

JEFFERSON COUNTY PUBLIC SCHOOLS

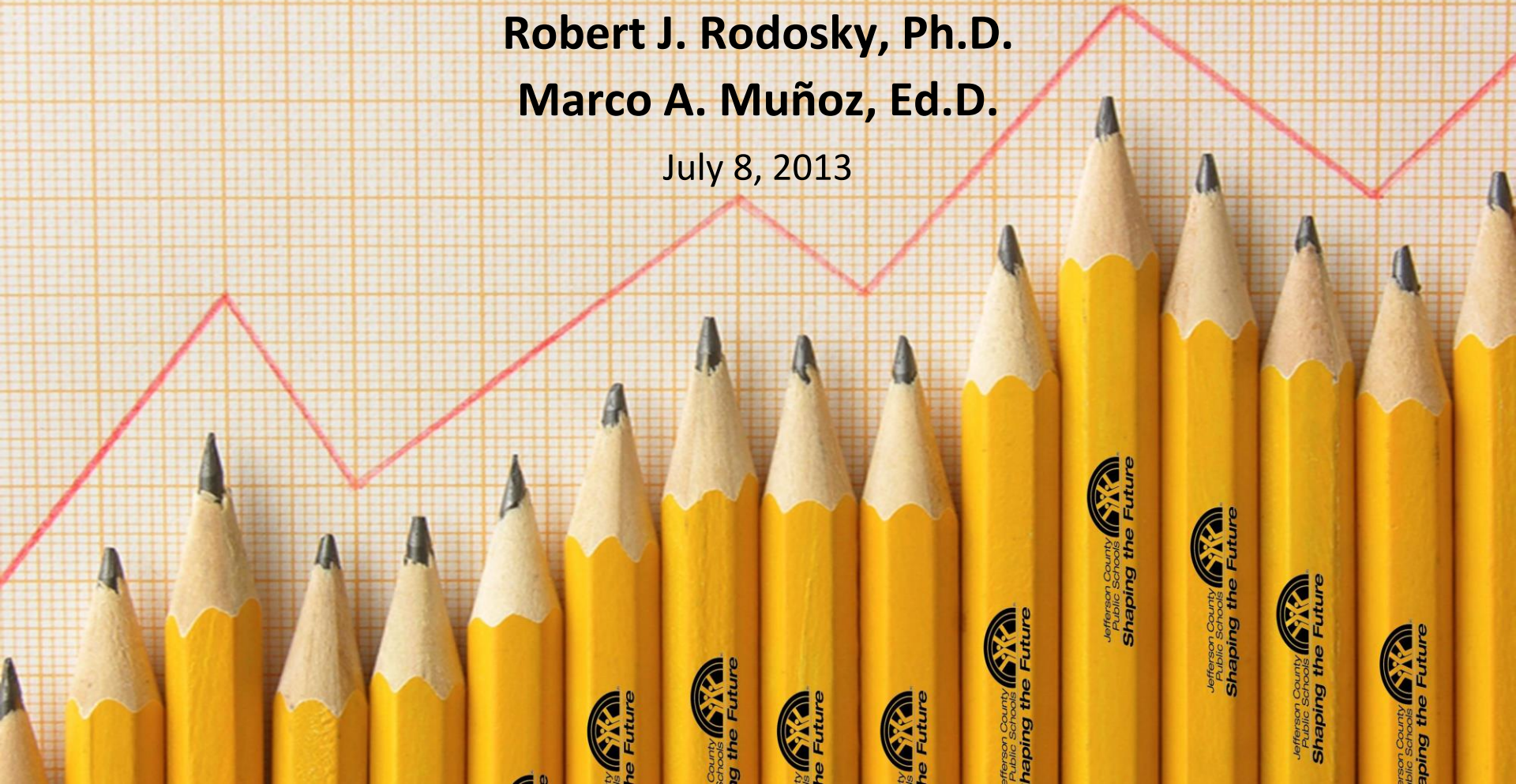
TELL & CSS Survey Results 2012/2013

The Division of Data Management, Planning, and Program Evaluation

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TELL Survey

- TELL Kentucky is an anonymous statewide survey of licensed school-based educators to assess teaching conditions
- JCPS Participation:
 - 58 JCPS schools recognized by KDE with 100% response rate

