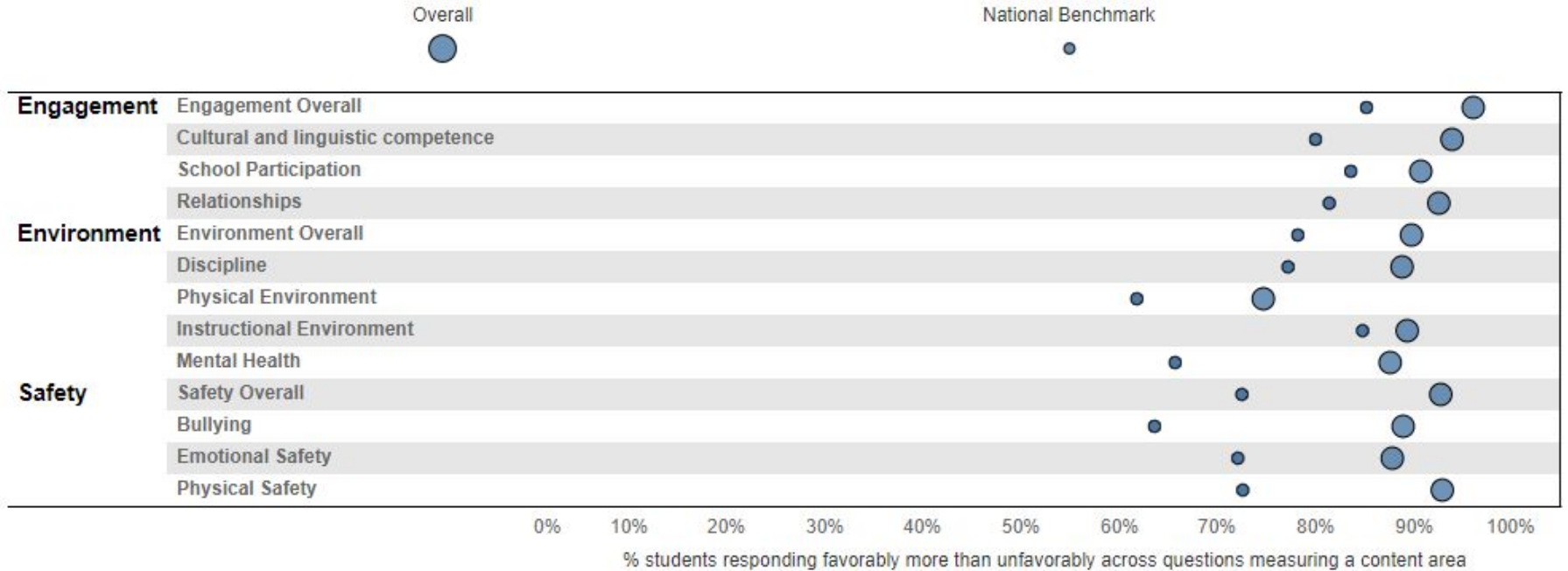
## Guiding questions for where to start

- Are there content areas on the survey where students are responding more or less positively than you'd expect?
- To better understand broad patterns, are there any specific item level results within a content area that stand out?
- Are there groupings of students that are responding differently than the typical response within content areas or across individual items?

