Normed Climate Assessment and Inclusion Index

Engagement

Disengaged 15%

Engaged 44%

Neutral 41%

Climate Snapshot

Trust	99.6
Accountability	102.5
Commitment	100.5
Connection	98.2
Growth	97.6

Risk — Average — Performance

Outcomes Model

THRIVING

VISION

Commitment	Growth

PEOPLE — INVOLVEMENT

Trust

SCHOOL — LEARNING

Connection	Accountability

ACTION

SAFETY

Involvement Scores

Involvement	100.2
Learning	97.8
Safety	104.0
Thriving	101.6

Risk — Average — Performance

Critical Questions

15. When adults are not around, students behave	
11. People here follow the rules about behavior	
6. People here are generous	
5. People feel included here	
4. Students get useful feedback	
2. Everyone has good friends here	

An OESIS Network and Six Seconds Partnership

"We are excited to have a survey with normed responses and an index so that we can have a measure of institutional inclusion. Index groupings are important. Looking forward to contributing to the Advisory Board that helps to develop an Independent School Index as more of our peer schools participate."

Nat Coffman, *Head of School*
The Prairie School (WI), *independent school with 600 students*

"SEL is one of the three foundation pillars at Synapse School and the EVS assessment has been an on ongoing assessment since its inception. This tool offers parents, faculty, staff, and students the opportunity for meaningful feedback. A critical aspect of this feedback is the comparison of students' perceptions against that of the adults in the community. Synapse believes that listening to the voices of the students is essential for any growth and improvement. It has helped Synapse continually maintain a high level of engagement and trust from the parents."

May Duong, *Director of SEL*
Synapse School (CA), *K-8 independent school with 260 students*

"The EVS is an effective tool for measuring how well the school is executing its vision and mission. At Helios the EVS assessment has become a tool for healing a community previously split by diverse opinions by offering all constituencies an opportunity for feedback, thereby capturing the specific strengths, challenges, and recommendations for improvement. In addition, the EVS validates that all expenditures spent on new programs, resources, and materials are the most critical for student growth and achievement as perceived by community members."

Pamela Clarke, *Interim Head of School*
Helios School (CA), *K-8 charter school with 110 gifted students*

"The Six Seconds Educational Vital Signs Climate Assessment is a highly useful tool for surveying and gathering feedback from the school community. The assessment gives clear data that can measure changes and growth over time, and allows schools to focus their school improvement efforts on a particular area of need. Breaking survey data down by the group taking the assessment allows administrators to identify specific concerns for each subgroup, and work with them jointly to improve outcomes that support the school. The assessment allows administrators to add individual questions that target pre-existing school initiatives, concerns, or areas for improvement to gather student, family, staff, and stakeholder feedback on the topic."

Holly Walker, *Director of Educational Services*
Connect Community Charter School (CA), *K-8 charter school*

Partnership on Normed Inclusion Climate Assessments & Indices for Independent Schools

Sanje Ratnavale
President
OESIS Network

Joshua Freedman
Cofounder and CEO
Six Seconds

Six Seconds, the leading global SEL non-profit serving school districts and large organizations globally (from the United Nations, to LAUSD, Amazon, HSBC and Qatar Airways) and the OESIS Network, the leading network for innovation at independent schools, announce their third joint initiative: A Partnership on Normed Climate Assessments and Inclusion Indices for Independent Schools. We are delighted to deepen our current PD Pathway Partnership and our DEI Consulting Solution to expand the use of a tool formulated over 20 years with multiple validation studies, and used by over a hundred schools. The partnership establishes the following:

1. **A Dedicated Partnership Team** of consultants and managers to expand the delivery of Six Seconds' leading Normed Climate Assessment, called Education Vital Signs, to independent schools.

2. **School-Specific Reports** for schools to establish confidential institutional benchmarks from indexed scores. Strict data and privacy: all surveys are strictly anonymous and confidential, and only aggregate data is shared with the school.

3. **Survey Customization** that can broaden the normed question range from 26 to 40. **The DEI Consulting team** under our existing partnership can help schools who need post-assessment feedback and action plan development.

4. **The Inclusion Index Group:** An Advisory Board to help the formulation of Independent School Inclusion & Climate Indices. This Board will also peer review and publish *Independent School Sector Research Reports*.

5. **Inclusion Index Group Conference** on Oct. 20 and 21, 2021 at Marriott Boston Quincy.

FREQUENTLY ASKED QUESTIONS

1. **How is the climate assessment normed?**
   It is normed and standardized with a median score of 100 and a 15-point standard deviation following a bell curve typical of psychometric assessments. See the charts on the following pages.

2. **What is the history of the development of the assessment?**
   EVS is a well-validated tool, which has been subject to four different validation studies, most recently in 2015. The 2015 re-analysis and norms are based on 6200 individuals. See page 17 for further details.

3. **Who has participated in the assessments?**
   The total EVS database includes thousands of responses from students, parents, teachers and administrators from over 100 schools ranging from 100-2000 students, a mix of private, public, religious, and charter schools primarily in the U.S., Canada, and Asia.

4. **What is the price of each climate assessment?**
   Surveys are sold in packages of two so schools gauge school improvement. The surveys can be deployed at any time over 24 months.

5. **To what degree can the assessment be customized?**
   See page 16 for a list of typical additional questions that can be added to the index group of 26 standard questions.

6. **How private is the data collected?**
   The survey complies with GDPR and other student and adult privacy laws. Only anonymized and aggregated data is returned to the school and retained by Six Seconds and OESIS. A detailed confidentiality agreement will be provided to schools.

7. **How long does it take to set up and complete the survey?**
   The confidential assessment is completed online by all or selected constituents in a school or district. The survey takes 10-20 minutes to complete. The entire process, from announcement to results, can be completed in less than two weeks.

INCLUSION INDEX GROUP

An OESIS Network and Six Seconds Partnership

EVS EDUCATION VITAL SIGNS

Partnership Pricing Levels

Register Your Interest and Schedule an Introductory Meeting

Silver	Gold	Platinum
$4,000	$6,000	$8,000
$2,000 discount for OESIS Network member schools until July 15; $1,000 after July 15, 2021		
• Two surveys up to 24 months apart • Up to 500 participants in each survey	• Two surveys up to 24 months apart • Up to 1,000 participants in each survey	• Two surveys up to 24 months apart • Up to 2,000 participants in each survey
• 26 questions	• 26 questions and up to 13 custom questions	• 26 questions and up to 13 custom questions
• Standard report with norms	• Standard report with norms + custom questions	• Standard report with norms + custom questions
• No consulting	• Three hours consulting to customize and program question bank	• Six hours consulting to customize and program question bank and provide post-assessment feedback
	• Confidential institutional percentile score according to Independent School Index of Key Questions	• Confidential institutional percentile score according to Independent School Index of Key Questions
	• 25% discount on Inclusion Index Group Report on Independent School Index (when available)	• 50% discount on Inclusion Index Group Report on Independent School Index (when available)

The Inclusion Index Group Conference
Oct. 20-21, 2021
Marriott Boston Quincy

15% conference discount	20% conference discount	25% conference discount

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INCLUSION INDEX GROUP

EVS EDUCATION VITAL SIGNS

Introduction

Background

The Education Vital Signs (EVS) is a statistically validated, normed assessment of school climate that quickly identifies areas both supporting and interfering with school success. The school/district climate influences critical constituent behaviors such as communication, problem-solving, and accountability — factors that affect students, parents, and employees ability to work effectively.

