

Welcome!

As you enter the space, please do the following:

01

Rename yourself to reflect the school or district you are representing (name, district)

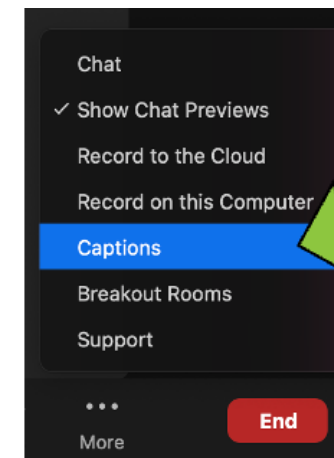


02

Mute your microphone

03

If you would like closed captions, click on the three dots in the bottom right corner and select "captions".





SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY

February 2025 Year 1 Team Lead Meeting

**Created from content from the National Technical Assistance Center on Positive
Behavioral Interventions and Supports**

**U.S. Department of Education, Office of Special Education Programs and Office of Elementary and Secondary Education
with support from NEPBIS Network, May Institute, Broad Reach Consulting, & EDC**





SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY

Please sign
in with our
attendance
form



February
➤ Year 1 Team Lead
Cohort Meeting

Presenter: Tori Todd, Shai Fuxman, & Emily Baton



Agenda

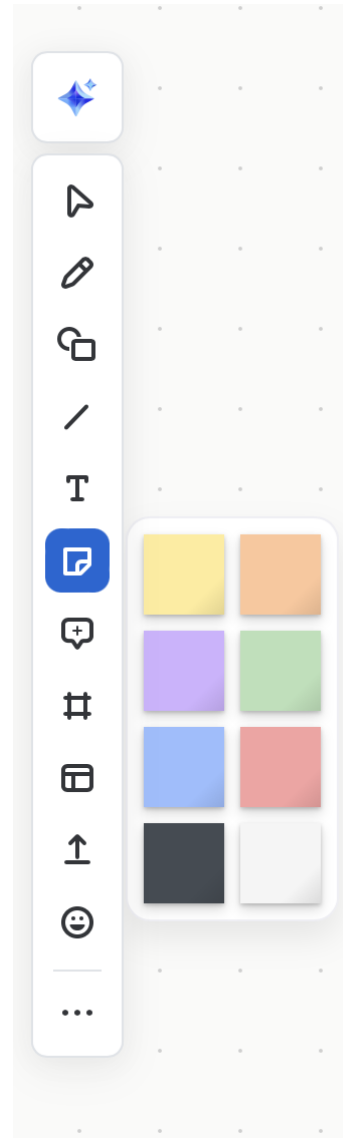
1. Sharing Updates
2. Analyzing Feedback from Community Members
3. Communicating and Acting on Feedback



Let's Share Out!

What feedback/input have you been able to gather from the community?

If you have not gathered feedback/input yet, when and how do you plan to?



Add post-its with your thoughts and examples.

Include your school/district name so we can celebrate your team!

Analyzing Feedback from Community Members



In December's Year 1 Team Lead Meeting...



SELECT FEEDBACK METHOD(S)



Surveys



Empathy Interviews



Focus Groups



Feedback Protocol (Glow/Grow, Start/Stop/Continue)

Commonly Used Assessments, Surveys, and Screeners

School Climate/Culture and Belonging Data Collection

Tools	Grade	Students	Staff	Parents
SELwell Cultural/Climax Survey	5-12	X		
Perceptions Climate Survey	5-12	X	X	X
PEBS School Climate Survey (SCS)	5-12	X	X	X
View of Climate and Learning (VCL) Survey	4-12	X		
Climate and Access Team (CAT)		X		

Behavioral Data Collection

Tools	Description
Depression Anxiety Stress Scale (DASS-21)	An initial screening tool for generalized anxiety disorder.
Parent Health Questionnaire (PHQ-16)	A multi-item instrument for screening, diagnosing, monitoring and measuring the severity of depression.
Student Self-Report Questionnaire with subscales including depression, anxiety, social phobia, generalized anxiety, bipolar, panic disorder, obsessive-compulsive disorder, and low mood (major depressive disorder).	
Screening, Brief Intervention, and Referral to Treatment (SBIRT)	A screening tool used to assess the severity of substance use and identify appropriate levels of treatment.
UNAT 2.0 Screening Tool	A substance use screening tool for adolescents aged 14-20.

