

Curriculum, Instruction & Assessment Update

Presentation to the Board of Education
District Climate Survey Results (2018-2019)

Jennifer Olson
October 17, 2019

Agenda

- Identify Changes/Improvements in Survey
- Review Results
- Survey Roll Out Plan for 2019-2020
- Q&A



School Climate Survey

- Survey revised by **PDEC Committee** (includes teachers, admins, central office) in 2018-2019
- Administered 2 times per year (November, May) **once in 2018-19*
- Included larger bank of questions
- Removed “neither” or “neutral” answers
- Created easier access for parents (not requiring an access code)
- Provided more kid-friendly survey for elementary students (Yes, No, Sometimes)
- Ensured every question linked to a **Domain** to see trends in broad categories versus looking at a singular question:
 - Physical Environment
 - Teaching and Learning
 - Morale in the School Community
 - Student Relationships
 - Parental Support/Engagement
 - Safety
 - Emotional Environment
 - Administration Support (*Staff only)



Physical Environment - This domain addresses **scheduling, the use of the building,** and **attitudes** toward the building.

STAFF

- The school is clean and well-maintained.
- The bathrooms in this school are clean and well-maintained.
- The technology in this school is reliable.

STUDENTS:

- My school is kept clean.
- The bathrooms in my school are kept clean.
- I have enough time to get from one class to another.
- I like my school schedule.



Teaching and Learning - Focuses on the **academic climate of the school** and measures **instructional quality**.

STAFF

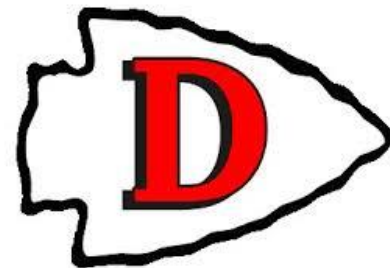
- The school schedule allows adequate time for teacher collaboration.
- The school has high expectations for student learning.
- I have access to the tools I need to do my job well.
- Students in this school are receiving a high-quality education.

PARENT

- The learning environment at this school is positive.
- School staff has helped my child learn how to manage time.
- Teachers assign high-quality work that helps my child learn.
- There are high expectations for student learning at this school.
- School staff encourage students to think independently.
- The principal sets high expectations for learning at this school.
- Students in this school are receiving a high-quality education.

STUDENT

- My teacher helps me if I have trouble learning something.
- My teacher notices if I have trouble learning something.
- I am proud of the work I do in school.
- My teacher would give me help if I needed it.
- My teacher makes learning fun and interesting.
- My teacher is proud when I do well.
- My teacher wants students to talk with other students about our learning.
- My teacher helps me do my best work.



Morale in the School Community - Addresses **expectations, relationships, interpersonal communication, and pride** in the school.

STAFF

- This school has clear rules and expectations for student behavior.
- Students have lots of chances in this school to get involved in sports, clubs, programs, and other school activities outside of class.
- Students are recognized often at this school (Ex: academics, athletics, extra-curricular, attendance, behavior).
- This school is a good place for me to work.
- I feel welcome and a part of this school community.
- I feel supported by my administrator.

PARENT

- I am proud that my child attends this school.
- I would recommend this school to other families.
- School staff encourage students to think independently.
- The principal sets high expectations for learning at this school.
- Students in this school are receiving a high-quality education.

STUDENT:

- Most students in my school treat each other well.
- I like my school.
- I am proud of the work I do in school.
- My teacher would give me help if I needed it.
- My teacher is proud when I do well.
- My teacher helps me do my best work.



Parental Support Engagement - Focuses on inclusion of **parents and community members** in the **social and academic life** of the school.

STAFF

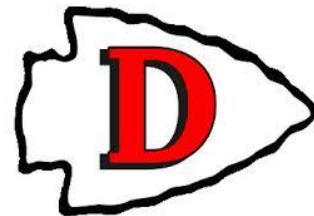
- Events at this school are well-planned and welcoming.
- Adults at this school typically work well with one another.
- Students at this school respect each other's differences (for example: gender, race, culture, etc).
- The school community respects and embraces diversity.
- Students at this school treat other students with respect.
- Students at this school treat adults with respect.
- I would recommend working at this school.
- Most students in this school are easily able to work out disagreements with other students.