Note: Survey data sparks more questions, rather than answers



# Overall: Grades 6-8 BVSD vs. National Benchmark

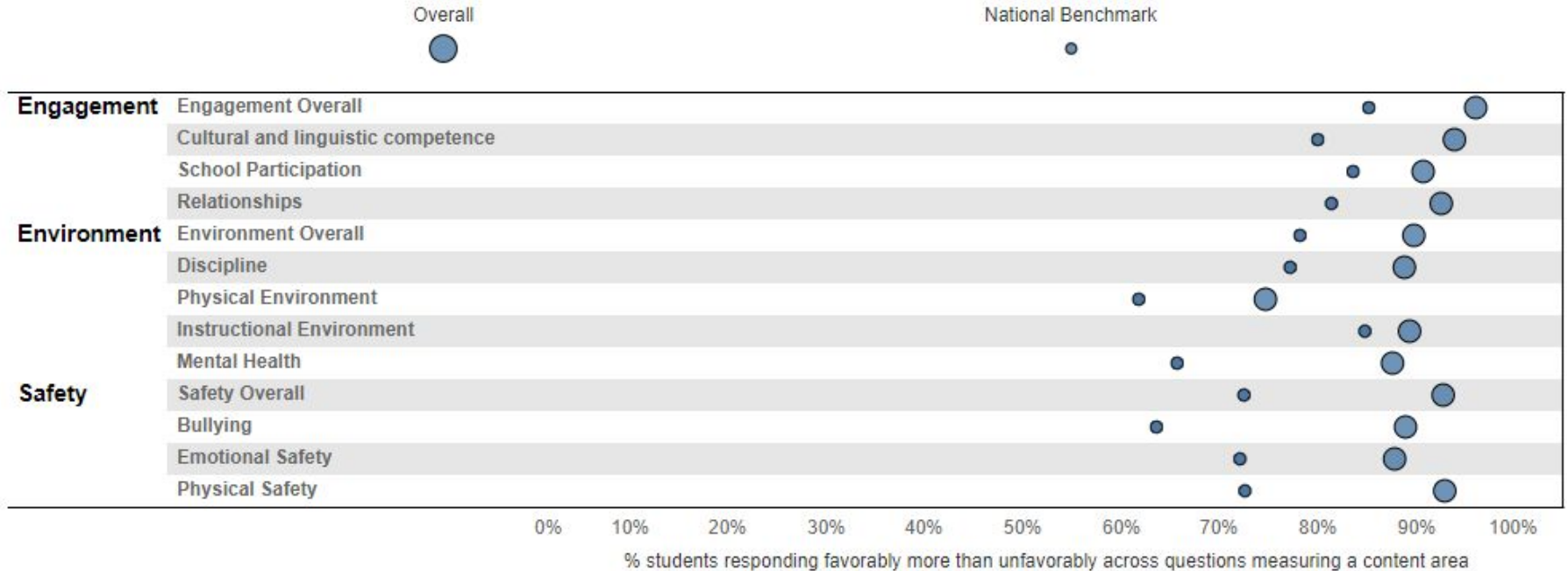


NOTE: Dots plotted further to the right indicate a more favorable result on average



# Patterns by Survey Content Area

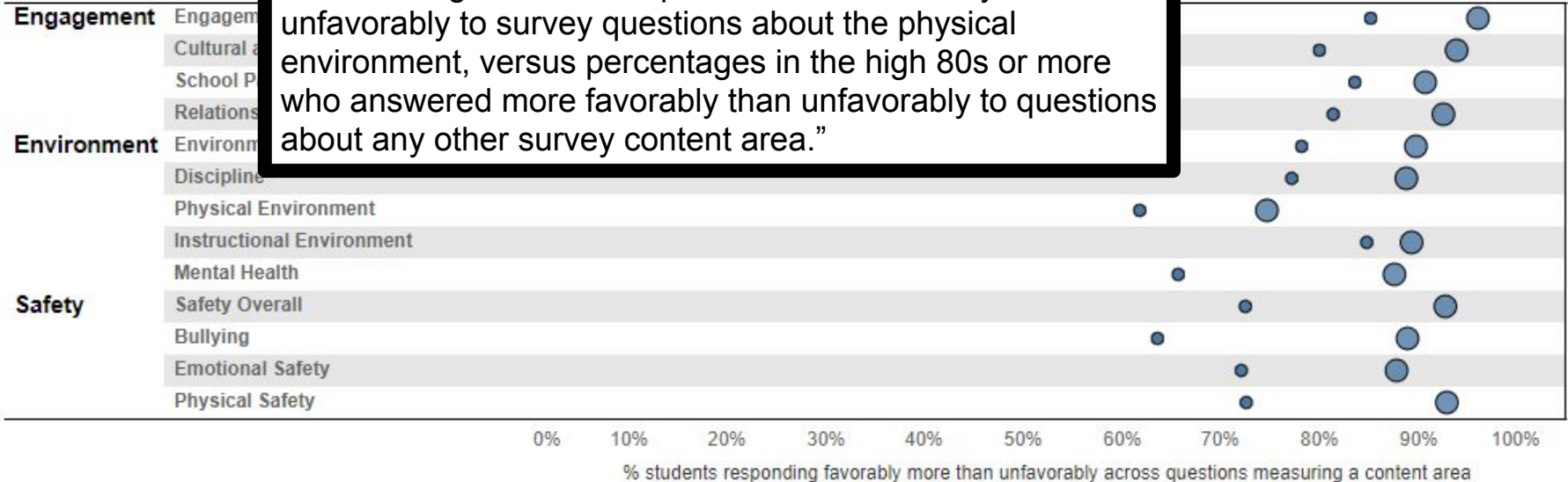
Are there content areas on the survey where students are responding more or less positively than you'd expect?