Value

EVS is intended to create a snapshot of the current school climate — an overview of the community members' relationship with the organization. The climate is the context in which faculty work each day, in which students learn, and in which parents interact; our research shows that the climate based on these perceptions of "connectedness" strongly influences learning, involvement, safety, and thriving.

The most value of the EVS process comes from an engaging dialogue about the survey results; we see these statistics as questions — not answers. In discussing these questions, you will build alignment and clarify your next steps to meet your mission even more effectively.

Sample Report

Scope & Outputs of a Sample Report

The Education Vital Signs (EVS) survey was conducted in [month, year] with input from members of the school community. The sample responses include:

- 70 parents

- 133 students

- 46 teachers

The inclusion survey calculates a climate index, which is a benchmark for the school's climate overall — an indicator of the vitality of the learning environment.

In our example, the climate index is 51%

50% is the average score on this index

School climate is like the "typical weather" in a region — is it stormy, balmy calm, or somewhere in between?

Engagement

A more positive climate is linked to a more engaged, committed, strong community. This chart shows what percentage of respondents are:

Engaged = Fully involved, connected, and committed.

Neutral = Meeting requirements, following, passive.

Disengaged = Isolated, disconnected, pessimistic, or moving away.

On average in the EVS database, around 25% of school community members land in the "Engaged" category — 50% in "Neutral" and 25% in "Disengaged." Higher scores in "Engaged" represent an important strength for community leadership.
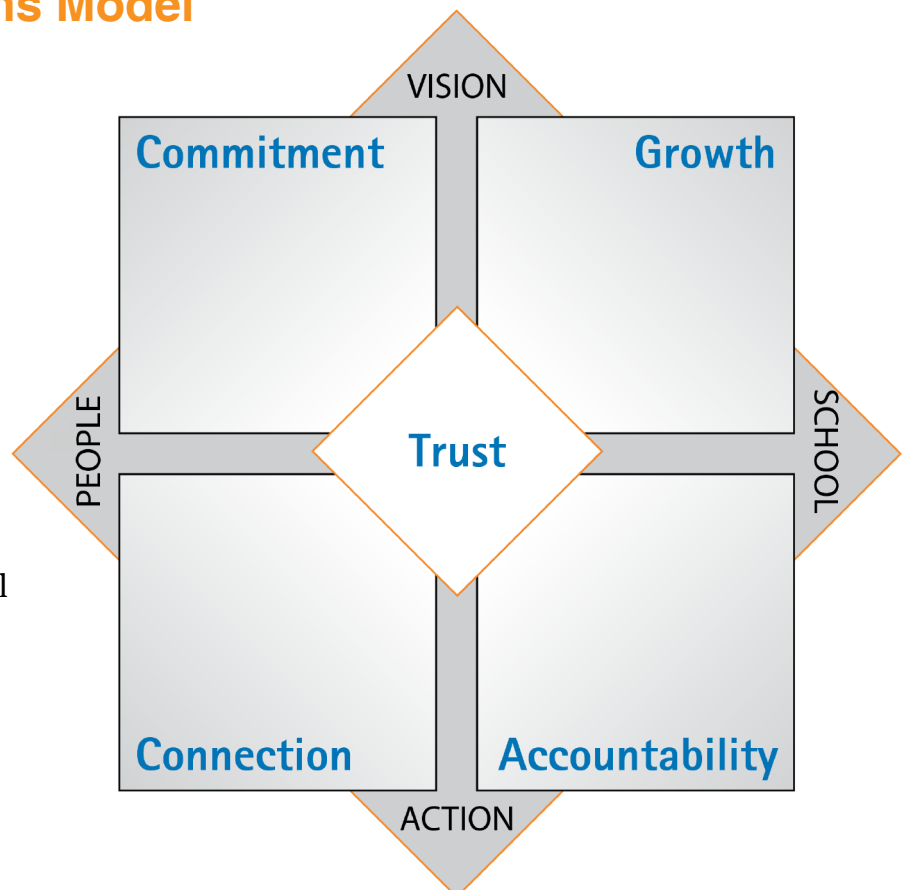

Disengaged 15%

Engaged 44%

Neutral 41%
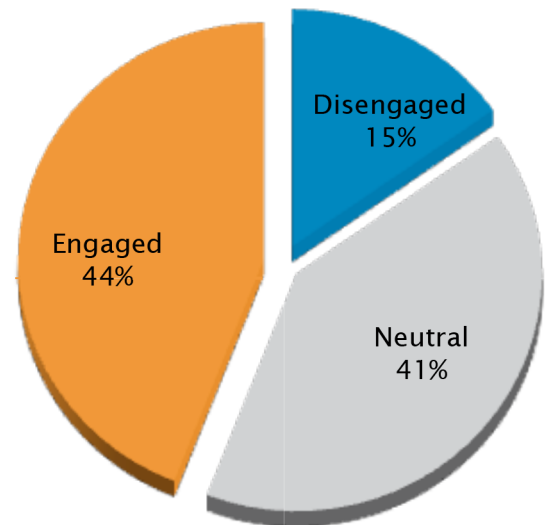
The Education Vital Signs Model

How is the "weather" in your school? Are people constantly on the lookout for dangerous storms of destructive tension? Or are they looking forward to coming to school each day?

School Climate is an indicator of the collective feelings, relationships, and reactions in the learning environment. A positive culture drives engagement, unlocks collaboration, and fuels learning.

