



**Special School District  
School Climate  
Program Evaluation**

**Joan Zavitsky, Chair**

**Board Approved: June 8, 2010**



# School Climate Standard Program Evaluation

---

## Executive Summary

As required by the Missouri School Improvement Plan (MSIP) standards, school districts must evaluate School Climate biennially. The question approved by the Board of Education for the present program evaluation was as follows: *Do SSD schools promote a safe and positive climate for student learning in accordance with MSIP Standards?* Based on stakeholder review of the data, strengths, concerns and recommendations are noted.

## *Results*

### Strengths

#### Students:

- The highest levels of student agreement (i.e., 85%+) were noted on items assessing perceptions related to teacher and family expectations for learning.
- In comparison with the 4<sup>th</sup> Cycle MSIP Reference Group, SSD students responded more favorably to 12 of 14 items assessed with the largest positive differences noted on items related to feeling safe at school, liking the school, and being treated fairly.
- In comparison to 2005-2006 SSD climate data, current student perceptions were more positive for 14 of 14 items assessed with the largest increases noted on items pertaining to feeling safe at school, caring teachers, and fair discipline practices.

#### Parents:

- The highest levels of parent agreement (i.e., 85%+) were noted on items assessing perceptions related to their child's enjoyment in school, chance of success in school, and belief that their child's teachers are good teachers.
- In comparison with the 4<sup>th</sup> Cycle MSIP Reference Group, SSD parents responded more favorably to 10 of 18 items assessed with the largest positive differences noted on items related to the establishment of student educational and career goals, fair discipline practices, and effective teaching strategies.
- In comparison to 2005-2006 SSD climate data, current parent perceptions were more positive for 7 of 18 items assessed with the largest increases noted on items related to the establishment of student educational and career goals, fair discipline practices, and their child's enjoyment in school.

#### Certificated Staff:

- The highest levels of certificated staff agreement (i.e., 90%+) were noted on items assessing perceptions related to assisting students with problems, making students feel they belong, recognizing accomplishments of students, and feeling safe at school.
- In comparison with the 4<sup>th</sup> Cycle MSIP Reference Group, SSD certificated staff responded more favorably to 3 of 22 items assessed related to making students feel they



# School Climate Standard Program Evaluation

---

belong, recognizing the accomplishments of all students, and assisting students who have a problem.

- In comparison to 2005-2006 SSD climate data, current certificated staff perceptions were more positive for 8 of 22 items assessed with the largest increases noted on items related to professional development, making students feel they belong, and providing suggestions to parents to assist student learning at home.

## Support Staff:

- The highest levels of support staff agreement (i.e., 95%+) were noted in response to items assessing perceptions related to assisting students with problems, making students feel they belong, and the belief that SSD teachers are good teachers.
- In comparison to 2005-2006 SSD climate data, current support staff perceptions were more positive for 13 of 17 items assessed with the largest increases noted on items related to professional development, fair discipline practices, and fair treatment of students.

## Concerns

### Students:

- The lowest levels of student agreement (i.e., 65% or lower) were noted in response to items assessing perceptions related to friendliness of peers, community pride in the school, and fair discipline practices.
- In comparison with the 4<sup>th</sup> Cycle MSIP Reference Group, SSD students responded less favorably to 2 of 14 items assessed which related to community pride in the school and family beliefs regarding doing well in school.

### Parents:

- The lowest levels of parent agreement (i.e., 74% or lower) were noted in response to items assessing perceptions related to the school offering suggestions for learning at home, being taught respect for other cultures, and encouragement of parent involvement.
- In comparison with the 4<sup>th</sup> Cycle MSIP Reference Group, SSD parents responded less favorably to 8 of 18 items assessed with the largest negative differences noted on items related to the school offering suggestions for learning at home, knowing how well their child is doing in class, and being taught respect for other cultures.
- In comparison to 2005-2006 SSD climate data, current parents responded less favorably to 11 of 18 items assessed with the greatest declines noted on items related to the school's encouragement of parent involvement, easy access to principals and teachers, teaching respect for other cultures, and knowing how well their child is doing in class.



# School Climate Standard Program Evaluation

---

## Certificated Staff:

- The lowest levels of certificated staff agreement (i.e., 61% or lower) were noted in response to items related to the community's pride in the school, community trust, and community provision of enough fiscal resources to provide quality services.
- In comparison with the 4<sup>th</sup> Cycle MSIP Reference Group, certificated staff responded less favorably to 19 of 22 items assessed with the largest negative differences noted on items related to the community's pride in the school, community trust, and adequate library media materials.
- In comparison to 2005-2006 SSD climate data, current certificated staff responded less favorably to 14 of 22 items with the largest declines noted on items assessing the community's pride in the school, clarity of the school's mission, and condition of the building.

## Support Staff:

- The lowest levels of support staff agreement (i.e., 69% or lower) were noted in response to items assessing perceptions related to the community's pride in the school and provision of enough fiscal resources to provide quality services, and the Board of Education's role in developing policy and allowing administrators to implement it.
- In comparison with the 4<sup>th</sup> Cycle MSIP Reference Group, SSD support staff responded less favorably to 4 of 17 items assessed with the largest negative differences noted on items related to the community's pride in the school and provision of enough fiscal resources to provide quality services, and the Board of Education's role in developing policy and allowing administrators to implement it.

## **Recommendations**

Disaggregate climate results by school/program and provide principals/administrators with data specific to their building/program to inform decision-making regarding the improvement of school climate.

Principals/administrators will develop individualized action plans to improve aspects of school climate that are of concern for their specific building/program. Action plans will be submitted to respective supervisors and monitored as needed.

Develop an abbreviated climate survey for stakeholder groups which is aligned with SSD CSIP goals to be administered and monitored annually.



# School Climate Standard Program Evaluation

---

## **Program Evaluation Question(s)**

Do SSD schools promote a safe and positive climate for student learning in accordance with MSIP Standards?

## **I. Program/Service Information**

1. Name of Program or Services: School Climate

2. Personnel Responsible for Evaluation: Joan Zavitsky, Associate Superintendent

3. Demographic Description of Program:

Promoting a safe and positive school climate is imperative to student learning and continuous improvement in our schools and programs. The following stakeholder groups were targeted in order to assess perceptions of SSD school climate.

Students: 3,229 students in selected SSD schools and/or programs

Parents: 3,202 parents of students in selected SSD schools and/or programs

Certificated Staff: 411 certificated staff in selected SSD schools and/or programs

Support Staff: 338 support staff in selected SSD schools and/or programs

4. Date of Evaluation: January – April 2010

5. Goal/Objective of Program/Services:

SSD will strive to promote a safe and positive climate for student learning in accordance with MSIP Standards?

