

District and School Climate Survey of Parents

Results and Analysis

Sioux City Community Schools

School Year: 2019-2020



Project Overview

Positive district and school climate is an essential component of successful and effective schools. It is defined as shared beliefs, values, and attitudes that shape interactions between students, teachers, and administrators, while setting the parameters of acceptable behavior and norms for schools.

Sioux City Community Schools' District and School Quality Survey asked parents for feedback on school and district climate. Results will be used to inform school and district decisions.

K12 *Insight* partnered with district team members to develop the survey, which addressed the following topics:

- District impact
- Leadership team
- Strategic plan
- District operations
- Academic support
- Student support
- School leadership
- Family involvement
- Safety and behavior
- Fair treatment
- Cultural responsiveness
- Communication

Details of the Study

The survey was opened Feb 4. It closed March 16 when schools closed due to COVID-19 safety precautions. This cut the survey administration short.

Email invitations with unique survey links were sent to parents. Parents with children attending more than one district school could take the survey for each school. Paper surveys were available on request.

Email reminders with the link were sent on Feb. 26 and March 5, and March 12. Two additional reminders were scheduled, but not sent due to the early survey closure.

Additional survey communication touch points included conferences, newsletters, phone calls, text messages, social media posts and website information.

This report summarizes survey results and compares them with results from parent participants last school year.

Results do not reflect random sampling; therefore, they should not be generalized to all Sioux City Community Schools parents. Rather, results reflect only the perceptions and opinions of survey participants.

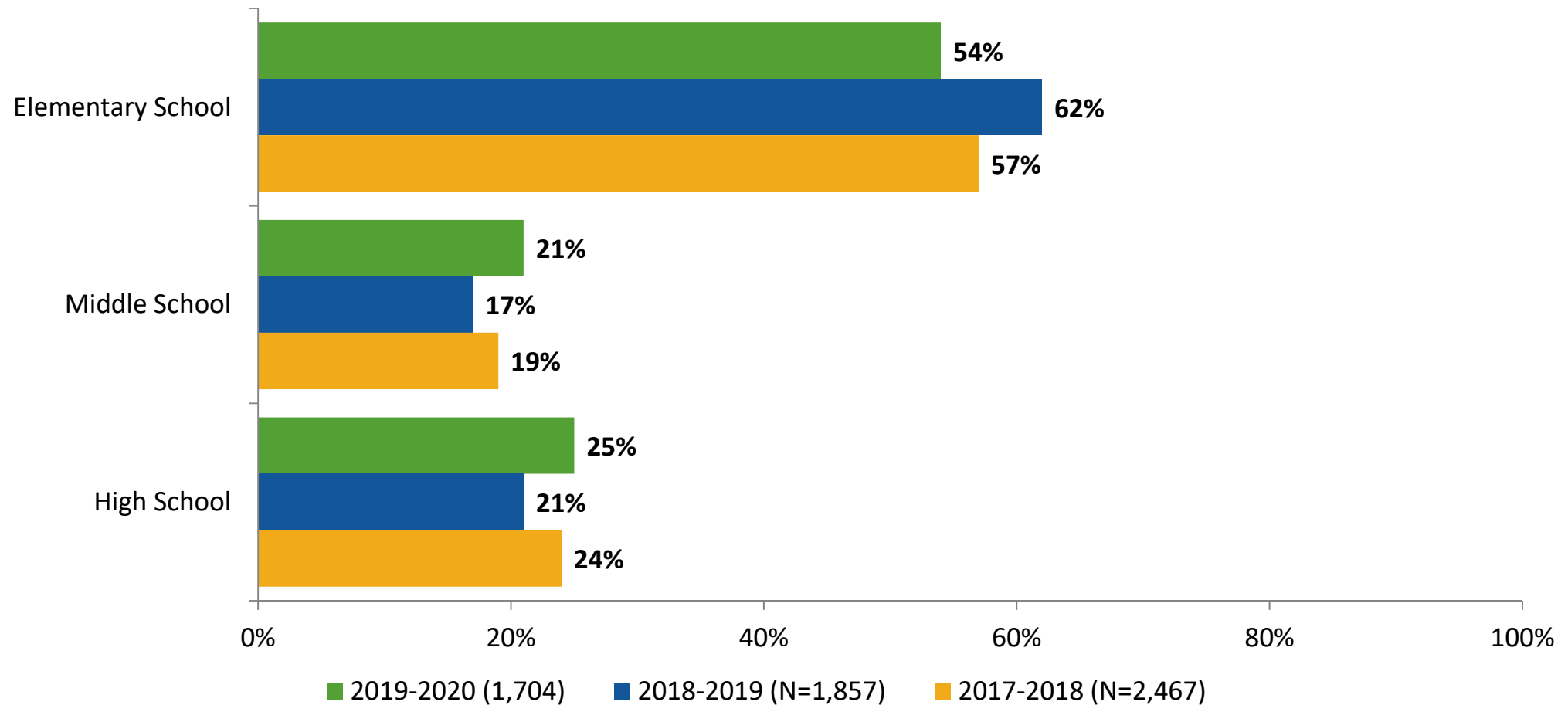
Findings for each item in the report exclude participants who did not answer. In charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding.

