
School Climate in Accountability Systems

Goals

1. **Understand the precedent in research and practice for using school climate measures to assess school quality**
2. **Provide relevant information necessary for making recommendations on school climate use in NV accountability and as a measure for evaluating the impact of the new funding formula**
3. **Identify extent to which AB400 requirements are captured by existing data collection efforts**

Federal context

- **ESSA requires states to collect and publicly report school performance on:**
 - Academic Achievement
 - Academic Progress
 - Graduation Rate
 - Progress in Achieving English Language Proficiency
 - School Quality or Student Success
- **Performance on these indicators used to identify schools for CSI and TSI**

School Quality or Student Success (SQSS) Metrics

- **Meaningfully differentiates school performance**
- **Valid and reliable**
- **Used within each grade span**
- **Comparable across schools statewide**
- **Reported annually for all students and student groups**

Examples of SQSS Metrics

- Attendance/Chronic Absenteeism
- College, Career, and Military Readiness
- Discipline
- Safety
- School climate

Defining school climate

Qualities of the school environment that are experienced by students, teachers, and administrators (RAND, 2019):

- Safety (physical, SEL, and fairness of school rules)
- Engagement (connectedness, trust, respect, diversity, cultural awareness, leadership)
- Academic environment (quality of instruction, teacher expectations, responsiveness)

California CORE District survey:

- Support for academic learning
- Sense of belonging and effectiveness
- Safety
- Knowledge/perceived fairness of discipline rules and norms

Nevada School Climate and SEL Survey

- **Engagement**
 - Cultural and Linguistic Competence (i.e., empathy and respect for diversity)
 - Relationships
- **Safety**
 - Physical
 - Emotional

Clark County School Climate and Culture Survey (Student)

- Parental involvement
- Learning attitudes
- Social learning
- Safety
- Bullying
- Physical environment
- Respect for diversity
- Perceptions of school performance

Washoe County Panorama School Climate Surveys

- **Student School Climate and Safety Survey**
 - Respect, support, substance use, bullying, SEL skills, safety, engagement,
- **Teacher and Staff Climate Survey**
 - Leadership, expectations, fairness/respect, communication, parental involvement, relationships, behaviors, SEL, work stress, safety
- **Parent Climate Survey**
 - Communication, family efficacy, learning behaviors, safety, quality of education, relationships, fit, supportive place

State Use of School Climate in Accountability

- **10 states use school climate surveys in their accountability system**
- **Weight accounted for in overall school performance ranges from 5-10%**
 - North Dakota – 20%
- **Surveys range from 20-80 questions, high reliability**
- **Associated with higher academic achievement, attendance, graduation, and lower discipline**
 - Less associated with school demographic characteristics compared to achievement metrics
 - Greater association with growth compared to proficiency
- **Empirical evidence supporting the use of climate surveys in high-stakes settings is scarce, and most instruments have not been validated for use in these contexts**

Use of Climate Data in School Improvement

- **Classroom climate surveys:**
 - Teacher accountability
 - Provide formative feedback to teachers to improve instructional practices
- **Examine the effectiveness of programs or interventions designed to improve the learning environment**
 - Restorative justice programs
 - Cultural competency training
 - Responsive PD and leadership training programs
- **Reallocate resources**
- **Plan interventions to improve interpersonal relationships**

Considerations for inclusion of school climate data in accountability

- **Sensitivity to change over time**
- **Effect of schools on improving climate outcomes**
- **Impact of interventions, programs, and policies on improving school climate**
- **Potential for measures to be gamed**
- **Extent to which inclusion of metrics may meaningfully impact accountability designation**

AB400 Requirements

Use metrics to measure the extent to which schools meet the needs and expectations of pupils, parents or legal guardians of pupils, teachers and administrators which include, without limitation:

- (I) The results of an annual survey of satisfaction of school employees
- (II) The results of an annual survey of satisfaction of pupils, parents or legal guardians of pupils and graduates;
- (III) Any other metric prescribed by the Commission

Existing school climate measures do not capture elements of parental satisfaction