6. Brief description of relationship between program goals, CSIP and MSIP Standards:

District goals are related to MSIP Standards 6.5 and 6.6 as related to creating a positive school climate that is safe and orderly. In addition, MSIP Standard 8.1 calls for a biennial evaluation of School Climate. District goals are also related to CSIP Goal I (Student Performance), Goal III (Facilities, Support and Instructional Resources) and Goal IV (Parent and Community Involvement).

## **II. Evaluation Criteria for Programs/Services Offered**

2009-2010 SSD School Climate Data

2005-2006 SSD School Climate Data

4<sup>th</sup> Cycle DESE MSIP Advanced Questionnaire Reference Group Data



# School Climate Standard Program Evaluation

### III. Description of Stakeholders Engagement in Program Evaluation:

The School Climate Program Evaluation was conducted with input from various stakeholder groups. Individuals providing input to the evaluation are listed below.

#### Program Evaluation Committee

Member	Role
Joan Zavitsky	Associate Superintendent, SSD
Chris Baldwin	Administrator for Program Evaluation, SSD
Paul Bauer	Director – Spl. Ed. Schools/CTP/Courts, SSD
Randy Dillon	Director – Career and Technical Education Schools, SSD
Dave Baker	Principal, South Technical
Mike Powers	Principal, North Technical
Kelly Grigsby	Principal, Ackerman
Dan Kelly	Principal, Litzinger
Lorie Arnsman	Principal, Neuwoehner
Lori White	Principal, Court Programs
Stephanie Valleroy	Principal, Northview
Deb Scanlon	Principal, Southview
Wendi Pendergrass	Principal, Bridges
Leslie Caldwell	Area Coordinator, Career Training
SSD Students	Survey Respondents
SSD Parents	Survey Respondents
SSD Certificated and Support Staff	Survey Respondents

### IV. Results

#### Survey Development

The development of survey items for students, parents, certificated staff and support staff was based on the Advanced Questionnaire (AQ) which DESE administers as a component of the Missouri School Improvement Program (MSIP). Both the 3<sup>rd</sup> and 4<sup>th</sup> cycle MSIP AQ were reviewed to assess which items were present on both questionnaires. Items that were consistent on both versions were selected for the current climate survey. The rationale for selecting items in this manner accomplished the following objectives: (1) assess current perceptions of various aspects of school climate, (2) allow current results to be compared with the 4<sup>th</sup> Cycle MSIP AQ Reference Group data, and (3) allow current results to be compared with AQ results from SSD’s 3<sup>rd</sup> cycle MSIP review which took place in 2005-2006.

The surveys developed for the present evaluation included versions for students, parents, certificated staff, and support staff (Appendix A). All surveys consisted of items from the AQ as previously described. Respondents were asked to rate their agreement or disagreement with the item on a 5 point scale (i.e., Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree).



# School Climate Standard Program Evaluation

---

## Survey Groups

The current climate survey process was more focused on selected SSD Buildings and Programs as opposed to the procedure used in the 2005-2006 AQ administration in which additional groups/sites were surveyed (e.g., SNAP, Central Office staff, ECSE, etc). Thus, the current climate survey targeted the following groups:

- Student Survey: Students in grades 3-12+ from the following
  - Special Education Schools
  - Technical Schools
  - Bridges Program
  - Court Programs (except JDC)
  - POS Agencies (full time students only)
  - Career Training Program
- Parents: Parents of students in SSD buildings and programs including the following:
  - Special Education Schools
  - Technical Schools
  - Bridges Program
  - Court Programs (except JDC)
  - POS Agencies
  - Career Training Program
- Certificated Staff and Support Staff: Staff from the following sites were surveyed:
  - Special Education Schools
  - Technical Schools
  - Bridges Program
  - Court Programs
  - Career Training Program

## Data Analysis

For each of the subsequent sections, results of the current climate survey are presented first with regard to Disagreement, Neutrality, or Agreement with the particular survey item. For analysis purposes, the Strongly Disagree/Disagree responses were collapsed into a Disagree response. Similarly, the Strongly Agree/Agree responses were collapsed into an Agree response. Responses indicating a Neutral position were left as they were. Secondly, current SSD climate data is compared with the 4<sup>th</sup> Cycle MSIP AQ Reference Group. Lastly, where possible, data from the 2005-2006 AQ was analyzed so that comparisons with current data could be examined. With regard to the original 2005-2006 SSD AQ, data from sites that were not surveyed in the current evaluation (e.g., SNAP, Central Office Staff, ECSE, etc.) were removed prior to analysis to provide a more equivalent group comparison of historical versus present results.



# School Climate Standard Program Evaluation

## Student Survey: Results

SSD students in grades 3-12+ were surveyed to assess their perceptions of school climate. The survey was distributed to approximately 3,229 students in SSD buildings and programs. Approximately 2,206 students responded to the survey resulting in a 68.3% return rate. Student responses are summarized below in Table 1.

Table 1. Students: Climate Survey Results 2010

Student Survey 2010: Survey Items	Disagree		Neutral		Agree	
	N	%	N	%	N	%
Q3. I feel safe at school.	105	4.8%	301	13.6%	1798	81.5%
Q4. I like going to this school.	186	8.4%	401	18.2%	1615	73.2%
Q5. If a student has a problem there are teachers who will listen and help.	133	6.0%	419	19.0%	1646	74.6%
Q6. The community is proud of this school.	100	4.5%	682	30.9%	1412	64.0%
Q7. Teachers in my school really care about me.	161	7.3%	523	23.7%	1513	68.6%
Q8. My teachers think I can learn.	55	2.5%	197	8.9%	1947	88.3%
Q9. My family believes I can do well in school.	64	2.9%	126	5.7%	2007	91.0%
Q10. My teachers expect very good work from me.	36	1.6%	226	10.2%	1933	87.6%
Q11. I am treated fairly at school.	163	7.4%	414	18.8%	1623	73.6%
Q12. Teachers treat me with respect.	130	5.9%	383	17.4%	1683	76.3%
Q13. Discipline is handled fairly in my school.	258	11.7%	522	23.7%	1414	64.1%
Q14. My teachers are good teachers.	99	4.5%	345	15.6%	1751	79.4%
Q15. Students at my school are friendly.	269	12.2%	670	30.4%	1259	57.1%
Q16. My teachers make clear what I am supposed to learn.	111	5.0%	368	16.7%	1711	77.6%

As noted in Table 1, the three highest areas of student agreement pertained to the following items: My family believes I can do well in school (91.0%), My teachers think I can learn (88.3%), My teachers expect very good work from me (87.6%). In contrast, the three lowest areas of student agreement were in response to the following items: Students at my school are friendly (57.1%), The community is proud of this school (64.0%), Discipline in my school is handled fairly (64.1%).

