



School Climate Program Evaluation

I. Program/Service Information

Name of Program or Services:

School Climate Program Evaluation

Evaluation Questions:

1. Is SSD climate conducive to student learning in your building from the aspects of parents, paraeducator, teachers, and administrators?
2. Is SSD climate conducive to satisfactory working relationships and environments for employees from the aspects of paraeducators, teachers, and administrators?

Personnel Responsible for Evaluation (list):

Joan Zavitsky, Associate Superintendent (Co-Chair)

Chialin Hsieh, Administrator for Program Evaluation (Co-Chair)

Date of Evaluation (Year/Duration):

June 2004-June 2005

Goal/Objective of Program/Services:

The goal of the school climate is to continue monitoring SSD district's climate from all aspects and to make sure the climate is conducive to student learning including safety and staff satisfaction.

Brief description of relationship between program goals, CSIP and MSIP

Standards:

MSIP standard 8.1: biennially, the district (a) reviews the goals and objectives of each program and service, (b) receives reports of the effectiveness of each program and service, and (c) takes action to ensure that these programs efficiently achieve their goals.

II. Description of Stakeholders Engagement in Program Evaluation

The stakeholders listed below reviewed the school climate survey results and related information. The ways of communications of this committee were email, telephone, letter, meeting, etc. All discussions, feedback, or suggestions from committee members were disseminated by email.

Joan Zavitsky, Associate Superintendent (Co-Chair)

Chialin Hsieh, Administrator for Program Evaluation (Co-Chair)

Mary Ann Tietjens, Executive Director, South Region

Mary Hendricks-Harris, Director of Special Education, Central Region

Marsha Guilliams, Director of Special Education, Riverview Gardens

Ginny Bender, Director of Special Education, West Region



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Don Bohannon, Assistant Superintendent of Human Resources
Jeff Konkel, Director of Communication
Paul Bauer, Director of Special Education Schools
Randy Dillon, Director of Technical Education Schools
Donald McCary, Director of Applied Behavior Analysis (ABA) Program
Kelly Alexander, Accounting Manager
Kris Weingaertner-Hartke, Area Coordinator, Professional Development
Judy Presberg, Liaison, Family Services
Casey Wisdom, Effective Practice Specialist, South Region
Jim Ward, National Education Association President, Teacher
Randy Barns, Technical School Teacher
Holly Riley, Paraeducator
Karen Stasiak, Paraeducator
Mindy Larouere, Paraeducator
Marla Taggart, Inter-District Parent Advisory Council Parent
Laura Huff, Parent
Maria Moore, Secretary

III. Evaluation Criteria for Programs/Services Offered

- √ Parent climate survey
- √ Administrator climate survey
- √ Paraeducator climate survey
- √ Teacher climate survey
- √ Other (list): Longitudinal perception data

IV. Data Collection Methodology

Surveys



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V. Results

Introduction and Background

"School climate" is defined, based on Owens¹ (1998), as the perceptions of participants of certain aspects of the environment that are likely to reflect the culture of the organization. These aspects may include organizational structure, responsibility, reward, support, standard, conflict, and identity.

In 2003, Special School District developed teacher and administrator climate surveys by adapting Victoria Bernhardt's School Portfolio. Two surveys were sent in May 2003.

In 2004, the scale of climate surveys was expanded. Based on administrators' and teachers' feedback, these two surveys were modified. In addition, a paraeducator climate survey, parent climate survey, and student climate survey were also developed based on advanced questionnaires from Department of Elementary and Secondary School (DESE). These five surveys were sent in May 2004 and included technical education teachers and parents.

In 2005, because of survey fatigue, 4 surveys including administrator, teacher, paraeducator, and parent were sent in May.

Results

The table displays the return rate for each category for 2 years. Administrators and teachers had a lower return rate in year 2005 than year 2004. This effect may best be described as survey fatigue.

Surveys were sent to 174 administrators, 2834 teachers, and 1497 paraeducators in both year of 2004 and year of 2005. In 2004, surveys were sent to a sample of 1570 parents of students with disabilities attending special education schools and a sample of 200 parents of students attending technical education schools. In 2005, surveys were sent to a sample of 7849 parents of students with disabilities attending special education schools and a sample of 400 parents of students attending technical education schools.

Return Rate	Administrator	Teacher	Paraeducator	Sp Ed Parent	Tech Ed Parent
2004	89%	61%	45%	9%	30%
2005	57%	56%	51%	14%	15%

¹ Owens, R. G. (1998). Organizational behavior in education. Boston: Allyn & Bacon.



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Q1. Is SSD climate conducive to student learning in your building from the aspects of parents, paraeducator, teachers, and administrators?

“Conducive to student learning” means that the school environment contributes to or is beneficial for student learning. The following results are organized by parent, paraeducator, teacher, and administrator.