For additional options and more information, check out the following comprehensive resources:

- SELwell Assessment Library
- School Climate Survey/Questionnaire (A-C) Surveys
- SEL Assessment Suite
- The SBIRT Assessment Library
- PEBS.org Assessments
- Behavioral Assessment Resources

Share Out

- How have you analyzed the results of focus groups, empathy interviews, surveys, and feedback protocols in the past? What strategies have felt successful?
- What feels challenging about analyzing these results? How might we address these barriers?

5 steps to doing qualitative data analysis

1. Gathering and collecting your data
2. Organizing and connecting your data
3. Coding your data
4. Analyzing your data
5. Reporting on the insights



Gather and Collect Data

- Think of your questions in advance
- Select a welcoming environment
- Create a protocol
- Draft group norms

CONDUCTING FOCUS GROUPS



A Guide to Authentic & Student-Centered Data Collection For Schools



Kent Country
School Guide

Focus Group Interviewing

Richard Krueger

1

Characteristics of Focus Group Interviews

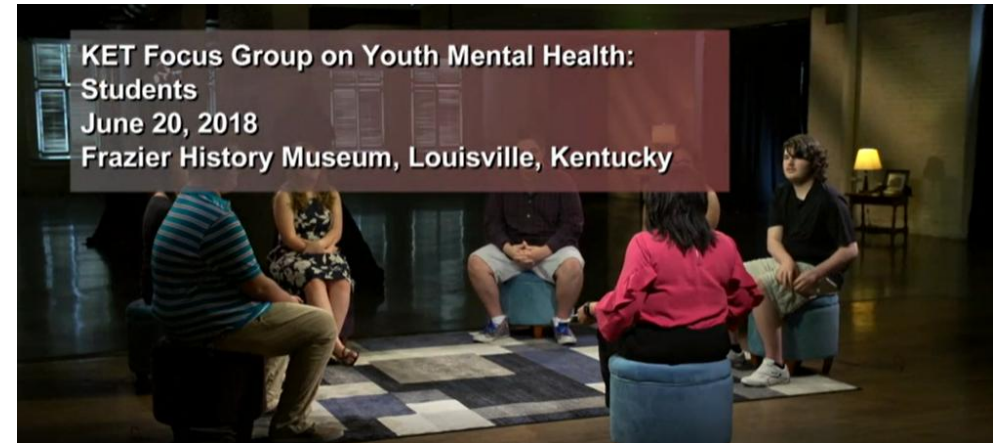
- **Participants**
 - ≡ Carefully recruited
 - ≡ 5 to 10 people per group, 6-8 preferred
 - ≡ Similar types of people
 - ≡ Repeated groups
- **Environment**
 - ≡ Comfortable
 - ≡ Circle seating
 - ≡ Tape recorded
- **Moderator**
 - ≡ Skillful in group discussions
 - ≡ Uses pre-determined questions
 - ≡ Establishes permissive environment
- **Analysis and Reporting**
 - ≡ Systematic analysis
 - ≡ Verifiable procedures
 - ≡ Appropriate reporting

University of Illinois -
Designing and Conducting
Focus Group Interviews



Organizing and Connecting Your Data

- Consider where audio or video recording will be kept
- Consider where any paper materials might be stored



- PBS
 - [Example of Student Focus Group](#)
 - [Example of Parent focus group](#)
 - [Example of Teacher focus group](#)



Coding your data

- Identifying the key concepts, themes, or phenomena that are interesting to your question.
- Conduct a preliminary data review to gain a broad understanding.
- Develop an initial codebook that is flexible and allows for new codes that might need to be added during the analysis process.
- Color code or use a software to code your data.
- Refine or modify the codebook as new insights or patterns emerge.
- Ensure consistency by linking back to your definitions.

Catchy Theme # 1	
Brief Explanation	
3 Supporting Quotes	

"A Practical Guide to Collaborative Qualitative Data Analysis" by Richards KAR, Hemphill MA
Journal of Teaching in Physical Education
© 2017 Human Kinetics, Inc.