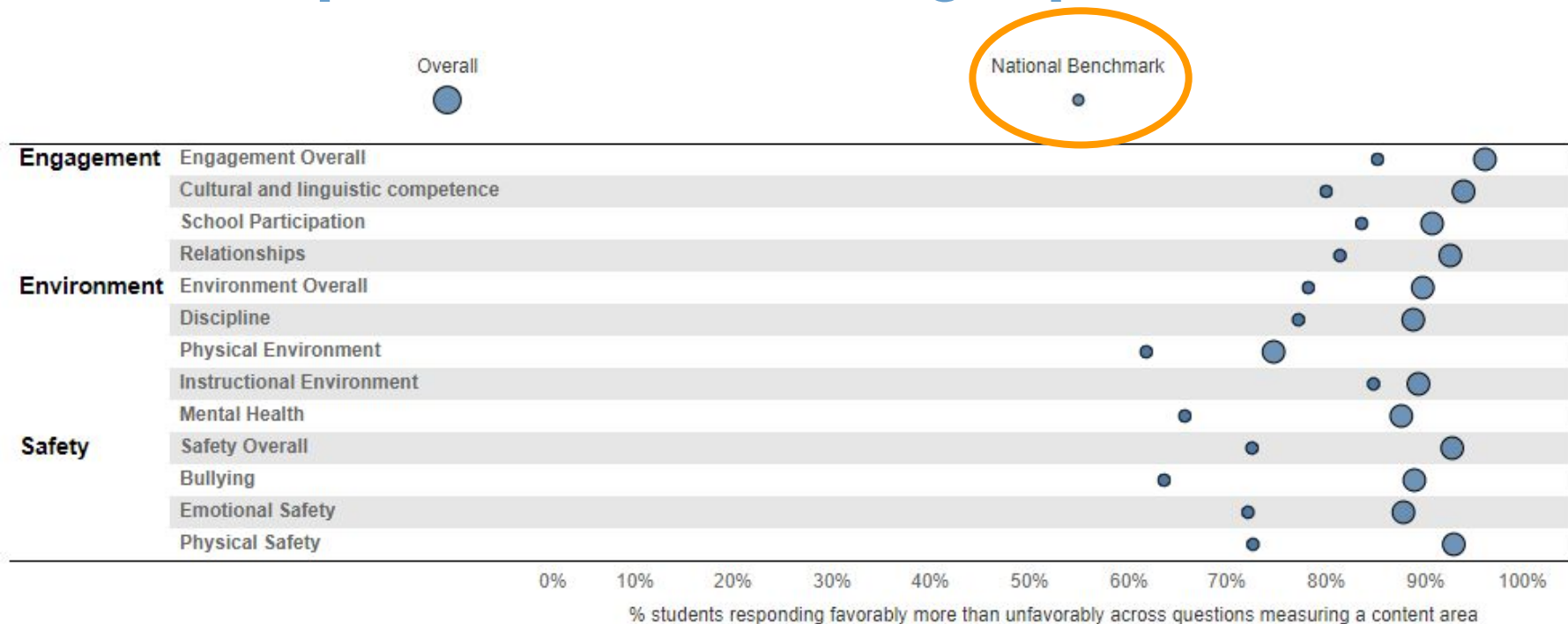
# Patterns by Survey Content Area

Are there content areas on the survey where students are responding more or less positively than you'd expect?

“On the 2019 BVSD School Climate Survey, about 75% of students in grades 6-8 responded more favorably than unfavorably to survey questions about the physical environment, versus percentages in the high 80s or more who answered more favorably than unfavorably to questions about any other survey content area.”