Participation

School Year	Number of Invitations Delivered (NMax)	Number of Email Responses	Public Access/Paper Responses	Total Responses (N)
2019-2020	9,702	994	711	1,705
2018-2019	10,086	1,182	695	1,877
2017-2018	9,400	1,233	1,234	2,467

This 2017-18 value includes responses collected from public access links as well as email/paper surveys.

Participation

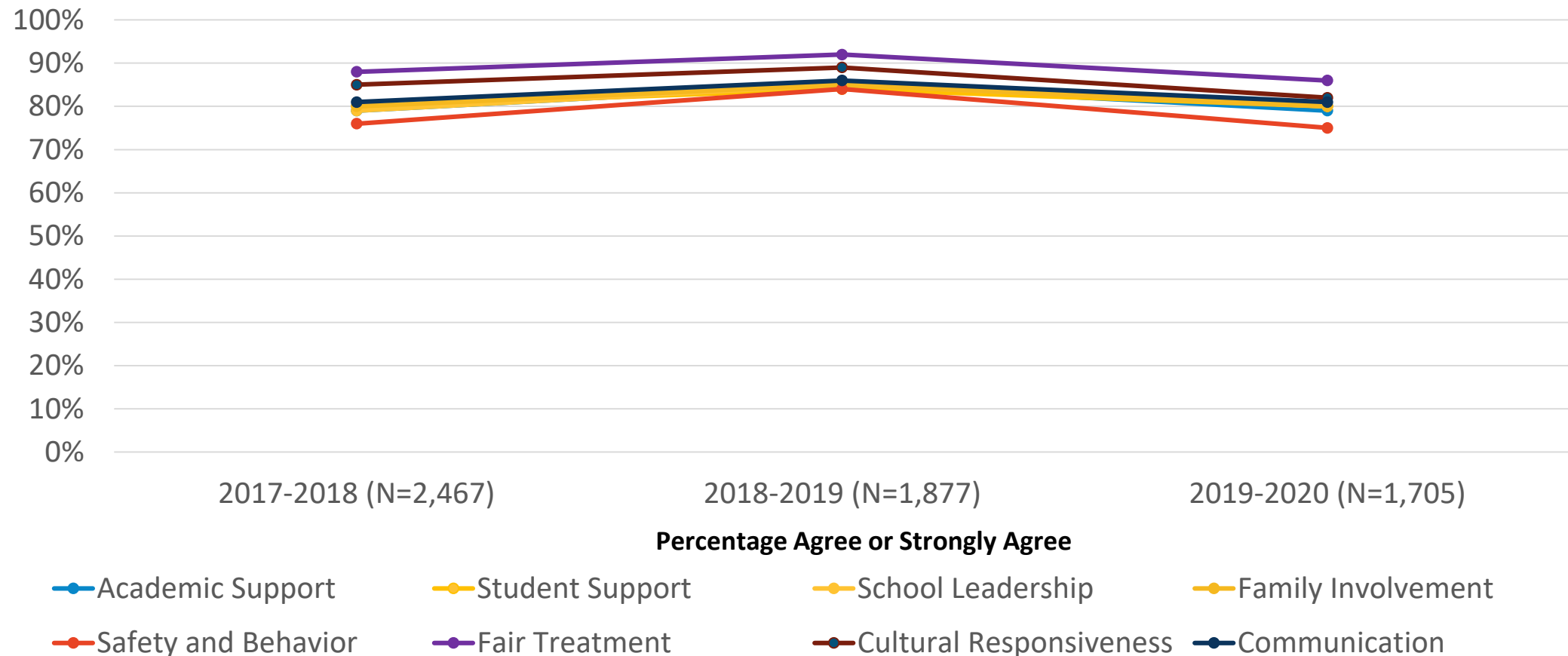


Child's School

Please select your child's school. (N=1,704)