Perceived Mattering Codebook

Themes	Subthemes	Definitions	Examples from Transcripts
Subject Marginalization	Lack of communication	Teacher believes physical education does not matter due to lack of communication about issues that affect the physical education environment.	"My stressful day, um probably when things pop up that are not...A lot of my stresses get raised from being an activities director. If the school calls me and says now they have to-- they have kids who are not coming, they change times, or I have a different schedule. My stuff is very organized and if it's not where I think it's supposed to be and I need it, that's very stressful for me" (1019, 210-217, individual interview)
	Lack of time and resources	Teacher believes physical education does not matter due to lack of teaching contact time and resources such as materials, equipment for PE, or teaching facilities.	"It's kind of rough because I don't have my own classroom. I don't have my own computer up there. I don't have a room that I can make into a welcoming environment so that's kind of rough" (1018, 110-112, individual interview) "Right now that class is more just like babysitting. It's just a study hall, kind of boring. I don't have a classroom I'm in the gym balcony where the bleachers are at. I don't have space the kids complain" (1018, 120-122, focus group)

What's in my wallet?

Let's Practice!



Participant	Data (List of Items)	Initial Codes	Categories/Themes	Patterns/Meanings
Participant 1				
Participant 2				
Participant 3				
Participant 4				



Data Dialogue: Process

1. **Predictions:** Before looking at the data, what do we expect to see?
2. **Observations:** What do we see in the data? (e.g., I observe..., Trends/patterns I see..., I'm surprised to see...)
3. **Inferences:** How do we explain the data? (e.g., I believe the data suggests... because..., additional data we need..., appropriate solutions are...)
4. **Validate:** How can we confirm our inferences?
5. **Action Plan:** What should we do about all this?

[Adapted from Center for Leadership & Education Equity](#)



Data Dialogue: Benefits

- Brings people together to discuss data
- Addresses our assumptions and biases
- Allows for objective observations, followed by assumptions and inferences
- Gets the buy-in of a team/group related to data-driven decisions
- Gets multiple perspectives and voices




Analyzing Quantitative and Qualitative Data


KEY DATA EQUITY QUESTIONS

- Whose voices are we missing?
- What additional context should we consider?
- How can this data support our bigger “why”?
- What biases might students and staff have brought into the data collection experience?
- What biases might we be bringing into the data analysis?
- What more do we need to know to better understand the trend(s) we are seeing?
- Who do we need to listen to, and collaborate with, to fully understand and act on the data?





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Recommendations and Resources for
Equitable Data Use

OBJECTIVE


Our team can explore and utilize tools, protocols, and supports to support equitable analysis of social, emotional, and behavioral data.

OUTCOME


Our team will understand and act on social, emotional, and behavioral data in ways that are informed, responsible, and equitable.

Parts of this Tool:

- [Part 1: Data Equity Questions](#)
- [Part 2: Data Equity Tools](#)
- [Part 3: Considerations for Interpreting Data](#)
- [Part 4: Rapid Round Small Group Data Consultancy Protocol](#)
- [Part 5: Small Group Data Consultancy Protocol](#)

 **Resources**

- When determining what data is being collected, and what data might be missing, utilize the [Data Inventory](#).



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Recommendations and Resources for Equitable Data Use Page 1 of 8

DESE Data Tools





DESE Data Tools



Student Outcome Comparison Tool

- Heat map tool that shows districtwide gaps across several key indicators
- Developed for Student Opportunity Act Plans



DESE School & District Profiles

- Publicly available data on schools and districts



School and District Profiles

[Profiles Home](#)[Directories](#)[Statewide Reports](#)[State Profile](#)[Profiles Help](#)

What's New

01/23/25 [2024-25 Enrollment by Race/Gender](#)

01/23/25 [2024-25 Enrollment by Selected Population](#)

01/23/25 [2024-25 Enrollment by Kindergarten](#)

01/23/25 [2024-25 Enrollment by Pre-Kindergarten](#)

01/16/25 [2022-23 Ed Prep Staff by Race/Gender](#)

01/16/25 [2024 Grade Nine Course Passing Report](#)

