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Program Description

Purpose or Mandate

The climate survey is the primary means for collecting feedback from students, staff and parents about their experiences with SSD. It captures perceptions of safety at school, support within the school and observations on a variety of topics. Analysis of the climate survey results helps senior leadership to identify areas of concern and trends of climate over time.

Summary Description of Program

SSD began collecting formal climate survey data in 2004 and previously participated in the Advance Questionnaire given by DESE. Since that time select areas of strength and concern have been identified biennially through program evaluation reports. Items have been adjusted to improve the insights gained from the surveys and some items have remained the same for comparison across time. In 2012-2013 SSD contracted with K12 Insight to conduct the climate surveys. K12 Insight provides access to comparative data with schools across the US on certain survey items. As of the spring of 2015, three years of climate data have been collected using the K12 Insight survey. The current report will maintain consistency with the previous cycle report in its focus on key results of the survey related to perceptions of satisfaction and safety.

Which specific CSIP goals and PCF processes does this Program support?

CSIP 1.3: Ensure student satisfaction and engagement

PCF Process 5.0: Manage student and stakeholder relationships and engagement

Who are the Customers/Stakeholders?

Students Parents Staff Administrators
 Board of Education Taxpayers Other _____

What are the Customer/Stakeholder requirements?

Positive school climate is essential for student development and research shows climate to be an important factor in student learning and development. Stakeholders expect student, staff, and parent perceptions of climate to be assessed and analyzed annually. District level and school-based administrators use climate results to evaluate programming and identify areas for improvement.

What is this program expected to accomplish?

The climate survey is expected to provide insight into satisfaction and engagement among students, staff, and parents across a number of key categories. It is expected that surveying climate will contribute to improved services and student outcomes.

Briefly describe how this Program works

SSD contracts with K12 Insight to conduct an annual climate survey of students, teachers, paraprofessionals, and parents. Students attending SSD schools are surveyed. Staff working at both SSD and partner district schools are surveyed. The K12 Insight survey includes questions related to school satisfaction, academic preparation, student support, operations, parent engagement, school safety and behavior, job satisfaction, satisfaction with specific SSD departments and administration, effectiveness of special education services, and overall quality.

What resources (type and quantity) are required to execute this plan?

SSD contracts with K12 Insight to conduct the annual climate survey. The cost of the climate survey is not specified in the contract. The cost of this annual contract for all surveys is \$60,000.

Action Plan Summary

Note regarding School Climate goals, objectives, and action plans:

The School Climate program evaluation report details results of components of the climate survey. It is not an evaluation of a SSD "program," per se. The results will contribute to improvement efforts of (and may serve as outcome measures for) various SSD programs and initiatives.

Previous Cycle Goals and Measurable Objectives

2010-12 Overall Goals

Goal 1: SSD Schools will promote a positive climate for students, parents, and staff.

Goal 2: SSD Schools will promote a safe climate for students and staff.

Goal 3: SSD Schools will provide a positive climate for student learning.

2012-14 Overall Goals

Goal 1: Ensure student satisfaction and engagement (CSIP Objective 1.3) as evidenced by the students' perspective.

2010-12 Objectives

- 1.1 Annually improve the overall student satisfaction as indicated by a survey (5-point Likert scale) administered during the 2nd semester.
- 1.2 Annually improve the overall parent satisfaction as indicated by a survey (5-point Likert scale) administered during the 2nd semester.
- 1.3 Annually improve the overall satisfaction of certificated and related services staff as indicated by a survey (5-point Likert scale) administered during the 2nd semester.
- 1.4 Annually improve the overall satisfaction of support staff as indicated by a survey (5-point Likert scale) administered during the 2nd semester.

- 2.1 Annually improve the school climate that students feel safe at school as indicated by a survey administered during the 2nd semester.
- 2.2 Annually improve the school climate that staff feel safe at school as indicated by a survey administered during the 2nd semester.

- 3.1 Annually improve that parents feel that their child's SSD school makes their child feel they belong and are supported as calculated by a survey administered during the 2nd semester.

2012-14 Objectives

- 1.1 Establish a baseline for agreement with the statement "I like going to this school" for students attending SSD schools.