Parent Survey

In the special education parent survey, parents agreed or strongly agreed² on all statements related to “SSD climate is conducive to student learning”. (See Appendix A-1 for details). For example, the 3 highest rated statements parents agreed or strongly agreed are as follows:

“The special education teachers show respect for my child.” (mean=4.5)

“Students show respect for other students.” (mean=4.1)

“There is a lot of teamwork between special education and general education staff.” (mean=4.0)

In a two-year comparison, parents indicated statistically positive increases in perceptions from 2004 to 2005 to the following statements:

“The special education teacher helps me to help my child learn at home.” (mean=3.6; mean=4.0, $p<.05$)³

“Overall, the special education teacher/special education school meets the needs of my child.” (mean=4.0; mean=4.2, $p<.05$)

In the technical education parent survey, parents agreed or strongly agreed⁴ on all statements related to “SSD climate is conducive to student learning”. (See Appendix A-2 for details). For example, the 2 highest rated statements parents agreed or strongly agreed are as follows:

“The technical education teacher expects quality work of my child.” (mean=4.4)

“The technical education school meets the vocational/career needs of my child.” (mean=4.4)

However, there were three statements that parents rated relatively lower⁵ than the rest and are considered progressing. They were:

“The teacher helps me to help my child learn at home.” (mean=3.4)

“There is a lot of teamwork among school staff.” (mean=3.7)

“Students show respect for other students.” (mean=3.7)

² Average at or above 4.0 at the 5-point Likert Scale, 1=strongly disagree; 5=strongly agree.

³ There is a statistical increase in parents’ perceptions from year of 2004 to 2005.

⁴ Average at or above 4.0 at the 5-point Likert Scale, 1=strongly disagree; 5=strongly agree.

⁵ Average below 4.0 at the 5-point Likert Scale, 1=strongly disagree; 5=strongly agree.



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Paraeducator Survey

In the paraeducator survey, paraeducators agreed or strongly agreed⁶ on most statements related to “SSD climate is conducive to student learning”. (See Appendix B for details). For example, the four highest rated statements paraeducators agreed or strongly agreed are as follows:

“Students make progress as a result of the special education services they receive.” (mean=4.3)

“Students are safe at this school.” (mean=4.2)

“Teachers in this school really care.” (mean=4.3)

“The Special School District Board of Education has high expectation for learning.” (mean=4.0)

However, there were two statements that paraeducators rated relatively lower⁷ than the rest and are considered progressing. They were:

“The discipline in the school is done fairly.” (mean=3.7)

“Learning is the most important thing in Special School District.” (mean=3.8)

In a two-year comparison, paraeducators indicated statistically positive increases in perceptions from 2004 to 2005 to the following statements:

“Students are friendly to each other.” (mean=3.8; mean=4.0, $p<.05$)⁸

“Overall, my special education classroom is in good condition.” (mean=3.8; mean=4.0, $p<.05$)

Teacher Survey

In the teacher survey, teachers agreed or strongly agreed⁹ on the majority of statements related to “SSD climate is conducive to student learning”. (See Appendix C for details). For example, the 3 highest rated statements teachers agreed or strongly agreed are as follows:

“My student’s achievement has increased through more emphasis on building positive relationships with my students.” (mean=4.4)

“My student’s achievement has increased through more interesting or engaging instruction.” (mean=4.3)

“There is sufficient communication with parents about their child’s progress.” (mean=4.3)

However, there were three statements that teachers rated relatively lower¹⁰ than the rest and are considered progressing. They were:

“My students’ achievement has increased through effective parent involvement.” (mean=3.7)

“My students’ achievement has increased through use of student data.” (mean=3.8)

“Understanding MAP and standardized test scores can help me provide better services for students.” (mean=3.3)

In a two-year comparison, teachers indicated statistically positive increases in perceptions from 2004 to 2005 to the following statements:

“My students’ achievement has increased through higher standards and expectations for student performance.” (mean=4.1; mean=4.2, $p<.05$)¹¹

⁶ Average at or above 4.0 at the 5-point Likert Scale, 1=strongly disagree; 5=strongly agree.

⁷ Average below 4.0 at the 5-point Likert Scale, 1=strongly disagree; 5=strongly agree.

⁸ There is a statistical increase in paraeducators’ perceptions from year of 2004 to 2005.

⁹ Average at or above 4.0 at the 5-point Likert Scale, 1=strongly disagree; 5=strongly agree.

¹⁰ Average below 4.0 at the 5-point Likert Scale, 1=strongly disagree; 5=strongly agree.



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“My students’ achievement has increased through more effective instruction in social skills.”

(mean=3.9; mean=4.0, $p<.05$)

“Quality work is expected from all SSD staff.”(mean=4.0; mean=4.1, $p<.05$)

Administrator Survey

In the administrator survey, administrators agreed or strongly agreed¹² on the majority of statements related to “SSD climate is conducive to student learning”. (See Appendix D for details). Administrators were able to score “not applicable” so that non-instructional administrators’ responses to instructional statements would be less likely to affect the survey results. For example, the 3 highest rated statements administrators agreed or strongly agreed are as follows:

“Quality work is expected from all SSD staff.” (mean=4.4)

“Student’s achievement has increased through more instruction in specific learning strategies.” (mean=4.2)

“Student’s achievement has increased through higher standards and expectations for student achievement.” (mean=4.2)

However, there were three statements that administrators rated relatively lower¹³ than the rest and are considered progressing. They were:

“My students’ achievement has increased through effective parent involvement.” (mean=3.8)

“My students’ achievement has increased through more instruction in social skills.” (mean=3.9)

“Administrators communicate with each other to make student learning a high priority.”(mean=3.9)

In a two-year comparison, administrators indicated statistically positive increases in perceptions from 2004 to 2005 to the following statements:

“SSD provides an atmosphere where every student can succeed.” (mean=3.8; mean=4.1, $p<.05$)

“Expected student outcomes are clear to me.” (mean=4.0; mean=4.3, $p<.05$)

“I am able to respond to parent questions within one day.” (mean=4.2; mean=4.5, $p<.05$)

¹¹ There is a statistical increase in teachers’ perceptions from year of 2004 to 2005.

