

Belonging Through a Culture of Dignity in the Pasco School District

Quantifying Meaningful Connections

Dr. Omar A. Escalera



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Runways, guardrails and supports

- **Tower-Outrageous Outcomes, District Strategic plan, Growth monitoring frameworks**
- **Runway-SIP's, Standards for learning, language and behavior, MTSS/SEB frameworks, Student data**
- **Guardrails and Supports- MTSS/SEB district team, Data analysis and root cause support, Collaborative DEI coaching, PLT's, Guiding Coalition**





PSD's Outrageous Outcomes

Outrageous **OUTCOMES**



100% of 3rd
graders will
read on grade
level in their
language of
instruction



100% of
students will
pass Algebra
by the end of
9th grade



100% of 9th
graders will
end the school
year on track
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100% of
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career path



100% of
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experience
meaningful
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and hope for
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ALL STUDENTS ARE CAPABLE OF SUCCESS: NO EXCEPTIONS



Measuring Outrageous Outcome #5

- **Existing data-Power BI? Homeroom? PowerSchool? Healthy Youth Survey? EduClimber? EES? Site based surveys?**
- **Who has access, reviews, and share the data?**
- **How do we “see it” in our SIP’s? How can we connect them to outrageous outcomes?**
- **Do we include student and parent voice?**
- **Belonging indicators-Krownapple and Cobb**



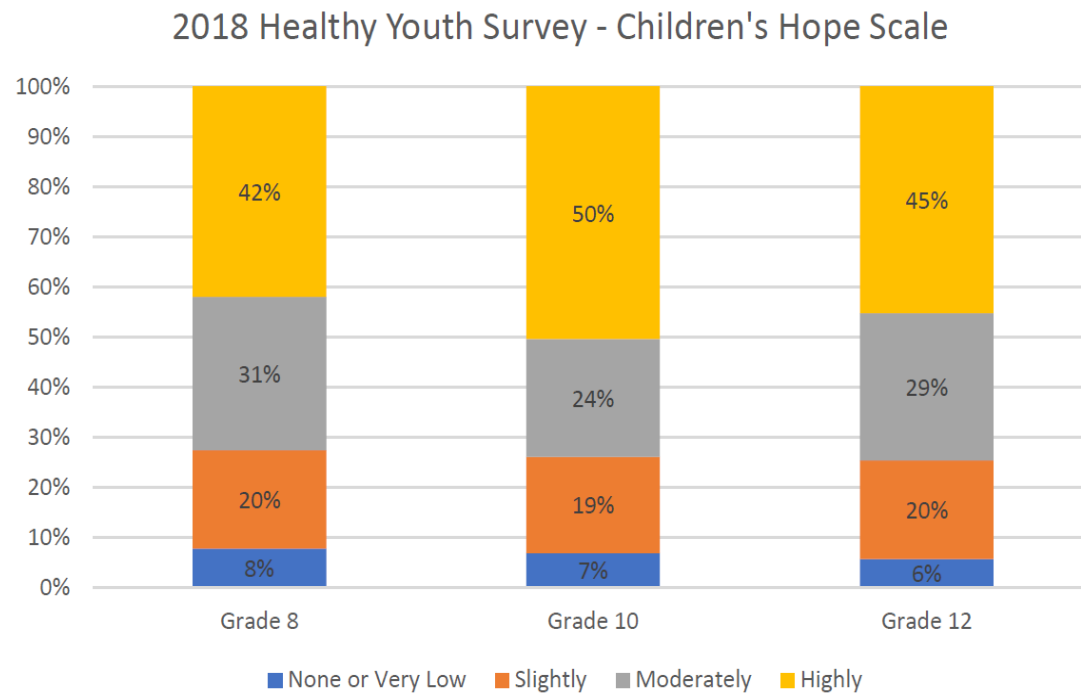
Belonging Through A Culture of Dignity

- **How are we quantifying/measuring meaningful connections and belonging in our schools/district?**
- **How do we leverage existing tools/partnerships to enhance our systemic approach to Outrageous Outcome #5?**
- **Can we revise our SIP's to monitor how students are making connections and having hope for their future in our system?**