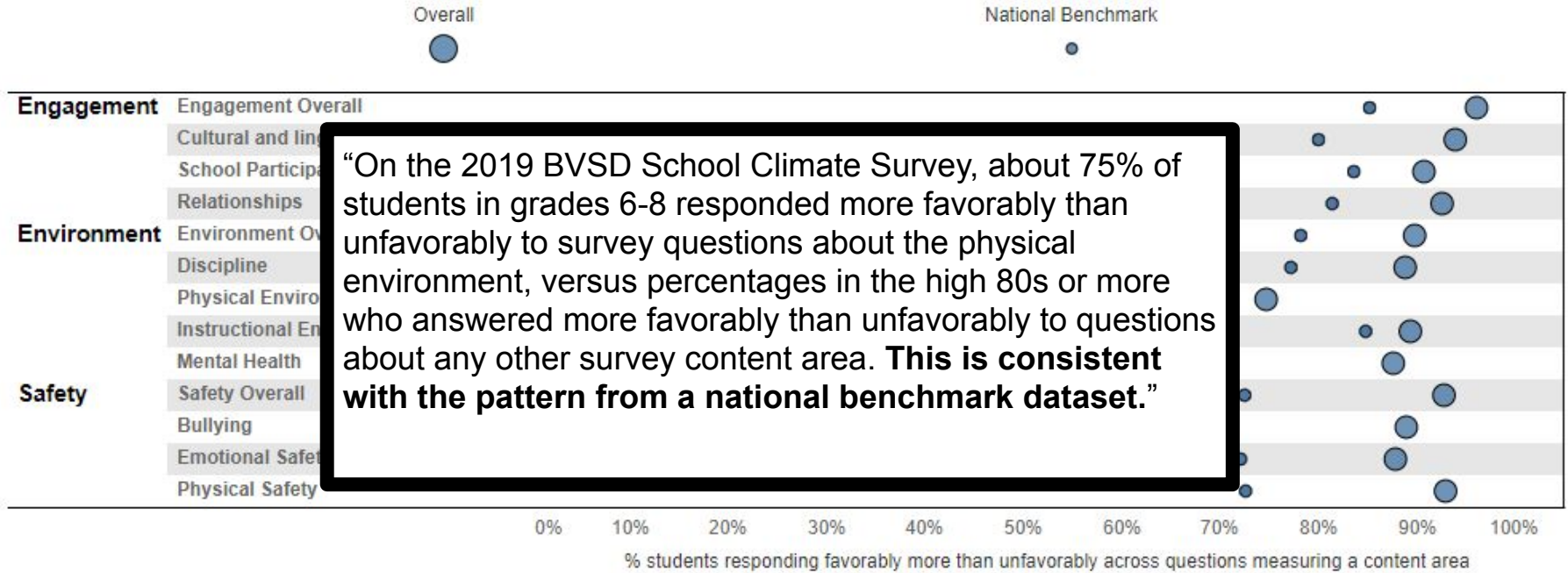
# Is that unique to BVSD or a larger pattern?



5764 middle schoolers participated in the survey, yielding participation rates of 82%.



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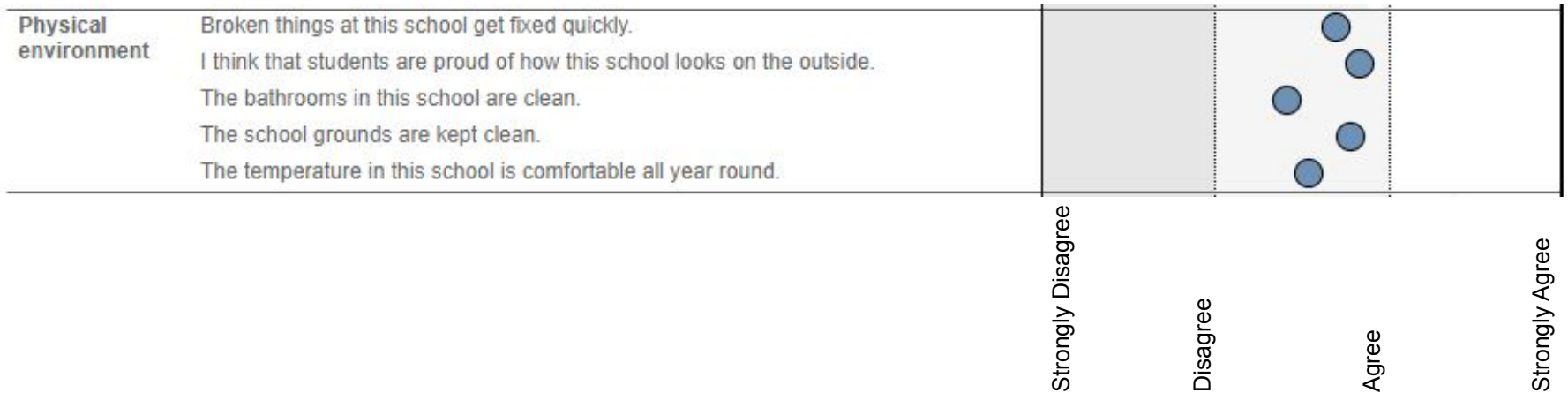