	2011	2013
Educators	6,921	6,978
Survey Participants	5,985	5,646
Response Rate	86.5%	80.9%

- Survey Components:

Time

Facilities and Resources

Community Support and Involvement

Managing Student Conduct

Teacher Leadership

School Leadership

School Leadership - Teacher

School Leadership - School Council

Professional Development

Instructional Practices and Support

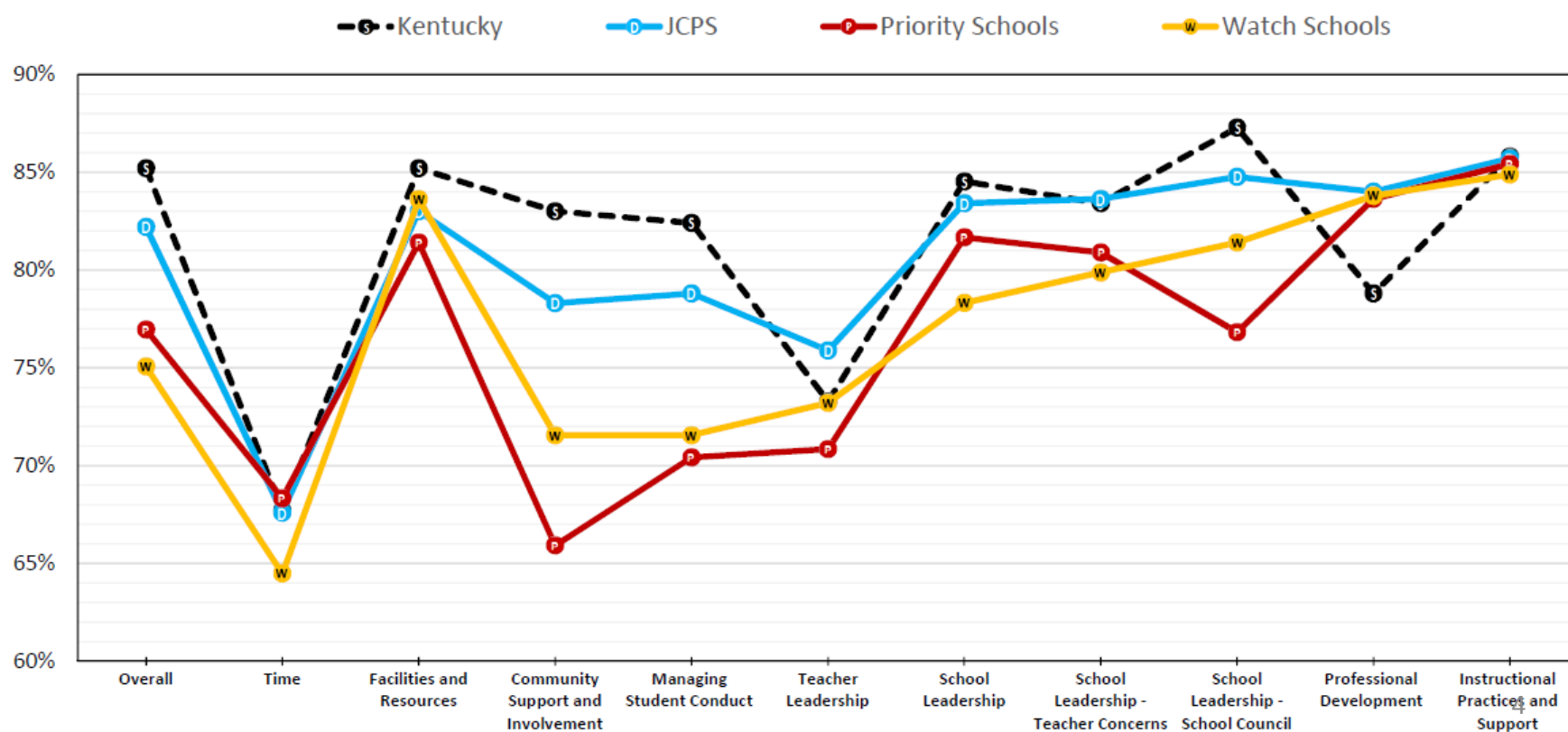
Summary

- JCPS scored higher than the STATE in 3 categories: Teacher Leadership, School Leadership (Teacher Concerns), and Professional Development.
- JCPS showed growth in 7 areas: time, community support, managing student conduct, school leadership – teacher and school council, professional development, and instructional practices.
- JCPS, particularly among our Priority and Watch schools has shown growth which is on par or exceeding that of state in 7 components.