School	Count (N)	Percentage (%)	School	Count (N)	Percentage (%)
Bryant Elementary	67	4%	Riverside Elementary School	42	2%
Clark Early Childhood Center	34	2%	Spalding Park Environmental Sciences Elementary School	77	5%
Hunt A+ Arts Elementary School	20	1%	Sunnyside Elementary School	37	2%
Irving Dual Language Elementary School	53	3%	Unity Elementary School	51	3%
Leeds Elementary School	87	5%	East Middle School	130	8%
Liberty Elementary School	52	3%	North Middle School	113	7%
Loess Hills Computer Programming Elementary School	72	4%	West Middle School	119	7%
Morningside STEM Elementary School	175	10%	East High School	187	11%
Nodland Elementary School	34	2%	North High School	141	8%
Perry Creek Elementary School	115	7%	West High School	98	6%

Dimension Scores (Full Range): Comparison Over Time



Findings Summary by School

Elementary Schools

Bryant Elementary

Celebrations:

- Eighty-eight percent of Bryant respondents rated the overall quality of their child's school as Excellent or Good.
- Ninety-four percent of the respondents reported that the school communicated in a timely manner. This rating is consistent with last school year.
- Ninety-seven percent of the participating parents reported that families are encouraged to attend school sponsored events such as Back to School Night.

Areas of Opportunity:

- Forty-one percent of the respondents feel that staff members take time to learn about students' cultures; this is a 22% decrease from last year's survey results. With the opening of our new school building came an increase in the student population, which is more diverse. Staff will keep cultural responsiveness at the forefront of planning and implementation of lessons. Additionally, over 40% of respondents answered, "Don't Know" to many statements within the Cultural Responsiveness dimension. Therefore, there is an opportunity to better inform parents of our efforts.
- There were 67 people who responded to this survey. A focus in 2020-21 will be to examine ways to increase survey participation to better understand the needs of our Bryant community.
- Seventy-seven percent of the respondents indicated that laptop computers and tablets enhance the educational experience. This is a 14% decrease from the 2018-19 school year. A focus area for next year is to increase communication regarding how the devices are being used to support student learning.

Hunt A+ Arts Elementary

Celebrations:

- One hundred percent of participating families feel that Hunt A+ Arts Elementary has high learning standards for students. There was a twelve-percentage-point increase in participating parents who strongly agreed or agreed that teachers give timely and helpful feedback about student work. They also feel that their children's schoolwork challenges them.
- One hundred percent of participating parents strongly agreed or agreed that their students receive the support they need to prepare for the future, a twelve-percentage-point increase from last year.
- One hundred percent of participating parents strongly agreed or agreed that the principal is available, courteous, and responsive when they have a concern. One hundred percent of participating Hunt families also recognize that the principal clearly communicates the school's mission and vision.

Areas of Opportunity:

- Ninety percent of participating parents said that they strongly agreed or agreed that Hunt A+ Arts Elementary offers students a variety of extracurricular activities, an eight-percentage-point increase from last school year. However, ten percent answered, "Don't Know." Therefore, there is room to better educate our stakeholders about the variety of extracurricular activities offered to Hunt A+ Arts students.
- Eighty percent of participating parents said that they strongly agreed or agreed that Hunt A+ Arts Elementary encourages families to volunteer, a four-percentage-point increase from last school year. To engage more parent volunteers, we will focus on providing and offering more volunteer opportunities to our stakeholders.
- Sixty-five percent of participating parents said that they strongly agreed or agreed that staff members consider how their cultural influences affect their expectations; a twelve percentage-point increase from last school year. However, 35% answered, "Don't Know." Therefore, there is room to better educate our stakeholders about the variety of culturally responsive teaching strategies used to individualize students' educations.

Irving Dual Language Elementary

Celebrations:

- Eighty-five percent of respondents indicate Irving Dual Language Elementary is a safe school. Participating parents also recognize that the staff members treat each other with respect and bullying is not tolerated. All of these categories had positive engagement of 80% or more, and there was a six-percentage-point increase in participating parents who strongly agreed or agreed that bullying is not tolerated at school.
- The participating parents indicated that students at this school are treated fairly, regardless of their race, culture, religion, sexual orientation, gender, or disabilities. All of these categories had positive engagement of 80% or more, and growth was experienced in several categories where more parents responded agree or strongly agree.
- Eighty-five of respondents indicated that families are encouraged to attend school-sponsored activities. Family involvement remains a focus at Irving. This year, leading up to January, parents were invited to Back to School night, three music programs, one band program, seven parent meetings, 15 parent computer classes, two sessions of parent/teacher conferences (both at 92% parent participation), and literacy activities.