PARENT

- The school communicates regularly with families.
- Adults at this school are accessible and respond to questions and emails in a timely manner.
- I am well-informed about my child's progress in school.
- The school provides resources or strategies that I can use to support my child's learning at home.
- Parents have opportunities to be involved at this school.
- I enjoy attending events at my child's school.
- I know what my child's teacher(s) expect from my child.
- I know which staff to reach out to if my child needs extra help or support with a problem.

STUDENT

- My family wants me to do well in school.
- My family will ask if I have done my homework.



Safety - Addresses the sense of **physical safety** in and around the school.

STAFF

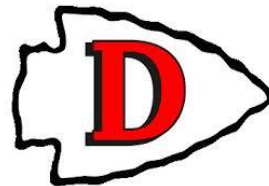
- I feel safe at school.
- Events at this school are well-planned and welcoming.
- Adults at this school typically work well with one another.
- Students at this school respect each other's differences (for example: gender, race, culture, etc).
- The school community respects and embraces diversity.
- Students at this school treat other students with respect.
- Students at this school treat adults with respect.
- I would recommend working at this school.
- Most students in this school are easily able to work out disagreements with other students.

PARENT

- My child feels safe at school.
- My child has encountered harassment or teasing at school this year.
- I am well-informed about my child's progress in school.
- The school provides resources or strategies that I can use to support my child's learning at home.
- I feel welcome at this school.
- Parents have opportunities to be involved at this school.
- I enjoy attending events at my child's school.
- I know what my child's teacher(s) expect from my child.
- I know which staff to reach out to if my child needs extra help or support with a problem.

STUDENT

- I feel safe in school.
- Most students in my school can find a solution (or way to fix it) when they disagree with people.



Emotional Environment - Focuses on the how the **student behavior, rules** and general **fairness** of the school.

STAFF

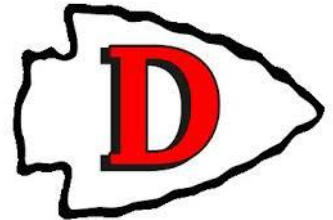
- Teachers at this school build strong relationships with students.
- The rules for student conduct/behavior are consistently enforced at this school.
- Teachers at this school hold each other accountable for consistently maintaining school-wide expectations.
- Adults in this school really care about the students.
- The school community respects and embraces diversity.
- Students at this school treat other students with respect.
- Students at this school treat adults with respect.
- I would recommend working at this school.
- Most students in this school are easily able to work out disagreements with other students.

PARENT

- This school has clear rules and expectations for student behavior.
- The rules for student behavior are consistently enforced at my child's school.
- School staff encourage students at this school to respect each other's differences (Ex: gender, race, culture,)
- Adults who work in my child's school treat students with respect.
- Adults who work in my child's school seem to work well with one another.
- My child has friends at school he/she can trust and talk to.
- The adults in this school really care about my child.
- The school community respects and embraces diversity.

STUDENT

- Most students at my school help each other when needed.
- Most students at my school are well-behaved and follow the rules.



Administration Support - Focuses on the administrator's role in creating an **inclusive and supportive professional learning/work environment**.

STAFF

- Administrators give me useful and timely feedback on my teaching and/or job performance.
- I have been given opportunities for professional growth/learning this year.
- School administrators recognize teachers/staff for a job well-done.
- School administrators involve teachers/staff in decision-making and problem-solving.
- The administrator sets a clear vision for the school.
- School administrators communicate regularly with staff.
- Morale is high at this school.
- I would recommend working at this school.
- Most students in this school are easily able to work out disagreements with other students.



Climate Survey Data

- Review New Reporting tool

Includes:

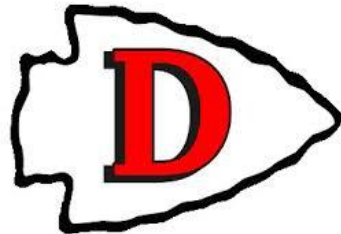
- Snapshot View by Domain
- Provides Comparison of school-level responses to district-level responses



Climate Survey Roll Out Plan

2019 - 2020 Survey Window:

- FALL November 12 - December 2
- SPRING April 20 - May 8



Questions?

