

School Climate Survey Analysis - Student and Staff - 2016

Introduction:

In the 15-16 school year we were able to institute a general climate survey for our students and our staff. The process began with the selection of the tool for measurement: the NJ School Climate Survey which is available at no cost to school districts on the NJDOE website. It is our expectation that these survey results will better inform the administrators, teachers, and the Board on perceptions held about: Physical Environment, Teaching and Learning, Morale School Community, Parental Support, Safety, Teacher Support, Administrator Support, and a number of other areas. The survey itself is broken up into general domains (as follows) with some variation depending on the group being surveyed:

1. **Physical Environment** - Addresses scheduling, the use of building, and attitudes about the building.
2. **Teaching and Learning** - Focus on academic climate of the school. Emphasis on student development, instructional challenge and relevance, and instructional quality.
3. **Morale in the School Community** - Addresses “pride of place” as well as how stakeholders perceive the school’s character and the degree to which they feel they “belong” to the school.
4. **Relationships** - Assessment to the degree to which communication exists between teacher, student, administration, families, community, etc.
5. **Parental Support Engagement** - Focus on the degree to which parents and community at large are included in both the social and academic life of the school as well as an assessment of the amount of home support for learning.

For the purposes of this report and in order to analyze this particular survey on its own merits, I consolidated the 5 columns and combined “strongly disagree” or “never” and “disagree” or “seldom” as one data point, and “agree” or “often” and “strongly agree” or “almost always” as another data point. In the table below I have selected a variety of responses from both surveys as I expect they will be subject for further analysis and study.

Student Survey Data Points

Question/ Statement	% Strongly disagree or Disagree	% Strongly agree or Agree	Comments
My school is kept clean.	50	12	There is a disconnect evident here between what students feel and some other comments we have heard. Clearly more analysis (perhaps by grade level) is in order.
Students do all their homework	53	12	Not a surprise, but a useful talking point. Our guidance department has suggested that we need to analyze our school-wide practices for assigning and assessing homework. This data supports that suggestion.

Teachers will give me extra help at school outside of our regular class.	12	64	Welcome news. This data supports what both I and administrators have seen consistently: Our staff is readily available to their students consistently.
Students are well behaved.	49	13	This will be a topic for further discussion and analysis. A higher percentage of staff believe that students are well-behaved, yet the students surveyed here tells another story.
My family wants me to do well.	5	82	More welcome news. Students report that their parents want them to do well, have expectations of their children, and hold their children accountable.
My parents ask if I've gotten my homework done.	14	67	More welcome news. Students report that their parents want them to do well, have expectations of their children, and hold their children accountable.
My parents would punish me if they found out I skipped school.	13	67	More welcome news. Students report that their parents want them to do well, have expectations of their children, and hold their children accountable.
Question/ Statement	% Never or Seldom	% Often or Almost Always	Comments
How often did you feel that the school work you were assigned was meaningful and important?	34	22	Engaging learners is critical in ensuring a student's future success. This is information that will be shared in faculty meetings and professional development. Perhaps identifying best practices will help us to improve perceptions in this regard.

Yes/No Questions - Affirming Programs, Practices, and Policies

Teachers at my school treat students with respect.	79% yes
Adults in this school are usually willing to make the time to give students extra help.	80% yes
My teachers really care about me.	70% yes
There are lots of chances for the students in my school to talk with a teacher one on one.	73% yes

Students are treated fairly by the adults in this school.	69% yes
I sometimes stay home because I do NOT feel safe at school.	86% no

Yes/No Questions that need future study and analysis:

Students at my school treat each other with respect.	58% no
Most students in my school are easily able to work out disagreements with other students.	55% no
Students at this school are often bullied.	34% yes
HIB by other students are a problem at my school.	33% yes
Adults in this school apply the same rules to all students equally.	47% no

Staff Survey Data Points

Question/ Statement	% Strongly disagree or Disagree	% Strongly agree or Agree	Comments
I have time for collaboration.	42	33	Staff identifies this as a particular need since over 40% believe they do not have enough time. This can be addressed through scheduling and Professional Development time.
I feel safe on school grounds	0	93	Good news. Feeling safe at work has a direct bearing on how well people do their job.
I feel safe in the school building.	2	96	More good news. Teachers and staff bear much responsibility in keeping schools safe. It is encouraging to see this perception.
Some students cannot be motivated to do work.	28	63	Almost 2/3 of staff members agree with this perception. Clearly we need information as to why they feel this way. An analysis of the students as well as the work they are assigned needs to be conducted to make this perception more easily understood.
I spend a lot of time dealing with social issues.	30	52	Not surprising based on my observations. Half of our teachers feel they spend a lot of time dealing with social issues as opposed to others such as academic issues. We need to make sure our staff is supported in this regard and that they have what they need.
I have access to tools I need to do my job.	32	51	A third of our staff does not feel they have the tools they need to do their job. Further inquiry as to what it is that they need will be initiated in the summer/fall.

I look forward to coming to work.	2	88	Very positive. This is a good reflection on all parties: Students, staff, administration, parents, and community.
I do not have enough autonomy over my classroom.	61	8	Surprising. It was expected that this statistic might be the opposite. With all of the changes in AchieveNJ etc, the perception is that teachers are being directed more now than ever. Further study is needed here.
Code of conduct is enforced consistently.	21	53	This is common as far as a perception is concerned, however; administrators need to understand why this is a perception held by half of the staff surveyed.
Parents are actively involved	47	26	About half of those surveyed do not feel that parents are actively involved in school. Is this because they choose not to be? Or is this because they don't have enough opportunities. Further study here will prove interesting and yield some good results for change.
Parents are made to feel welcome in school.	2	88	Good news. Parents are integral to a school and its climate. They should feel welcome by staff.
School staff respects and embraces diversity.	2	97	More positive news. As our population in Wallington becomes more diverse, we need our staff to recognize and accept that diversity.
Administrator backs me up when necessary.	5	81	This is important, as the staff needs to know they are supported. It gives them confidence to do their job.

Some Next Steps:

- All of this data will be reported on our website for all to see. There are a number of graphics and charts that I have prepared as well.
- Data will be shared with faculty and staff when we start school in September 2016.
- Administrative Council will convene over the summer months to plan for the analysis of this data and to plan some first steps.
- Parent surveys will be re-distributed in the new school year, and will be broken out by school (Jefferson Annex, WHS, and Gavlak).
- Grade 5-6 will also be surveyed and included in this report (June)
- Smaller and more focused surveys will be explored to further delve into some of the perceptions we noted from each group of respondents. It is expected to take place in the 16-17 school year.
- Principal Building Based Objectives will include action plans based on the results of these surveys.