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# Understanding Broad Patterns

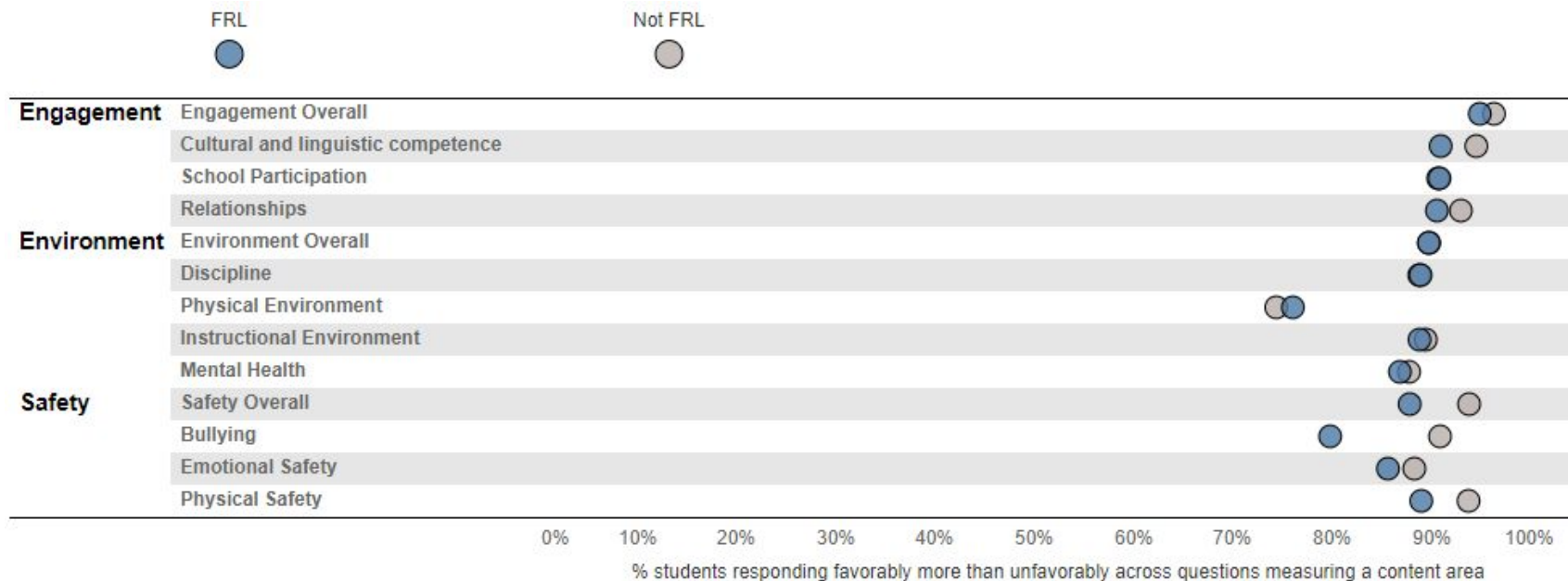
To better understand broad patterns, are there any specific item level results within a content area that stand out?



NOTE: Dots plotted further to the right indicate a more favorable result on average

# Patterns by Sub Group (Example for FRL/nonFRL)

Are there groupings of students that are responding differently than the typical response within content areas or across individual items?

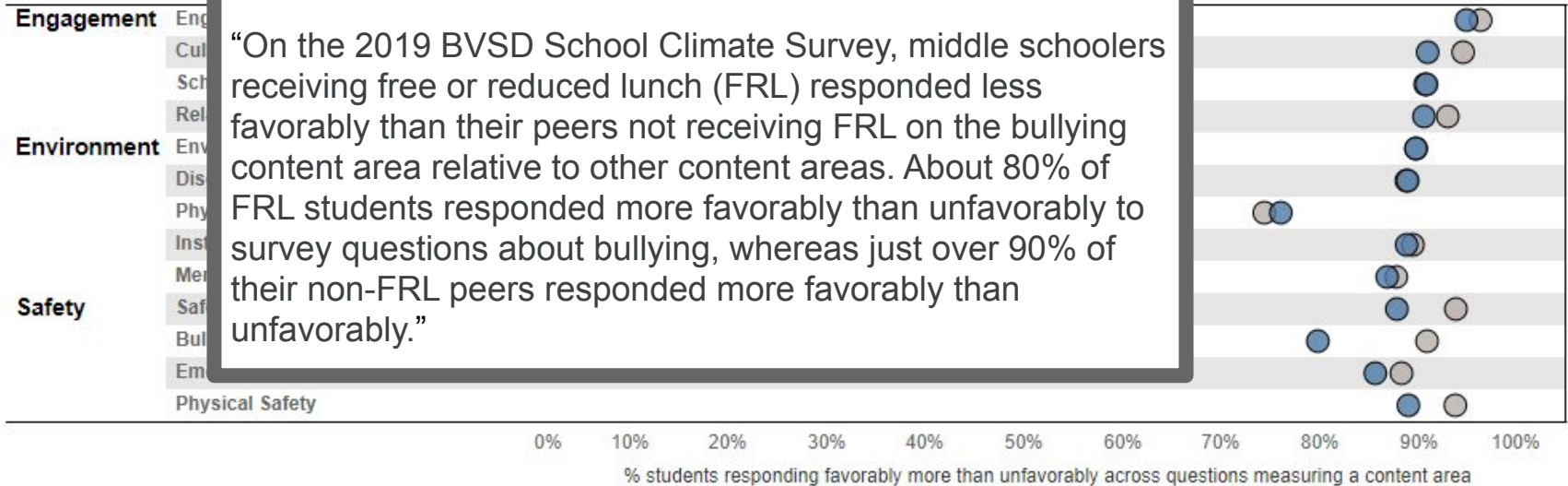




# Patterns by Sub Group (Example for FRL/nonFRL)

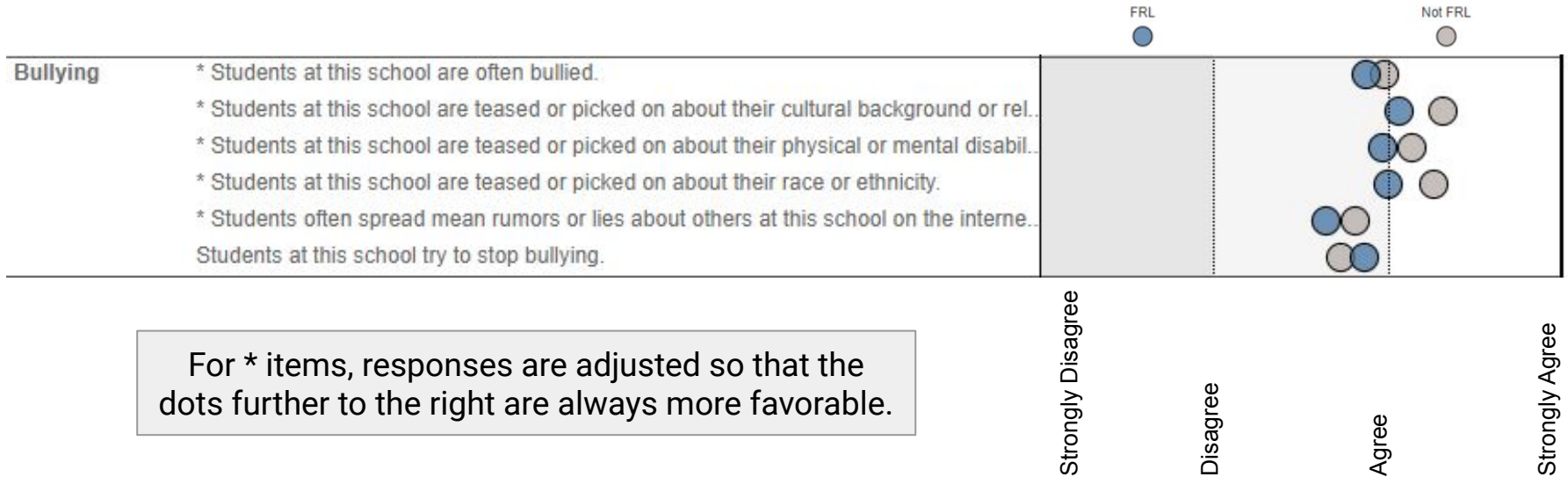
Are there groupings of students that are responding differently than the typical response to the survey questions on the content items?

**Craft a statement about this pattern in the data**



# Understanding Broad Patterns

To better understand broad patterns, are there any specific item level results within a content area that stand out?



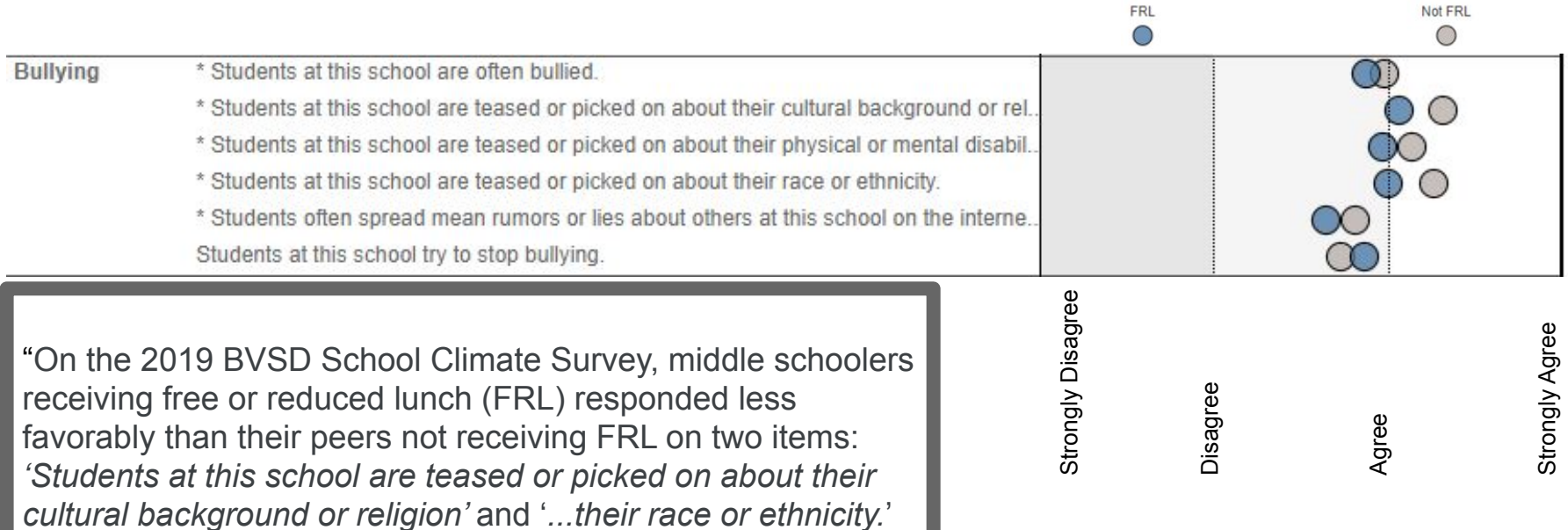
For \* items, responses are adjusted so that the dots further to the right are always more favorable.

NOTE: Dots plotted further to the right indicate a more favorable result on average



# A Different Measure for Item Level Results

To better understand broad patterns, are there any specific item level results within a content area that stand out?



“On the 2019 BVSD School Climate Survey, middle schoolers receiving free or reduced lunch (FRL) responded less favorably than their peers not receiving FRL on two items: ‘Students at this school are teased or picked on about their cultural background or religion’ and ‘...their race or ethnicity.’



# Data Dive: Work Time

## Describe the data - What do you see?

- Are there content areas on the survey where students are responding more or less positively than you'd expect?
- To better understand broad patterns, are there any specific item level results within a content area that stand out?
- Are there groupings of students that are responding differently than the typical response within content areas or across individual items?

Note: Survey data sparks more questions, rather than answers

Link to results: [School Climate Survey Results, January 2020](#)

(URL: <https://tinyurl.com/us8x7y4>)





## 6a. Define and put into practice culturally responsive principles and best practices that challenge inequity and bias

### What will this do?

By implementing common best practices, we will be able to better serve all students and build stronger trust among our community

### How will this make us better?

By setting the right systems and practices in place, we will reduce the disproportionalities that exist today

## Timeline