¹² Average at or above 4.0 at the 5-point Likert Scale, 1=strongly disagree; 5=strongly agree.

¹³ Average below 4.0 at the 5-point Likert Scale, 1=strongly disagree; 5=strongly agree.



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Q2. Is SSD climate conducive to satisfactory working relationships and environments for employees from the aspects of paraeducators, teachers, and administrators?

“Conducive to satisfactory working relationships and environments” has referred to people’s feelings about the relationship between performances and rewards (Lawler, 1995)¹⁴. The following results are organized by paraeducator, teacher, and administrator.

Paraeducator Survey

In the paraeducator survey, paraeducators agreed or strongly agreed¹⁵ on 6 of the 11 statements related to “SSD climate is conducive to satisfactory working relationships and environments”. (See Appendix B for details). For example, the three highest rated statements paraeducators agreed or strongly agreed are as follows:

“I am satisfied with the support I receive from SSD teacher.” (mean=4.3)

“I am satisfied with my work relationships.” (mean=4.3)

“I am satisfied with the progress my students are making.” (mean=4.2)

However, there were two statements related to inservices that paraeducators rated relatively lower¹⁶ than the rest of statements and are considered progressing. They were”

“SSD has provided me with specific inservice training related to my job.” (mean=3.8)

“I have the opportunity to attend inservice training that helps me do my job.”(mean=3.8)

In a two-year comparison, paraeducators indicated statistically positive increases in their satisfactory with working relationships and environments from 2004 to 2005 to the following statements:

“We bring special education services and staff expertise closer to the student.” (mean=3.4; mean=4.1, $p<.05$)¹⁷

“I understand the concept of One Child One Team.” (mean=3.5; mean=4.0, $p<.05$)

Paraeducators indicated a statistically decrease of their satisfaction with working relationships and environments from 2004 to 2005 in

“Overall, I am satisfied with Special School District.” (mean=4.0; mean=3.8, $p<.05$)¹⁸

Teacher Survey

In the teacher survey, teachers agreed or strongly agreed¹⁹ on the majority of statements related to “SSD climate is conducive to satisfactory working relationships and environments”. (See Appendix C for details). For example, the four highest rated statements teachers agreed or strongly agreed are as follows:

¹⁴ Lawler, E. E. (1995). High involvement management. San Francisco: Jossey-Bass.

¹⁵ Average at or above 4.0 at the 5-point Likert Scale, 1=strongly disagree; 5=strongly agree.

¹⁶ Average below 4.0 at the 5-point Likert Scale, 1=strongly disagree; 5=strongly agree.

¹⁷ There is a statistical positive increase in paraeducators’ perceptions from year of 2004 to 2005,

¹⁸ There is a statistical decrease in paraeducators’ perceptions from year of 2004 to 2005.

¹⁹ Average at or above 4.0 at the 5-point Likert Scale, 1=strongly disagree; 5=strongly agree.



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"I enjoy seeing the results of my work with students." (mean=4.8)

"I work effectively with families." (mean=4.6)

"I feel like I am a part of my school." (mean=4.2)

"My SSD principal/area coordinator provides opportunities to develop my skills." (mean=4.2)

However, three statements were rated relative lower²⁰ than the rest and are considered progressing. They were:

"I feel I am recognized for good work." (mean=3.6)

"I feel rewarded for doing my job well." (mean=3.5)

"I feel the partner district staff supports me." (mean=3.8)

In a two-year comparison, teachers indicated statistically positive increases in their satisfactory working relationships and environments from 2004 to 2005 to the following statements:

"My SSD principal/area coordinator directly observes my work with students and colleagues." (mean=3.8; mean=4.0, $p < .05$)²¹

"I enjoy working with the SSD team in my school." (mean=4.3; mean=4.4, $p < .05$)

"I am satisfied with my work relationship." (mean=4.1; mean=4.2, $p < .05$)

Administrator Survey

In the administrator survey, administrators agreed or strongly agreed²² on the majority of statements related to "SSD climate is conducive to satisfactory working relationships and environments". (See Appendix D). For example, the three highest rated statements administrators agreed or strongly agreed are as follows:

"I feel I work effectively with my staff." (mean=4.6)

"I feel like I am a part of my region, school or department." (mean=4.5)

"I enjoy seeing the results of my work." (mean=4.8)

However, there were three statements that administrators rated relative lower²³ than the rest and are considered progressing. They were:

"I feel I am recognized for good work." (mean=3.9)

"I feel rewarded for doing my job well." (mean=3.7)

"I feel the partner district staff supports me." (mean=3.7).