The Education Vital Signs (EVS) Model defines school climate in the five factors shown in blue to the right. A healthy climate will also be balanced on the two axes of the model shown in black:
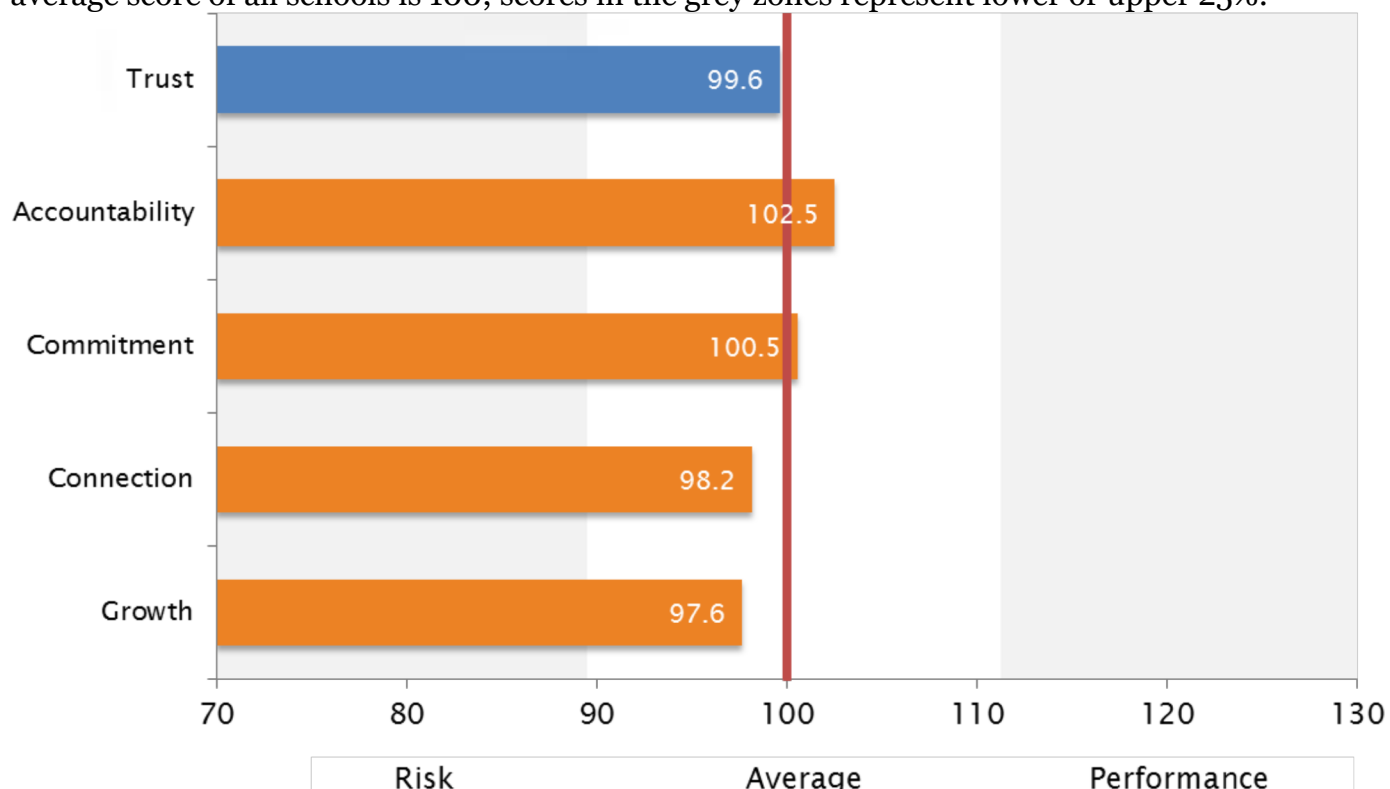- Individual and group
- Vision and action

VISION

Commitment

Growth

PEOPLE

Trust

SCHOOL

Connection

Accountability

ACTION

INCLUSION INDEX GROUP

An OESIS Network and Six Seconds Partnership

EVS EDUCATION VITAL SIGNS

The Vital Signs Factors

EVS measures these five elements of school climate:

Climate Factor	Definition
Trust	Is there a firm belief in a foundation of security and safety here? Do people in this community believe that the school has their best interests at heart?
Accountability	To what extent do people see others as following agreements and behaving respectfully? Do people consider the costs and benefits of decisions for student success?
Commitment	Do people feel personally involved in what is happening in the school? Are people engaged in doing meaningful work? Are effort towards mastery promoted?
Connection	Do people feel that they belong in this school? Do people enjoy being part of this community? Is diversity encouraged?
Growth	Do people feel supported in handling their concerns? Does the school guide people in navigating change? Are people celebrated for their imagination and energy?

Climate Snapshot

This graph shows the overall scores on the climate. Based on the EVS normative sample, the average score of all schools is 100; scores in the grey zones represent lower or upper 25%.

Trust: 99.6
Accountability: 102.5
Commitment: 100.5
Connection: 98.2
Growth: 97.6

70 80 90 100 110 120 130

Risk   Average   Performance

Snapshot Data

This table shows the numerical scores from the previous graph.

The final column, Standard Deviation is a measure of the coherence of the scores; lower SD scores indicate responses are closer together. Higher SD means people are further apart. The average SD on EVS is 15; highly aligned groups have an SD of under 12; SD scores over 18 represent inconsistency among respondents.

Climate Factor	Average Score	Standard Deviation
Trust	99.6	12.3
Accountability	102.5	12.0
Commitment	100.5	12.9
Connection	98.2	13.7
Growth	97.6	14.4