- 1.2 Establish a baseline for agreement with the statement "My school makes me feel like I belong and am supported" for students attending SSD schools.
- 1.3 Establish a baseline for agreement with the statement "I feel safe at school" for students attending SSD schools.
- 1.4 Establish a baseline for agreement with the statement "Threatening of bullying behavior is rare" for students attending SSD schools.
- 1.5 Establish a baseline for overall school satisfaction for students attending SSD schools.

Goal 2: Ensure student satisfaction and engagement (CSIP Objective 1.3) as evidenced by the teachers' perspective.

- 2.1 Establish a baseline for overall School satisfaction for teachers in SSD schools.
- 2.2 Establish a baseline for agreement with the statement "Students are safe at my school."
- 2.3 Establish a baseline for agreement with the statement "Threatening or bullying behavior is rare in my school."
- 2.4 Establish a baseline for agreement with the statement "I have the support I need to maintain order and discipline in my school."
- 2.5 Establish a baseline for agreement with the statement "Students who receive services from SSD are learning the skills they will need to be successful after graduation" for all SSD teachers.

Current Cycle Goals and Measurable Objectives

2014-16 Overall Goals

Goal 1: Goal 1 remains unchanged from the previous cycle.

Goal 2: Goal 2 remains unchanged from the previous cycle.

Expected Measurable Objectives

Trends across 3 years in the response of students attending SSD schools will be analyzed and reported.

Trends across 3 years in the responses of teachers at SSD schools will be analyzed and reported.

Current Cycle (2014-16) Action Plans

Short-term (within the next school year)

Further analysis of data will be performed to locate areas of perceived bullying. Align specific climate survey questions to appropriate CSIP goals or program goals

Medium-term (1-2 years)

Future surveys will not divide students, but rather report all as one data set.

Long-term (3 years and more)

SSD will "Develop and implement a systematic process of individualized student planning to ensure that students have the necessary skills and opportunities to complete their program, graduate and meet post-secondary outcomes." (CSIP strategy 1.2.1)

Evaluation Plan Summary

Program Evaluation Authority

The climate survey is the primary means for collecting feedback from students, staff and parents about their experiences with SSD.

Qualitative Measures - Evaluation questions to be used

- What are the major accomplishments or benefits of this program?
- How well did this program fulfill its purpose or mandate?
- What do customers and other stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?
- How well-aligned are the program’s processes with the goals of the program?
- What is the level of deployment of this program’s services?
- How should resources be changed to improve this program?
- How should goals be changed, added, or removed?
- Additional (if any)

Quantitative Measures - Evaluation questions to be used

- What is the status of the program’s progress toward achieving its goals?
- What are the actual costs of this program, and how do they compare to planned costs?
- What is the estimated actual benefit-cost or cost-effectiveness of this program?

Quantitative Measures – Criteria for Evaluation

Measure to be used	(2015-17) Target
N/A. The climate report is not a program evaluation, per se. Rather it details specific results of the climate survey.	SSD and its programs will use the results of the climate survey to set program-specific goals and targets.



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Summary

Purpose or Mandate

CSIP Objective 1.3: Ensure student satisfaction and engagement

PCF Process 5.0: Manage student and stakeholder relationships and engagement

The climate survey is the primary means for collecting feedback from students, staff and parents about their experiences with SSD. It captures perceptions of safety at school, support within the school and observations on a variety of topics. Analysis of the climate survey results helps senior leadership to identify areas of concern and trends of climate over time.

Program Description

SSD began collecting formal climate survey data in 2004 and participated in the Advance Questionnaire given by DESE. Since that time areas of strength and concern have been identified biennially through program evaluation reports. Items have been adjusted to improve the insights gained from the surveys and some items have remained the same for comparison across time. In 2012-2013 SSD contracted with K12 Insight to conduct the climate surveys. K12 Insight provides access to comparative data with schools across the US on certain survey items. As of the spring of 2015, three years of climate data have been collected using the K12 Insight survey. The current report will maintain consistency with the previous cycle report in its focus on key results of the survey related to satisfaction and safety.

What were the major accomplishments or benefits of this program?

Positive school climate is essential for student development and research shows climate to be an important factor in student learning and development. The climate survey provides insight into satisfaction and engagement among students, staff, and parents across a number of key categories. Results have been analyzed annually. SSD utilizes climate survey results as part of ongoing school improvement efforts.

How well did this program fulfill its purpose or mandate?

