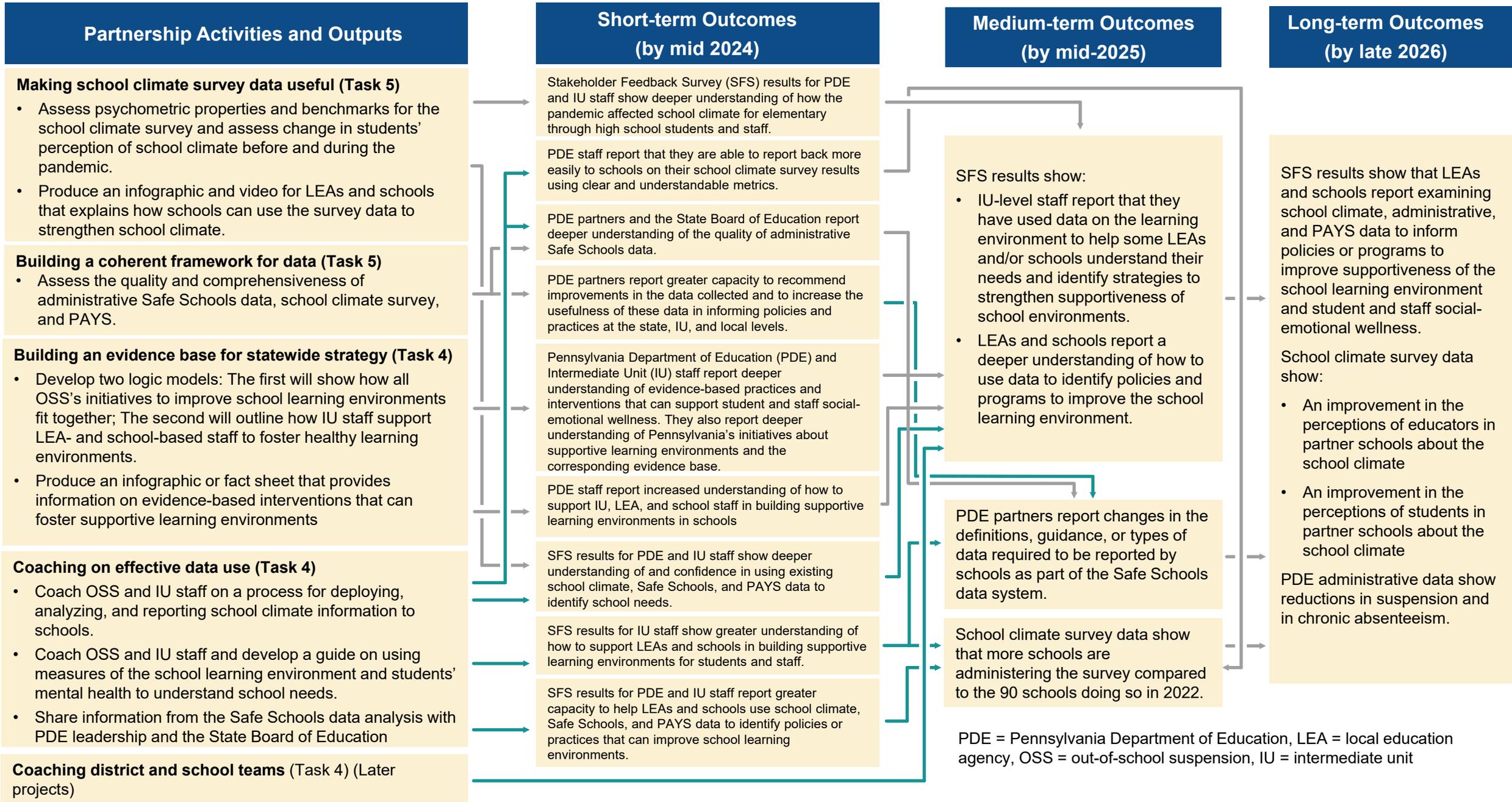


# Using data to foster supportive learning environments and social-emotional wellness in Pennsylvania schools



Note: this is text from the logic model in outline form, not new information.