Both teachers and administrators had lower satisfaction ratings for these statements.

In a two-year comparison, instructional administrators indicated statistically positive increases in their perceptions from 2004 to 2005 to the following statements:

"I am satisfied with my SSD supervisor." (mean=4.1; mean=4.3, $p < .05$)²⁴

"My SSD supervisor provides clear and effective feedback." (mean=4.0; mean=4.3, $p < .05$)

"I am satisfied with my work relationship." (mean=4.2; mean=4.4, $p < .05$)

²⁰ Average below 4.0 at the 5-point Likert Scale, 1=strongly disagree; 5=strongly agree.

²¹ There is a statistical positive increase in teachers' perceptions from year of 2004 to 2005,

²² Average at or above 4.0 at the 5-point Likert Scale, 1=strongly disagree; 5=strongly agree.

²³ Average below 4.0 at the 5-point Likert Scale, 1=strongly disagree; 5=strongly agree.

²⁴ There is a statistical positive increase of administrators' perceptions from year of 2004 to 2005,



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Strengths of Program/Service Evaluation

Question #1: Is SSD climate conducive to student learning?

1. Parents
Parents perceive that the SSD climate is conducive to student learning. In addition, parents perceived positive increase in SSD climate from year of 2004 to 2005.
2. Paraeducators
Paraeducators indicate that SSD climate is conducive to student learning because schools have good teachers and are safe and in good condition. In addition, paraeducators perceived positive increase in SSD climate from year of 2004 to 2005.
3. Teachers
From the teacher survey, SSD climate is conducive to student learning because teachers place emphasis on building positive relationships with students, engaging instruction, and communicating with parents. In addition, teachers perceived positive increases in expectations for student performance and expectations for teacher work quality from year of 2004 to 2005.
4. Administrators
From the administrator survey, SSD climate is conducive to student learning. Over the past two years, SSD emphasizes (a) high expectations on teachers and students, (b) quality instruction, (c) parent communication and (d) accountability. Instructional administrator' surveys indicated agreement that these areas are priorities. Some of these emphases were also reflect on teacher surveys.

Question #2: Is SSD climate conducive to satisfactory working relationships for employees?

1. Paraeducators
Paraeducators indicate satisfaction with their work relationships with teachers and students.
2. Teachers
Teachers indicate satisfaction with their working relationships with students, families, and supervisor.
3. Administrators
Administrators indicate satisfaction with their working relationships with their staff, colleagues, and supervisors.



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Challenges regarding Program/Service Evaluation

Question #1: Is SSD climate conducive to student learning?

1. Paraeducators

- According to the paraeducator survey, the finding of the relatively lower rating in “*The discipline in the school is done fairly*” would suggest that the concept of the “discipline” in the survey might not be clear. Paraeducators might interpret “discipline” as either student discipline or employee discipline.
- The relatively lower rating from paraeducators on “*Learning is the most important thing in SSD*” could be a result that SSD focused on Kronos and other issues. Paraeducator committee members indicated that high amount of paper work detracted from student learning.

2. Teachers

- According to the teacher survey, teachers see themselves as having sufficient communication with parents regarding students’ progress, but would like to have more parent involvement. It could be that (a) parents involvement is varied and that such involvement may not be readily visible to teachers and (b) parents might be lacking the tools or ways to be involved.
- The use of student data or test scores to promote student achievement is part of the accountability system. There are disconnections among MAP scores and Standards, and actual classroom instruction. Teachers might not be inclined to draw any personal inferences from this data since low MAP scores may not have been from their particular students. The report of the MAP results needs to include individual student scores instead of aggregate scores. Teachers may be lacking the tools or supports for interpreting student data and making instructional changes based on that data.

3. Administrators

From the administrator survey, these three items had relatively lower rating than the rest regarding student learning. “*My students’ achievement has increased through effective parent involvement,*” “*My students’ achievement has increased through more instruction in social skills,*” and “*Administrators communicate with each other to make student learning a high priority.*” Several interpretations were suggested by committee members:

- The reasons for the insufficient parent involvement regarding student achievement could be that the district does not expect or require parental involvement beyond the diagnostic and IEP requirements, but now administrators and teachers would like to see an increase in parental involvement in student achievement and academic engagement.
- Relatively lower scores in regard to the relationship between social skills and student learning may reflect the perception that while social skills are important for student, social skills do not directly affect test scores.



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Question #2: Is SSD climate conducive to satisfactory working relationships for employees?

1. Paraeducators

Paraeducators were seeking advancement and professional growth.

2. Teachers

From teacher survey, in terms of support by partner district staff, the challenge could be lack of ownership. Partner district staff sometimes sees SSD staff as outsiders, and children who receive special education as “ours”. It can be difficult to work collaboratively with general education staff within this mode and feel supported.

3. Administrators

Both administrators and teachers had lower satisfaction levels in terms of recognition of good work, rewarding for doing a job well and support by partner district staff.