- Inadequate Approaching Satisfactory Satisfactory Excellent
 Not Applicable: This report details the results of the climate survey, not a program, per se.

What factors made essential contributions (+/-) to this rating?

N/A

What is the general level of customer or stakeholder satisfaction with this program?

- Not at all Satisfied Somewhat Satisfied Very Satisfied Completely Satisfied
 Not Applicable: This report details the results of the climate survey, not a program, per se.

What factors made essential contributions (+/-) to this rating?

N/A

Survey Results

What is the status of the program's progress toward achieving its goals?

Goal 1: Ensure student satisfaction and engagement (CSIP Objective 1.3) as evidenced by the students' perspective.

Measurable Objective 1:	Assess relative level of and change over time in agreement with the statement "I like going to this school" for students attending SSD schools.
Results: See Figure 1. Over the previous 3 years, a high percentage of students attending SSD schools have expressed agreement with this statement. In 2013, 2014, and 2015, the percentage agreement with the item was 92%, 93%, and 88%, respectively (N s=1,563, 1,097, 1,332).	
Measurable Objective 2:	Assess relative level of and change over time in agreement with the statement "My school makes me feel like I belong and am supported" for students attending SSD schools.
Results: See Figure 1. A high percentage (90% each of the past 3 years) of students have expressed agreement with this statement (N s=1,550, 1,095, 1,325). The results have been consistent from year to year.	
Measurable Objective 3:	Assess relative level of and change over time in agreement with the statement "I feel safe at this school" for students attending SSD schools.
Results: See Figure 1. A high percentage of students (over 90%) each year have expressed feeling safe at school (N s=1,559, 1,097, 1,337). The results have been fairly consistent from year to year (93% in 2013, 92% in 2014, and 91% in 2015).	
Measurable Objective 4:	Assess relative level of and change over time in agreement with the statement "Threatening or bullying behavior is rare" for students attending SSD schools.
Results: See Figure 1. Two related, but differently-worded, items from the survey assess this objective (the second was added to the survey in 2014 per SSD request). Student responses suggest that a minority of students (between 20-30%) perceive the level of bullying and/or threatening behaviors as either (a) more frequent than "rare," and/or (b) to be a problem at their school (23% of students agreed that bullying was a problem in 2014, while 27% expressed this viewpoint in 2015). (N s for first item=1,543, 1,084, 1,329; N s for second item=1,086, 1,333)	

Measurable Objective 5:	Assess relative level of and change over time in overall school satisfaction for students attending SSD schools.
Results: See Figure 2. A large majority of students assigned their SSD school a grade of A or B in each of the last three years (2013=80%, 2014=82%, 2015=77%; <i>N</i> s=1,552, 1,079, 1,336). The percentage of students who assigned an A or B rating was somewhat lower in 2015 than in prior years. Fluctuation from year to year in the number of students completing the survey may have impacted these results.	