Hope Scale

% OF STUDENT RESPONSES ON HOPE SCALE



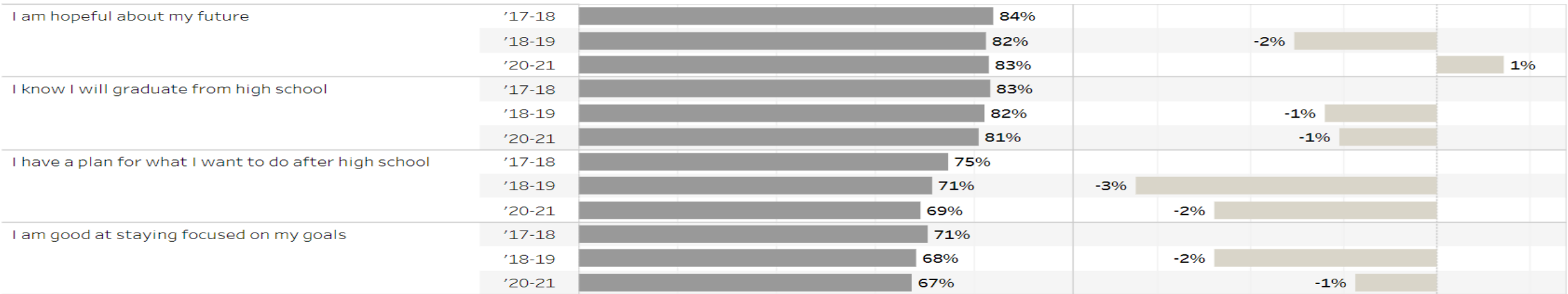
- **Most students experienced high levels of hope.**
- **Consistency cross grade levels**



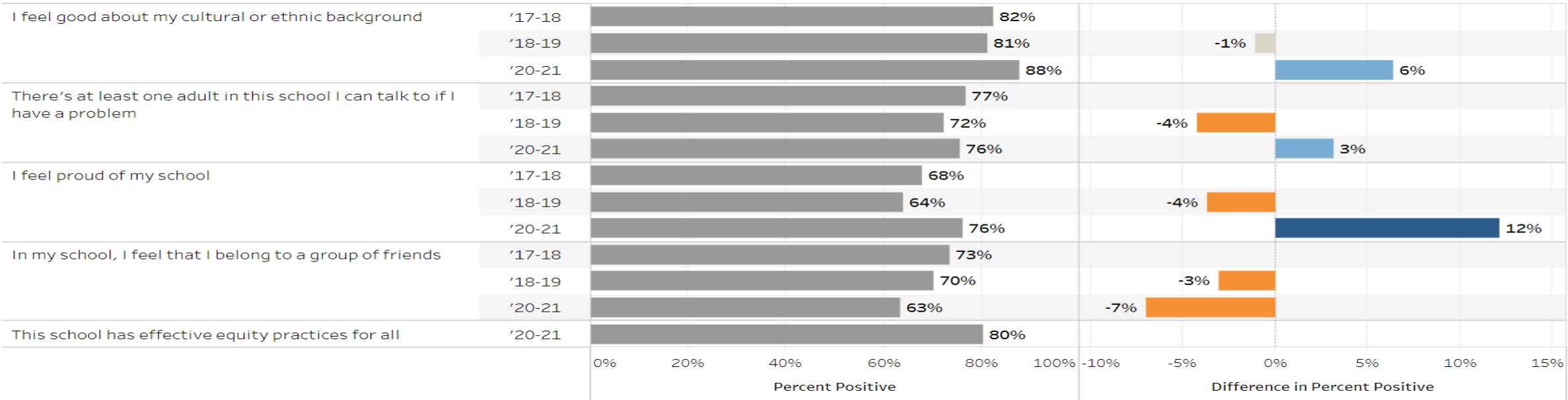
Educational Effectiveness Surveys

Future Orientation

Pasco School District



Belonging and Identity





Collecting Student and Staff Belonging Data

- **Do our current tools/resources give us what we need?**
- **What does the data say? Which stories/voices remain silent?**
- **Possible revisions/additions:**
 1. **Incorporate Belonging Indicators to existing CEE surveys. (Once a year, confidentiality issues if identifiers are used)**
 2. **Use EES Student Universal Wellness Screener. (Belonging section can be modified, several ways to connect data to students)**