Committee member interpretations are as follows:

- Recognition for good work has historically been lacking in SSD. Lack of recognition might partially be due to the fact that SSD is often operating in crisis mode. District employees are often in difficult situations with parent and partner districts due to things that they want and we can not provide. It is very easy to overlook the good things that go on. Additionally, there are few formal mechanisms for recognizing good work in the district. Recognition for good work has become even more important as one considers the amount of change that the district has undergone over the past few years. Annual Performance-Based Evaluations (PBE) may not provide recognition at frequent enough intervals.
- In terms of support by partner districts, the challenge could be similar to teachers due to lack of ownership. Partner district staff sometimes perceives SSD staff as “outsiders”, and refer to children who receive special education as “ours”. It can be difficult to work collaboratively with general education staff within this mode and feel being supported.

4. Several comments from committee members and survey participants regarding the evaluation process:

- Revise reports so they meet supervisors’ needs in terms of using the report to conduct conversation with their staff to improve the process.
- Some survey statements are not clear. Therefore, several interpretations arose.
- Teacher and administrator surveys contained too many survey statements.



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Recommendations regarding Program/Service Evaluation

Question #1: Is SSD climate conducive to student learning?

1. Paraeducators
Revise paraeducator survey items.
2. Teachers
 - It is recommended that a tool be developed for parents on how to be involved in their children's educational needs, so parents understand various ways they can help their children's learning at home.
 - It is recommended that a MAP report for teachers be developed that contains item analysis for individual students, so teachers can see their individual student's MAP scores in relation to MAP items.
 - It is recommended that a tool be developed to assist teachers in bridging the gap between data and instructional changes to increase student achievement.
3. Administrators
 - Regarding relatively low parent involvement related to student achievement perceived by administrators, the solutions might be (a) more explicit expectations about communication between parents and administrators/staff, (b) strategies for how to effectively increase parent involvement in relation to student achievement, and (c) teaming with partner district principals to ensure that conferences and IEP meetings are held in a hospitable environment and encourage parent participation in Parent Advisory Councils at building, district and inter-district level.
 - To address the lower rating on social skills instruction related to student achievement perceived by administrators, there might be a lack of social skills instruction training for administrators and teachers. One of the possibilities could be (a) develop social skills curriculum that focus more on higher level thinking activities and (b) this social skills curriculum could be embedded into partner district curriculum.
 - In terms of communication among administrators, two suggestions are (a) increase communication related to student performance at the district level and (b) further study where the communication channels congest among divisions.

Question #2: Is SSD climate conducive to satisfactory working relationships for employees?

1. Paraeducators
In terms of satisfactory working relationships, provide inservice opportunities for paraeducators to help them to do their job better including student behavior plans.



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2. Teachers

In terms of satisfactory working relationships, it is recommended that area coordinators initiate a conversation with their teachers to (a) establish work performance expectations, (b) recognize and reward of teachers for doing good work, and (c) discuss with SSD teachers regarding fairness of workload.

3. Administrators

- In terms of satisfactory working relationships perceived by administrators, it is recommended that directors/executive directors initiate a conversation with their area coordinators to (a) establish work performance expectations, (b) recognize and reward good work, and (c) converse with SSD staff and partner district staff to find the roots of the challenges.
- Investigate possible additional formal mechanisms for recognizing good work in the district including administrative level and teacher level.

4. Survey Process

- Student climate survey including special education and technical education needs to be revised to examine the relationship between students, teachers and environments and how the relationship and environments are conducive to student learning.
- Secretarial and Professional Staff climate surveys need to be developed to examine the conduciveness of climate to secretarial and professional staff satisfaction.
- Utilizing additional input from divisions, regions, districts, or schools identify the type of report to assist them with their improvement plan and then revise the surveys to obtain the needed information.

VI. Action Plan for Recommendations as A Result of Program Evaluation

Person responsible to champion action plan

Chialin Hsieh, Administrator of Program Evaluation

Joan Zavitsky, Associate Superintendent

Timeframe for reporting updates to Board of Education

First updates to board: March, 2006

1. Revision of surveys
2. Tools for parents in regard to parental involvement
3. Tools for teachers in regard to data analyses and instruction

Second updates to board: June, 2006

Action plans will be developed after discussing with stakeholders:

- a. Provide social skills supports that may enhance partner district curriculum
- b. Increase communication about student achievement at district level



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- c. Provide paraeducator inservices on implementation of student behavior plans
- d. Enhance teacher recognition
- e. Resolve or lessen teacher workload issues

Chialin Hsieh

Date: 10/11/05

Signature of Administrator Responsible for Chairing Evaluation

Appendix A-1

SSD IEP Parent Climate Report, Year of 2004 and 2005

SSD Climate is Conducive to Student Learning	Mean		<i>p</i>
	Year		
	2004	2005	
	(N=145)	(N=1105)	
<i>Scale: 1=strongly disagree; 5= strongly agree</i>			
<i>Sort by Year of 2005 descending</i>			
v3 The special education teachers show respect for my child.	4.5	4.5	
v7 The special education teacher expects quality work of my child.	4.2	4.3	
v14 Overall, the special education teacher/special education school meets the needs of my child.	4.0	4.2	*
v2 I know what my child's special education teacher expects of my child.	4.0	4.2	*
v6 The special education teacher/special school meets the academic needs of my child.	4.1	4.2	
v15 Special School District succeeds at preparing children for future work.	3.9	4.1	
v5 The special education teacher/special education school meets the social needs of my child.	4.1	4.1	
v4 Students show respect for other students.	3.9	4.1	
v13 There is a lot of teamwork between special education and general education staff.	3.9	4.0	
v11 The special education teacher helps me to help my child learn at home.	3.6	4.0	*