% Agree or Strongly Agree, Student Responses Across Multiple Years*

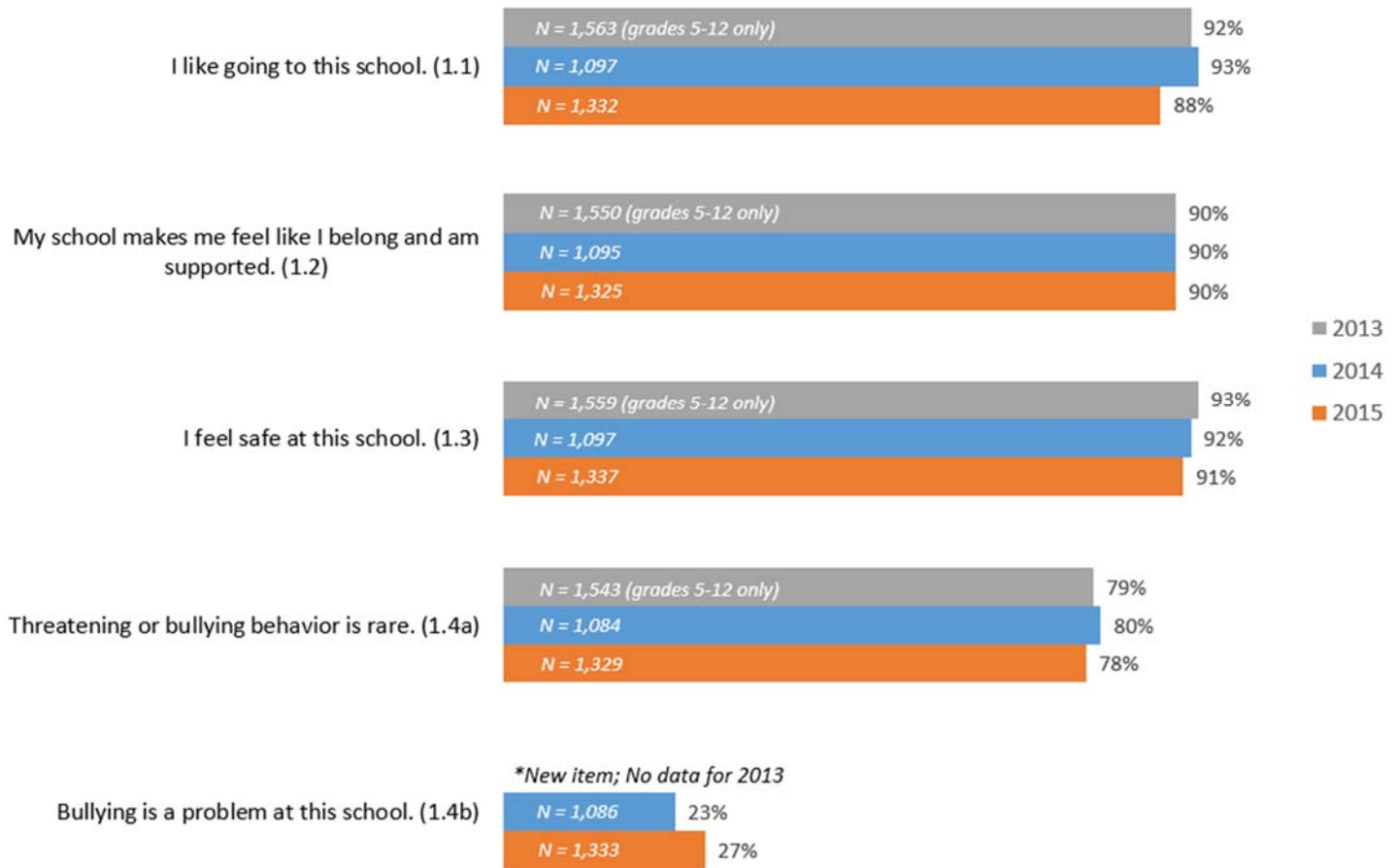


Figure 1. Data corresponding to measurable objectives 1.1 to 1.4. *Survey results from 2013 included only students in grades 5-12. Note that the number of students surveyed varied by over 400 students across the three years.

% of Students Assigning A and B Grades Across Multiple Years to the Item:
*Students receive grades of A, B, C, D or F to report how well they are doing. An A means outstanding work, C is average work and F is failing. What grade would you give your school?**