- The largest growth was seen in the areas of time and instructional practices and the least growth was reported for facilities and resources.

TELL Survey

2013 TELL Results – Percent Agreement By Component

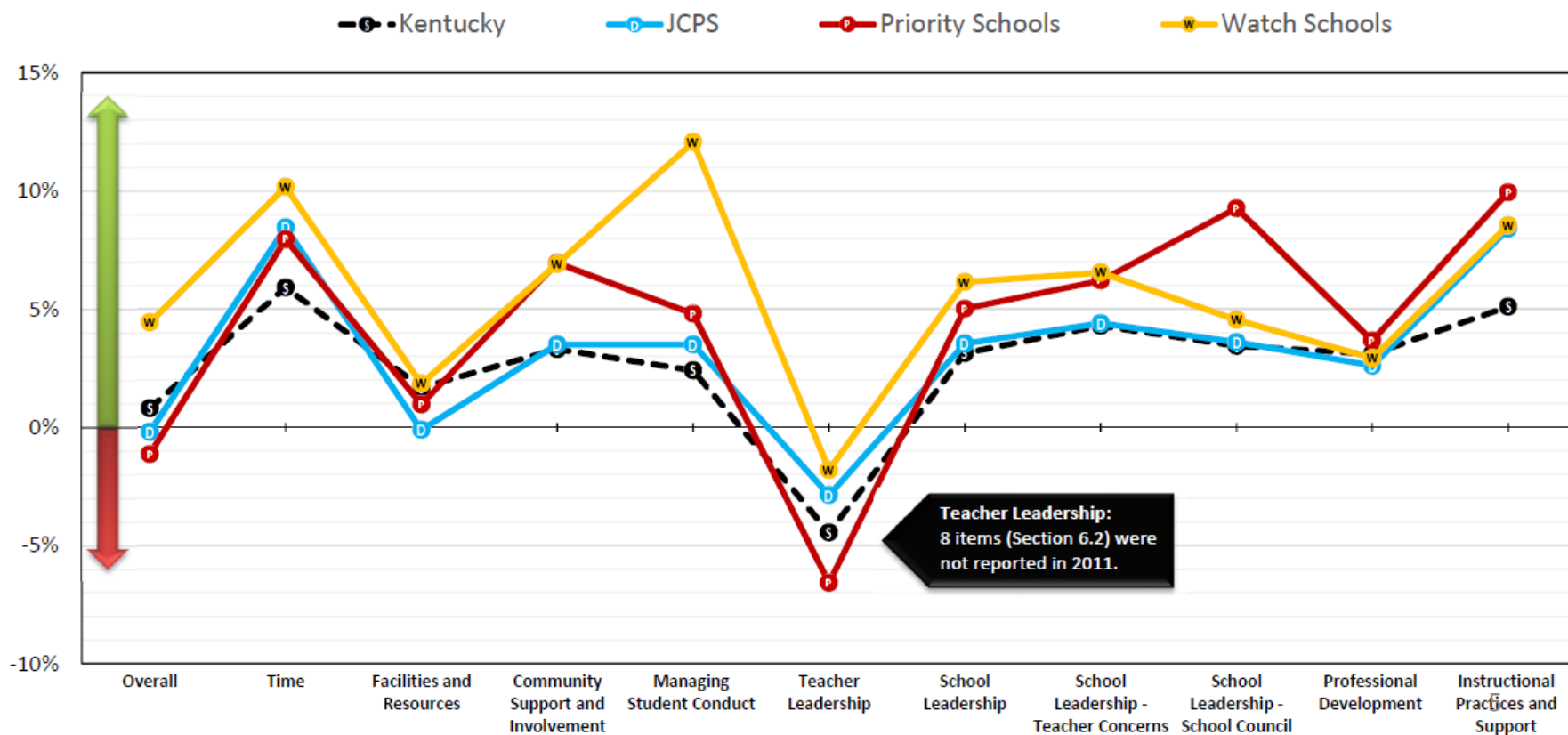
	Overall	Time	Facilities and Resources	Community Support and Involvement	Managing Student Conduct	Teacher Leadership	School Leadership	School Leadership - Teacher Concerns	School Leadership - School Council	Professional Development	Instructional Practices and Support
Kentucky	85.2%	67.7%	85.2%	83.0%	82.4%	73.3%	84.5%	83.4%	87.3%	78.8%	85.8%
JCPS	82.2%	67.6%	83.0%	78.3%	78.8%	75.9%	83.4%	83.6%	84.8%	84.0%	85.7%
Priority Schools	76.9%	68.3%	81.4%	65.9%	70.4%	70.8%	81.7%	80.9%	76.8%	83.6%	85.4%
Watch Schools	75.1%	64.5%	83.6%	71.6%	71.6%	73.2%	78.3%	79.9%	81.4%	83.8%	84.9%