** means there are statistically positive increase of parents' perceptions between 2004 and 2005.*

Appendix A-2

SSD Technical Education Parent Climate Report, Year of 2004 and 2005

SSD Climate is Conducive to Student Learning

	Mean		<i>p</i>
	Year		
	2004	2005	
	(N=60)	(N=58)	
<i>Scale: 1=strongly disagree; 5= strongly agree</i>			
<i>Sort by Year of 2005 descending</i>			
v5 The teacher expects quality work of my child.	4.3	4.4	
v12 The technical education school meets the vocational/career needs of my child.	4.3	4.4	
v3 The teachers show respect for my child.	4.2	4.2	
v14 The technical schools succeeds at preparing children for future work.	4.3	4.2	
v7 I am welcomed to discuss my child's educational needs with the staff.	4.4	4.2	
v2 I know what my child's teacher expects of my child.	3.9	4.0	
v4 Students show respect for other students.	3.5	3.7	
v11 There is a lot of teamwork among school staff.	4.0	3.7	
v9 The teacher helps me to help my child learn at home.	3.4	3.4	

There is no statistical differences in the perception of technical education parents between year of 2004 and 2005.

Appendix B

SSD Paraeducator Climate Report, Year of 2004 and 2005

Evaluation Questions		Mean		<i>p</i>	
		Year			
		2004 (N=670)	2005 (N=756)		
		<i>Scale: 1=strongly disagree; 5= strongly agree</i>			
#2	Inservice	v2 The inservice training activities I have attended have helped me do a better job.	3.9	3.9	
		v1 Special School District has provided me with specific inservice training related to my job.	3.9	3.8	
		v3 I have the opportunity to attend inservice training that helps me do my job.	3.8	3.8	
#1	Learning	v8 Children/Students make progress as a result of the special education services they receive.	4.3	4.3	
		v9 Children/Students like attending this school.	4.1	4.1	
		v6 The school makes children/students feel they belong.	4.0	4.1	
		v4 Children/Students are treated fairly in this school.	4.0	4.0	
		v7 Children/Students like special education services/technical education programs.	3.9	4.0	
#1	District	v5 Children/Students in special education services/technical education programs feel they belong.	3.9	3.9	
		v10 The Special School District Board of Education has high expectations for	4.1	4.0	
		v11 Learning is the most important thing in Special School District.	3.8	3.8	
#1	School	v17 I feel safe at this school.	4.2	4.3	
		v15 This school is a good place to learn.	4.2	4.2	
		v16 Children/Students are safe at this school.	4.2	4.2	
		v19 Overall, my special education classroom is in good condition.	4.0	4.1	* ↑
		v20 Overall, the school building is in good condition.	3.9	4.1	* ↑
		v18 <i>The discipline in the school is done fairly.</i>	3.7	3.7	
#1	Teacher	v21 Teachers here are good teachers.	4.3	4.4	
		v23 Teachers in this school really care.	4.2	4.3	* ↑
		v24 If children/students in this school have a problem, teachers will listen and help.	4.2	4.3	
		v25 Teachers in this school treat children/students with respect.	4.2	4.2	
		v22 Children/Students are friendly to each other.	3.8	4.0	* ↑
#2	Organizational Structure	v28 We bring special education services and staff expertise closer to the student.	3.4	4.1	* ↑
		v30 I understand the concept of One Child One Team.	3.5	4.0	* ↑
		v29 We improve the ability of SSD staff to respond quickly and effectively to students' needs and parents' concerns.	3.5	3.9	* ↑
#2	Satisfaction	v32 I am satisfied with the support I receive from SSD teacher.	4.3	4.3	
		v33 I am satisfied with my work relationships.	4.3	4.3	
		v34 I am satisfied with the progress my students are making.	4.1	4.2	
		v31 I am satisfied with my job.	4.1	4.0	
		v35 Overall, I am satisfied with Special School District.	4.0	3.8	* ↓

* ↑ means there are statistically positive increase of paraeducators' perceptions between 2004 and 2005.

* ↓ means there are statistically significant decrease of paraeducators' perceptions between 2004 and 2005.

italic text means that the mean is at or below 3.7 in year of 2005. It is an area of "progressing".