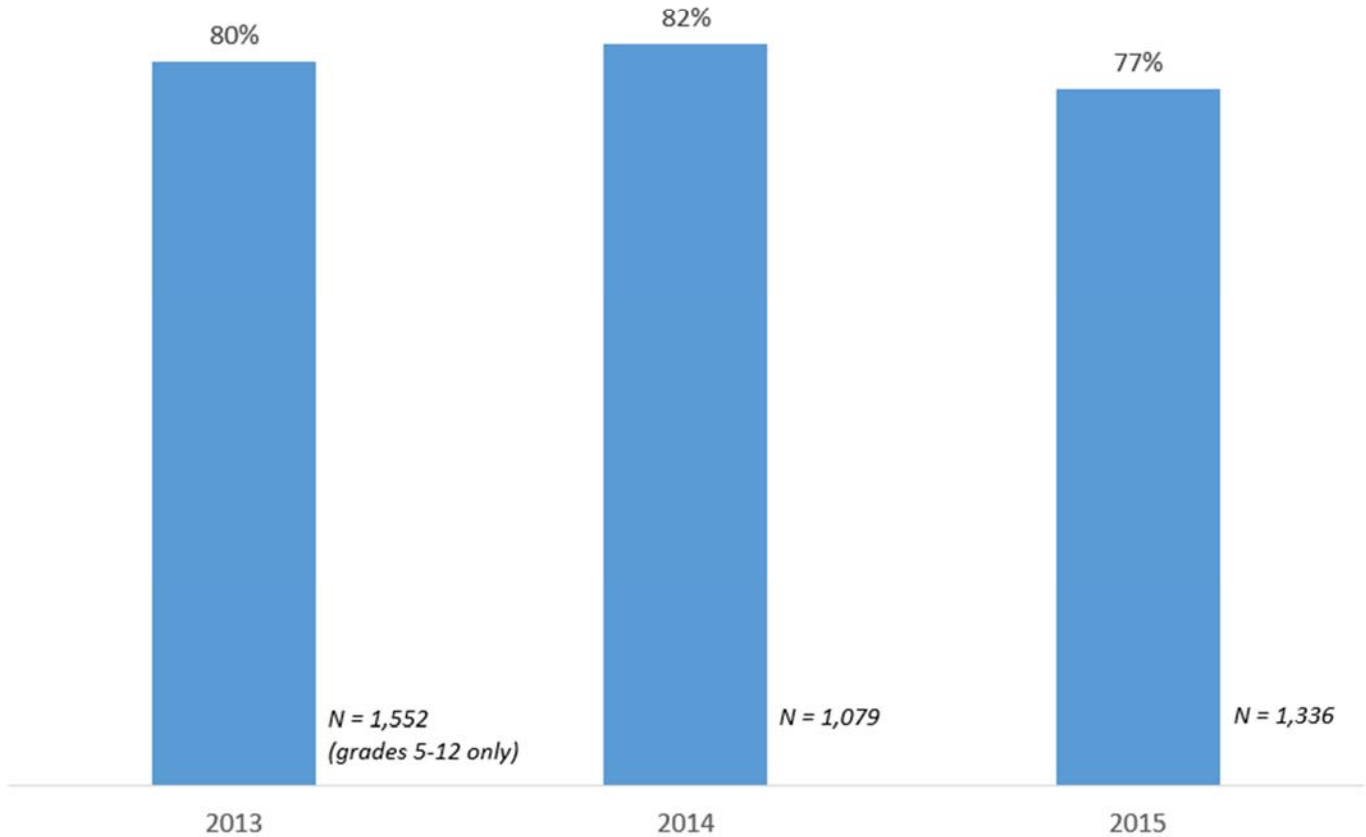


Figure 2. Data corresponding to measurable objective 1.5. *Survey results from 2013 included only students in grades 5-12. Note that the number of students surveyed varied by over 400 students across the three years.

Goal 2: Ensure student satisfaction and engagement (CSIP Objective 1.3) as evidenced by the teachers' perspective.

Measurable Objective 1:	Assess relative level of and change over time in overall School satisfaction for teachers in SSD schools.
Results: See Figure 3. Data reflecting responses to this item among SSD school teachers are available for years 2014 and 2015. A high percentage (89% and 87%, respectively, in 2014 and 2015) of SSD teachers assigned A or B grades to this item, suggesting a perception among most teachers that SSD effectively meets the needs of its students (Ns=185, 345).	
Measurable Objective 2:	Assess relative level of and change over time in agreement with the statement "Students are safe at my school."

Results: See Figure 4. Across years, the vast majority ($\geq 95\%$) of teachers at SSD schools express agreement with the statement that students are safe at their school (2013=96%, 2014=95%, 2015=95%; (N s=379, 185, 345).

Measurable Objective 3:

Assess relative level of and change over time in agreement with the statement "Threatening or bullying behavior is rare in my school."

Results: See Figure 4. SSD school teacher agreement with this statement in 2014 and 2015 fell at 78% and 69%, respectively (N s=179, 335). Responses suggest that a sizable minority of teachers perceive bullying and/or threatening behaviors to occur more frequently than "rarely." In addition, 21% and 30% of teachers, respectively, in 2014 and 2015 expressed agreement with the statement, "Bullying is a problem at this school" (N s=179, 332). Responses suggest the possibility that teachers perceived bullying/harassment to be a greater concern in 2015 than was the case in 2014. It is unclear how the considerable variation in the number of teachers surveyed across the two years might have influenced this trend.

Measurable Objective 4:

Assess relative level of and change over time in agreement with the statement "I have the support I need to maintain order and discipline in my school."

