

## IMPROVING SCHOOL CLIMATE: DATA

***Minimum Time Required: 60 minutes (more if lengthy discussions about schools own data is a part of the plan)***

### **Slide #2: Types of Data Learning Task**

*As a small group, match the 4 types of data with the provided descriptions.*

*How might each of these data types be valuable in creating a positive school climate?*

- ▶▶ Provide each group with a set of “Data” cards.
- ▶▶ Allow time for the groups to discuss and sort the cards. Once the groups have completed the task, process the task together as a large group.
- ▶▶ Facilitate a discussion on the benefits of each type of data and what they contribute to creating a positive school climate.
  - Demographics – how are different groups experiencing climate?
  - Perceptions – what do students and/or staff think of climate efforts or programs?
  - School Processes – is the school or district actually implementing programs to improve school climate?
  - Student Learning – is student learning impacted by the climate?
- ▶▶ While data tends not to be a favorite topic for many people, it is invaluable if we are truly committed to improving school climate.

### **Slide #3: Multiple Measures of Data Learning Task**

*As a small group, select two of the types of data to “overlap”.*

*What will merging these two types of data tell us?*

*What are some examples of data related to school climate in this area?*

- ▶▶ Allow each group to select two types of data to overlap, while ensuring that as many potential overlaps as possible are considered.
- ▶▶ Allow time for each group to discuss the overlap and the information that will be gained. Once the groups have had the opportunity for dialogue, process the learning as a large group.

#### **Slide #4: School / Sample Data Learning Task**

*In a small group, review your school's data or the sample data provided.*

*What conclusions can you draw from the results?*

- ▶▶ If participants have the climate data from their school, this data should be used. If not, sample data has been provided.
- ▶▶ Allow ample time for the groups to discuss the climate data. Once the groups have completed the task, process the task together as a large group.
- ▶▶ Facilitate a conversation on what types of information the survey results provide. What type of data does the survey represent? What other information could be overlapped to provide even more information?