Appendix C

SSD Teacher Climate Report, Year of 2004 and 2005

Evaluation Questions	Scale: 1= strongly disagree; 5= strongly agree. Sorting by Year 2005 for each category	Mean Year		p	
		2004	2005		
		(N=1591)	(N=1672)		
#2	Belonging	v8 I feel I work effectively with my student(s).	4.6	4.6	* ↑
		v2 I feel like I am a part of my school.	4.1	4.2	* ↑
		v4 I feel the SSD staff support me.	4.1	4.2	* ↑
		v1 I feel like I am part of Special School District.	4.1	4.1	
		v5 I feel the partner district staff supports me.	3.7	3.8	* ↑
		v3 I feel like I am a part of my partner district.	3.6	3.8	* ↑
		<i>v6 I feel am recognized for good work.</i>	<i>3.5</i>	<i>3.6</i>	<i>* ↑</i>
<i>v7 I feel rewarded for doing my job well.</i>	<i>3.4</i>	<i>3.5</i>	<i>* ↑</i>		
#2	Respect	v9 I work with people who treat me with respect.	4.2	4.2	* ↑
		v10 I work with people who listen if I have ideas about doing things differently.	3.9	4.0	* ↑
#2	Supervisor	v11 My SSD principal/area coordinator treats me with respect.	4.2	4.3	* ↑
		v14 My SSD principal/area coordinator supports me in my work with students.	4.0	4.2	* ↑
		v17 My SSD principal/area coordinator provides opportunities to develop my skills.	4.0	4.2	* ↑
		v12 My SSD principal/area coordinator provides effective leadership regarding SSD policies and procedures.	3.9	4.1	* ↑
		v19 My SSD principal/area coordinator directly observes my work with students and colleagues.	3.8	4.0	* ↑
		v16 My SSD principal/area coordinator supports shared decision making.	3.8	3.9	* ↑
		v18 My SSD principal/area coordinator provides clear and effective feedback.	3.8	3.9	* ↑
		v13 My SSD principal/area coordinator facilitates communication effectively.	3.7	3.9	* ↑
		v15 My SSD principal/area coordinator brings all members of SSD into one team for diagnostic and programming purposes.	3.6	3.9	* ↑
		#2	Work Relationship	v21 I enjoy seeing the results of my work with students.	4.7
v23 I work effectively with students.	4.6			4.7	* ↑
v22 I work effectively with families.	4.5			4.6	* ↑
v24 I work effectively with other partner district personnel.	4.4			4.4	* ↑
<i>v20 I enjoy working with the SSD team in my school.</i>	<i>4.3</i>			<i>4.4</i>	<i>* ↑</i>
#1	Student Achievement	v34 My student's achievement has increased through more emphasis on building positive relationships with my students.	4.4	4.4	
		v32 My students' achievement has increased through more interesting or engaging instruction.	4.3	4.3	* ↑
		v35 My students' achievement has increased through higher standards and expectations for student performance.	4.1	4.2	* ↑
		v29 My students' achievement has increased through more effective instruction in content areas.	4.1	4.2	* ↑
		v33 My students' achievement has increased through more instruction in specific learning strategies.	4.1	4.2	
		v30 My students' achievement has increased through more effective instruction in social skills.	3.9	4.0	* ↑
		v25 My students' achievement has increased through the use of varied technologies.	4.0	3.9	
		v31 My students' achievement has increased through better understanding of discipline specific processes and procedures.	3.7	3.9	* ↑
		v27 My students' achievement has increased through use of student data.	3.6	3.8	* ↑
		v28 My students' achievement has increased through better understanding of special/technical education processes.	3.7	3.7	
<i>v26 My students' achievement has increased through effective parent involvement.</i>	<i>3.7</i>	<i>3.7</i>			

* ↑ means there are statistically positive increase of teachers' perceptions between 2004 and 2005.

* ↓ means there are statistically decrease of teachers' perceptions between 2004 and 2005.

Italic text means that the mean is at or below 3.7 in year of 2005. It is an area of "progressing".

SSD Teacher Climate Report, Year of 2004 and 2005

		Mean		<i>p</i>			
		Year					
		2004	2005				
		(N=1591)	(N=1672)				
<i>Scale: 1= strongly disagree; 5= strongly agree. Sorting by Year 2005 for each category</i>							
<i>Belonging 1-8 Respect 9-10 Supervisor 11-19 Work relationship 20-24</i>							
<i>Student achievement 25-35 Vision, goal, and expectation 36-55 Satisfaction 85-89</i>							
#1	Vision, Goals, and Expectations	v52 I am able to respond to parent questions within one day.	4.3	4.4	* ↑		
		v53 There is sufficient communication with parents about their child's progress.	4.1	4.3	* ↑		
		v48 Expected student outcomes are clear to me.	4.1	4.2			
		v46 Quality work is expected from all SSD staff.	4.0	4.1	* ↑		
		v49 Staff communicates with each other to make student learning a high priority.	3.9	4.1	* ↑		
		v54 SSD provides an atmosphere where every student can succeed.	3.8	4.0	* ↑		
		v55 SSD has a good image in my school.	3.6	3.7	* ↑		
		v45 <i>Understanding MAP and standardized test scores can help me provide better services for students.</i>	<i>3.1</i>	<i>3.3</i>	* ↑		
		#2	Satisfaction	v87 I am satisfied with my work relationship.	4.1	4.2	* ↑
				v88 I am satisfied with the progress my students are making.	4.1	4.2	* ↑
v85 I am satisfied with my job.	4.0			4.0			
v86 I am satisfied with my SSD principal/area coordinator.	3.8			4.0	* ↑		
v89 Overall, I am satisfied with Special School District.	3.8			3.9	* ↑		

* ↑ means there are statistically positive increase of teachers' perceptions between 2004 and 2005.