Areas of Opportunity:

- There was an eight-percentage-point decrease in the area of cultural responsiveness. It's important that we work to inform families of our cultural responsiveness efforts. Approximately 20% of parents answered, "Don't Know" to eight of the ten statements surveyed within this dimension.
- Although 77% of the participating parents said that they strongly agreed or agreed that the school communicates about important topics in a timely manner, this was a 12% decrease from last year. Therefore, there is room to let parents know all of the ways we send out communication and how they can access it. Currently, Irving communicates with parents through three Facebook pages, a Twitter account, a monthly newsletter, the website, phone calls, texts, emails, Class Dojo, monthly parent meetings, face-to-face before and after school, and through school notes.
- Seventy-seven percent of responding parents indicate administration makes decisions that are in the best interest of the students. We are committed to growth in this area. Administration will focus on communicating, establishing strong partnerships with parents, and being both visible and accessible to parents.

Leeds Elementary

Celebrations:

- There was an eight percentage-point increase in participating parents that felt Leeds School used family input to improve instruction. Along with that, a combined total of 89% of participating parents either agreed or strongly agreed that the Leeds Elementary staff members and families treat each other with respect.
- Eighty-five percent of participating parents either agreed or strongly agreed that Leeds Elementary is a safe school.
- Eighty-three percent of participating parents either agreed or strongly agreed that the school communicates in a timely manner.

Areas of Opportunity:

- There was a five percentage-point decrease in parents who felt the staff members take the time to learn about students' cultures. However, 39% answered, "Don't Know." Therefore, there is room to better educate our stakeholders in this area.
- While the majority of parents agree that bullying is not tolerated at Leeds, there was a decline in the percent of parents recognizing staff responsiveness to bullying. Over a third of parents answered, "Don't Know" if staff members are responsive. Therefore, we have an opportunity to educate families on the policies, procedures, and practices followed to reduce bullying instances and respond to concerns.
- Seventy-two percent of respondents agreed or strongly agreed that "Students in this school receive support that addresses their individual needs," which was a six-percentage-point decrease from last year. This acknowledges the need to continue to emphasize differentiation and scaffolding in our building's professional development trainings.

Liberty Elementary

Celebrations:

- Timely and effective communication remains a strength, with over 80% responding favorably in this area.
- There was a three-percentage-point increase in the number of respondents who agreed or strongly agreed (83%) that there is a teacher, counselor or other staff member to whom a student can go to for help with a personal problem . We believe our focus on social emotional support for students, including the addition of an at-risk counselor is moving these numbers in the right direction.
- There were increases in all areas when comparing school leadership over time. Increases ranged from 6-12% when compared to last year in the areas of administrator availability, courtesy, and responsiveness.

Areas of Opportunity:

- Over half (61%) of respondents indicate they agree or strongly agree that teachers successfully show students how lessons relate to life outside of school. While this number is positive, 21% of respondents didn't know how to answer this question. With our focus on Explicit Instruction and making learning relevant to students, we have an opportunity for greater communication in this area.
- Although steps to improve cultural responsiveness have been taken over the past few years, this dimension saw a decrease. A large percentage of respondents (29-35%) didn't know how to respond to statements in this area. This indicates a need for greater communication about efforts related to cultural responsiveness and competence.
- While practices have not changed regarding safety and behavior (and discipline behavior data indicated a decrease of over 1000 incidents over this school year's time on campus) all areas of perception data in this dimension have decreased over the last year. Safety and positive behavior continues to be an area of focus, especially with PBIS efforts.

Loess Hills Computer Programming Elementary

Celebrations:

- School leadership at Loess Hills Computer Programming continues to be a strength, with the overall dimension rating remaining above 80% over the past two years.
- There was a six-percentage-point increase in participating parents who strongly agreed that administrators at Loess Hills are available when parents have a concern. A fourteen percent increase in this area over the past three years is evidence that our focus on being more visible and available to parents is recognized and valued.
- There was a three-percentage-point increase in participating parents who strongly agreed that administrators at Loess Hills are responsive when parents have a concern. We have focused on investing in positive relationships with families and collaborating on jointly-made decisions to positively influenced student achievement. This area has seen an increase of twelve percent over the past twelve years.