In order to assess how SSD's current climate compares to the 4<sup>th</sup> Cycle MSIP AQ Reference Group, Table 2 lists the percentage of SSD students in agreement (i.e., Strongly Agree or Agree) with the individual survey item in comparison to data from the 4<sup>th</sup> Cycle MSIP Aggregated Student Reference Group.





# School Climate Standard Program Evaluation

Table 2. Students: Climate Comparison Reference Group

Student Survey Items: Comparison	4 <sup>th</sup> Cycle AQ Ref. Group		SSD	
	Agree		Agree	
	N	%	N	%
Q3. I feel safe at school.	71171	69.0%	1798	81.5%
Q4. I like going to this school.	65081	63.2%	1615	73.2%
Q5. If a student has a problem there are teachers who will listen and help.	75492	73.2%	1646	74.6%
Q6. The community is proud of this school.	71023	69.0%	1412	64.0%
Q7. Teachers in my school really care about me.	63749	61.9%	1513	68.6%
Q8. My teachers think I can learn.	88634	85.8%	1947	88.3%
Q9. My family believes I can do well in school.	94203	91.3%	2007	91.0%
Q10. My teachers expect very good work from me.	85084	82.3%	1933	87.6%
Q11. I am treated fairly at school.	67511	65.4%	1623	73.6%
Q12. Teachers treat me with respect.	75217	72.8%	1683	76.3%
Q13. Discipline is handled fairly in my school.	60619	58.7%	1414	64.1%
Q14. My teachers are good teachers.	78643	76.2%	1751	79.4%
Q15. Students at my school are friendly.	54321	52.6%	1259	57.1%
Q16. My teachers make clear what I am supposed to learn.	72688	70.6%	1711	77.6%

As noted in Table 2, SSD students responded more favorably to 12 of 14 items compared to the MSIP 4<sup>th</sup> Cycle Aggregated Student Reference Group. The following items reflect the largest positive difference in comparison to reference group data: I feel safe at school (+ 12.5%), I like going to this school (+ 10.0%), I am treated fairly at this school (+ 8.2%). Conversely, the 2 items reflecting lower student agreement compared to the reference group were as follows: The community is proud of this school (- 5.0 %), My family believes I can do well in school (- 0.3%).

Data from the 2005-2006 MSIP AQ were also analyzed so that comparisons with 2009-2010 results could be assessed. Table 3 below displays the percentage of students in agreement (i.e., Strongly Agree or Agree) with the individual survey items. Survey items were present on both the current climate survey as well the AQ given during the 2005-2006 MSIP review.



# School Climate Standard Program Evaluation

Table 3. Students: Climate Comparison FY06 vs. FY10

Student Survey Items: Comparison	2005-2006		2009-2010	
	Agree		Agree	
	N	%	N	%
Q3. I feel safe at school.	1387	61.9%	1798	81.5%
Q4. I like going to this school.	1450	64.7%	1615	73.2%
Q5. If a student has a problem there are teachers who will listen and help.	1604	71.5%	1646	74.6%
Q6. The community is proud of this school.	1206	53.8%	1412	64.0%
Q7. Teachers in my school really care about me.	1194	53.3%	1513	68.6%
Q8. My teachers think I can learn.	1838	82.0%	1947	88.3%
Q9. My family believes I can do well in school.	1937	86.4%	2007	91.0%
Q10. My teachers expect very good work from me.	1820	81.2%	1933	87.6%
Q11. I am treated fairly at school.	1519	67.8%	1623	73.6%
Q12. Teachers treat me with respect.	1525	68.0%	1683	76.3%
Q13. Discipline is handled fairly in my school.	1186	52.9%	1414	64.1%
Q14. My teachers are good teachers.	1664	74.2%	1751	79.4%
Q15. Students at my school are friendly.	1043	46.5%	1259	57.1%
Q16. My teachers make clear what I am supposed to learn.	1562	69.7%	1711	77.6%

As displayed in Table 3, student agreement increased in response to each item administered. Items demonstrating the largest increase were as follows: I feel safe at school (+ 19.6%), Teachers in my school really care about me (+ 15.3%), Discipline in my school is handled fairly (+ 11.2%).

### Parent Survey: Results

Parents/guardians of students in SSD schools and programs were sent a survey to assess their perceptions of school climate. The survey was mailed to approximately 3,202 parents of SSD students. The mailing included a postage-paid return envelope along with a letter explaining the survey, as well as a link to an online version of the survey. A reminder postcard was sent one week following the initial mailing. Approximately 492 parents replied to the survey resulting in a 15.4 % return rate. Parent responses are summarized below in Table 4.



# School Climate Standard Program Evaluation

Table 4. Parents: Climate Survey Results 2010

Parent Survey 2010: Survey Items	Disagree		Neutral		Agree	
	N	%	N	%	N	%
Q3. My child likes attending this school.	20	4.1%	22	4.5%	446	90.7%
Q4. Discipline in my child's school is handled fairly.	19	3.9%	95	19.3%	372	75.6%
Q5. I receive information about the educational services available to my child at school.	56	11.4%	64	13.0%	367	74.6%
Q6. The school offers suggestions about how I can help my child learn at home.	89	18.1%	117	23.8%	282	57.3%
Q7. I can talk with my child's teacher or principal whenever I need.	21	4.3%	60	12.2%	410	83.3%
Q8. I know how well my child is doing in class.	43	8.7%	54	11.0%	393	79.9%
Q9. My child has been taught in school about respect for other cultures.	21	4.3%	157	31.9%	303	61.6%
Q10. The way they teach at this school works well for my child.	25	5.1%	56	11.4%	408	82.9%
Q11. My child is given a fair chance to succeed at school.	18	3.7%	40	8.1%	431	87.6%
Q12. The school has helped my child establish educational and career goals.	33	6.7%	85	17.3%	366	74.4%
Q13. The school encourages parents to be involved.	42	8.5%	84	17.1%	362	73.6%
Q14. I am a partner with the school in my child's education.	39	7.9%	85	17.3%	364	74.0%
Q15. I feel my child is safe at this school.	19	3.9%	55	11.2%	416	84.6%
Q16. My child's school building is in good condition.	15	3.0%	62	12.6%	410	83.3%
Q17. If I could, I would send my child to a different school.	373	75.8%	49	10.0%	68	13.8%
Q18. I know what my child's teachers expect in school.	34	6.9%	73	14.8%	381	77.4%
Q19. My child's teachers are good teachers.	12	2.4%	50	10.2%	427	86.8%
Q20. My child's teachers expect very good work from my child.	12	2.4%	54	11.0%	416	84.6%

As noted in Table 4, the three highest areas of parent agreement pertained to the following items: My child likes attending this school (90.7%), My child is given a fair chance to succeed at school (87.6%), My child's teachers are good teachers (86.8%). In contrast, the three lowest areas of parent agreement pertained to the following items: The school offers suggestions about how I can help my child learn at home (57.3%), My child has been taught in school about respect for other cultures (61.6%), The school encourages parents to be involved (73.6%).