Outcomes Model

EVS measures four outcomes aligned to the key elements of school climate:
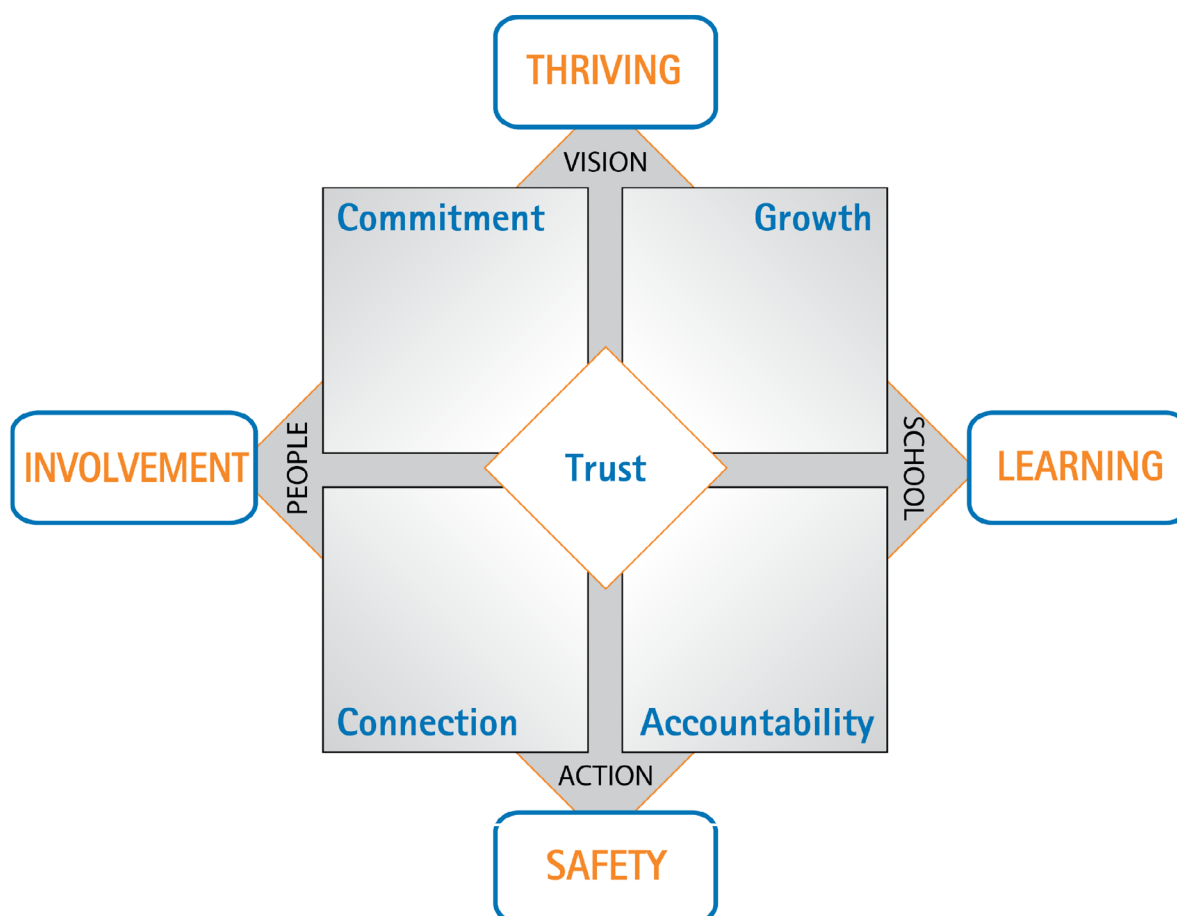
Outcomes

There are many critical indicators for school success; EVS measures four:

Outcome	Definition
Involvement	Participation in the school community
Learning	Students' academic growth
Safety	Physical and emotional wellbeing
Thriving	Long-term viability of the culture

Our research shows that climate scores predict these outcome scores significantly.

In other words: Improving the climate is likely to offer significant benefits to your school's ability to meet your mission now and into the future.

Outcomes Scores

This graph shows overall scores on the four outcomes. Based on the EVS normative sample, the average score of all schools is 100; scores in the grey zones represent lower or upper 25%.

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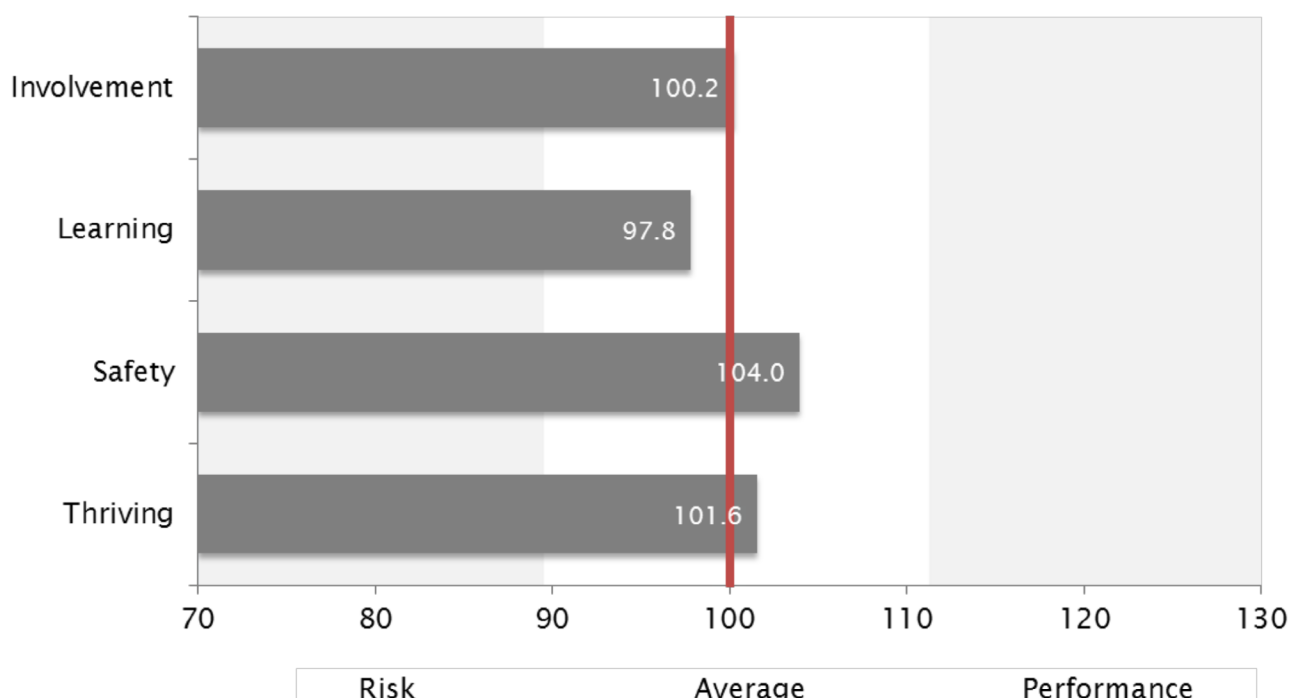
Outcomes Data

This table shows the numerical scores from the previous graph.

The final column, Standard Deviation is a measure of the coherence of the scores; *lower* SD scores indicate responses are closer together. *Higher* SD means people are further apart. The average SD on EVS is 15; highly aligned groups have an SD of under 12; SD scores over 18 represent inconsistency among respondents.

| Outcome Factor	Average Score	Standard Deviation
Involvement	100.2	11.8
Learning	97.8	12.9
Safety	104.0	11.3
Thriving	101.6	11.0

Combined Snapshot

This chart shows the climate and outcome scores at a glance. See previous pages for definitions. The average score of all schools is 100.