CEE's Belonging Data

EES™-Student Universal Wellness Screener | Individual Results

Input Student ID
2994764711

Print to PDF

Individual Screener Responses for *Student Name* | Student ID: *123456789*
School: *Tall Trees High School* | Teacher/Counselor: *Teacher Name*

Academic Behavior Questions	I have trouble working alone	Sometimes True
	I participate in class	Seldom True
	It is hard to pay attention in class	Often True
	I worry about keeping up with what is being taught	Sometimes True
	I learn well with my teacher	Seldom True
	I can keep up with what is being taught	Sometimes True
Belonging & Identity Questions	In my school, I feel that I belong to a group of friends	Almost Never true
	There's at least one adult in this school I can talk to if I have a problem	Seldom True
	I am hopeful about my future	Seldom True
	I feel accepted at this school	Seldom True
Emotional Behavior Questions	I feel nervous	Often True
	I am worried	Often True
	I feel sad	Often True
	I like to try new things	Seldom True
Social Behavior Questions	I get along with my classmates	Seldom True
	I argue with others	Sometimes True
	I disrupt class	Seldom True
	I have trouble waiting my turn	Sometimes True
	I'm glad to see my friends	Seldom True



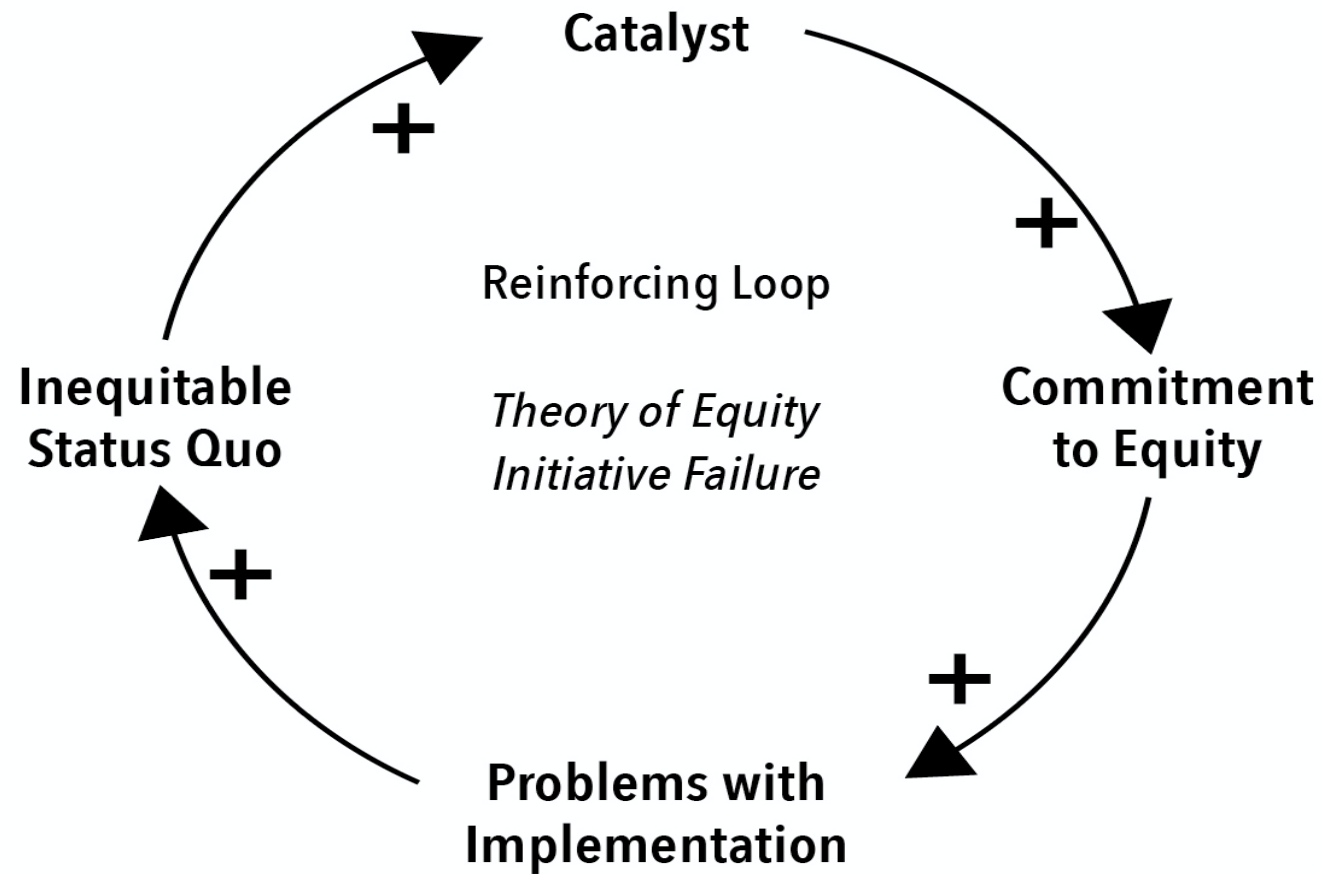
When we say ALL we mean ALL

- **How do we define equity, belonging and inclusion in our system?**
- **Does Equity inform our leadership moves? What evidence can we provide? Is it Visible/Tangible?**
- **What does our data say? Which stories/voices remain silent?**
- **How do we quantify the impact of our systems/initiatives?**
- **Looking at the whole child and humanizing data-MTSS**
- **Strategic focus- Our context guides our leadership focus**



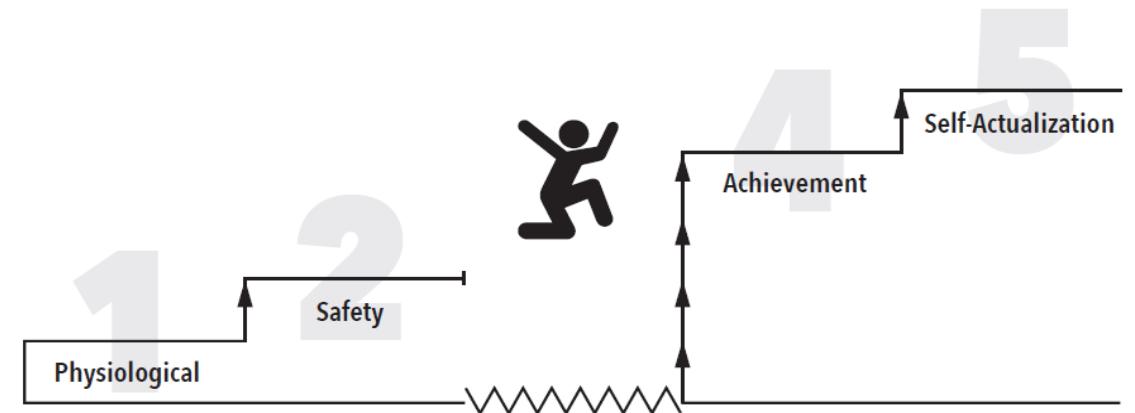
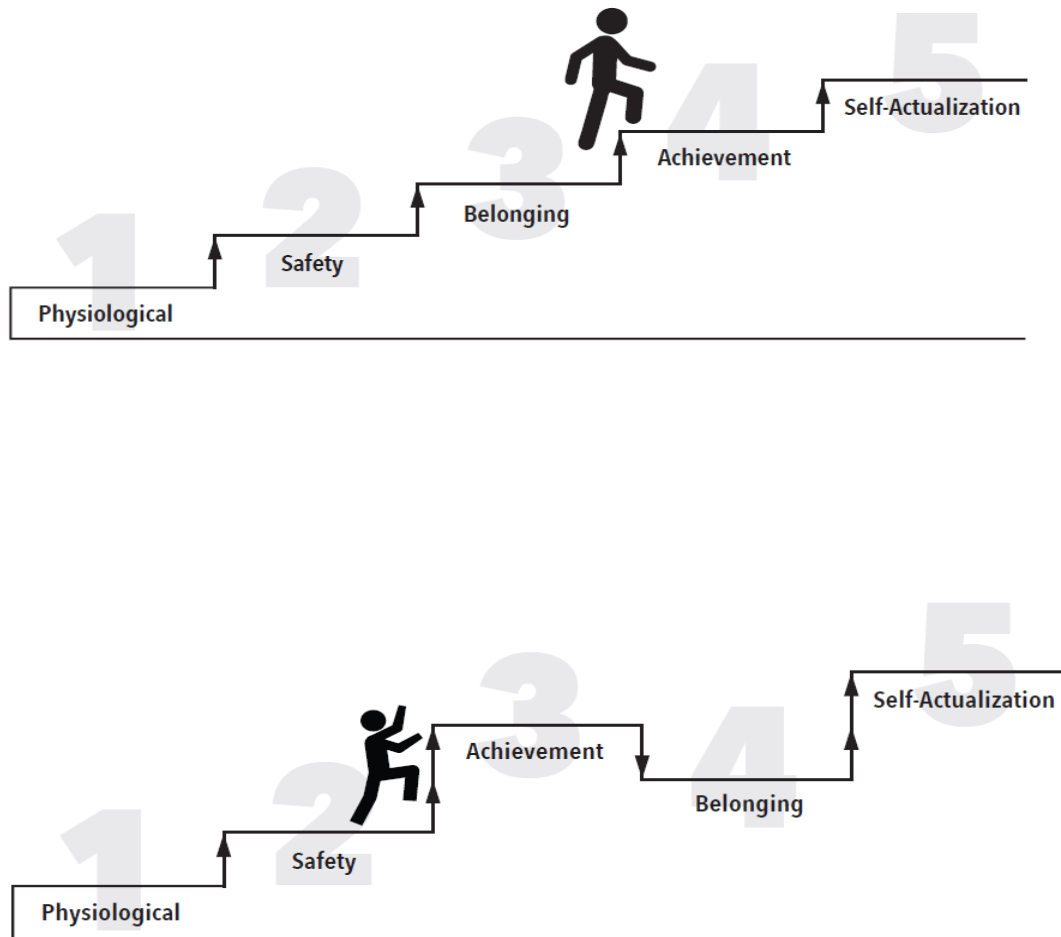
Cycle of Equity Work

Figure 1.1 Dysfunctional Cycle of Equity Work





Belonging BEFORE Achievement



Source: *Belonging through a Culture of Dignity* (2019)
by Floyd Cobb & John Krownapple, p. 44, 51, 54
Adapted from Abraham Maslow's Hierarchy of Needs



Equity Framework



1. Core Competencies for Dignity: Four personal capabilities and organizational capacities that, if nurtured, make it easier to honor dignity.

- Patience
- Openness
- Listening
- Empathy

2. Indicators of Dignity: Four essentials of dignity to benchmark, gauge and assess the degree to which dignity is honored.

- Affirmed/Appreciated
- Validated
- Accepted
- Treated Fairly

3. Standards for Dignity: Four behavioral standards for planning, implementing, and assessing inclusive and equitable behaviors, practices, and policies.



Belonging Indicators & Correlation to PSSM Scale

Accepted	Treated Fairly	Appreciated	Validated
___ 1.	___ 7.	___ 2.	___ 4.
___ 3*	___ 8.	___ 9.	___ 5.
___ 6*	___ 11.	___ 12*	___ 13.
___ 10.	___ 14.	___ 16*	___ 15.
___ 17.	___	___ 18.	___
___ Total	___ Total	___ Total	___ Total
___ Average (Total/5)	___ Average (Total/4)	___ Average (Total/5)	___ Average (Total/4)



Belonging Through A Culture of Dignity

- Initial exploration by PSD Leadership in Spring 2021
- 2021-2022 Principal PD Series with John Krownapple
- Spring 2022 Student Advisory Council Recommendation
- Spring 2022 Volunteer Exploration of Belonging Indicators
- Tier day August 2022-2023 SY
- Belonging Cohorts 1-3 2022-2023 SY



Belonging Cohorts 2023-2024 SY

- Fall 2023: two cohorts & district leadership
- Dignity Framework and Theory of Belonging
- Data collection, disaggregation, and analysis cycle
- Indicators of Belonging → Empathy Interviews → School specific responses

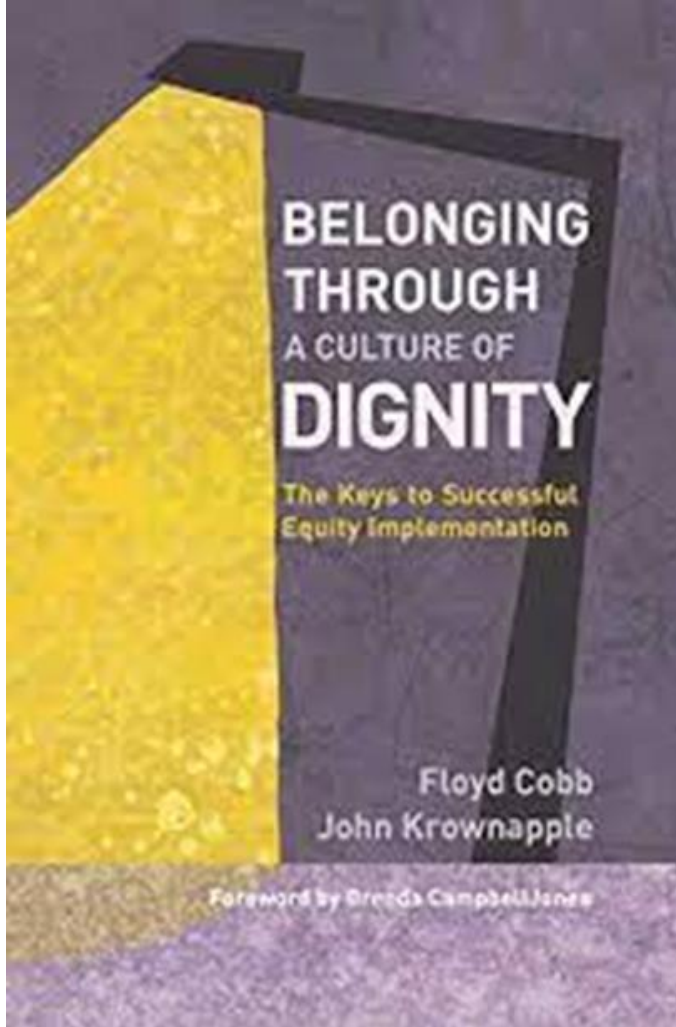


PSSM Scale

- **Psychological Sense of School Membership Scale**
Goodenow C. (1993).
- 18 items correlated to four indicators of Belonging
- Recommended for intermediate grade levels and up
- Revised Scale for Primary students-9 items ([Based on Research](#))
- [EXAMPLE](#)



Data to Inform Equitable Practices



- **School Climate Measurement Tools**- National Center on Safe Supportive Learning Environments
- **PSSM Scale**- Tool used to measure four indicators of belonging
- **Four Indicators- Accepted, Treated Fairly, Appreciated, and Validated**
- **Educational Effectiveness Survey-CEE**



Surveys based on PSSM

- Student Version
- Staff Version
- Stop, Start, and, Continue Protocol
- Survey Identifiers vs anonymity
- Survey Language

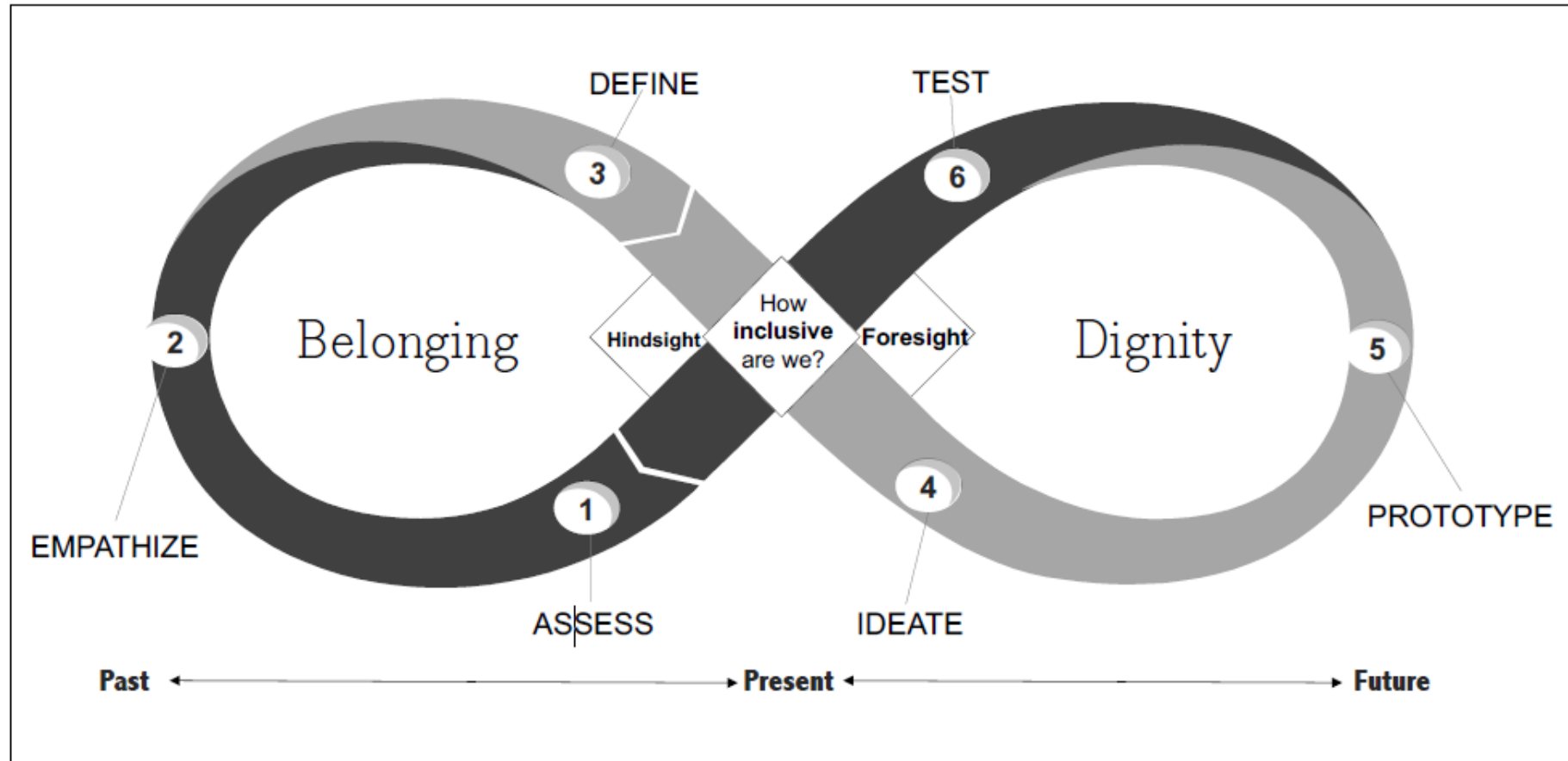


Results-Sample

- “Heat” Maps
- Allows for visual identification of Hot Spots
- “Data do not tell us what to do, they inform us on who we need to start talking to!”
- Empathy Interviews
- Cycle of Inquiry-Plan, do, Study, Act.....
- [Example](#)



Belonging Through Dignity Improvement Process





Belonging Indicators

Outrageous **OUTCOMES**



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100% of students will pass Algebra by the end of 9th grade



100% of 9th graders will end the school year on track for graduation

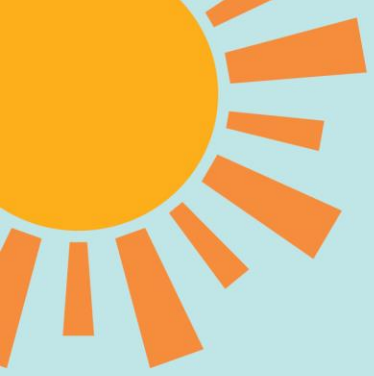


100% of students will graduate with a career path

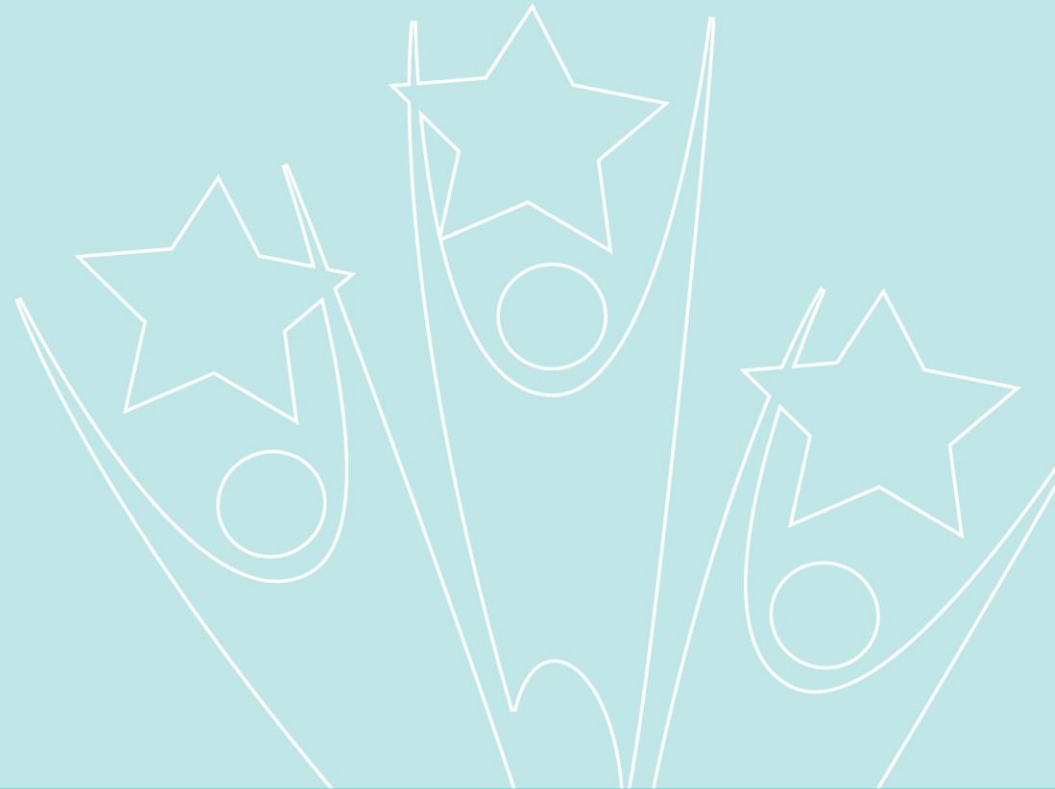


100% of students will experience meaningful connections and hope for their future

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