Areas of Opportunity:

- In regards to safety and behavior, 70% of participating parents agreed or strongly agreed that school staff members are aware of the safety and security procedures; 28% didn't know. To increase confidence and awareness, more information will be sent to parents regarding drills and security measures in the building.
- Cultural responsiveness is an area of opportunity. For each statement assessed in the dimension, nearly 40% of respondents selected "Don't Know." The Loess Hills Building Leadership Team will investigate ways to support cultural responsiveness through professional development and then communicate efforts.
- Another area of opportunity in cultural responsiveness is to support teachers so that they are preparing lessons that incorporate cultures into the curriculum. Between 35%-38% of parents didn't know if this was being done. After being supported by professional development, teachers will collaborate on ways to incorporate cultural learning into the classroom. These integration efforts will be shared with parents.

Morningside STEM Elementary

Celebrations:

- There was a six-percentage-point increase in participating parents who strongly agreed that Morningside STEM Elementary clearly communicates high learning standards to students. This has been a focus with staff the past two years in sharing clear content and language objectives. We have also focused on being more intentional and direct in sharing building-wide data and District Initiatives.
- There was a six-percentage-point increase in participating parents who strongly agreed that administrators at Morningside STEM Elementary make decisions in the best interest of students. We have focused on listening intently to families and discussing reasoning in responses with them.
- There was a seven-percentage-point increase in participating parents who strongly agreed that "There is a teacher, counselor, or other staff member students can go to for help with a personal problem." We have really focused on promoting and investing in positive relationships throughout the building and making personal connections with students.

Areas of Opportunity:

- Fifty-five percent of participating parents shared the school offers a variety of extracurricular activity programs. In an effort to create more opportunities for students, we are working to implement several after school STEM programming options for the upcoming school year. We are working to partner with community agencies such as ISU Extension Office, Beyond the Bell, and LaunchPAD.
- Fifty-three percent of participating parents responded, "Don't Know" when asked if teachers consider how their cultural influences may impact classroom expectations. This shows there is room for us to further educate our staff on cultural competence and how this can play a role in creating a positive learning environment. Furthermore, we can inform parents of our efforts.
- There was a 12% decrease in participating parents who strongly agreed that books, handouts, and other classroom materials demonstrate cultural awareness. This again shows room for improvement in further educating our staff to be culturally aware and to use materials in class to demonstrate this.

Nodland/Sunnyside Elementary

Celebrations:

- Almost 99% of participating parents strongly agreed or agreed that families are encouraged to attend school-sponsored activities, such as back-to-school night.
- Nearly 90% of participating parents strongly agreed or agreed that the school communicates about important topics.
- There was an eight-percentage-point increase in participating parents who strongly agreed or agreed their school administrators clearly communicate the school's mission and vision at Nodland.

Areas of Opportunity:

- Nearly 90% of participating parents said that they strongly agreed or agreed that the school uses family input to improve instruction. However, 27% answered, "Don't Know." Therefore, there is a need to have further collaboration with our stakeholders about individual student performance/needs.
- Nearly 46% of participating parents said that they, "Don't Know," if staff members are culturally responsive to students. This indicates a need to learn more about our students' cultures/backgrounds through individual conversations with students and families.
- At Sunnyside, there was a 21% decrease in participants that indicated, "Students in this school receive support that addresses their individual needs." At Nodland, the decrease was 1%. Therefore, there is room to better communicate with our parents the individual learning needs of the student and steps being taken to remediate.

Perry Creek Elementary & Clark Early Childhood Center

Celebrations:

- Ninety-four percent of families reported that they strongly agreed or agreed that there is a teacher, counselor, or other staff member to whom a student can go to for help with a school problem. This is a six-percentage-point increase from last year.
- We continued to make growth over the past three years in families strongly agreeing or agreeing that families are encouraged to attend school-sponsored activities, with 97% of families reporting this for 19-20.
- Ninety-seven percent of families reported that they strongly agreed or agreed that this school is safe, increasing by five percentage points from last year.

Areas of Opportunity:

- Over half (62%) of families participating in the survey reported that they strongly agreed or agreed that all school staff members and all students are aware of the safety and security procedures, while 38% of families reported that they did not know. Increased communication with families about the safety and security procedures for staff and students is necessary moving forward.
- Forty-seven percent of families reported that they strongly agreed or agreed that staff members are responsive when students report bullying. However, 50% of families answered, “Don’t Know.” Therefore, there is a need to provide more information to families about our protocol, process, and response to students who report incidents of bullying.
- Half of families participating in the survey reported that they didn’t know if teachers plan lessons to capitalize on students’ cultures and experiences. As teachers begin to implement lessons designed to allow for inquiry, student agency, and international mindedness, we will share the lessons and student learning with families.