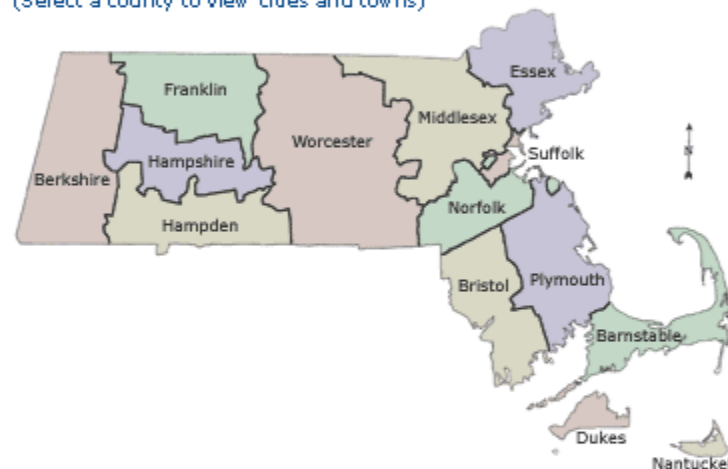
Most Requested Links

1. [2020-21 Teacher Salaries](#)
2. [2024 MCAS Achievement Results](#)
3. [2024 Accountability Report](#)
4. [2022 Per Pupil Expenditure](#)
5. [2024-25 Enrollment by Grade](#)
6. [2023-24 Student Discipline](#)
7. [2024-25 Enrollment by Race/Gender](#)
8. [2024-25 Enrollment by Selected Population](#)

Search by Location

Geographic Search

(Select a county to view cities and towns)



Report Cards

Enter the name of your school/district:

Go

00000000 - State Totals
[2023 District Report Card](#)

Student Outcome Comparison Tool

WELCOME

DISTRICT HEAT MAP

STATE HEAT MAP

ENGLISH LEARNER

SWD

LOW INCOME

RACE/ETHNICITY

DEFINITIONS

All Students Rate

Student Group Meets or Exceeds All Students Rate

Student Group Does Not Meet All Students Rate

Greatest Disparities from All Students Rate

How to interpret this page

This page displays student group performance across multiple metrics. Each metric is color-coded to show whether the student group meets or exceeds or falls below the district average for “All Students.” The student groups experiencing the greatest disparities are indicated in dark red and may be most in need of intensive support. See DEFINITIONS page for more info.

A cell with 0.0 indicates a 0.0 rate for that student group on that measure, while an empty cell signifies no publicly available data.