PDE = Pennsylvania Department of Education, LEA = local education agency, OSS = out-of-school suspension, IU = intermediate unit

## Using data to foster supportive learning environments and social-emotional wellness in Pennsylvania schools

### 1. Partnership Activities and Outputs: Making school climate survey data useful (Task 5)

- Assess psychometric properties and benchmarks for the school climate survey and assess change in students' perception of school climate before and during the pandemic.
- Produce an infographic and video for LEAs and schools that explains how schools can use the survey data to strengthen school climate.

Short-term Outcomes (by mid 2024)

Stakeholder Feedback Survey (SFS) results for PDE and IU staff show deeper understanding of how the pandemic affected school climate for elementary through high school students and staff.

#### *Medium-term Outcomes (by mid-2025)*

SFS results show:

- 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.
- LEAs and schools report a deeper understanding of how to use data to identify policies and programs to improve the school learning environment.

#### **Long-term Outcomes (by late 2026)**

SFS results show that LEAs and schools report examining school climate, administrative, and PAYS 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 in partner schools about the school climate
- An improvement in the perceptions of students in partner schools about the school climate

PDE administrative data show reductions in suspension and in chronic absenteeism

Short-term Outcomes (by mid 2024)

SFS results for PDE and IU staff show deeper understanding of and confidence in using existing school climate, Safe Schools, and PAYS data to identify school needs.

#### *Medium-term Outcomes (by mid-2025)*

SFS results show:

- 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.
- LEAs and schools report a deeper understanding of how to use data to identify policies and programs to improve the school learning environment.

#### **Long-term Outcomes (by late 2026)**

SFS results show that LEAs and schools report examining school climate, administrative, and PAYS 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 in partner schools about the school climate
- An improvement in the perceptions of students in partner schools about the school climate

PDE administrative data show reductions in suspension and in chronic absenteeism

## 2. **Partnership Activities and Outputs: Building a coherent framework for data (Task 5)**

- Assess the quality and comprehensiveness of administrative Safe Schools data, school climate survey, and PAYS.

Short-term Outcomes (by mid 2024)

PDE partners and the State Board of Education report deeper understanding of the quality of administrative Safe Schools data.

### *Medium-term Outcomes (by mid-2025)*

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)**

SFS results show that LEAs and schools report examining school climate, administrative, and PAYS 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 in partner schools about the school climate
- An improvement in the perceptions of students in partner schools about the school climate

PDE administrative data show reductions in suspension and in chronic absenteeism

Short-term Outcomes (by mid 2024)

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)*

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)**

SFS results show that LEAs and schools report examining school climate, administrative, and PAYS 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 in partner schools about the school climate
- An improvement in the perceptions of students in partner schools about the school climate

PDE administrative data show reductions in suspension and in chronic absenteeism

## 3. **Partnership Activities and Outputs: Building an evidence base for statewide strategy (Task 4)**

- Develop two logic models: The first will show how all OSS's initiatives to improve school learning environments fit together; The second will outline how IU staff support LEA- and school-based staff to foster healthy learning environments.
- Produce an infographic or fact sheet that provides information on evidence-based interventions that can foster supportive learning environments

Short-term Outcomes (by mid 2024)

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 Pennsylvania's initiatives about supportive learning environments and the corresponding evidence base.

### *Medium-term Outcomes (by mid-2025)*

SFS results show:

- 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.
- LEAs and schools report a deeper understanding of how to use data to identify policies and programs to improve the school learning environment.

### **Long-term Outcomes (by late 2026)**

SFS results show that LEAs and schools report examining school climate, administrative, and PAYS 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 in partner schools about the school climate
- An improvement in the perceptions of students in partner schools about the school climate

PDE administrative data show reductions in suspension and in chronic absenteeism

Short-term Outcomes (by mid 2024)

PDE staff report increased understanding of how to support IU, LEA, and school staff in building supportive learning environments in schools

### **Medium-term Outcomes (by mid-2025)**

SFS results show:

- 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.
- LEAs and schools report a deeper understanding of how to use data to identify policies and programs to improve the school learning environment.

