CULTURE AND CLIMATE SURVEY

FALL 2019 UPDATE AND ANALYSIS

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AGENDA AND PURPOSE

Agenda:

- ❑ Survey Purpose, Background, and Alignment to Strategic Priorities
- ❑ High-Level Review of Results
- ❑ Strategic Planning and Next Steps

Purpose of SLPS Culture and Climate Surveys:

- ❑ To empower student and staff voice systemically in service of equity (Pillar 2)
- ❑ To collect feedback from students and staff in order to improve school and District climate and culture in service of academics (Pillar 3)
- ❑ To improve supports and accountability at and between Central Office and schools (Pillar 3)

SURVEY ALIGNMENT WITH CROSS-DEPARTMENTAL STRATEGIC PRIORITIES

- **Equity (Pillar 2):**
  - We believe surveys empower stakeholder voice.
- **Staff Culture (Pillar 3):**
  - All Central Office departments want to better understand how to support our staff, teachers, and leaders.
- **Socio-Emotional Learning (Pillars 2-3):**
  - Our Student Support and Academics departments want to better understand how to support students socio-emotionally through supports and curriculum.
- **Culturally-Responsive Environments (Pillar 3):**
  - In keeping with the on-going school leader training on culturally-responsive leadership, the survey will enhance our understanding of our next steps for building a culturally-responsive district.
- **Central Office Effectiveness:**
  - The Chief of Staff has a strategic priority of improving Central Office functions, and survey data from and about Central Office supports an understanding of barriers to efficiency.

BELIEFS ABOUT RESPONDING TO THE DATA

❑ **School leaders have a significant impact** on the culture and climate of their school; therefore, we must support them in understanding and acting on their data.

❑ **Central Office impacts District-wide conditions** that affect schools; therefore, we must determine the highest-priority actions to address conditions that impact stakeholder experience.

❑ **Culture and climate can impact academic achievement**; therefore, any action we take will and must align to our vision for academic achievement.

❑ **We believe this data is most helpful at the school or department level**, where individual leaders are responding to data about their school or department.

STRUCTURE AND CONTENT

Stakeholder Groups:
- Students (3-12)
- Teachers
- School-Based Staff
- Principals
- Central Office
- Family (pilot)

Survey Topics:
- Climate and Culture
- Relationships
- Leadership
- Professional Learning/Feedback & Coaching
- Central Office Supports (principals)

Socio-Emotional Pilot:
- Student Support Office
- 25 schools
- SEL competency focus

Surveys:
- Students: 3-5
- Students: 6-12
- Teachers
- School-Based Staff
- Principals
- Central Office
- Family (pilot)
- SEL: 3-5 (pilot)
- SEL: 6-12 (pilot)

- **All surveys are completely anonymous.**
- **All surveys administered electronically.**
- **Survey topics vary depending on stakeholder group.**

TIMELINE:
- September-October 2019: Fall Administration
- Second Administration : TBD

DISTRICT-LEVEL STRENGTHS

Our employees overwhelmingly engaged in the survey

→85% of school-based employees completed a survey

Our elementary teachers build strong relationships

→71% of students reported they had a strong relationship with their teacher

Our secondary students experience high expectations

→61% of secondary students reported their teachers have high expectations for them

Our school leaders build strong relationships with teachers

→ 62% of teachers reported their building leadership have built strong relationships

Central Office employees collaborate frequently

→ 67% of Central Office employees reported there is frequent collaboration on their team

RESPONSE RATES

Stakeholder Group	Number of Responses	Percent of Stakeholders Who Responded
Principals and Assistant Principals	91	92.9%
Teachers & School-Based Staff	2,080	84.9%
Central Office Staff	357	96.5%
Students	11,786	81.4%
Family	174	n/a

3-5 STUDENT FEEDBACK

3-5 Culture & Climate Survey Responses			
Topic	Percent Favorable Responses	Percent Somewhat Favorable	Percent Not Favorable
Rigorous Expectations	74%	15%	12%
Teacher-Student Relationships	71%	14%	16%
Engagement	62%	18%	20%
Sense of Belonging	60%	18%	22%
School Climate	55%	16%	29%
School Safety	48%	23%	29%