District Heat Map

Student Group

2023

2023

2023

2022

2023

2022

2021

% Total Enrollment

% Chronic Absenteeism

% Out School Suspension

% Ninth Graders Passing

% Pathways Enrollment

% Dropout

% 5 Year Graduation

All Students

English Learner

Students with Disabilities

Low Income

African American/Black

American Indian or Alaskan Native

Asian

Hispanic or Latino

Multi-race non-Hispanic or Latino

Native Hawaiian or Pacific Islander

White

2023 MCAS

Show % Meeting & Exceeding

Show SGP

Subject / Grade

All Students

English Learner

Students with Disabilities

Low Income

African American/Black

American Indian or Alaskan Native

Asian

Hispanic or Latino

Multi-race non-Hispanic or Latino

Native Hawaiian or Pacific Islander

White

ELA

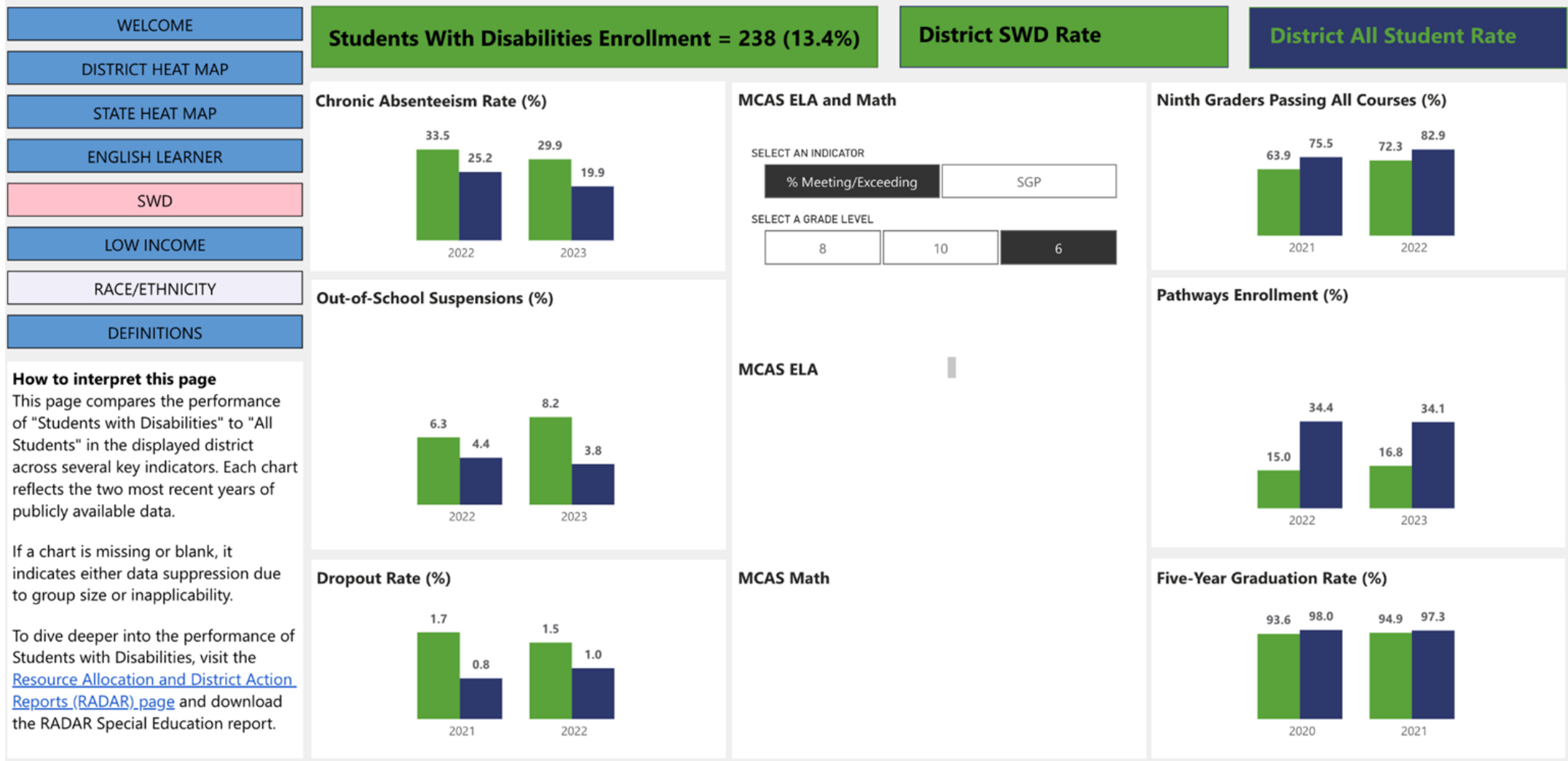
8

10

MATH

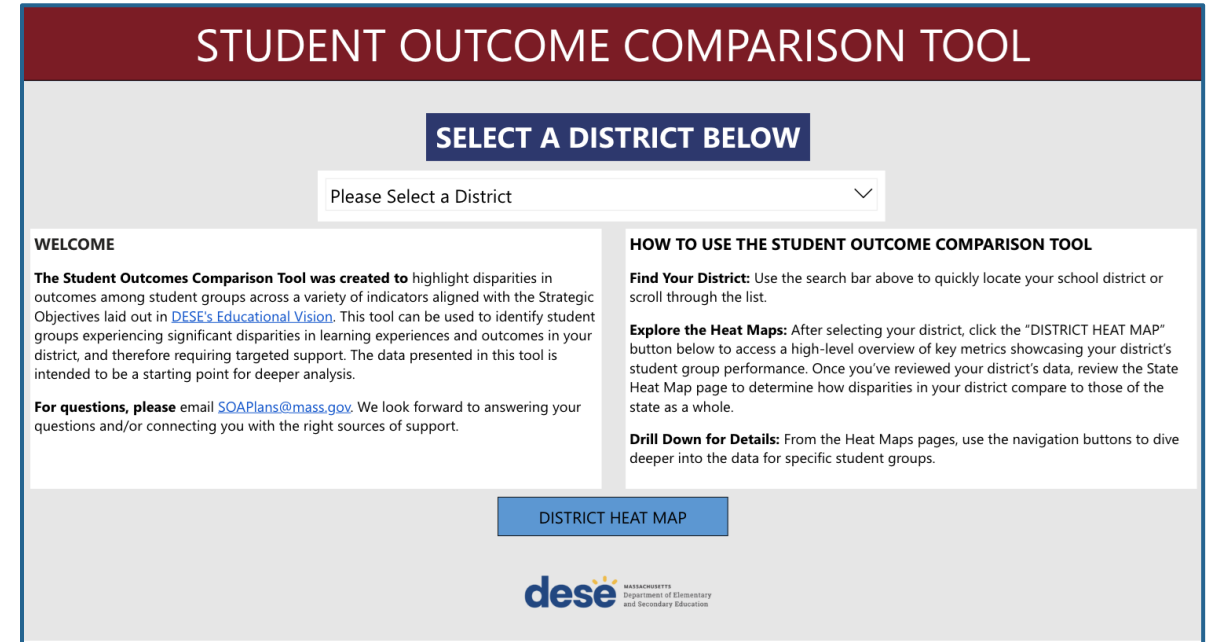
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10



Activity: Explore Your Heat Map

- Click the link in the chat
- Select your district
- Explore the heat map
- Reflect on these questions:
 - *What gaps do you see?*
 - *What questions do you have? What do you need more information about?*
 - *How does the data support or contradict the themes from your community input?*



The screenshot shows the 'STUDENT OUTCOME COMPARISON TOOL' interface. At the top, a dark red header contains the title. Below it, a blue button labeled 'SELECT A DISTRICT BELOW' is positioned above a dropdown menu that says 'Please Select a District'. The main content area is split into two columns. The left column, titled 'WELCOME', contains a paragraph about the tool's purpose and a link to 'DESE's Educational Vision', followed by contact information for SOAPlans@mass.gov. The right column, titled 'HOW TO USE THE STUDENT OUTCOME COMPARISON TOOL', provides instructions on finding a district and exploring heat maps. At the bottom center, there is a blue button labeled 'DISTRICT HEAT MAP'. The DESE logo is at the bottom right.