In order to assess how SSD's current climate compares to the 4<sup>th</sup> Cycle MSIP AQ Reference Group, Table 5 lists the percentage of SSD parents in agreement (i.e., Strongly Agree or Agree) with the individual survey items in comparison to data from the MSIP 4<sup>th</sup> Cycle Reference Group.



# School Climate Standard Program Evaluation

Table 5. Parents: Climate Comparison – Reference Group

Parent Survey Items: Comparison	4 <sup>th</sup> Cycle AQ Ref. Group		SSD	
	Agree		Agree	
	N	%	N	%
Q3. My child likes attending this school.	63964	85.1%	446	90.7%
Q4. Discipline in my child's school is handled fairly.	49433	66.0%	372	75.6%
Q5. I receive information about the educational services available to my child at school.	52145	69.8%	367	74.6%
Q6. The school offers suggestions about how I can help my child learn at home.	51972	69.5%	282	57.3%
Q7. I can talk with my child's teacher or principal whenever I need.	66590	88.6%	410	83.3%
Q8. I know how well my child is doing in class.	68520	91.1%	393	79.9%
Q9. My child has been taught in school about respect for other cultures.	53069	71.0%	303	61.6%
Q10. The way they teach at this school works well for my child.	55950	74.5%	408	82.9%
Q11. My child is given a fair chance to succeed at school.	62907	83.8%	431	87.6%
Q12. The school has helped my child establish educational and career goals.	31463	42.3%	366	74.4%
Q13. The school encourages parents to be involved.	59296	79.2%	362	73.6%
Q14. I am a partner with the school in my child's education.	59719	79.6%	364	74.0%
Q15. I feel my child is safe at this school.	62484	83.2%	416	84.6%
Q16. My child's school building is in good condition.	60452	80.5%	410	83.3%
Q17. If I could, I would send my child to a different school.	10983	14.7%	68	13.8%
Q18. I know what my child's teachers expect in school.	62432	83.2%	381	77.4%
Q19. My child's teachers are good teachers.	64451	85.6%	427	86.8%
Q20. My child's teachers expect very good work from my child.	67784	90.5%	416	84.6%

As noted in Table 5, SSD parents responded more favorably to 10 of 18 items compared to the MSIP 4<sup>th</sup> Cycle Parent Reference Group. The following items reflect the largest positive difference in comparison to reference group data: The school has helped my child establish educational and career goals (+ 32.2%), Discipline in my child's school is handled fairly (+ 9.6%), The way they teach at this school works well for my child (+ 8.4%). Conversely, the following items reflect the largest negative difference in comparison to reference group data: The school offers suggestions about how I can help my child learn at home (- 12.2%), I know how well my child is doing in class (- 11.2%), My child has been taught in school about respect for other cultures (- 9.4%).

Data from the 2005-2006 MSIP AQ were also analyzed so that comparisons with 2009-2010 results could be assessed. Table 6 below displays the percentage of parents in agreement (i.e., Strongly Agree or Agree) with the individual survey items. Survey items were present on both the current climate survey as well the AQ given during the 2005-2006 MSIP review.



# School Climate Standard Program Evaluation

Table 6. Parents: Climate Comparison FY06 vs. FY10

Parent Survey Items: Comparison	2005-2006		2009-2010	
	Agree		Agree	
	N	%	N	%
Q3. My child likes attending this school.	629	87.6%	446	90.7%
Q4. Discipline in my child's school is handled fairly.	500	69.6%	372	75.6%
Q5. I receive information about the educational services available to my child at school.	557	77.6%	367	74.6%
Q6. The school offers suggestions about how I can help my child learn at home.	442	61.6%	282	57.3%
Q7. I can talk with my child's teacher or principal whenever I need.	653	90.9%	410	83.3%
Q8. I know how well my child is doing in class.	628	87.5%	393	79.9%
Q9. My child has been taught in school about respect for other cultures.	533	74.2%	303	61.6%
Q10. The way they teach at this school works well for my child.	584	81.3%	408	82.9%
Q11. My child is given a fair chance to succeed at school.	624	86.9%	431	87.6%
Q12. The school has helped my child establish educational and career goals.	488	68.0%	366	74.4%
Q13. The school encourages parents to be involved.	583	81.2%	362	73.6%
Q14. I am a partner with the school in my child's education.	562	78.3%	364	74.0%
Q15. I feel my child is safe at this school.	621	86.5%	416	84.6%
Q16. My child's school building is in good condition.	587	81.8%	410	83.3%
Q17. If I could, I would send my child to a different school.	94	13.1%	68	13.8%
Q18. I know what my child's teachers expect in school.	604	84.1%	381	77.4%
Q19. My child's teachers are good teachers.	637	88.7%	427	86.8%
Q20. My child's teachers expect very good work from my child.	608	84.7%	416	84.6%

As displayed in Table 6, parental agreement increased in response to 7 of 18 items. Items demonstrating the largest increase were: The school has helped my child establish educational and career goals (+ 6.4%), Discipline in my child's school is handled fairly (+ 6.0%), My child likes attending this school (+ 3.1%). In contrast, parent agreement with the remaining items declined compared to 2005-2006 results. Items demonstrating the largest decrease in parent agreement were as follows: My child has been taught in school about respect for other cultures (- 12.6%), The school encourages parents to be involved (- 7.6%), I can talk with my child's teacher or principal whenever I need (- 7.6%), I know how well my child is doing in class (- 7.6%).

### Certificated Staff Survey: Results

Certificated staff in SSD schools and programs were sent an online survey link via e-mail to assess their perceptions of school climate. The survey was distributed to approximately 411 certificated staff along with an explanation and instructions for the survey. A reminder e-mail was distributed one week following initial distribution. Approximately 311 certificated staff replied to the survey resulting in a 75.7 % return rate. Certificated staff responses are summarized below in Table 7.