6-12 STUDENT FEEDBACK

6-12 Culture & Climate Survey Responses			
Topic	Percent Favorable Responses	Percent Somewhat Favorable	Percent Not Favorable
Rigorous Expectations	61%	24%	15%
Teacher-Student Relationships	47%	18%	35%
Engagement	32%	33%	36%
Sense of Belonging	42%	28%	30%
School Climate	42%	24%	34%
School Safety	58%	22%	20%

SCHOOL-BASED STAFF FEEDBACK

School-Based Staff Culture & Climate Survey Responses			
Topic	Percent Favorable Responses	Percent Somewhat Favorable	Percent Not Favorable
SLPS Sense of Value	72%	9%*	20%*
Staff-Leadership Relationships	70%	17%	13%
School Leadership	65%	21%	15%
School Climate	54%	31%	15%
Professional Learning	52%	27%	22%
Feedback & Coaching	48%	29%	23%
District Climate	39%	27%*	34%*

TEACHER FEEDBACK

Teacher Culture & Climate Survey Responses			
Topic	Percent Favorable Responses	Percent Somewhat Favorable	Percent Not Favorable
Staff-Leadership Relationships	62%	19%	19%
SLPS Sense of Value	54%	23%	23%
School Leadership	52%	24%	24%
Feedback & Coaching	49%	28%	22%
School Climate	44%	32%	23%
Professional Learning	44%	27%	30%
District Climate	25%	33%	42%

CENTRAL OFFICE STAFF FEEDBACK

Central Office Staff Culture & Climate Survey Responses			
Topic	Percent Favorable Responses	Percent Somewhat Favorable	Percent Not Favorable
Staff-Leadership Relationships	61%	19%	20%
Department Climate	56%	25%	19%
Professional Learning	46%	26%	28%
Central Office Department Support	44%	29%	27%
Feedback & Coaching	44%	26%	30%
District Climate	40%	32%	29%

SCHOOL LEADER FEEDBACK

Principal Culture & Climate Survey Responses			
Topic	Percent Favorable Responses	Percent Somewhat Favorable	Percent Not Favorable
Feedback & Coaching	55%	25%	20%
Professional Learning	45%	32%	23%
Central Office Supports	39%	35%	26%
Leadership	37%	37%	26%
Resources	33%	26%	41%
District Climate	28%	43%	30%

RESPONDING TO THE DATA: HIGH-LEVEL TIMELINE

- **October 18, 2019:** School Leader Training: Student Data & Platform Use
- **November 20, 2019:** Deputy and Network Superintendent Training: Comprehensive Analysis
- **November 25-26, 2019:** Deputy and Network Superintendent Action Planning
- **December 9-13, 2019:** School Leader Training: Teacher/Staff Data Analysis and Action Planning
- **December 20, 2019:** Finalization of Strategic Plans
- **January 2020-April 2020:** Implementation of Strategic Plans
- **April 2020:** Re-Administer Survey
- **June 2020:** School Leader Goal-Setting and Action-Planning for 2020-21

FOCUS AREAS FOR ACTION PLANNING

School-Level: Students

❑ **Elementary: Rigorous Expectations, School Safety**

❑ **Secondary: Engagement, School Safety**

School-Level: Teachers/Staff

❑ **Individual goals set by school leaders under support of network superintendents in response to data**

District-Level: School Leaders

Under Consideration:

❑ **Redefine the role of the Network Superintendent**

❑ **Improve Central Office responsiveness to school leader needs**

District-Level: Conditions

Under Consideration:

❑ **Expand training for first-year teachers (pending funds)**

❑ **Adjust staffing model to meet socio-emotional needs (pending funds)**

NEXT STEPS

- ❑ District leadership team will continue analysis of the data and finalize strategic priorities and goals (short-term and long-term)

- ❑ School leaders will set school-specific strategic priorities and goals for school culture and climate for 2019-20

QUESTIONS