* ↓ means there are statistically decrease of teachers' perceptions between 2004 and 2005.

(italic) ext means that the mean is at or below 3.7 in year of 2005. It is an area of "progressing".

Appendix D

SSD All Administrator Climate Report, Year of 2004 and 2005

Evaluation Question	Mean		p	
	Year			
	2004 (N=131)	2005 (N=108)		
	<i>Scale: 1= strongly disagree; 5= strongly agree. Sorting by Year 2005 for each category</i>			
#2	Belonging	v9 I feel I work effectively with my staff.	4.4	4.6
		v2 I feel like I am a part of my region, school or department.	4.5	4.5
		v1 I feel like I am a part of Special School District.	4.4	4.5
		v4 I feel the SSD staff supports me.	4.2	4.3
		v8 I feel I am a full member of the SSD team, my region, school or department.	4.2	4.2
		v6 I feel I am recognized for good work.	3.7	3.9
		<i>v7 I feel rewarded for doing my job well.</i>	<i>3.6</i>	<i>3.7</i>
		<i>v3 I feel like I am a part of my partner district.</i>	<i>3.9</i>	<i>3.7</i>
		<i>v5 I feel the partner district staff supports me.</i>	<i>3.7</i>	<i>3.7</i>
#2	Respect	v10 I work with people who treat me with respect.	4.3	4.5
		<u>v11 I work with people who listen if I have ideas about doing things differently.</u>	4.1	4.3 * ↑
		v12 My SSD supervisor treats me with respect.	4.5	4.6
		v13 My SSD supervisor provides effective leadership regarding SSD policies and procedures.	4.3	4.4
#2	Supervisor	v16 My SSD supervisor supports shared decision making.	4.1	4.4
		v17 My SSD supervisor provides opportunities to develop my skills.	4.2	4.4
		v15 My SSD supervisor effectively brings members of SSD administration into one team for educational purposes.	4.1	4.3
		v14 My SSD supervisor facilitates communication effectively.	4.1	4.3
		v18 My SSD supervisor provides clear and effective feedback.	4.0	4.3 * ↑
		<i>v19 My SSD supervisor directly observes my work with staff.</i>	<i>3.5</i>	<i>3.7</i>
#2	Work Relationship	v21 I enjoy seeing the results of my work.	4.7	4.8
		v23 I work effectively with staff in small groups.	4.6	4.7
		v22 I work effectively with families.	4.5	4.6
		v20 I enjoy working with the SSD team in my region, school or department.	4.4	4.6
		<u>v24 I work effectively with other partner district personnel.</u>	4.2	4.4
#1	Student Achievement	v33 Student achievement has increased through more instruction in specific learning strategies.	4.2	4.2
		v35 Student achievement has increased through higher standards and expectations for student performance.	4.2	4.2
		v27 Student achievement has increased through use of student data.	4.0	4.1
		v29 Student achievement has increased through more effective instruction in content areas.	4.1	4.1
		v32 Student achievement has increased through more interesting and engaging instruction.	4.1	4.1
		v34 Student achievement has increased through more emphasis on building relationships with students.	4.0	4.1
		v31 Student achievement has increased through better understanding of discipline specific processes and procedures.	3.9	4.0
		v25 Student achievement has increased through the use of varied technologies.	4.0	4.0
		v30 Student achievement has increased through more instruction in social skills.	3.8	3.9
		v26 Student achievement has increased through effective parent involvement.	3.8	3.8
v28 Student achievement has increased through better understanding of special/technical education processes.	4.0	3.8		

* ↑ means there are statistically positive increase of administrators' perceptions between 2004 and 2005.

Italic text means that the mean is at or below 3.7 in year of 2005. It is an area of "progressing".

SSD All Administrator Climate Report, Year of 2004 and 2005

Evaluation Question	Mean		p
	Year		
	2004 (N=131)	2005 (N=108)	
#1 Vision, Goal, & Expectation	v52 I am able to respond to parent questions within one day.	4.2	4.5 * ↑
	v46 Quality work is expected from all SSD staff.	4.2	4.4
	v48 Expected student outcomes are clear to me.	4.0	4.3 * ↑
	v54 SSD provides an atmosphere where every student can succeed.	3.8	4.1 * ↑
	v45 Understanding MAP and standardized test scores can help me provide better support for staff.	3.8	4.1
	v53 There is sufficient communication with parents about their child's progress.	3.7	4.1 * ↑
	v49 Administrators communicate with each other too make student learning a high priority.	3.7	3.9
v55 SSD has a good image in the community.	3.9	3.9	
#2 Satisfaction	v87 I am satisfied with my work relationship.	4.2	4.4 * ↑
	v86 I am satisfied with my SSD supervisor.	4.1	4.3 * ↑
	v89 Overall, I am satisfied with Special School District.	4.1	4.2
	v85 I am satisfied with my job.	3.9	4.1
	<i>v88 I am satisfied with the progress students are making.</i>	<i>3.5</i>	<i>3.7</i>

* ↑ means there are statistically positive increase of administrators' perceptions between 2004 and 2005.

Italic ext means that the mean is at or below 3.7 in year of 2005. It is an area of "progressing".