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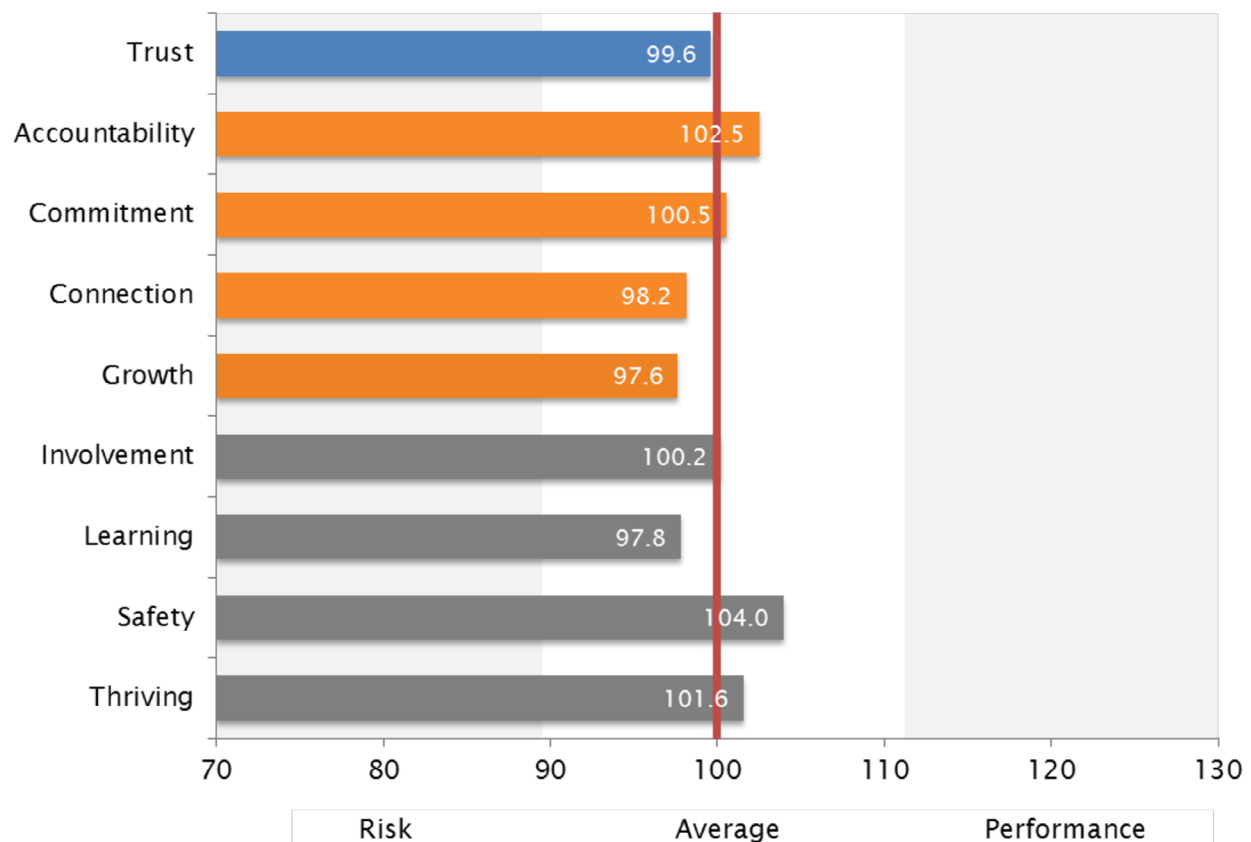
Critical Questions

This graph shows the three questions with the highest and lowest ratings. It may help clarify specific strengths and challenges.
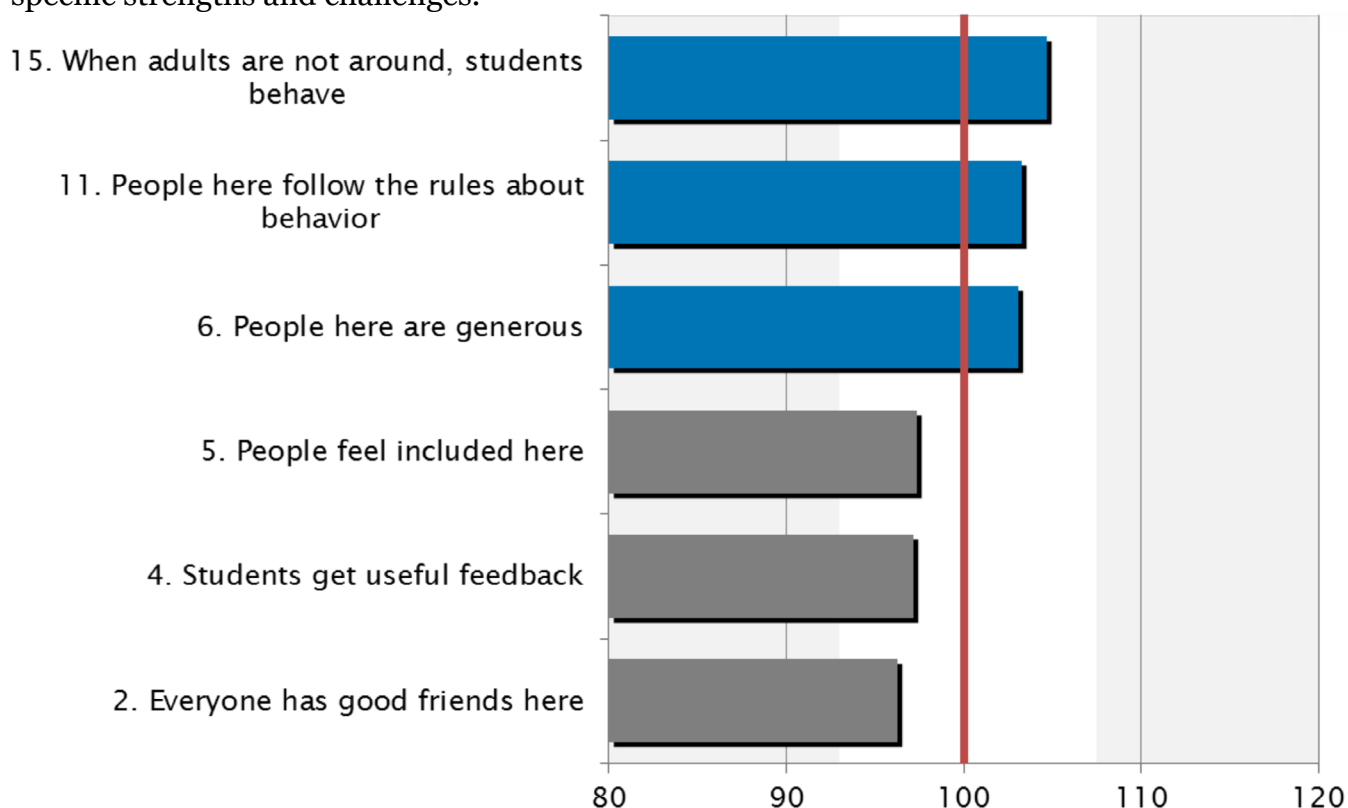
Critical Questions Reflection

Low Scores

- What is "underneath" these concerns — the behavior, policy, fear, or doubt that makes this concern come up?
- Assuming these are real issues: How are these affecting the students? Teachers? Parents? Admins?
- To what degree do the school's leaders take ownership and responsibility for these concerns? What about other stakeholders (students, parents, etc.)?
- Are you seeing these issues "showing up" in classes, on the playground, parking lot, staffroom?
- Imagine these items were dramatically improved — what would happen? What would that take?

