



School Climate Program Evaluation

Program Evaluation Question(s)

Is the School Climate conducive to student learning?

I. Program/Service Information

1. Name of Program or Services:
School Climate Program Evaluation
2. Personnel Responsible for Evaluation and Program (list):
Joan Zavitsky, Associate Superintendent (Co-Chair)
Chialin Hsieh, Administrator of Program (Co-Chair)
3. Demographic Description of Program:
Location(s) - SSD Schools & Programs
4. Date of Evaluation (Year/Duration):
June 2005-June 2006
5. Goal/Objective of Program/Services:
The goal of the School Climate Program Evaluation is to continue monitoring SSD's climate from all aspects and to make sure the climate is conducive to student learning including safety and staff satisfaction.
6. Brief description of relationship between program goals, CSIP and MSIP Standards:
MSIP standard 6.5: The district has created a positive climate for learning and established a focus on academic achievement.

II. Evaluation Criteria for Programs/Services Offered (check type utilized)

- MSIP Parent Advanced Questionnaire results
 - Parents whose children were in special education schools/programs, technical education schools, ECSE, & low-incidence programs
- SSD Parent Climate Survey results
 - Parents whose children were in special education schools/programs, technical education schools, 23 partner districts, and ECSE
- MSIP Staff Advanced Questionnaire results
 - Staff who worked in special education schools/programs, technical education schools, and ECSE
- Public Review Committee Survey Results
 - Parents whose children were in special education schools/programs, technical education schools, 23 partner districts, and ECSE

III. Description of Stakeholders Engagement in Program Evaluation:



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The stakeholders listed below reviewed the school climate survey results, MSIP Advanced Questionnaire results, and related information. The methods of communication used by this committee were email, telephone, letter, meeting, etc. All discussions, feedback, or suggestions from committee members were mainly 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
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



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IV. Results

MSIP Parent Advanced Questionnaires (Parents whose children were in special education schools/programs, technical education schools, ECSE, & low-incidence programs)

Missouri School Improvement Program (MSIP) Parent Advanced Questionnaires were sent to parents/guardians whose children attended special education schools/programs, purchase of service agencies, technical education schools, early childhood special education programs, and low-incidence programs. A total of 1102 parents/guardians returned surveys to the Department of Elementary and Secondary Education (DESE).

Table 1 displays the results from the MSIP Parent Advanced Questionnaires (AQ) from (1) SSD parents, (2) special education parents from Missouri, and (3) all public school parents from Missouri. In these 20 items that are related to school climate conducive to student learning, SSD parents rated higher than special education parents in Missouri. Furthermore, SSD parents rated higher than all public school parents in Missouri, except Question 63, "Other children are friendly to my child," which is 2% lower than all parents.

Parents of students attending the special education schools/programs, ECSE and low-incidence programs perceived a more positive school climate in terms of being conducive to learning than special education parents and all parents from Missouri.

- SSD Parents rated
 - 8 items above 90% in agreement
 - 9 items between 80% and 90% in agreement
 - and 3 items between 66% and 79% in agreement
- In comparison with Special Education Parents from Missouri who rated
 - 0 items above 90% in agreement
 - 6 items between 80% and 90% in agreement
 - 13 items between 63% and 79% in agreement
 - and 1 item below 63% in agreement
- In comparison with All Parents from Missouri who rated
 - 1 item above 90% in agreement
 - 9 items between 80% and 90% in agreement
 - 9 items between 63% and 79% in agreement
 - and 1 item below 63%



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Table 1. Comparison of MSIP Parent Advanced Questionnaires (AQ) from SSD, Special Education Parents from MO, and All Parents from MO

