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Description of the Program (2012-2013)
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.

Description of How the Program’s Services are Developed and Delivered
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. Since the scale K12 Insight uses is a 4 point scale instead of the 5 point scale of previous surveys, this report will establish baselines for items that will be used to set targets for continuous improvement.

Key Program Stakeholder Groups
☑️ Students
☐ Parents
☑️ Staff
☐ Administrators
☐ Board of Education
☐ Taxpayers
☐ Other (Specify.)

Student and/or Stakeholder Needs Addressed by the Program
Positive school climate is essential for student development and research shows climate is an important factor in student learning and development.
<table>
<thead>
<tr>
<th>Overall Goals of the Program</th>
<th>Expected Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Ensure student satisfaction and engagement (CSIP Objective 1.3) as evidenced by the students’ perspective.</td>
<td>1.1 Establish a baseline for agreement with the statement “I like going to this school” for students attending SSD schools.</td>
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<td></td>
<td>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.</td>
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<td>1.3 Establish a baseline for agreement with the statement “I feel safe at school” for students attending SSD schools.</td>
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<td>1.4 Establish a baseline for agreement with the statement “Threatening of bullying behavior is rare” for students attending SSD schools.</td>
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<td>1.5 Establish a baseline for overall school satisfaction for students attending SSD schools.</td>
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<tr>
<td>Goal 2: Ensure student satisfaction and engagement (CSIP Objective 1.3) as evidenced by the teachers’ perspective.</td>
<td>2.1 Establish a baseline for overall School satisfaction for teachers in SSD schools.</td>
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<tr>
<td></td>
<td>2.2 Establish a baseline for agreement with the statement “Students are safe at my school.”</td>
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<tr>
<td></td>
<td>2.3 Establish a baseline for agreement with the statement “Threatening or bullying behavior is rare in my school.”</td>
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<td></td>
<td>2.4 Establish a baseline for agreement with the statement “I have the support I need to maintain order and discipline in my school.”</td>
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<tr>
<td></td>
<td>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.</td>
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</tbody>
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**Evaluation Questions**

- What is the status of the program’s progress toward achieving the goals?
- What do students and other stakeholders consider to be the strengths and weaknesses of the program?
- What do staff consider to be the strengths and weaknesses of the program?
- How does the program’s actual implementation compare with the program’s design?
- How should priorities be changed to put more focus on achieving the goals?
- How should goals be changed? Any added or removed?

**Data Collection Methods**

- Surveys and questionnaires
- Interviews
- Document reviews
- Observations
- Focus groups
- Case studies
- Assessments
- Other (Specify)
What is the status of the program’s progress toward achieving the goals?

**Setting baselines:** SSD revised the climate survey process with the selection of K12 Insight as a third party to implement the survey. As part of that change SSD decided to move from a five point Likert scale to a four point forced choice scale, hence direct comparisons are not possible with previous climate data. The 2013 survey is used here to set baselines for future comparisons and to set goals.

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

<table>
<thead>
<tr>
<th>Measurable Objective 1:</th>
<th>1.1 Establish a baseline for agreement with the statement “I like going to this school” for students attending SSD schools.</th>
</tr>
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<tbody>
<tr>
<td>Results:</td>
<td>In grades 3-4 95% (N=44) agreed. In grades 5-12 92% (N=1,563) agreed. Students surveyed were in SSD separate and technical schools.</td>
</tr>
</tbody>
</table>

| Measurable Objective 2: | 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. |
Measurable Objective 3: 1.3 Establish a baseline for agreement with the statement “I feel safe at school” for students attending SSD schools.

Results: In grades 3-4 100% agreed. In grades 5-12 93% agreed. Students surveyed were in SSD separate and technical schools.

Measurable Objective 4: 1.4 Establish a baseline for agreement with the statement “Threatening or bullying behavior is rare” for students attending SSD schools.

Results: In grades 3-4 88% agreed. In grades 5-12 79% agreed. Students surveyed were in SSD separate and technical schools.