# School Climate Standard Program Evaluation

Table 7. Certificated Staff: Climate Survey Results 2010

Certificated Staff Survey 2010: Survey Items	Disagree		Neutral		Agree	
	N	%	N	%	N	%
Q2. This school makes students feel they belong.	7	2.3%	7	2.3%	294	95.1%
Q3. If students in this school have a problem, teachers will listen and help.	3	1.0%	8	2.6%	297	96.1%
Q4. My school provides suggestions to parents on ways to assist at home with their child's learning.	18	5.8%	52	16.8%	238	77.0%
Q5. In our community, people tend to trust each other.	35	11.3%	85	27.5%	188	60.8%
Q6. The community is proud of this school.	21	6.8%	99	32.0%	186	60.2%
Q7. The community provides enough money to adequately provide quality educational programs to children.	44	14.2%	85	27.5%	178	57.6%
Q8. Students are held accountable for doing quality work.	19	6.1%	40	12.9%	248	80.3%
Q9. There are avenues for recognizing and rewarding the accomplishments of all students.	9	2.9%	13	4.2%	287	92.9%
Q10. All staff in our school hold high expectations for student learning.	34	11.0%	40	12.9%	235	76.1%
Q11. Students are treated fairly in this school.	9	2.9%	31	10.0%	269	87.1%
Q12. Discipline is handled fairly in this school.	25	8.1%	38	12.3%	245	79.3%
Q13. There are open channels of communication among students, staff and administrators.	28	9.1%	31	10.0%	249	80.6%
Q14. The mission of the school is clearly defined.	23	7.4%	28	9.1%	258	83.5%
Q15. There are sufficient library media materials to support my program.	59	19.1%	51	16.5%	198	64.1%
Q16. The library media center materials are current and in good condition.	44	14.2%	61	19.7%	201	65.0%
Q17. My professional development has improved the way I teach.	11	3.6%	34	11.0%	264	85.4%
Q18. My school views parents as partners in the educational process.	15	4.9%	45	14.6%	248	80.3%
Q19. My school has created specific strategies to better involve parents in the education of their children.	32	10.4%	67	21.7%	210	68.0%
Q20. I feel safe at this school.	11	3.6%	16	5.2%	281	90.9%
Q21. Overall, my building is in good condition.	49	15.9%	40	12.9%	217	70.2%
Q22. I usually look forward to each working day as a teacher.	12	3.9%	24	7.8%	272	88.0%
Q23. If I had a chance to choose all over again, I would still choose teaching as a career.	16	5.2%	25	8.1%	266	86.1%

As noted in Table 7, the three highest areas of certificated staff agreement related to the following items: If students in this school have a problem, teachers will listen and help (96.1%), This school makes students feel they belong (95.1%), There are avenues for recognizing and rewarding the accomplishments of all students (92.9%). In contrast, the three lowest areas of



# School Climate Standard Program Evaluation

certificated staff agreement pertained to the following items: The community provides enough money to adequately provide quality educational programs to children (57.6%), The community is proud of this school (60.2%), In our community, people tend to trust each other (60.8%).

In order to assess how SSD’s current climate compares to the 4<sup>th</sup> Cycle MSIP AQ Reference Group, Table 6 displays the percentage of SSD certificated staff in agreement (i.e., Strongly Agree or Agree) with the individual survey items in comparison to data from the 4<sup>th</sup> Cycle MSIP Reference Group.

Table 6. Certificated Staff: Climate Comparison- Reference Group

Certificated Staff Survey Items	4 <sup>th</sup> Cycle Ref. Group		SSD	
	Agree		Agree	
	N	%	N	%
Q2. This school makes students feel they belong.	10031	88.5%	294	95.1%
Q3. If students in this school have a problem, teachers will listen and help.	10892	95.9%	297	96.1%
Q4. My school provides suggestions to parents on ways to assist at home with their child's learning.	9497	85.2%	238	77.0%
Q5. In our community, people tend to trust each other.	8796	78.7%	188	60.8%
Q6. The community is proud of this school.	10040	89.0%	186	60.2%
Q7. The community provides enough money to adequately provide quality educational programs to children.	7996	72.0%	178	57.6%
Q8. Students are held accountable for doing quality work.	9448	83.8%	248	80.3%
Q9. There are avenues for recognizing and rewarding the accomplishments of all students.	10175	89.9%	287	92.9%
Q10. All staff in our school hold high expectations for student learning.	9623	84.9%	235	76.1%
Q11. Students are treated fairly in this school.	10097	88.8%	269	87.1%
Q12. Discipline is handled fairly in this school.	9232	81.5%	245	79.3%
Q13. There are open channels of communication among students, staff and administrators.	9500	83.7%	249	80.6%
Q14. The mission of the school is clearly defined.	10211	90.1%	258	83.5%
Q15. There are sufficient library media materials to support my program.	8983	81.0%	198	64.1%
Q16. The library media center materials are current and in good condition.	9649	86.7%	201	65.0%
Q17. My professional development has improved the way I teach.	9398	85.5%	264	85.4%
Q18. My school views parents as partners in the educational process.	10358	91.2%	248	80.3%
Q19. My school has created specific strategies to better involve parents in the education of their children.	8903	80.2%	210	68.0%
Q20. I feel safe at this school.	10595	93.0%	281	90.9%
Q21. Overall, my building is in good condition.	9196	80.6%	217	70.2%
Q22. I usually look forward to each working day as a teacher.	10093	91.3%	272	88.0%
Q23. If I had a chance to choose all over again, I would still choose teaching as a career.	9737	86.3%	266	86.1%



# School Climate Standard Program Evaluation

---

As noted in Table 6 above, SSD certificated staff responded more favorably to 3 of 22 items compared to the MSIP 4<sup>th</sup> Cycle Certificated Staff Reference Group. These items were as follows: This school makes students feel they belong (+ 6.6%), There are avenues for recognizing and rewarding the accomplishments of all students (+ 3.0%), If students in this school have a problem, teachers will listen and help (+ 0.2%). SSD certificated staff responded less favorably to the remaining items with the largest negative differences occurring on the following items: The community is proud of this school (- 28.8%), The library media center materials are current and in good condition (- 21.7%), In our community, people tend to trust each other (- 17.9%).

Data from the 2005-2006 MSIP AQ were also analyzed so that comparisons with 2009-2010 results could be made. Table 7 displays the percentage of certificated staff in agreement (i.e., Strongly Agree or Agree) with the individual survey items. Survey items were present on both the current climate survey as well the Advanced Questionnaire given during the 2005-2006 MSIP review.