Results: See Figure 4. 80% or more of teachers employed at SSD schools who responded to the survey expressed agreement with this statement each year (N s=178, 335). Agreement was somewhat higher (85% vs. 80%) in 2014 vs. 2015. The rate of teacher disagreement with this statement (20%) in 2015 may represent an opportunity for growth. Again, it is unclear how the variation in sample size across the two years might have influenced this difference.

Measurable Objective 5:

Assess relative level of and change over time in agreement with the statement "Students who receive services from SSD are learning the skills they will need to be successful after graduation"

Results: See Figure 4. Teachers at SSD schools largely expressed agreement with this statement, and the results were very similar over 2014 and 2015 (88% agreement each year; N s=180, 334).

**% Assigning A and B Grades, SSD School Teachers Across Multiple Years to the Item:
*How would you grade SSD for how well it is meeting the needs of its students?***

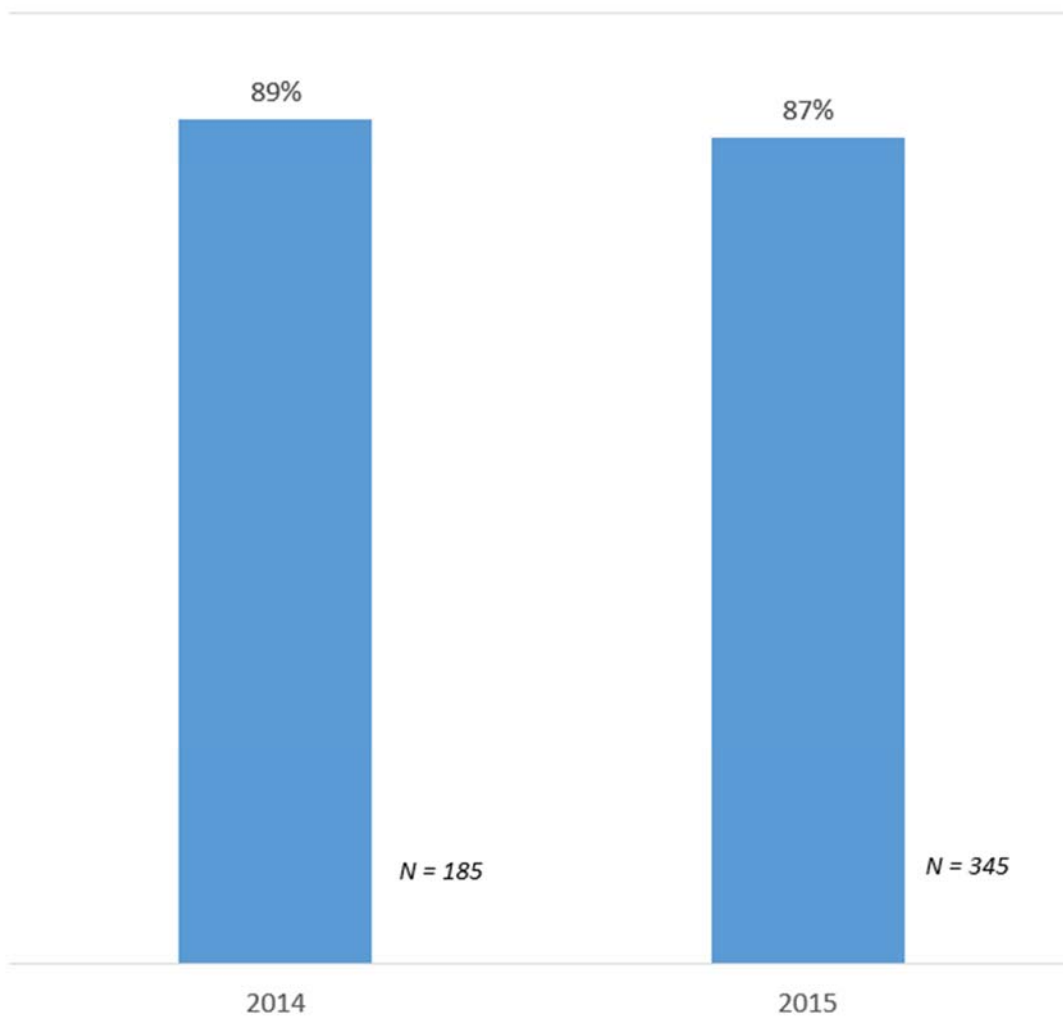


Figure 3. Data corresponding to measurable objective 2.1. Data is available for years 2014 and 2015. Note that considerably more teachers (approx. 150 more) completed the survey in 2015 vs. 2014.