High Scores

- Are these strengths?
- How are these strengths appearing in the school now?
- How can these strengths come into play more, and more often? In more places?
- Is there a relationship between any of these strengths and any of the challenges above?
- How can these strengths be used to address the challenges?
- How can these strengths be celebrated and recognized to add positive energy to the school community?

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Comparisons

Based on the customization of the EVS survey, data was collected to allow comparisons between different constituencies of the total group.

These graphs show how people in different categories responded to the survey. They are depicted as line graphs for visual clarity.

- Higher scores indicate a perceived strength that should be leveraged.
- Gaps may indicate a need for communication.
- Low scores may indicate a need for training/development.

EVS By Role
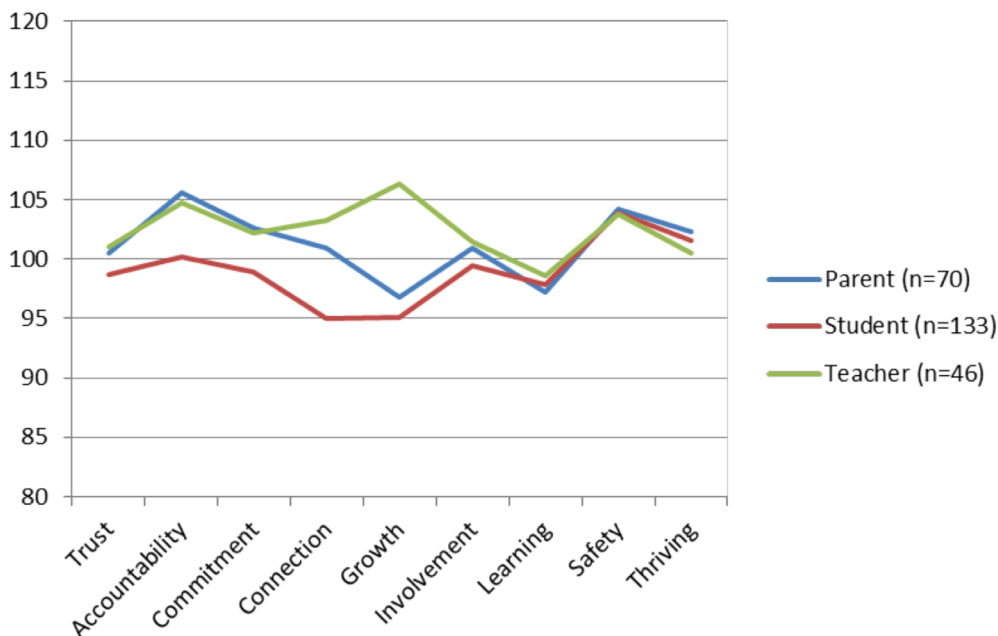
	Trust	Accountability	Commitment	Connection	Growth	Involvement	Learning	Safety	Thriving
Parent (n=70)	100.5	105.6	102.6	100.9	96.8	100.9	97.2	104.2	102.3
Student (n=133)	98.7	100.2	98.9	94.9	95.1	99.5	97.9	103.9	101.6
Teacher (n=46)	101.0	104.7	102.2	103.2	106.3	101.5	98.6	103.7	100.5
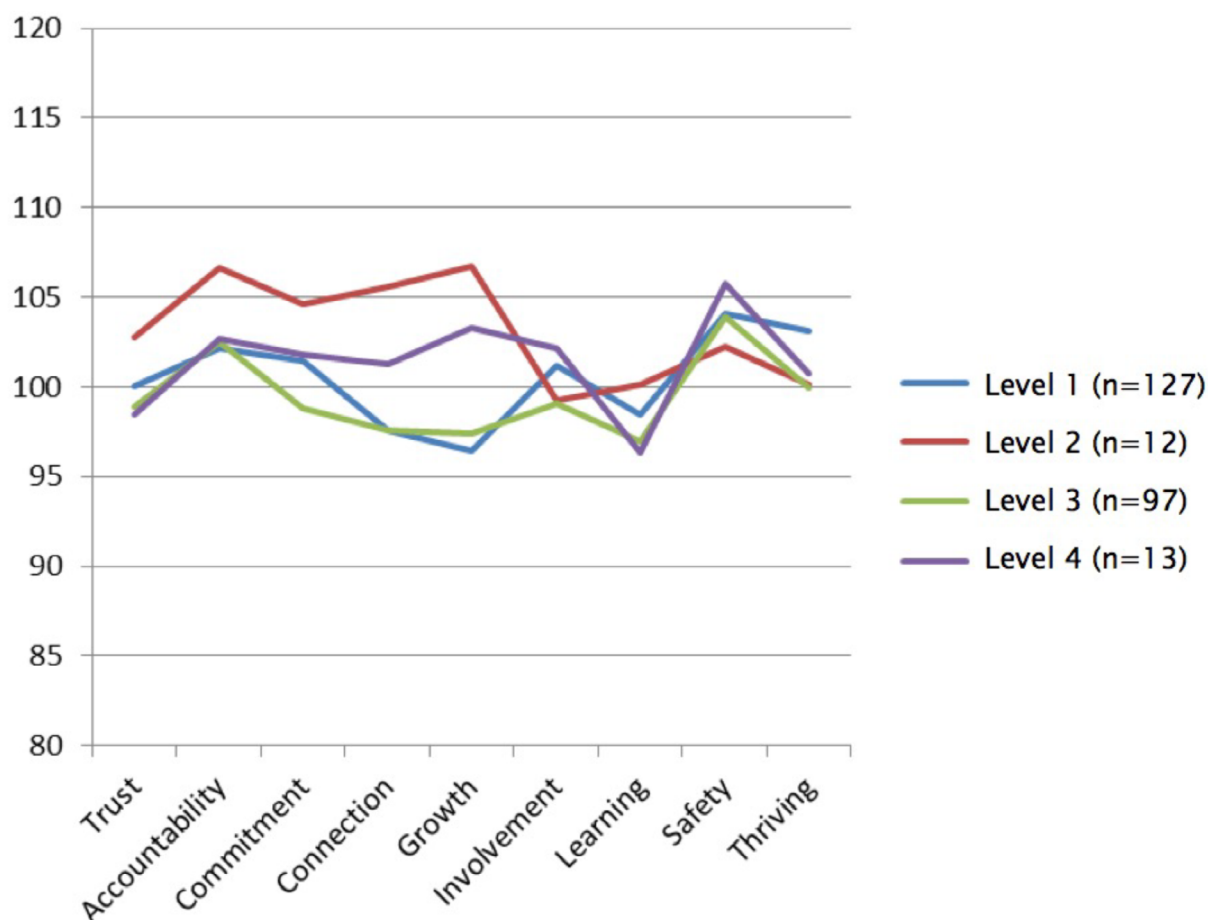
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EVS By Level