# School Climate Standard Program Evaluation

Table 7. Certificated Staff: Climate Comparison FY06 vs. FY10

Certificated Staff Survey Items	2005-2006		2009-2010	
	Agree		Agree	
	N	%	N	%
Q2. This school makes students feel they belong.	363	91.2%	294	95.1%
Q3. If students in this school have a problem, teachers will listen and help.	381	95.7%	297	96.1%
Q4. My school provides suggestions to parents on ways to assist at home with their child's learning.	296	74.4%	238	77.0%
Q5. In our community, people tend to trust each other.	266	66.8%	188	60.8%
Q6. The community is proud of this school.	281	70.6%	186	60.2%
Q7. The community provides enough money to adequately provide quality educational programs to children.	232	58.3%	178	57.6%
Q8. Students are held accountable for doing quality work.	344	86.4%	248	80.3%
Q9. There are avenues for recognizing and rewarding the accomplishments of all students.	372	93.5%	287	92.9%
Q10. All staff in our school hold high expectations for student learning.	332	83.4%	235	76.1%
Q11. Students are treated fairly in this school.	364	91.5%	269	87.1%
Q12. Discipline is handled fairly in this school.	317	79.6%	245	79.3%
Q13. There are open channels of communication among students, staff and administrators.	343	86.2%	249	80.6%
Q14. The mission of the school is clearly defined.	369	92.7%	258	83.5%
Q15. There are sufficient library media materials to support my program.	252	63.3%	198	64.1%
Q16. The library media center materials are current and in good condition.	267	67.1%	201	65.0%
Q17. My professional development has improved the way I teach.	318	79.9%	264	85.4%
Q18. My school views parents as partners in the educational process.	350	87.9%	248	80.3%
Q19. My school has created specific strategies to better involve parents in the education of their children.	263	66.1%	210	68.0%
Q20. I feel safe at this school.	359	90.2%	281	90.9%
Q21. Overall, my building is in good condition.	311	78.1%	217	70.2%
Q22. I usually look forward to each working day as a teacher.	357	89.7%	272	88.0%
Q23. If I had a chance to choose all over again, I would still choose teaching as a career.	341	85.7%	266	86.1%

As displayed in Table 7, certificated staff agreement increased in response to 8 of 22 items. Items demonstrating the largest increase were as follows: My professional development has improved the way I teach (+ 5.5%), This school makes students feel they belong (+ 3.9%), My school provides suggestions to parents on ways to assist at home with their child's learning (+ 2.6%). In contrast, certificated staff agreement with the remaining items declined compared to 2005-2006 results. Items demonstrating the largest decrease in certificated staff agreement were as follows: The community is proud of this school (- 10.4%), The mission of the school is clearly defined (- 9.2%), Overall, my building is in good condition (- 7.9%).



# School Climate Standard Program Evaluation

## Support Staff Survey: Results

Support staff in SSD schools and programs were sent an online survey link via e-mail to assess their perceptions of school climate. The survey was distributed to approximately 338 support staff along with an explanation and instructions for the survey. A reminder e-mail was distributed one week following initial distribution. Approximately 194 support staff replied to the survey resulting in a 57.4 % return rate. Support staff responses are summarized below in Table 8.

Table 8. Support Staff: Climate Survey Results 2010

Support Staff Survey: Survey Items	Disagree		Neutral		Agree	
	N	%	N	%	N	%
Q2. Students like this school.	4	2.1%	8	4.1%	182	93.8%
Q3. This school makes children feel they belong.	3	1.5%	5	2.6%	185	95.4%
Q4. If students in this school have a problem, teachers will listen and help.	2	1.0%	7	3.6%	185	95.4%
Q5. Teachers in this school treat students with respect.	3	1.5%	10	5.2%	180	92.8%
Q6. Discipline is handled fairly in this school.	9	4.6%	15	7.7%	170	87.6%
Q7. Students are treated fairly in this school.	3	1.5%	11	5.7%	180	92.8%
Q8. Learning is the most important thing in this school.	5	2.6%	19	9.8%	167	86.1%
Q9. The community provides enough money to adequately provide quality educational programs to children.	29	14.9%	60	30.9%	105	54.1%
Q10. The community is proud of this school.	14	7.2%	83	42.8%	97	50.0%
Q11. The Board has high expectations for student learning.	5	2.6%	21	10.8%	167	86.1%
Q12. The Board establishes policies and permits administrators to implement these policies on a day to day basis.	10	5.2%	48	24.7%	133	68.6%
Q13. Our teachers are good teachers.	3	1.5%	6	3.1%	185	95.4%
Q14. The district has provided me with specific inservice training related to my job.	6	3.1%	17	8.8%	171	88.1%
Q15. The inservice activities I have attended have helped me do a better job.	9	4.6%	20	10.3%	165	85.1%
Q16. Students are safe in this school.	7	3.6%	13	6.7%	173	89.2%
Q17. I feel safe in this school.	10	5.2%	16	8.2%	167	86.1%
Q18. Overall, my school building is in good repair.	25	12.9%	35	18.0%	134	69.1%

As noted in Table 8, the three highest areas of support staff agreement pertained to the following items: If students in this school have a problem, teachers will listen and help (95.4%), This school makes students feel they belong (95.4%), Our teachers are good teachers (95.4%). In contrast, the three lowest areas of support staff agreement pertained to the following items: The community provides enough money to adequately provide quality educational programs to



# School Climate Standard Program Evaluation

children (54.1%), The community is proud of this school (50.0%), The Board establishes policies and permits administrators to implement these policies on a day to day basis (68.6%).

In order to assess how SSD’s current climate compares to the 4<sup>th</sup> Cycle MSIP AQ Reference Group, Table 9 lists the percentage of SSD support staff in agreement (i.e., Strongly Agree or Agree) with the individual survey in comparison to data from the 4<sup>th</sup> Cycle MSIP Reference Group.

Table 9. Support Staff: Climate Comparison- Reference Group

Support Staff Survey Items	4 <sup>th</sup> Cycle Ref. Group		SSD	
	Agree		Agree	
	N	%	N	%
Q2. Students like this school.	4462	83.2%	182	93.8%
Q3. This school makes children feel they belong.	4326	80.8%	185	95.4%
Q4. If students in this school have a problem, teachers will listen and help.	4329	81.0%	185	95.4%
Q5. Teachers in this school treat students with respect.	4368	81.5%	180	92.8%
Q6. Discipline is handled fairly in this school.	3594	69.2%	170	87.6%
Q7. Students are treated fairly in this school.	3956	75.8%	180	92.8%
Q8. Learning is the most important thing in this school.	4345	81.7%	167	86.1%
Q9. The community provides enough money to adequately provide quality educational programs to children.	3610	69.2%	105	54.1%
Q10. The community is proud of this school.	4420	82.8%	97	50.0%
Q11. The Board has high expectations for student learning.	4583	84.7%	167	86.1%
Q12. The Board establishes policies and permits administrators to implement these policies on a day to day basis.	3911	74.8%	133	68.6%
Q13. Our teachers are good teachers.	4795	87.9%	185	95.4%
Q14. The district has provided me with specific inservice training related to my job.	3771	69.0%	171	88.1%
Q15. The inservice activities I have attended have helped me do a better job.	3630	68.5%	165	85.1%
Q16. Students are safe in this school.	4550	84.1%	173	89.2%
Q17. I feel safe in this school.	4651	85.6%	167	86.1%
Q18. Overall, my school building is in good repair.	3993	73.9%	134	69.1%