Riverside Elementary

Celebrations:

- There was a two-percentage-point increase (81-83%) in participating parents who strongly agreed or agreed that students are challenged by their schoolwork.
- There was a two-percentage-point increase (81-83%) in participating parents who strongly agreed or agreed that students in this school receive support that addresses their individual needs.
- Of the parents participating in the survey, 88% strongly agreed or agreed that families are encouraged to attend school-sponsored activities, such as back-to-school night.

Areas of Opportunity:

- There were 42 people who responded to this survey. A focus in 2020-2021 will be to examine ways to increase survey participation to better understand the needs of our Riverside community.
- Sixty-seven percent of those surveyed either strongly agreed or agreed that the school encourages families to volunteer. This is an area of focus in our Trilateral and will be an area we continue to focus on in the 2020-21 school year.
- Of those surveyed, 66%, either strongly agreed or agreed that all school staff members are aware of the safety and security procedures. Twenty-four percent responded, “Don’t Know.” Building more awareness will be a focus area for the upcoming school year.

Spalding Park Environmental Sciences Elementary School

Celebrations:

- In the area of academic supports for our Spalding Park students, 88% of parents agreed or strongly agreed the school provides high learning standards for all students. This high ranking of satisfaction has remained consistent each year this survey has been administered.
- Seventy-nine percent of parents agreed or strongly agreed the school encourages families to volunteer. This is a five percentage-point increase since 2017-18.
- Eighty-three percent of parents agreed or strongly agreed Spalding Park communicates important topics. This is an increase of three-percentage-points from 2018-19 to 2019-20. Seventy-eight percent agreed or strongly agreed that communication is also received in a timely manner.

Areas of Opportunity:

- While there was a seven-percentage-point increase in parents recognizing staff members take time to learn about students' cultures, 48% of respondents still responded, "Don't Know" when asked if staff members take time to learn about students' cultures. This will remain a focus next year. We will continue to provide opportunities for teachers and staff to participate in cultural diversity trainings. Spalding Park will utilize current communication channels to inform parents of cultural responsiveness efforts.
- Spalding Park experienced a 15% decrease from 2018-19 to 2019-20 in the perception of discipline being enforced fairly. The PBIS team will develop a presentation to inform parents of our positive behavior supports, discipline referral process, and discipline policies.
- Spalding Park school had a total of 77 participants in the School Climate Survey during the 2019-20 school year. There will be a focus to increase parent participation in completing the survey during the 2020-21 school year. We will actively communicate to inform parents of the importance of this survey.

Unity Elementary School

Celebrations:

- In the dimension of school leadership, 89% of parents agreed or strongly agreed with the effectiveness of school leadership in all areas assessed during the survey. This rating is consistent with last year and was a nine percentage point increase from the 2017-18 school year.
- Specifically, within the school leadership dimension, 92% of respondents recognize that the administrator is able to clearly communicate the school's mission and vision, which is consistent with last year's rating and a nine-percentage-point increase over the 2017-18 school year. Ninety-two percent of respondents also indicate the administrator has the best interests of students in mind, a four-percentage-point increase from the 2018-19 results, and an eight-percentage-point increase from the 2017-18 school year.
- In the dimension of family involvement, 96% of Unity parent respondents indicated that staff and other parents treat each other with respect.

Areas of Opportunity:

- While 92% of respondents agreed or strongly agreed that school is safe (a one-percentage-point increase over last year and a nine-percentage-point increase since 2017-18) fewer respondents indicated staff and students are aware of safety and security procedures, or that discipline is enforced fairly. To improve this area, Unity will begin the school year with professional development for staff, training for students, and communication to families regarding our safety procedures and protocols. Efforts will be ongoing. Staff will review the Multi-Tiered Systems of Support, post behavior flow charts in classrooms, and communicate with families.
- While the majority of parents agree that bullying is not tolerated at Unity, there was a decline in the percent of parents recognizing staff responsiveness to bullying. Twenty-four percent of respondents answered, "Don't Know." We have an opportunity to educate stakeholders. Unity leadership will provide professional development for staff and share information with parents.
- Approximately half of participating parents responded, "Don't Know" to the areas surveyed under cultural responsiveness. We are committed to continued growth in this area. Each teacher will communicate monthly to their families regarding cultural learning occurring in each classroom. Training will be provided to staff on how to acknowledge cultural influences in instruction and expectations.