### **Long-term Outcomes (by late 2026)**

SFS results show that LEAs and schools report examining school climate, administrative, and PAYS 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 in partner schools about the school climate
- An improvement in the perceptions of students in partner schools about the school climate

PDE administrative data show reductions in suspension and in chronic absenteeism

## **4. Partnership Activities and Outputs: Coaching on effective data use (Task 4)**

- Coach OSS and IU staff on a process for deploying, analyzing, and reporting school climate information to schools.
- Coach OSS and IU staff and develop a guide on using measures of the school learning environment and students' mental health to understand school needs.
- Share information from the Safe Schools data analysis with PDE leadership and the State Board of Education

Short-term Outcomes (by mid 2024)

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.

### **Medium-term Outcomes (by mid-2025)**

School climate survey data show that more schools are administering the survey compared to the 90 schools doing so in 2022.

### **Long-term Outcomes (by late 2026)**

SFS results show that LEAs and schools report examining school climate, administrative, and PAYS 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 in partner schools about the school climate
- An improvement in the perceptions of students in partner schools about the school climate

PDE administrative data show reductions in suspension and in chronic absenteeism

Short-term Outcomes (by mid 2024)

PDE partners and the State Board of Education report deeper understanding of the quality of administrative Safe Schools data.

***Medium-term Outcomes (by mid-2025)***

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)***

SFS results show that LEAs and schools report examining school climate, administrative, and PAYS 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 in partner schools about the school climate
- An improvement in the perceptions of students in partner schools about the school climate

PDE administrative data show reductions in suspension and in chronic absenteeism

***Short-term Outcomes (by mid 2024)***

SFS results for PDE and IU staff show deeper understanding of and confidence in using existing school climate, Safe Schools, and PAYS data to identify school needs.

***Medium-term Outcomes (by mid-2025)***

SFS results show:

- 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.
- LEAs and schools report a deeper understanding of how to use data to identify policies and programs to improve the school learning environment.

***Long-term Outcomes (by late 2026)***

SFS results show that LEAs and schools report examining school climate, administrative, and PAYS 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 in partner schools about the school climate
- An improvement in the perceptions of students in partner schools about the school climate

PDE administrative data show reductions in suspension and in chronic absenteeism

***Short-term Outcomes (by mid 2024)***

SFS results for IU staff show greater understanding of how to support LEAs and schools in building supportive learning environments for students and staff.

***Medium-term Outcomes (by mid-2025)***

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)***

SFS results show that LEAs and schools report examining school climate, administrative, and PAYS 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 in partner schools about the school climate
- An improvement in the perceptions of students in partner schools about the school climate

PDE administrative data show reductions in suspension and in chronic absenteeism

***Medium-term Outcomes (by mid-2025)***

School climate survey data show that more schools are administering the survey compared to the 90 schools doing so in 2022.

### **Long-term Outcomes (by late 2026)**

SFS results show that LEAs and schools report examining school climate, administrative, and PAYS 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 in partner schools about the school climate
- An improvement in the perceptions of students in partner schools about the school climate

PDE administrative data show reductions in suspension and in chronic absenteeism

### **Short-term Outcomes (by mid 2024)**

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

### ***Medium-term Outcomes (by mid-2025)***

School climate survey data show that more schools are administering the survey compared to the 90 schools doing so in 2022.

### **Long-term Outcomes (by late 2026)**

SFS results show that LEAs and schools report examining school climate, administrative, and PAYS 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 in partner schools about the school climate
- An improvement in the perceptions of students in partner schools about the school climate

PDE administrative data show reductions in suspension and in chronic absenteeism

## **5. Partnership Activities and Outputs: Coaching district and school teams (Task 4) (Later projects)**

### ***Medium-term Outcomes (by mid-2025)***

SFS results show:

- 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.
- LEAs and schools report a deeper understanding of how to use data to identify policies and programs to improve the school learning environment.

### **Long-term Outcomes (by late 2026)**

SFS results show that LEAs and schools report examining school climate, administrative, and PAYS 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 in partner schools about the school climate
- An improvement in the perceptions of students in partner schools about the school climate

PDE administrative data show reductions in suspension and in chronic absenteeism