TELL Survey

Growth From 2011 to 2013

	Overall	Time	Facilities and Resources	Community Support and Involvement	Managing Student Conduct	Teacher Leadership	School Leadership	School Leadership - Teacher Concerns	School Leadership - School Council	Professional Development	Instructional Practices and Support
Kentucky	0.8%	5.9%	1.7%	3.3%	2.4%	-4.5%	3.1%	4.3%	3.4%	3.1%	5.1%
JCPS	-0.2%	8.4%	-0.1%	3.5%	3.5%	-2.9%	3.5%	4.4%	3.6%	2.6%	8.4%
Priority Schools	-1.1%	7.9%	1.0%	6.9%	4.8%	-6.6%	5.0%	6.2%	9.3%	3.7%	9.9%
Watch Schools	4.4%	10.2%	1.8%	6.9%	12.1%	-1.8%	6.1%	6.5%	4.5%	2.9%	8.5%



TELL Survey

JCPS Priority and Watch Schools Growth From 2011 to 2013

		2011	2013	Growth			2011	2013	Growth
Kentucky		84.4%	85.2%	0.8%	P	Doss HS	87.8%	75.4%	↓ -12.4%
JCPS		82.4%	82.2%	-0.2%	P	Fairdale HS	79.2%	88.3%	9.1%
Priority Schools		78.1%	76.9%	-1.1%	P	Fern Creek HS	77.5%	84.2%	6.7%
Watch Schools		70.6%	75.1%	4.4%	P	Iroquois HS	79.4%	78.2%	-1.2%
W	Cochran ES	72.7%	89.7%	↑ 17.0%	P	Seneca HS	78.1%	90.1%	↑ 12.0%
W	Gutermuth ES	63.3%	76.9%	↑ 13.6%	P	Southern HS	No Data	79.2%	
W	Jacob ES	38.6%	57.5%	↑ 18.9%	P	Academy @ Shawnee	81.3%	72.1%	-9.2%
W	King ES	52.8%	54.5%	1.7%	P	Valley HS	76.8%	No Data	
W	Lincoln ES	27.6%	96.2%	↑ 68.6%	P	Waggener HS	78.6%	75.8%	-2.8%
W	Maupin ES	83.3%	41.2%	↓ -42.1%	P	Western HS	86.0%	90.0%	4.0%
W	Mill Creek ES	92.9%	71.4%	↓ -21.5%	P	Olmsted North MS	85.3%	71.7%	↓ -13.6%
W	Roosevelt Perry ES	68.8%	72.4%	3.6%	P	Frost MS	71.8%	36.4%	↓ -35.4%
W	Sanders ES	79.4%	75.8%	-3.6%	P	Knight MS	72.0%	58.3%	↓ -13.7%
W	Semple ES	77.5%	72.1%	-5.4%	P	Myers MS	64.3%	76.9%	↑ 12.6%
W	Shelby ES	82.1%	92.9%	↑ 10.8%	P	Stuart MS	78.3%	67.7%	↓ -10.6%
W	Wheatley ES	85.2%	No Data		P	Thomas Jefferson MS	85.2%	86.9%	1.7%
W	Olmsted South MS	90.2%	88.7%	-1.5%	P	Western MS	52.6%	89.7%	↑ 37.1%
W	Lassiter MS	74.5%	86.7%	↑ 12.2%	P	Westport MS	93.3%	87.1%	6 -6.2%

TELL Survey

JCPS Top 10 Items with Greatest/Least Growth From 2011 to 2013

		2011	2013	Growth	