Findings Summary by School

Middle Schools

East Middle School

Celebrations:

- Survey results indicate that we are maintaining consistency in how expectations and standards are communicated to students. The percentage of parents who believe that “this school’s learning standards and expectations are clearly explained to students” has remained at 75% since the 2017-2018 school year. Additionally, 2019-20 results indicate that 80% of parents believe that students are challenged by the schoolwork provided.
- Regarding school leadership, parents generally believe that school leadership is both available and courteous when concerns arise. Seventy percent of parents believe that principals are available when a concern arises, and 75% of parents believe that school administrators are courteous when they have a concern. In general, parents believe that administration communicates a clear vision and makes decisions that are in the best interest of the students.
- Family involvement, including attending school sponsored activities, is strongly supported at East Middle, as 92% of parents believed they are encouraged to attend such events. Additionally, East Middle School families feel encouraged to volunteer within the school community. Responses regarding how well the school encouraged volunteerism rose 14% in the 2019-20 school year.

Areas of Opportunity:

- Responses show, on average, about 60% of parents don’t know how culture is addressed in schools, but 81% of parents agreed or strongly agreed that creating a sense of community is key to student success. Since 61% of parents believe that the school respects and values input by families, we have an opportunity to utilize the experiences of our student population in conjunction with the school’s curriculum to showcase and enhance cultural responsiveness.
- A 13% decline regarding the question of do “laptop computers and tablets enhance the educational experience” demonstrates an opportunity for stronger connections between technology and the educational experience. Additional training and support in educational technology for teachers, clarified and enforced expectations for students, and focused community promotion of success that includes educational technology can help build greater awareness for how devices enhance educational success.
- While the majority of respondents continue to agree that school is safe, the number of parents that agreed or strongly agreed with the statement declined this year. Fewer parents also indicated they believe discipline is enforced fairly. This data supports the importance of our work to maintain staff supervision during unstructured times. It also supports the need to clearly communicate with stakeholders about our process and procedures when assigning consequences.

North Middle School

Celebrations:

- Seventy-five percent of participating parents strongly agreed or agreed that North Middle offers a variety of academic courses, a four-percentage-point increase since 2017-2018.
- Sixty-six percent of participating parents strongly agreed or agreed that the school's learning standards and expectations are clearly explained to students, an eleven-percentage-point increase since 2017-18.
- The family involvement dimension is very strong for North Middle. Eighty percent of parents agreed or strongly agreed that families are encouraged to attend school-sponsored events. Additionally, there was a nineteen-percentage-point increase since 2017-18 regarding families feeling informed about school sponsored activities.

Areas of Opportunity:

- Half (50%) of participating parents strongly agreed or agreed that students are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disability, while 25% answered, "Don't Know." This is an area of focus in the North Middle School multi-tiered systems of supports to ensure consistency and fairness in practices.
- Less than half (43%) of participating parents strongly agreed or agreed that students receive support that addresses individual needs, while 12% answered, "Don't Know." This will remain an area of focus in professional learning communities to utilize data to make informed instructional decisions and differentiate learning aligned to standards.
- Forty-one percent of participating parents answered, "Don't Know" to the statement, "All staff members are aware of the safety and security procedures." This is an area of focus in safety drills, routines, and procedures. We will work to educate parents of our efforts, so they know staff are aware and trained.

West Middle School

Celebrations:

- Eighty percent of participating parents agreed or strongly agreed that families are encouraged to attend school sponsored events, like Back to School Night, a two-percentage-point increase over last year.
- Seventy-one percent of participating parents strongly agreed or agreed that the school creates a sense of community in the classroom, which is key to student success. This was a two-percentage-point increase over last year.
- Sixty-two percent of participating parents agreed or strongly agreed that students are challenged by their school work. This rating has been consistent over the last three years.

Areas of Opportunity:

- A new focus on marketing the great things happening at West Middle will improve perception and culture. Connections will be made using social media, virtual parent meetings, and in-person parent events. Leaders and staff will focus on informing parents and stakeholders of the school's mission and the actions taken to accomplish that mission. These opportunities will improve the school's overall quality rating.
- For the topic, "Students in this school receive support that addresses their individual needs," there was a twenty-percentage-point decrease. This indicates a need for teachers to communicate with parents and stakeholders about learning supports they are putting in place for students. We'll communicate through virtual online parent meetings, classroom social media platforms, and parent events. We will also ensure 100% participation for conferences.
- Respondents indicate a need for administrators to be more accessible and responsive. Therefore, administrators are prepared to respond to all inquiries within 24-hours. Administration will also make direct contact with any parent/guardian of a student they saw during that day for positive recognition or negative consequences. Principals will also hold monthly parent meetings. These actions will make administrators more accessible to parents.