% of agree and strongly agree Sort by % of SSD parents from high to low	SSD Parents* (N=1,102)	Special Education Parents in MO** (N=37,258)	All Parents in MO** (N=422,338)
Q32. I am welcome to discuss my child's educational needs with the school.	95.3%	87.0%	86.5%
Q27. I can talk with my child's teachers or principal whenever I need.	93.9%	86.4%	88.7%
Q66. My child's teachers think my child can learn.	93.7%	86.3%	90.8%
Q64. My child's teachers are good teachers.	92.3%	81.2%	82.4%
Q47. Teachers treat my child with respect.	91.9%	77.4%	77.6%
Q31. I feel my child is safe at school.	91.1%	77.9%	77.3%
Q49. My child's teacher expects very good work from my child.	90.1%	82.7%	87.2%
Q67. My child is treated fairly at school.	90.1%	75.9%	81.0%
Q28. My child's school is a good place to learn.	89.5%	77.8%	82.9%
Q57. I know what my child's teachers expect in school.	87.8%	79.3%	79.0%
Q26. My child likes attending this school	87.7%	77.9%	83.6%
Q33. My child's school building is in good condition.	86.3%	77.6%	76.3%
Q38. The school encourages parents to be involved.	85.2%	81.9%	82.6%
Q45. Teachers in my child's school really care about my child.	84.3%	72.5%	71.2%
Q44. My child's teacher makes learning interesting.	83.7%	72.5%	72.9%
Q53. What is taught at school meets the needs of my child.	83.3%	69.0%	71.8%
Q63. Other children are friendly to my child.	81.6%	72.3%	83.9%
Q41. My child has been taught in school about respect for other cultures.	77.3%	73.9%	71.5%
Q35. Discipline in my child's school is handled fairly.	74.9%	63.0%	64.6%
Q50. The school has helped my child establish educational and career goals.	66.4%	52.3%	47.7%

Resource:

*<http://mcdc2.missouri.edu/webrepts/msipcycle3/graphs/d096119/prt.html> (Parents of students attending the special education schools/programs, ECSE, and low-incidence programs)

**DESE Division of Special Education, MSIP Parent Advance Questionnaire—3rd Cycle Responses. (Special Education Parents & All Parents)



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SSD Parent School Climate Survey (Parents whose children were in special education schools/programs, technical education schools, 23 partner districts, and ECSE)

Table 2 displays the return rate of parent climate surveys for 3 years. Parent Climate Surveys were randomly sent to parents in partner districts and special education and technical education schools/programs.

Table 2. Number of Parent Climate Surveys Sent and Return Rate

Year	Parent of Students in Special Ed		Parent of Students in Technical Ed	
	Survey Sent	Return Rate	Survey Sent	Return Rate
2004	1622	9%	200	30%
2005	7892	14%	386	15%
2006	6927	11%	792	14%



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Table 3 displays the comparison of 3 years of SSD Special Education Parent’s perceptions of school climate. All ratings from Special Education parents are increasing or remaining high except question 6, “The special education teacher expects quality work of my child.” The mean score of 4.27 in 2005 was statistically significant from a mean score of 4.09 in 2006, but was still relatively high. “Teachers’ clear expectations of students,” and “special education meets the needs of students” are increasing over the years.

Table 3. SSD Special Education Parent Climate Report

SSD Special Education Parent Climate Report, Year of 2004, 2005, and 2006				
Scale: 1=strongly disagree; 5= strongly agree Sort by 2006 mean descending	Year Mean			p
	2004 (N=145)	2005 (N=1105)	2006 (N=762)	
Q4. The special education teachers show respect for my child.	4.45	4.52	4.47	
Q3. I know what my child's special education teacher expects of my child.	3.99	4.22	4.34	2004<05<06
Q20. Overall, the special education teacher/special education school meets the needs of my child.	3.95	4.24	4.35	2004<05<06
Q17. The special education teacher/special school meets the academic needs of my child.	4.07	4.18	4.19	
Q5. Students show respect for other students.	3.94	4.07	4.08	
Q6. The special education teacher expects quality work of my child.	4.23	4.27	4.09	2005>06
Q19. There is a lot of teamwork between special education and general education staff.	3.94	4.02	4.08	
Q21. Special School District succeeds at preparing children for future work.	3.94	4.13	4.06	2004<05

P: Multiple comparisons using One-Way ANOVA. There are statistically significant differences of parents' perceptions among 2004, 2005 and 2006



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Table 4 displays the comparison of 3 years of SSD Technical Education Parent's perceptions of school climate. All ratings from Technical Education Parents are increasing or remaining high. There are no statistically significant increases or decreases.