% Agree or Strongly Agree, SSD School Teacher Responses Across Multiple Years*

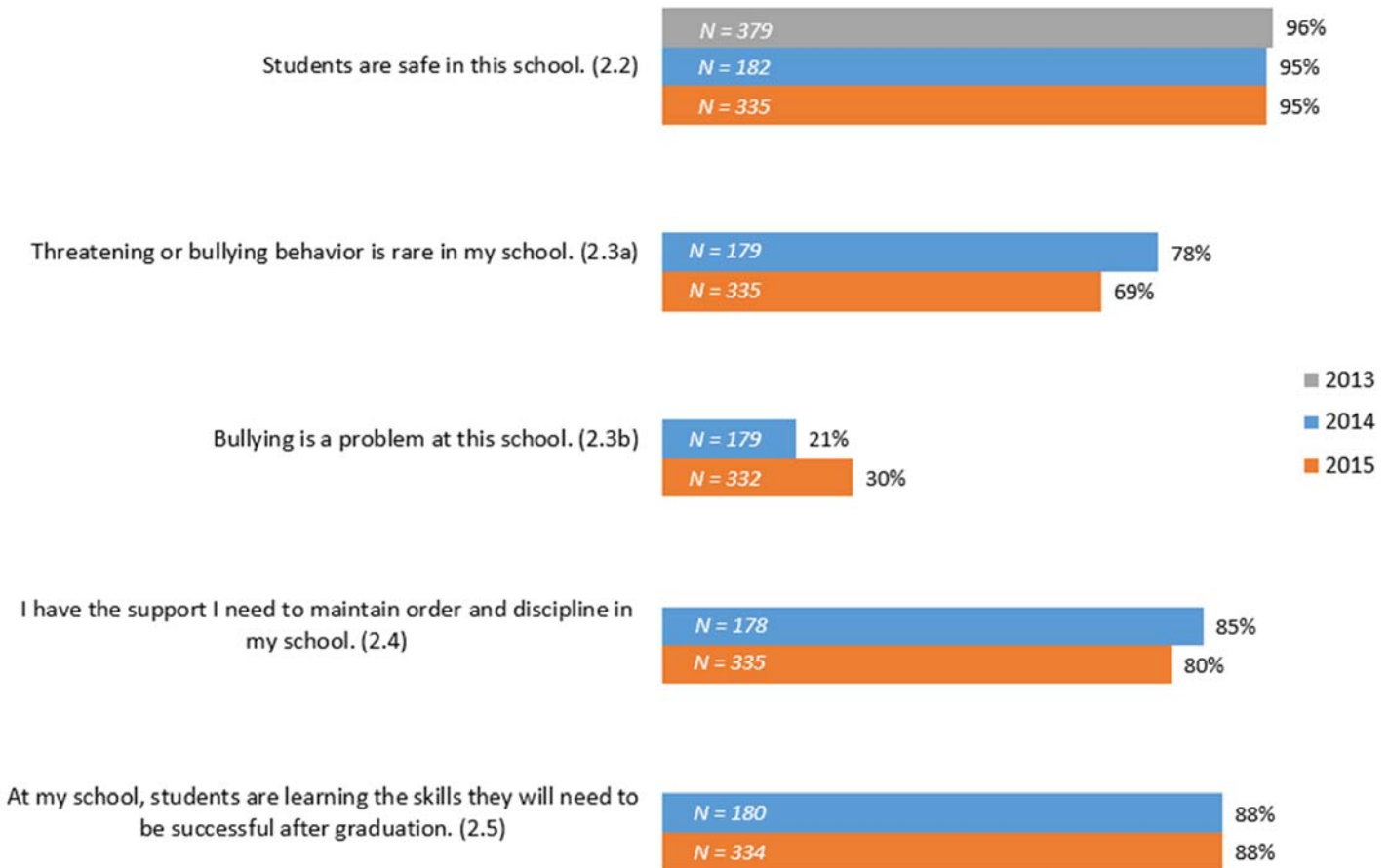


Figure 4. Data corresponding to measurable objectives 2.2 to 2.5. Survey data from 2013 for SSD teachers specifically (as opposed to SSD and partner district teachers combined) is available only for the item corresponding to objective 2.2. Note that considerably more teachers (approx. 150 more) completed the survey in 2015 vs. 2014.