Findings Summary by School

High Schools

East High School

Celebrations:

- Sixty-eight percent of respondents said East High School has high learning standards and expectations for students and gives helpful feedback. We are committed to continuing to offer effective feedback to students. Every East teacher has received a copy of “100 Trait-Specific Comments for Constructive Feedback on Student Writing”, “Giving Students Effective Feedback”, and “Unleashing Curiosity with Feedback That Motivates”. We will continue to use these books.
- Eighty percent of respondents said there is a teacher, counselor, or other staff member to whom a student can go to for help with a school problem, and 68% said there is a teacher, counselor, or other staff member to whom a student can go to for help with a personal problem.
- Seventy-seven percent of respondents indicated East High communicates important topics, and seventy-four percent agreed or strongly agreed communication comes in a timely manner. Daily announcements are sent to students and families to maintain ongoing and consistent engagement.

Areas of Opportunity:

- Over half of the parents surveyed did not know how staff members take time to learn about our students’ cultures. Cultural responsiveness is a priority. We have a one-hour staff development about cultural sensitivity planned for the first day staff return. Training will be ongoing throughout the year. We will also survey students and parents to ensure we are prepared to meet student needs and then inform parents of our efforts throughout the year.
- Sixty-three percent of respondents agreed or strongly agreed East High School is safe. We need to continue to increase this rating. More input from the students in the Principal’s Student Advisory Committee will help us identify safety concerns and consider how to address them. We will ensure all staff, students, and families understand bullying policies, practices, and procedures. And, we will increase the number of intruder drills, to demonstrate crisis response.
- Only 41% of respondents agreed or strongly agreed that teachers successfully show students how lessons relate to life outside of school, and 38% of respondents indicated feedback is not timely. To address these areas, we are adding a section to the Common Lesson Plan to address how the Learning Objective is relevant to real world situations. We will also work with parents to identify ways we can expedite feedback for students.

North High School

Celebrations:

- North High gained or maintained momentum in the dimensions of Academic Support, Student Support, School Leadership, and Family Involvement. Within each area, the overall percent of “agree or strongly agree” response either remained the same from the previous year or grew by up to 3%. The school leadership dimension grew the most over the three year period, with an increase of nine percentage points.
- Within the student support dimension, there was a three-percentage-point increase for the statement “there is a teacher, counselor, or other staff members to whom a student can go for help with a school problem” and a five-percentage-point increase for the statement “there is a teacher, counselor, or other staff members to whom a student can go for help with a personal problem.”
- Compared to the previous year, the number of parents who reported that they were informed about school-sponsored activities, such as tutoring, after-school programs, and student performances, increased by 13%. Eighty-two percent of respondents agreed or strongly agreed with this statement in the dimension of family involvement.

Areas of Opportunity:

- Half (50%) of participating parents said that they strongly agreed or agreed that “All school staff members are aware of the safety and security procedures.” This was a seven-percentage-point decrease from the previous year. Forty percent of the respondents selected “Don’t Know” as their response. Additional communication to parents about school safety training and teacher preparedness should increase confidence in this area.
- Of the participating parents, 21% said that they strongly agreed or agreed that staff members take time to learn about student cultures. Informing parents of cultural responsiveness practices should improve parent understanding of cultural influences in teaching. This category showed an average of 56% of parents are not aware of current practices.
- Almost one-third (30%) of participating parents said that they strongly agreed or agreed that the school uses family input to improve instruction. Therefore, we will continue our parent open houses and walkthrough events to increase parent voice in school.

West High School

Celebrations:

- A combined total of 85% of participating parents either agreed or strongly agreed that West High School offers a variety of academic courses. This is demonstrated by West's increased enrollment in career pathway courses from 2018-19 to 2019-20.
- A combined total of 80% of participating parents either agreed or strongly agreed that there is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.
- A combined total of 89% of participating parents either agreed or strongly agreed that their family was encouraged to attend school-sponsored activities, such as back-to-school night.

Areas of Opportunity:

- Nearly half (47%) of participating parents said that they strongly agreed or agreed that all school staff members are aware of the safety and security procedures. However, 40% answered, "Don't Know." Therefore, there is room to better educate our stakeholders about these procedures.
- Many of the areas rated in the cultural awareness section resulted in 50% or more of respondents selecting "Don't Know" as their response. This indicates that we need to improve our efforts globally to inform our stakeholders of different ways we acknowledge students' cultures in our instruction.
- Seventy-one percent of respondents agreed or strongly agreed that the school communicates about important topics. This is a slight decrease from last year. To improve this area, communication to all stakeholders will take priority as West High develops under a new administration.

Board Recommendation

That the Board of Directors acknowledges the results of the District and School Climate Survey as presented.



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