As noted in Table 9 above, SSD support staff responded more favorably to 13 of 17 items compared to the MSIP 4<sup>th</sup> Cycle Support Staff Reference Group. These items were as follows: The district has provided me with specific inservice training related to my job (+ 19.1%), Discipline is handled fairly in this school (+ 18.4%), Students are treated fairly in this school (+ 17.0%). SSD support staff responded less favorably to the remaining items with the largest negative differences occurring on the following items: The community is proud of this school (- 32.8%), The community provides enough money to adequately provide quality educational



# School Climate Standard Program Evaluation

---

programs to children (- 15.1%), The Board establishes policies and permits administrators to implement these policies on a day to day basis (- 6.2%).

Due to the nature of how data was coded in the 2005-2006 MSIP AQ file received from DESE, FY06 vs. FY10 comparative analyses are not possible for support staff data.

## V. Discussion

Based on the review of data, the following strengths, concerns and recommendations were identified.

### Strengths

#### Students:

- The highest levels of student agreement (i.e., 85% +) were noted on items assessing perceptions related to teacher and family expectations for learning.
- In comparison with the 4<sup>th</sup> Cycle MSIP Reference Group, SSD students responded more favorably to 12 of 14 items assessed with the largest positive differences noted on items related to feeling safe at school, liking the school, and being treated fairly.
- In comparison to 2005-2006 SSD climate data, current student perceptions were more positive for 14 of 14 items assessed with the largest increases noted on items pertaining to feeling safe at school, caring teachers, and fair discipline practices.

#### Parents:

- The highest levels of parent agreement (i.e., 85% +) were noted on items assessing perceptions related to their child's enjoyment in school, chance of success in school, and belief that their child's teachers are good teachers.
- In comparison with the 4<sup>th</sup> Cycle MSIP Reference Group, SSD parents responded more favorably to 10 of 18 items assessed with the largest positive differences noted on items related to the establishment of student educational and career goals, fair discipline practices, and effective teaching strategies.
- In comparison to 2005-2006 SSD climate data, current parent perceptions were more positive for 7 of 18 items assessed with the largest increases noted on items related to the establishment of student educational and career goals, fair discipline practices, and their child's enjoyment in school.

#### Certificated Staff:

- The highest levels of certificated staff agreement (i.e., 90% +) were noted on items assessing perceptions related to assisting students with problems, making students feel they belong, recognizing accomplishments of students, and feeling safe at school.
- In comparison with the 4<sup>th</sup> Cycle MSIP Reference Group, SSD certificated staff responded more favorably to 3 of 22 items assessed related to making students feel they belong, recognizing the accomplishments of all students, and assisting students who have a problem.



# School Climate Standard Program Evaluation

---

- In comparison to 2005-2006 SSD climate data, current certificated staff perceptions were more positive for 8 of 22 items assessed with the largest increases noted on items related to professional development, making students feel they belong, and providing suggestions to parents to assist student learning at home.

## Support Staff:

- The highest levels of support staff agreement (i.e., 95%+) were noted in response to items assessing perceptions related to assisting students with problems, making students feel they belong, and the belief that SSD teachers are good teachers.
- In comparison to 2005-2006 SSD climate data, current support staff perceptions were more positive for 13 of 17 items assessed with the largest increases noted on items related to professional development, fair discipline practices, and fair treatment of students.

## Concerns

### Students:

- The lowest levels of student agreement (i.e., 65% or lower) were noted in response to items assessing perceptions related to friendliness of peers, community pride in the school, and fair discipline practices.
- In comparison with the 4<sup>th</sup> Cycle MSIP Reference Group, SSD students responded less favorably to 2 of 14 items assessed which related to community pride in the school and family beliefs regarding doing well in school.

### Parents:

- The lowest levels of parent agreement (i.e., 74% or lower) were noted in response to items assessing perceptions related to the school offering suggestions for learning at home, being taught respect for other cultures, and encouragement of parent involvement.
- In comparison with the 4<sup>th</sup> Cycle MSIP Reference Group, SSD parents responded less favorably to 8 of 18 items assessed with the largest negative differences noted on items related to the school offering suggestions for learning at home, knowing how well their child is doing in class, and being taught respect for other cultures.
- In comparison to 2005-2006 SSD climate data, current parents responded less favorably to 11 of 18 items assessed with the greatest declines noted on items related to the school's encouragement of parent involvement, easy access to principals and teachers, teaching respect for other cultures, and knowing how well their child is doing in class.

### Certificated Staff:

- The lowest levels of certificated staff agreement (i.e., 61% or lower) were noted in response to items related to the community's pride in the school, community trust, and community provision of enough fiscal resources to provide quality services.
- In comparison with the 4<sup>th</sup> Cycle MSIP Reference Group, certificated staff responded less favorably to 19 of 22 items assessed with the largest negative differences noted on items



# School Climate Standard Program Evaluation

---

related to the community's pride in the school, community trust, and adequate library media materials.

- In comparison to 2005-2006 SSD climate data, current certificated staff responded less favorably to 14 of 22 items with the largest declines noted on items assessing the community's pride in the school, clarity of the school's mission, and condition of the building.

## Support Staff:

- The lowest levels of support staff agreement (i.e., 69% or lower) were noted in response to items assessing perceptions related to the community's pride in the school and provision of enough fiscal resources to provide quality services, and the Board of Education's role in developing policy and allowing administrators to implement it.
- In comparison with the 4<sup>th</sup> Cycle MSIP Reference Group, SSD support staff responded less favorably to 4 of 17 items assessed with the largest negative differences noted on items related to the community's pride in the school and provision of enough fiscal resources to provide quality services, and the Board of Education's role in developing policy and allowing administrators to implement it.

## Recommendations

Disaggregate climate results by school/program and provide principals/administrators with data specific to their building/program to inform decision-making regarding the improvement of school climate.

Principals/administrators will develop individualized action plans to improve aspects of school climate that are of concern for their specific building/program. Action plans will be submitted to respective supervisors and monitored as needed.

Develop an abbreviated climate survey for stakeholder groups which is aligned with SSD CSIP goals to be administered and monitored annually.