Most % of Growth	Q9.1 e. Teachers work in professional learning communities to develop and align instructional practices.	80.5%	95.2%	14.7%	↑
	Q2.1 b. Teachers have time available to collaborate with colleagues.	68.2%	82.3%	14.1%	↑
	Q9.1 i. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	69.0%	81.5%	12.5%	↑
	Q2.1 f. Teachers have sufficient instructional time to meet the needs of all students.	56.4%	64.8%	8.4%	↑
	Q9.1 h. Teachers are assigned classes that maximize their likelihood of success with students.	66.0%	74.4%	8.4%	↑
	Q2.1 a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	51.9%	60.1%	8.2%	↑
	Q9.1 f. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	81.4%	89.5%	8.1%	↑
	Q2.1 c. Teachers are allowed to focus on educating students with minimal interruptions	57.2%	65.2%	8.0%	↑
	Q2.1 d. The non-instructional time provided for teachers in my school is sufficient.	63.3%	70.8%	7.5%	↑
	Q2.1 e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	48.4%	55.6%	7.2%	↑
Least % of Growth	Q7.1 k. The faculty are recognized for accomplishments.	80.50%	81.70%	1.20%	↗
	Q9.1 a. State assessment data are available in time to impact instructional practices.	59.1%	60.1%	1.0%	↗
	Q5.1 g. The faculty work in a school environment that is safe.	89.2%	90.0%	0.8%	↗
	Q4.1 d. Teachers provide parents/guardians with useful information about student learning.	94.5%	95.1%	0.6%	↗
	Q8.1 a. Sufficient resources are available for professional development in my school.	85.6%	86.1%	0.5%	↗
	Q8.1 g. Teachers have sufficient training to fully utilize instructional technology.	76.7%	77.2%	0.5%	↗
	Q10.6 Overall, my school is a good place to work and learn.	82.4%	82.2%	-0.2%	↘
	Q2.1 a. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	84.2%	82.4%	-1.8%	↘
	Q2.1 b. Teachers have access to reliable communication technology, including phones, faxes and email.	93.6%	91.1%	-2.5%	↘
	Q2.1 h. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	78.9%	60.9%	-18.0%	↓