Share Out

- How have you used/could you use these tools at your school/district sites to further your SEB efforts?
- What did you learn from exploring the tools?
- What questions do you have about these tools?

Communicating and Acting on Feedback





Communicating about Feedback

- Make sure to communicate out to anyone who was invited to give feedback:
 - Who looked at the feedback
 - Who took part in the analysis and discussion of feedback
 - What trends came through
 - What next steps have been agreed on based on these findings *or* How additional people can get involved in setting next steps based on the findings
- Tie these results to the work you are already doing – use this communication to celebrate successes and share growth
- Address misconceptions that came up in the feedback



Consider Creative Ways to Share the Data

7 WAYS TO DISPLAY QUALITATIVE DATA



Quotes



Pictures



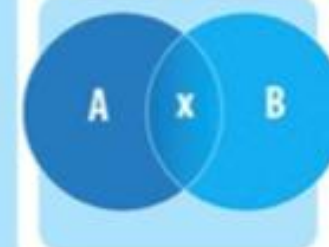
Icons



**Word
Clouds**



**Highlighted
text**



**Venn
Diagram**



Timelines

Source: Alana Pirrone, Design & Data Visualization, <https://www.alanapirrone.com.au/>

Collecting Focus Group & Interview Data | NYS OASAS Prevention Learning Series



Using Feedback to Set Next Steps

- Include collaborators in your decision-making
- Use your qualitative and quantitative data together to consider next steps
- Compare the results of your feedback with your SEB Academy action plan – are the action steps you are working toward aligned with the needs that your community is sharing?
- Prioritize
 - Which goal will we address first? Which goals do we address after?
- Consider: Is more feedback needed?
 - Was anyone left out or disproportionately represented in the feedback sample?
 - Are follow-up questions necessary to gather more information?
 - What is the timeline for gathering feedback and re-iterating the cycle?