	Trust	Accountability	Commitment	Connection	Growth	Involvement	Learning	Safety	Thriving
Level 1 (n=127)	100.0	102.2	101.5	97.6	96.4	101.1	98.5	104.0	103.1
Level 2 (n=12)	102.8	106.6	104.6	105.5	106.7	99.2	100.1	102.3	100.1
Level 3 (n=97)	98.9	102.5	98.8	97.6	97.4	99.1	97.0	103.9	100.0
Level 4 (n=13)	98.5	102.7	101.8	101.3	103.3	102.1	96.4	105.7	100.7

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Comparisons Reflection

Where a difference exists, remember that "reality" is probably somewhere in between the different perceptions, like the old story of the blind men and the elephant. Just for example, if students see "Belonging" at a 3.3 but teachers see it as a 4.5, who is right? Both... neither... they are seeing the same "elephant" from different perspectives. The gap means there is an opportunity for learning.

What's driving these differences of view?

Would it help if these groups (e.g., teachers, students, parents) had a more consistent perspective?

To what degree are the school's leaders and teachers open to the student's perspective? To the parents'? Is this a house divided, or are these groups willing to come together?

Higher Scores
- Are these strengths? How can those be utilized more effectively?
- What are the benefits of these strengths? What capability does this impart to the school?

Lower Scores
- Are these vulnerabilities? What is the risk of this continuing or even getting lower?
- Is it important to address this? Who will take responsibility for making a difference in this area? How?

Responses by Item (page 1)

Item	Overall Avg	ST Dev
1. If a student is upset, a teacher helps	97.8	14.3
2. Everyone has good friends here	96.3	13.9
3. People here do as they say	98.6	12.3
4. Students get useful feedback	97.1	13.4
5. People feel included here	97.3	14.7
6. People here are generous	103.1	12.3
7. Parents and teachers are on the same team	101.0	11.3
8. If a student misbehaves, a teacher takes always takes action	99.1	13.6
9. People here are considerate when solving conflicts	99.9	12.9
10. All teachers here care about me	97.7	12.3
11. People here follow the rules about behavior	103.3	12.6
12. People here are kind to each other	101.8	11.7
13. We solve problems as a team	101.1	12.0

Normed scores; 100 is the average, SD=15

Responses by Item (page 2)

| Item	Overall Avg	ST Dev
14. People take part in school activities	100.1	12.6
15. When adults are not around, students behave	104.7	11.3
16. The school's leaders care about me	98.7	12.6
17. People here are responsible	95.2	15.8
18. People here don't gossip in a negative way	102.1	12.2
19. We follow clear rules about communication	100.9	12.9
20. Leaders here are sincere	100.2	12.6
21. People talk about feelings in a helpful way	100.4	11.8
22. People feel important to the school	99.5	13.0
23. Every student has someone they can talk to	97.9	12.9
24. People here are committed	99.3	12.6
25. People here are reliable	101.6	11.8
26. People here do what is right for the community	101.2	12.1

Normed scores; 100 is the average, SD=15

Responses by Item (page 3)

Outcome Item	Overall Avg	ST Dev
A. I feel safe at school	100.4	11.4
B. Students really learn here	97.9	12.7
C. People love coming to this school	101.9	11.7
D. We have great teachers here	97.1	12.9
E (17). People here are responsible	95.2	15.8
F. Fighting is not a problem at our school	107.6	12.1
G. If I can, I will come back next year	100.0	11.2
H. I speak positively about my school to others	101.6	10.9
I. This is one of the best schools around	102.5	10.6
J. This school helps students reach their full potential	98.8	12.7
K. Bullying is not a problem in our school.	103.7	12.6
L. This school is making the world a better place	100.1	11.6

Normed scores; 100 is the average, SD=15

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Custom Items

The following custom items were added to the survey:
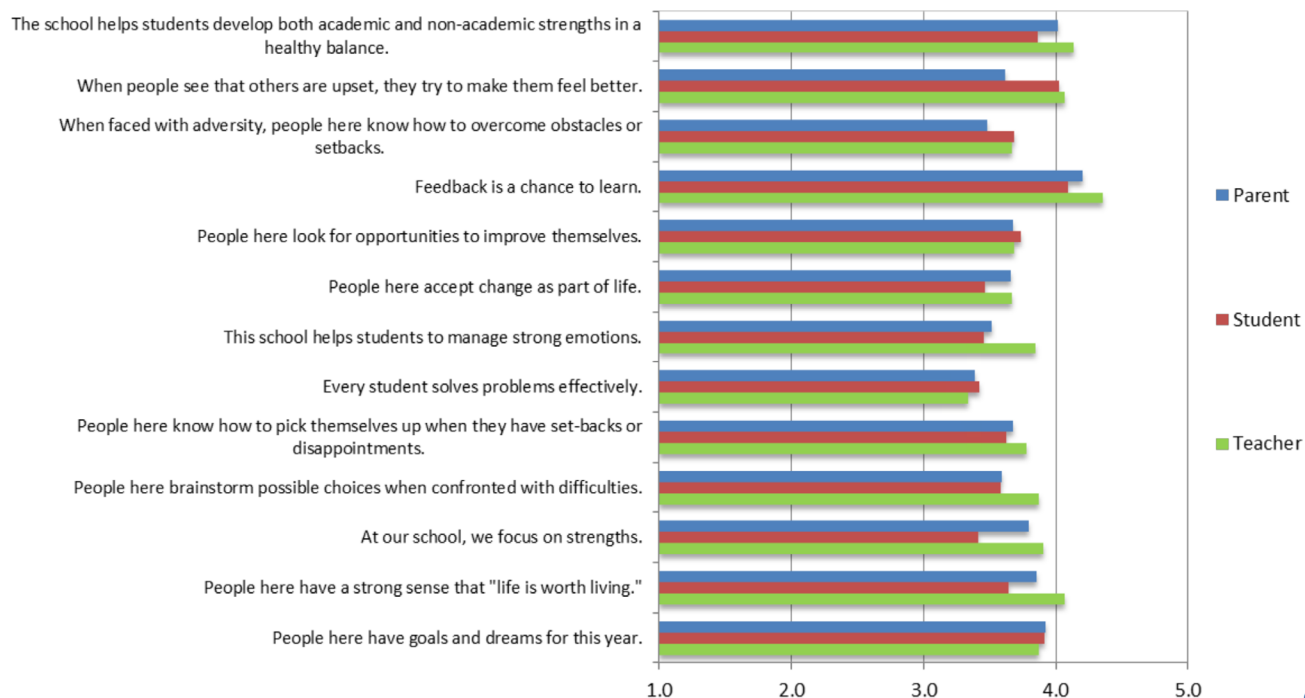
By Role	Parent	Student	Teacher
The school helps students develop both academic and non-academic strengths in a healthy balance.	4,0	3,9	4,1
When people see that others are upset, they try to make them feel better.	3,6	4,0	4,1
When faced with adversity, people here know how to overcome obstacles or setbacks.	3,5	3,7	3,7
Feedback is a chance to learn.	4,2	4,1	4,4
People here look for opportunities to improve themselves.	3,7	3,7	3,7
People here accept change as part of life.	3,7	3,5	3,7
This school helps students to manage strong emotions.	3,5	3,5	3,8
Every student solves problems effectively.	3,4	3,4	3,3
People here know how to pick themselves up when they have set-backs or disappointments.	3,7	3,6	3,8
People here brainstorm possible choices when confronted with difficulties.	3,6	3,6	3,9
At our school, we focus on strengths.	3,8	3,4	3,9
People here have a strong sense that "life is worth living."	3,9	3,6	4,1
People here have goals and dreams for this year.	3,9	3,9	3,9