TELL Survey

Schools with >10% Overall Climate Change From 2011 to 2013

	Overall	Time	Facilities and Resources	Community Support and Involvement	Managing Student Conduct	Teacher Leadership	School Leadership	School Leadership - Teacher Concerns	School Leadership - School Council	Professional Development	Instructional Practices and Support
Lincoln ES	↑ 68.6%	↑ 30.6%	↑ 11.0%	↑ 36.5%	↑ 50.8%	↑ 21.1%	↑ 44.5%	↑ 28.6%	↑ 31.2%	↑ 21.6%	↑ 25.5%
Western MS	↑ 37.1%	↑ 30.8%	-0.6%	↑ 30.2%	↑ 36.4%	↑ 25.6%	↑ 48.4%	↑ 42.0%	↑ 34.6%	↑ 16.1%	↑ 27.1%
Greenwood ES	↑ 24.2%	↑ 29.0%	-3.1%	↑ 18.5%	↑ 35.0%	↑ 14.9%	↑ 24.9%	↑ 18.7%	4.8%	5.8%	↑ 12.7%
Blake ES	↑ 20.3%	↑ 33.6%	2.4%	↑ 34.3%	↑ 18.8%	↑ 19.1%	↑ 24.9%	↑ 34.6%	↑ 22.9%	↑ 24.5%	↑ 25.2%
Jacob ES	↑ 18.9%	↑ 18.1%	↑ 11.1%	↑ 17.0%	↑ 10.3%	3.0%	↑ 15.2%	↑ 17.3%	↑ 10.7%	7.2%	↑ 13.7%
Cochran ES	↑ 17.0%	↑ 29.0%	6.4%	7.6%	↑ 12.4%	3.8%	-0.9%	7.8%	↑ 10.4%	4.6%	↑ 19.1%
Foster ES	↑ 16.5%	↑ 31.5%	8.9%	↑ 19.7%	↑ 49.0%	↑ 13.6%	↑ 25.4%	↑ 31.0%	↑ 10.6%	6.8%	↑ 20.4%
Bloom ES	↑ 16.0%	2.1%	-2.8%	5.1%	-0.7%	-2.0%	-0.4%	-0.1%	9.9%	6.4%	8.7%
Cochrane ES	↑ 14.6%	4.4%	6.6%	↓ -10.9%	↑ 10.8%	0.3%	4.0%	↑ 10.3%	-1.5%	2.7%	↑ 12.3%
Moore	↑ 14.1%	↑ 10.2%	1.4%	8.9%	8.8%	3.9%	↑ 10.1%	↑ 14.9%	↑ 14.5%	6.7%	↑ 13.4%
Slaughter ES	↑ 14.0%	↑ 23.7%	6.6%	↑ 14.7%	↑ 18.3%	1.2%	9.0%	9.8%	↑ 12.0%	5.0%	5.5%
Gutermuth ES	↑ 13.6%	9.1%	1.7%	↑ 21.1%	↑ 32.2%	8.2%	↑ 17.1%	↑ 28.4%	↑ 10.8%	↑ 14.0%	↑ 12.5%
Myers MS	↑ 12.6%	↑ 19.3%	3.2%	-6.4%	9.1%	0.0%	↑ 14.5%	↑ 13.1%	-6.1%	5.5%	↑ 13.4%
Layne ES	↑ 12.3%	↑ 43.3%	↑ 17.6%	↑ 30.1%	4.2%	↑ 36.5%	↑ 34.1%	↑ 39.3%	↑ 26.0%	↑ 21.8%	↑ 25.0%
Central HS	↑ 12.3%	-0.1%	1.9%	9.2%	↑ 10.3%	9.1%	↑ 11.4%	9.9%	8.8%	5.3%	↑ 14.4%
Lassiter MS	↑ 12.2%	↑ 32.6%	1.9%	2.6%	↑ 46.0%	-6.1%	↑ 13.8%	↑ 11.6%	↑ 12.6%	5.9%	↑ 10.8%
Seneca HS	↑ 12.0%	↑ 20.6%	8.6%	↑ 19.5%	↑ 12.2%	↑ 15.6%	↑ 30.6%	↑ 30.6%	↑ 13.4%	↑ 26.4%	↑ 28.6%
Shelby ES	↑ 10.8%	5.3%	6.2%	↑ 32.4%	↑ 17.4%	↑ 10.7%	↑ 23.4%	↑ 20.4%	6.5%	0.2%	0.5%
Medora ES	↑ 10.7%	↑ 25.2%	-7.3%	7.1%	8.7%	↑ 19.5%	↑ 28.1%	↑ 18.7%	↑ 32.9%	↑ 15.1%	↑ 18.5%
Cane Run ES	↑ 10.6%	↑ 38.1%	7.6%	↑ 21.4%	↑ 34.6%	↑ 17.2%	↑ 28.1%	↑ 22.2%	↑ 12.0%	↑ 19.6%	↑ 26.0%
Hawthorne ES	↑ 10.5%	↑ 22.8%	-0.5%	↑ 10.5%	↑ 14.2%	6.0%	↑ 10.1%	↑ 12.6%	0.9%	1.9%	↑ 16.4%