Table 4. SSD Technical Education Parent Climate Report

SSD Technical Education Parent Climate Report, Year of 2004, 2005, and 2006				
	Year			p
	Mean			
	2004 (N=60)	2005 (N=58)	2006 (N=111)	
Q6. The teacher expects quality work of my child.	4.34	4.40	4.35	
Q17. The technical education school meets the vocational/career needs of my child.	4.27	4.36	4.38	
Q19. The technical schools succeed at preparing children for future work.	4.29	4.25	4.44	
Q7. I am welcomed to discuss my child's educational needs with the staff.	4.39	4.21	4.39	
Q4. The teachers show respect for my child.	4.23	4.25	4.25	
Q3. I know what my child's teacher expects of my child.	3.90	4.00	4.13	
Q5. Students show respect for other students.	3.55	3.74	3.91	

There is no statistical difference in the perception of technical education parents among 2004, 2005, and 2006.



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MSIP Staff Advanced Questionnaires (Staff who worked in special education schools/programs, technical education schools, and ECSE)

Missouri School Improvement Program (MSIP) Staff Advanced Questionnaires were sent to staff including administrators in special education schools/programs, purchase of service agencies, technical education schools, early childhood special education programs, and low-incidence programs. A total of 657 staff returned surveys to the Department of Elementary and Secondary Education (DESE).

Table 5 displays the results from the MSIP Staff Advanced Questionnaires (AQ) from SSD and all staff from Missouri. In these 17 items that are related to school climate conducive to student learning, SSD staff's ratings were comparable with all staff in Missouri, and perceived positive school climate.

- SSD staff rated
 - 11 items above 90% in agreement
 - 6 items between 80% and 90% in agreement
- In comparison with all staff from Missouri, there were
 - 12 items above 90% in agreement
 - 4 items between 80% and 90% in agreement
 - and 1 item between 70% and 80% in agreement

The only 2 items indicating a discrepancy between SSD staff and all staff in Missouri are “Children like attending this school,” and “All staff hold high expectations for student learning.” SSD staff rated these more than 4% lower than all staff in Missouri.

Comparing Table 1 MSIP Parent Advanced Questionnaire with MSIP Staff Advanced Questionnaire (Table 5), SSD staff tended to rate school climate conducive to learning higher than SSD parents. It is also true that all staff in Missouri tended to rate school climate conducive to learning higher than all parents in Missouri.



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Table 5. Comparison of MSIP Staff Advanced Questionnaires (AQ) from SSD and All Staff from MO

% of agree and strongly agree Sort by % of SSD Staff from high to low	SSD Staff* (N=657)	All Staff* (N=10,436)
Q37. I think all children can learn.	98.3%	97.3%
Q91. Parents are welcome to discuss their child's educational needs with the school.	97.4%	98.2%
Q47. Teachers in this school really care.	96.3%	96.5%
Q38. Teachers here are good teachers.	95.9%	97.5%
Q48. Teachers in this school treat children with respect.	95.4%	95.9%
Q45. Teachers in this school make learning interesting.	94.6%	95.7%
Q44. This school is a good place to learn.	93.9%	97.6%
Q75. I feel safe at this school.	93.6%	95.5%
Q74. Students are safe at this school.	93.1%	95.2%
Q31. My child is treated fairly at school.	92.1%	91.6%
Q49. I expect all children to achieve at a high level.	91.9%	88.1%
Q87. Children in this school have fun learning.	87.7%	89.1%
Q42. Children like attending this school.	87.3%	91.5%
Q66. All staff hold high expectations for student learning.	86.1%	91.5%
Q39. Children are friendly to each other.	83.7%	85.5%
Q35. Discipline is handled fairly in this school.	82.3%	84.2%
Q57. Overall, my school building is in good condition.	80.3%	78.9%

Resource:

[*http://mcdc2.missouri.edu/webrepts/msipcycle3/graphs/d096119/prt.html](http://mcdc2.missouri.edu/webrepts/msipcycle3/graphs/d096119/prt.html)



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Public Review Committee Report on SSD (Parents whose children were in special education schools/programs, technical education schools, 23 partner districts, and ECSE)

From the Public Review Committee Report on SSD, there are several parent survey items related to school climate being conducive to student learning and parents perceiving a positive school climate. Table 6 displays the results. Readers need to be cautious of the items that do not specifically indicate SSD staff or SSD school principal. Parents might rate these items in consideration of partner district general education staff or principals instead of SSD staff.

Table 6. Results related to SSD School Climate Conducive to Student Learning from Parent Survey from Public Review Committee (PRC) Report.