Person responsible to champion action plan: Joan Zavitsky

Timeframe for reporting updates to Board of Education: Biennial

Date: \_\_\_\_\_

**Signature of Administrator Responsible for Chairing Evaluation**



# School Climate Standard Program Evaluation

---

## Appendix A: Climate Surveys

Student Survey  
Parent Survey  
Certificated Staff Survey  
Support Staff Survey

# Special School District Climate Survey 2009/2010 Student

**Special School District would like to know your opinion about your school. This information will help the district improve our schools and services. Thank you for taking the time to assist us in our school improvement efforts.**

1. What school or program do you attend?

- |  |   |
|--|---|
| <input type="radio"/> Ackerman                   | <input type="radio"/> Litzinger                             |
| <input type="radio"/> Neuwoehner                 | <input type="radio"/> Northview                             |
| <input type="radio"/> Southview                  | <input type="radio"/> North County Tech                     |
| <input type="radio"/> South County Tech          | <input type="radio"/> Courts (JDC, Lakeside, Project Learn) |
| <input type="radio"/> Bridges                    | <input type="radio"/> Career Training Program               |
| <input type="radio"/> Purchase of Service Agency |   |

2. What grade are you in?

- 3   
  4   
  5   
  6   
  7   
  8   
  9   
  10   
  11   
  12  
 12+

**Please mark your level of agreement or disagreement with the following statements.**

Response Definition: SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree	SD	D	N	A	SA
3. I feel safe at school. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I like going to this school. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. If a student has a problem there are teachers who will listen and help. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The community is proud of this school. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Teachers in my school really care about me. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My teachers think I can learn. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My family believes that I can do well in school. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My teachers expect very good work from me. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I am treated fairly at school. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Teachers treat me with respect. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Discipline is handled fairly in my school. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My teachers are good teachers. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Students at my school are friendly. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. My teachers make clear what I'm supposed to learn. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Additional Comments:



# Special School District Climate Survey 2009/2010

## Parent/Guardian

**Please complete this survey and return in the enclosed envelope to: Special School District-Program Evaluation, 12110 Clayton Rd., St. Louis, MO 63131. If you have questions, please contact Program Evaluation at 314-989-8145. Thank you for your assistance.**

1. What school/program does your child attend?

- |   |  |   |
|---|--|---|
| <input type="radio"/> Ackerman                | <input type="radio"/> Litzinger                        | <input type="radio"/> Neuwoehner        |
| <input type="radio"/> Northview               | <input type="radio"/> Southview                        | <input type="radio"/> North County Tech |
| <input type="radio"/> South County Tech       | <input type="radio"/> Courts (Lakeside, Project Learn) | <input type="radio"/> Bridges           |
| <input type="radio"/> Career Training Program | <input type="radio"/> Purchase of Service Agency       |   |

2. What grade is your child in?

- K     1     2     3     4     5     6     7     8     9  
 10     11     12     12+

**Please darken the circle which best reflects your level of agreement or disagreement with the following items.**

**Response Definition: SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree**

	SD	D	N	A	SA
3. My child likes attending this school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Discipline in my child's school is handled fairly.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I receive information about the educational services available to my child at school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The school offers suggestions about how I can help my child learn at home.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I can talk with my child's teachers or principal whenever I need.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I know how well my child is doing in class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My child has been taught in school about respect for other cultures.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The way they teach at this school works well for my child.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My child is given a fair chance to succeed at school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The school has helped my child establish educational and career goals.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The school encourages parents to be involved.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I am a partner with the school in my child's education.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I feel my child is safe at school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. My child's school building is in good condition.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. If I could, I would send my child to a different school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I know what my child's teachers expect in school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My child's teachers are good teachers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. My child's teachers expect very good work from my child.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Additional Comments:





# Special School District Climate Survey 2009/2010 Certificated Staff



1. Indicate the location where you work.

- |   |  |
|---|--|
| <input type="radio"/> Ackerman<br><input type="radio"/> Neuwoehner<br><input type="radio"/> Southview<br><input type="radio"/> South County Tech<br><input type="radio"/> Bridges<br><input type="radio"/> Purchase of Service Agency | <input type="radio"/> Litzsinger<br><input type="radio"/> Northview<br><input type="radio"/> North County Tech<br><input type="radio"/> Courts (JDC, Lakeside, Project Learn)<br><input type="radio"/> Career Training Program |
|---|--|

**Please indicate your level of agreement or disagreement with the following statements.**

**Response Definition: SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree**

	SD	D	N	A	SA
2. This school makes students feel they belong.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. If students in this school have a problem, teachers will listen and help. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My school provides suggestions to parents on ways to assist at home with their child's learning.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. In our community, people tend to trust each other. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The community is proud of this school. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The community provides enough money to adequately provide quality educational programs to children. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Students are held accountable for doing quality work.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. There are avenues for recognizing and rewarding the accomplishments of all students. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. All staff in our school hold high expectations for student learning. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Students are treated fairly in this school. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Discipline is handled fairly in this school. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. There are open channels of communication among students, staff and administrators. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The mission of this school is clearly defined. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. There are sufficient library media materials to support my program. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The library media center materials are current and in good condition. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My professional development has improved the way I teach.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My school views parents as partners in the educational process.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My school has created specific strategies to better involve parents in the education of their child.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I feel safe at this school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Overall, my school building is in good condition. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I usually look forward to each working day as a teacher.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. If I had a chance to choose all over again, I would still choose teaching as a career. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Additional Comments:





# Special School District Survey 2009/2010 Support Staff



1. Indicate the location where you work.

- |   |  |
|---|--|
| <input type="radio"/> Ackerman<br><input type="radio"/> Neuwoehner<br><input type="radio"/> Southview<br><input type="radio"/> South County Tech<br><input type="radio"/> Bridges<br><input type="radio"/> Purchase of Service Agency | <input type="radio"/> Litzsinger<br><input type="radio"/> Northview<br><input type="radio"/> North County Tech<br><input type="radio"/> Courts (JDC, Lakeside, Project Learn)<br><input type="radio"/> Career Training Program |
|---|--|

**Please indicate your level of agreement or disagreement with the following statements.**

**Response Definition: SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree**

	SD	D	N	A	SA
2. Students like this school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. This school makes children feel they belong.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. If students in this school have a problem, teachers will listen and help. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Teachers in this school treat students with respect.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Discipline is handled fairly in this school. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Students are treated fairly in this school. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Learning is the most important thing in this school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The community provides enough money to adequately provide quality educational programs to children. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The community is proud of this school. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The board has high expectations for student learning. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The board establishes policies and permits administrators to implement these policies on a day to day basis. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Our teachers are good teachers. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The district has provided me with specific inservice training related to my job. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The inservice training activities I have attended have helped me do a better job. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Students are safe in this school. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I feel safe in this school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Overall, my school building is in good repair. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Additional Comments:

