

Using Data to Foster Supportive Learning Environments and Social-Emotional Wellness in Pennsylvania Schools

Partnership Activities

Building an evidence base for statewide strategy (Task 4) (2022-2025)

- Develop a logic model that shows how all OSS's initiatives to improve school learning environments fit together
- Develop a planning guide to support IU staff to foster healthy learning environments in partnership with LEAs in their region.
- Produce handouts that provide information on evidence-based interventions that can foster supportive learning environments
- Partner with a small group of IU staff to provide coaching on the use of the planning guide; gather feedback on the guide and revise it as needed
- Expand coaching to a larger group of IU staff with the revised guide. Coach IU staff to continuously improve their use of the planning guide to plan, monitor, and adjust SEW programming in their region.

Making school climate survey data useful (Task 5) (2022-2024)

- Assess psychometric properties and benchmarks for the school climate survey and assess change in students' perception of school climate before and during the pandemic
- Provide code for OSS and IU staff to refine school climate survey reports
- Produce a fact sheet that summarizes changes in school climate during COVID-19 and three videos for LEAs and schools that explain how schools can use the survey data to strengthen school climate

Understanding Rationale for Safe Schools Data and Accuracy of School Reports (Ask an Expert) (2023)

- Provide PDE with information on the original purpose and motivation of the Safe Schools data legislation, and on the rationale for major changes in the legislation
- Summarize behavioral research on how publicly reporting school data affects the accuracy of the reports

Improving Usefulness of Safe Schools Data (Task 4) (2023-2024)

- Coach discussion leaders and support PDE and IU leads to gather input on purposes and uses for Safe Schools data and revisions to the existing data

Short-term Outcomes (by mid 2024, unless otherwise specified)

PDE and IU staff report deeper understanding of evidence-based practices and interventions that can support student and staff social-emotional wellness. They also report deeper understanding of the social-emotional wellness efforts in Pennsylvania and the corresponding evidence base.

PDE staff report increased understanding of how to support IU, LEA, and school staff in building social-emotional wellness supports for students and staff.

SFS results for IU staff show greater understanding of how to support LEAs and schools in building social-emotional wellness supports for students and staff.

SFS results for PDE and IU staff report greater capacity to help LEAs and schools to use school climate and PAYS data to identify policies or practices that can improve school learning environments.

SFS results for PDE and IU staff show deeper understanding of and confidence in using existing school climate data to identify school needs. (by Dec. 2024)

SFS results for PDE and IU staff show deeper understanding of how the pandemic is related to school climate for students and staff.

PDE partners report greater capacity to recommend improvements in the data collected and to increase the usefulness of these data in informing policies and practices at the state, IU, and local levels.

Medium-term Outcomes (by mid 2025)

SFS results show that IU staff report that they have used data on the learning environment to help some LEAs and/or schools understand their needs and identify strategies to strengthen supportiveness of school environments.

- PDE staff report that they are able to report back more easily to schools on their school climate survey results using clear and understandable metrics.
- School climate survey data show that more schools are administering the survey compared to the schools doing so in 2022.

SFS results show that LEAs and schools report a deeper understanding of how to use data to identify policies and programs to improve the school learning environment and student and staff social-emotional wellness.

PDE partners report changes in the definitions, guidance, or types of data required to be reported by schools as part of the Safe Schools data system.

Long-term Outcomes (by late 2026)

For districts and schools involved in our Task 4 activities:

- LEAs and schools report examining school climate, PAYS, and administrative data to inform policies or programs to improve supportiveness of the school learning environment and student and staff social-emotional wellness.
- School climate survey data show:
 - An improvement in the perceptions of educators about the school climate
 - An improvement in the perceptions of students about the school climate
- PDE administrative data show improvement in teacher retention.

Longer-term goals of this partnership: To improve school learning environments, staff social-emotional wellness, and student social-emotional wellness, and ultimately, student academic outcomes and success as adults.

OSS = Office for Safe Schools, IU = Intermediate Unit, LEA = local education agency, PDE = Pennsylvania Department of Education, SFS = Stakeholder Feedback Survey, PAYS = Pennsylvania Youth Survey