Measurable Objective 5: 1.5 Establish a baseline for overall school satisfaction for students attending SSD schools.

Results: Student satisfaction in grades 3-4 is 97% overall. Student satisfaction in grades 5-12 is 90% overall. Students surveyed were in SSD separate and technical schools.

Goal 2: Ensure student satisfaction and engagement (CSIP Objective 1.3) as evidenced by the teachers’ perspective.)
Measurable Objective 1:  
2.1 Establish a baseline for overall School satisfaction for teachers in SSD schools.

Results: Baseline of teachers satisfaction is 95% overall for teachers in SSD separate and technical schools.

Measurable Objective 2:  
2.2 Establish a baseline for agreement with the statement “Students are safe at my school.”

Results: Baseline is 96% for teachers in SSD separate and technical schools.

Measurable Objective 3:  
2.3 Establish a baseline for agreement with the statement “Threatening or bullying behavior is rare in my school.”

Results: Baseline is 63% for all SSD teachers and paraprofessionals in SSD schools and partner districts.

Measurable Objective 4:  
2.4 Establish a baseline for agreement with the statement “I have the support I need to maintain order and discipline in my school.”

Results: Baseline is 82% for all SSD teachers and paraprofessionals in SSD schools and partner districts.

Measurable Objective 5:  
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.

Results: Baseline is 71% for all SSD teachers and paraprofessionals in SSD schools and partner districts.

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

Strengths
- 95% of students in grades 3 – 4 (N=44), and 92% (N=1,563) of students in grades 5 - 12 agree or strongly agree with the statement “I like going to this school.”
- 100% of students in grades 3 – 4 (N=43) and 93% (N=1,559) of students in grades 5 – 12 agree or strongly agree with the statement “I feel safe at this school.”
- 96% (N=1,645) of teachers agree that students are safe at school.

Opportunities/Weaknesses
- Threatening or bullying behavior is an area of concern. The relatively low rates of agreement to statements that bullying was rare indicate that bullying is a matter of concern for many students and staff.
Only 71% of all staff strongly agreed or agreed (N=2,123) with the statement “Students who receive services from SSD are learning the skills they will need to be successful after graduation.”

Separating students into two groups, grades 3-4 and grades 5-12, resulted in cumbersome reporting and incomplete analysis.

How well aligned are the program’s priorities and processes with the goals of the program?

The program’s priorities and processes are well aligned with the goals of the program.

Deployment Level of Program Services: Services are well deployed, although deployment may vary in some areas or schools.

Should priorities be changed to put more focus on achieving the goals? □ Yes □ No

Should goals be changed, added or removed? □ Yes □ No

Evaluation Implications

**General Recommendation Resulting from the Evaluation**

Select from the following possible recommendations resulting from the evaluation:

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- 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**

- Further analysis of data will be performed to locate areas of perceived bullying.
- 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
- Future surveys will not divide students, but rather report all as one data set.

**Review of Previous Action Plans**

The climate results by school/program will provide principals/administrators with data specific to their building/program to inform decision-making regarding the improvement of school climate. Action plans will be developed with their school improvement teams and submitted and monitored by their supervisor.

Administrators used the climate results to develop school improvement plans.

The shortened climate survey will be administered next year at the end of January ensuring the questions from the District Accountability Score Card are included to begin looking at district trends.

K12 Insight was selected to perform the climate survey instead of the shortened climate survey.
Each directors will locate and provide comparable school/district sites to determine the variance in climate results.

Comparable data is still challenging, however, K12 Insight will provide comparison data on individual survey items.

Schools will determine strategies to improve the response rate from parents on the survey.

The communications department is working with K12 Insight to develop a plan to raise response rates for parents.

**Cost and Funding Source**

The costs are included in the budget.

* **Operational Definitions**
  N – N is used to indicate the entire sample size. For example, if agreement with a particular statement was 50% (N=100) it would indicate that of 100 participants surveyed, 50% or 50 participants agreed with the statement.