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Validation and Technical Briefing

EVS is a well-validated tool first developed in 2002; EVS has been subject to four different validation studies, most recently in 2015. The 2015 re-analysis and norms are based on 6200 individuals. The total EVS database includes over 15,000 responses from students, parents, teachers and administrators over 100 schools ranging from 100-2000 students, a mix of private, public, religious, and charter schools primarily in the U.S., Canada, and Asia.
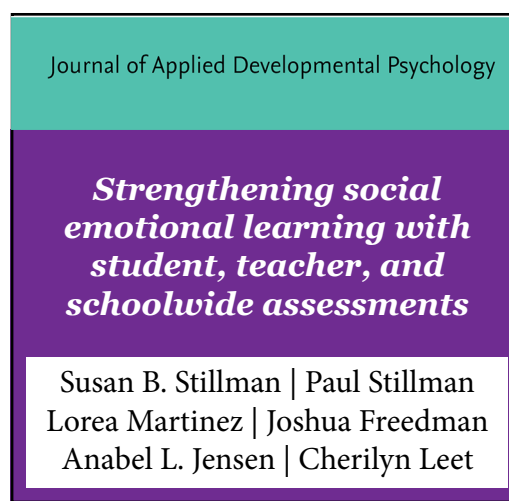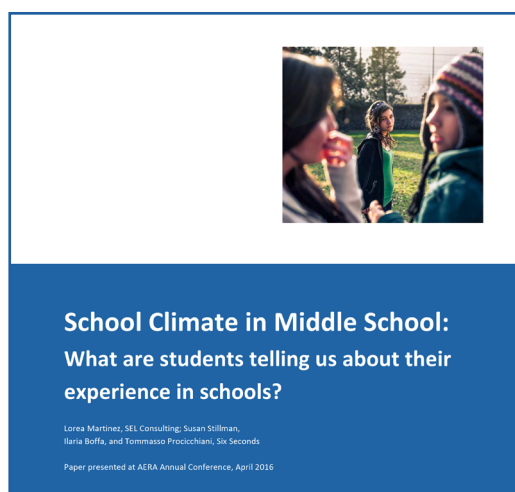
The EVS is normed and standardized with a median score of 100 and a 15-point standard deviation following a bell curve typical of psychometric assessments such as the SEI (Six Seconds Emotional Intelligence assessment).

Excluding statistically identified outlier responses, the database has qualities that adhere to the strictest psychometric standards for norming. The responses of individual schools/districts can be standardized against this database.

Descriptive statistics based on the norm group of the EVS, dimensions and outcomes of performance comply well with validation guidelines. Good concurrent validity is demonstrated by the components that explain 67.45% of the outcomes in a regression model.

One way to report on the reliability of a psychometric measure is to calculate the internal consistency of its underlying scales. Internal consistency refers to the extent to which items assigned to a test scale are correlated to one another.

Cronbach's coefficient alpha ranges from 0.747-0.945 based on a small number of items per EVS component, indicating excellent reliability for the climate factors. Good alpha ranges are evident also for the outcomes, between 0.727 and 0.929. Cronbach's coefficient alpha was used to calculate the internal consistency of the EVS factors and the dimension of Trust. This statistic can range from 0 to 1.0 and indicates to what extent the items in a factor measure the same construct. The internal consistency of the EVS climate factors and the Trust factor are strong and desirable.
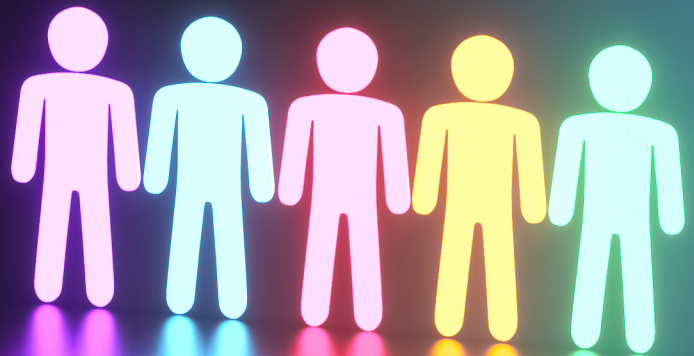
School Climate in Middle School:
What are students telling us about their experience in schools?

Lorea Martinez, SEL Consulting; Susan Stillman,
Ilaria Boffa, and Tommasso Procicchiani, Six Seconds

Paper presented at AERA Annual Conference, April 2016

Journal of Applied Developmental Psychology

Strengthening social emotional learning with student, teacher, and schoolwide assessments

Susan B. Stillman | Paul Stillman
Lorea Martinez | Joshua Freedman
Anabel L. Jensen | Cherilyn Leet

The Inclusion Index Group Conference
Oct. 20–21, 2021

Marriott Boston Quincy

DEI & SEL Outcomes, Planning and Strategy

Submissions Open