What do customers and other stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?

Strengths

- *Rates of overall satisfaction and perceptions that SSD meets the needs of students are high.*
- *Student and teacher survey responses suggest that SSD schools generally provide a safe, inclusive, and supportive environment for students.*
- *The vast majority of students surveyed reported liking school.*

Opportunities/Weaknesses

- *Responses suggest that a sizable minority of students and teachers perceive bullying and/or harassment to be a problem/concern in their school.*
- *For several items/indicators, rates of agreement with desirable school characteristics were somewhat lower in 2015 than in the two years prior.*

- *In 2015, 20% of teachers at SSD schools expressed disagreement with the statement, "I have the support I need to maintain order and discipline in my school."*
- *The number of students and teachers completing the survey has been inconsistent from year to year.*

How well aligned are the program's processes with the goals of the program?

Climate survey items are well aligned with CSIP objective 1.3.

Deployment Level of Program Services

- Little or no deployment of program services.
- The program services are in the early stages of deployment in most areas or schools.
- Services are deployed, although some areas or schools are in early stages of deployment.
- Services are well deployed, although deployment may vary in some areas or schools.
- Services are well deployed, with no significant gaps.
- Services are fully deployed without significant weaknesses or gaps in any areas or schools.
- Not applicable.

Should resources be changed to improve this program?

Yes No

If Yes, describe changes.

Should goals be changed, added or removed?

Yes No

If Yes, describe changes.

Evaluation Implications

What are the actual costs of this program, and how do they compare to budget?

SSD contracts with K12 Insight to conduct the annual climate survey. The cost of the climate survey is not specified in the contract. The cost of this annual contract for all surveys is \$60,000.

How many customers (students) are served by this program?

Not applicable

What is this program's annual cost per customer (student)?

Not applicable

Estimated Cost Effectiveness

- Mandated program; costs cannot be significantly reduced.
- Mandated program; costs could be reduced (include in Action Plan, below).
- Benefits greatly outweigh costs.
- Benefits outweigh cost, but improvement appears possible (include in Action Plan, below).
- Costs outweigh benefits (include in Action Plan, below).

Explanation

N/A

General Recommendation Resulting from this Evaluation

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Continue the program as is with specific action plans for improvement.
- Expand the program, replicating effective components.
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.
- Other (Specify.)

Action Plans

Review of Action Plan progress since last report.

Action Plan 1

Opportunity for Improvement: The survey has provided somewhat limited information regarding the nature of bullying reported.

Action Plan: Further analysis of data will be performed to locate areas of perceived bullying.

Progress on Action Plan: An additional, alternately-worded item was added to the survey to ensure student perceptions of bullying are being captured accurately. A committee was formed to more thoroughly analyze perceptions of bullying. The committee is in the process of developing recommendations around programming targeting bullying concerns.

Action Plan 2

Opportunity for Improvement: The 2013 survey differed for third and fourth grade students.

Action Plan: Future surveys will not divide students, but rather report all as one data set.

Progress on Action Plan: This has occurred. In the first iteration of the K12 Insight administered in 2013, third and fourth grade students were administered a slightly different survey, with alternate response choices. In 2014 and 2015, all students completed the identical survey.

Opportunity for Improvement: N/A

Action Plan: SSD will "Develop and implement a systematic process of individualized student planning to ensure that students have the necessary skills and opportunities to complete their program, graduate and meet post-secondary outcomes." (CSIP strategy 1.2.1)

Progress on Action Plan: This action plan is addressed through district-wide and building-specific school improvement efforts.

What specific actions are needed in the next evaluation cycle?

Short-term (within the next school year)

- Strategies to ensure consistency in survey completion and response rate will be identified.
- Align specific question from climate survey to District CSIP or programs.

Medium-term (1-2 years)

- The SSD committee on bullying will disseminate findings/recommendations and assist in the development of school programming to address bullying-related concerns. The committee will use 2013-15 climate survey results as a baseline measure in evaluating the impact of programming that is developed and implemented as a result of its work.

Long-term (3 years and more)

- No long term actions are indicated.