Closing and Next Steps





REFLECTION & CLOSING

What is one thing you will bring back to your team from today's meeting?



Resources

- SEB Academy Needs Assessment and Planning Process: <https://sebacademy.edc.org/needs-assessment-and-planning-process>
- DESE School and District Profiles: <https://profiles.doe.mass.edu/>
- DESE District Heat Maps:
<https://app.powerbigov.us/view?r=eyJrljoiNmRkYTQ3NzEtYjFhZi00NzNiLTgyY2ltYWl3ZmVjMjc1OGU2liwidCI6IjNIODYxZDE2LTQ4YjctNGEwZS05ODA2LThjMDRkODFiN2lyYSJ9>
- SEB Academy Recommendations and Resources for Equitable Data Use: <https://sebacademy.edc.org/recommendations-and-resources-equitable-data-use>
- Thematic Qualitative Data Analysis: <https://getthematic.com/insights/qualitative-data-analysis/>
- Center for Leadership and Educational Equity Data Driven Dialogue: <https://www.clee.org/resources/data-driven-dialogue/>
- PBS Focus Group Examples:
 - Students: <https://mass.pbslearningmedia.org/resource/ket-pd-mentalhealth5/youth-mental-health-focus-group-students/>
 - Parents: <https://mass.pbslearningmedia.org/resource/ket-pd-mentalhealth4/youth-mental-health-focus-group-parentsmentors/>
 - Teachers: <https://mass.pbslearningmedia.org/resource/ket-pd-mentalhealth3/youth-mental-health-focus-group-educators/>



UPCOMING EVENTS

<https://sebacademy.edc.org/upcoming-events>

Virtual Events

- **Webinar: Sustainability: Going from Good to Great**
Wednesday, February 12 – 9:30-11:00 AM
- **Peer Sharing Call: Enhancing the IMM Process for Advanced Tiers**
Monday, February 10 – 2:00-3:00 PM
- **Peer Sharing Call: Supporting Adult Belonging**
Tuesday, February 11 – 10:00-11:00 AM

In-Person Event

- **Eastern MA: Wednesday, March 19** at the EDC office in Waltham, MA
- **Western MA: Wednesday, March 26** at the Publick House Inn, Sturbridge MA

Next Team Lead Meeting

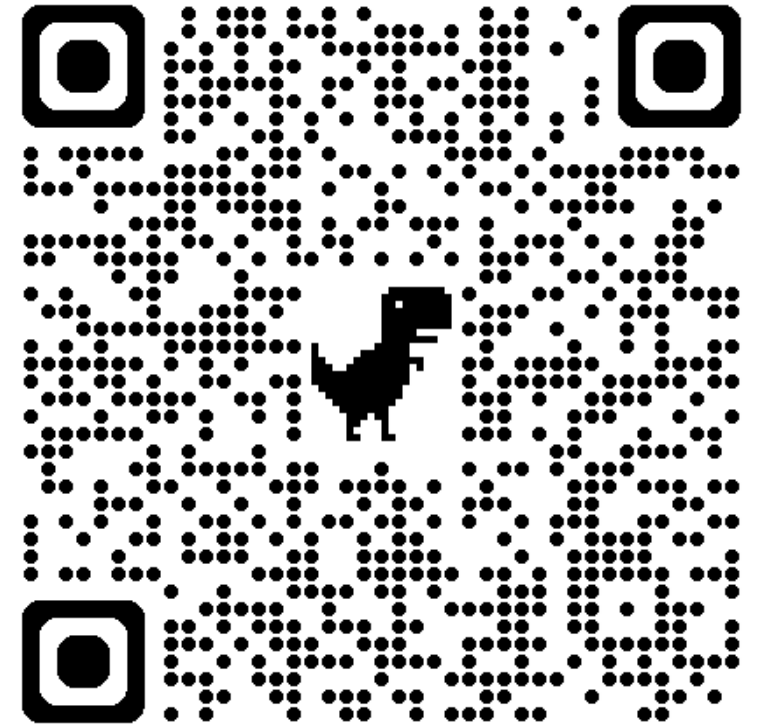
- **Wednesday, April 9 – 9:00-10:30 AM**





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EVALUATION



> Thank You