

## Data Story

What story does the data tell you about the climate on your campus? Does your campus have an orderly, purposeful atmosphere, which promotes the feeling of safety conducive to teaching and learning? Do staff and students feel safe, welcome, respected and able to teach and learn? Or, are there problems, and issues on the campus that create a climate of concern, frustration and possibly fear that limit the connectedness to the campus and the academic achievement that could be occurring?



As you work through the following questions, consider risk behaviors that the students engage in, youth development concerns, along with perceptions of safety on the campus by staff, students and parents.

1. What do the problems, concerns or issues appear to be on campus?

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2. What led you to believe these are problems or issues on campus?

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3. Your School Safety and Prevention Team (SSAPT) is expected to review data regularly to determine what the school climate issues are on your campus. What data will your team use to support your hypothesis? For example, will you gather anecdotal information or Office Discipline Referrals (ODRs), incident data from your Student Management System (SMS) or responses from campus climate surveys, etc.? It is recommended to use two or more types of data.

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4. After looking at multiple sources of data, what does the data tell you?

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5. Does the data support the identified problems, concerns or issues that you identified in #1, above?

If **YES**, skip to #7 on the back.

6. If **NO**, what is/are the new identified problem(s), concern(s) or issue(s) on campus identified by a review of multiple data sources?

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7. Based on the actual, identified problems, how will you best address these issues on campus?

- **Priority Focus Area:** Of the problems identified, what are your top 3 Priority Focus Areas (PFAs)?

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2. \_\_\_\_\_

3. \_\_\_\_\_



- **Coordination:** What other campus or community resources, programs, services, interventions do you have available to address these PFAs? (Tier 2 & Tier 3 interventions such as check-in/check-out, mediation, and prevention/intervention support or education groups such as anger management, grief and loss support groups, wrap-around, etc.)

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- **Strategic Visibility:** Describe where and when an officer will be visible to students to prevent or intervene with these PFAs

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- **Target Population:** Identify the target population that will receive the LRE

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- **LRE:** Identify the type of LRE instruction that will address these PFAs

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8. At each SSAPT meeting, include these PFAs on your agenda and review multiple data sources to determine whether or not the problems have been appropriately addressed.



**What type of impact has this made on the campus?**