PRC Parent Survey (N=600)	Rating (1-4)
Phi Delta Kappa survey of the nation's public schools (Benchmark)	GPA (4.0=A) is 2.45
Parents gave SSD an overall Grade Point Average (GPA)	GPA (4.0=A) is 3.24
The SSD's instructional staff understand your child's need.	GPA (4.0=A) is 3.41
Staff show a willingness to learn about your child's needs.	GPA (4.0=A) is 3.40
Staff have high expectations for your child to succeed.	GPA (4.0=A) is 3.41
Your child's school principal is doing everything possible to support appropriate special education services.	GPA (4.0=A) is 3.35

Data Sources:

Report of the Public Review Committee on the Special School District of St. Louis County (2006). Pg14.

Special School District Parent Survey. Commissioned by Special School District Public Review Committee (2006). Pg 3 & 4.

PRC Parent Survey	% Extremely well or very well	% Somewhat well	% Not very well or not at all	% No opinion
SSD does its part and meets its responsibility to prepare your child to have the social skills needed in school and in the community.	71%	17%	6%	6%
SSD does its part and meets its responsibility to prepare your child to be a productive member of the work force as an adult.	67%	18%	6%	9%

Data Sources: Special School District Parent Survey. Commissioned by Special School District Public Review Committee (2006). Pg 6.



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Strengths of Program/Service Evaluation

Results from MSIP Parent AQ results, SSD parents perceived the school climate is more conducive to learning than MSIP advance questionnaire for all Special Education Parents and all Parents from Missouri. Parents felt welcome to discuss their child's educational needs with the school and agree that "my child's teachers think my child can learn."

From SSD Parent Climate Survey results, special education parents perceived an improved positive school climate over the 3 years. For example, the "special education teachers show respect for my child," and "I know what my child's special education teacher expects of my child." Overall, the special education teacher/special education school meets the needs of my child.

Technical Education parents perceived an improved positive school climate over the 3 years as well. For example, the technical education teacher expects quality work of my child. The technical education school meets the vocational/career needs of my child. The technical schools succeed at preparing children for future work.

From MSIP Staff AQ results, SSD staff's perception of school climate was comparable with all staff in Missouri. Examples are, "I think all children can learn." "Parents are welcome to discuss their child's educational needs with the school," and "Teachers in this school really care."

In comparison with MSIP Parent Advanced Questionnaire and MSIP Staff Advanced Questionnaire, SSD staff tended to rate school climate higher than SSD parents. A similar result was true throughout Missouri. Staffs in Missouri tended to rate school climate higher than parents.

From the Public Review Committee Report results, parents also perceived a positive school climate. For example, SSD parents gave SSD a GPA of 3.24 in comparison with national public schools GPA of 2.45. Another example is that "SSD does its part and meets its responsibility to prepare children to be a productive member of the work force as an adult."



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Concerns of Program/Service Evaluation

From MSIP Parent AQ results, SSD parents gave higher ratings than Special Education Parents in Missouri and higher than All Parents in Missouri, except on Question 63, “Other children are friendly to my child,” which is rated 2% lower at SSD than All Parents in Missouri.

From SSD Parent Climate Survey results, all ratings from Special Education parents are increasing or remaining high except question 6, “The special education teacher expects quality work of my child.” This rating significantly dropped from mean score of 4.3 in 2005 to 4.1 in 2006, but was still relatively high.

From MSIP Staff AQ results, SSD staffs’ ratings were comparable with all staff in Missouri, and perceived positive school climate. The only 2 items with a discrepancy between SSD staff and all staff in Missouri are “Children like attending this school,” and “All staff hold high expectations for student learning.” SSD staff rated this item more than 4% lower for both questions than all staff in MO.

Recommendations

Based on data analysis, specify recommendations:

1. Increase parent awareness of Special Education Schools’ efforts in developing social and relationship skills and positive character traits in students that might lead more parents to say children are friendly to their child.
2. Increase parent awareness of curriculum and instruction that are being implemented in our schools, the accountability levels of our schools under NCLB and MSIP, and the expectations that staff set for children.
3. Greater communication to and among teachers regarding the rigor of our instructional programs and the levels of accountability we face.
4. Address positive character traits, specifically goals setting for students so that they understand why they are in the school.

Timeframe for reporting updates to Board of Education

1st Update:
2nd Update:

Date: _____

Signature of Administrator Responsible for Chairing Evaluation