TELL Survey

Schools with less than -10% Overall Climate Change From 2011 to 2013

	Overall	Time	Facilities and Resources	Community Support and Involvement	Managing Student Conduct	Teacher Leadership	School Leadership	School Leadership - Teacher Concerns	School Leadership - School Council	Professional Development	Instructional Practices and Support
Stuart MS	↓ -10.6%	1.7%	0.1%	-8.2%	-9.0%	↓ -19.3%	-6.3%	-2.2%	-3.2%	-4.7%	2.2%
Doss HS	↓ -12.4%	-4.5%	-2.5%	↓ -10.7%	↓ -22.6%	↓ -35.9%	↓ -15.6%	↓ -11.7%	-4.5%	↓ -13.9%	-3.6%
Okolona ES	↓ -12.6%	-0.7%	0.8%	-4.1%	↓ -10.8%	-8.8%	4.1%	3.6%	-0.9%	0.5%	-3.5%
Fairdale ES	↓ -13.1%	-5.0%	↓ -18.1%	-4.0%	↑ 14.9%	↓ -19.7%	↓ -16.7%	-9.5%	-6.7%	↓ -18.9%	-5.4%
Rangeland ES	↓ -13.3%	0.7%	6.8%	-7.9%	↓ -18.4%	-4.2%	4.5%	2.8%	3.6%	0.3%	3.0%
Olmsted North	↓ -13.6%	↓ -19.1%	-5.8%	↓ -16.7%	-8.7%	↓ -16.7%	↓ -12.5%	-5.5%	-9.7%	-9.6%	-2.3%
Knight MS	↓ -13.7%	↑ 17.0%	6.9%	↑ 23.1%	5.0%	-9.2%	5.9%	9.8%	↑ 17.7%	-0.6%	↑ 16.2%
Stopher ES	↓ -15.3%	↑ 14.1%	2.5%	-0.5%	3.3%	-6.9%	-0.7%	3.2%	5.3%	-1.5%	5.2%
Trunnell ES	↓ -16.1%	↑ 11.7%	↑ 13.3%	-0.6%	↑ 13.8%	↓ -12.0%	-1.1%	1.3%	2.3%	6.4%	↑ 19.0%
Dixie ES	↓ -18.3%	5.8%	6.5%	↓ -19.2%	↓ -11.0%	↓ -14.1%	↓ -12.4%	-10.0%	↓ -12.2%	-3.6%	-5.2%
Gilmore Lane ES	↓ -18.9%	-6.1%	↓ -14.0%	-4.7%	-8.2%	↓ -11.2%	-5.1%	-9.4%	0.6%	-0.6%	-5.5%
Byck ES	↓ -20.1%	↑ 12.4%	↑ 13.2%	-8.6%	-8.9%	↓ -12.4%	-4.2%	-6.8%	-0.1%	-1.5%	9.9%
Audubon ES	↓ -21.1%	0.3%	-0.7%	-2.1%	-2.4%	-7.6%	-5.5%	-7.6%	-5.5%	-9.1%	-2.2%
Price ES	↓ -21.3%	↑ 10.8%	4.8%	-2.4%	↓ -14.6%	-8.0%	-9.0%	-7.8%	-5.9%	5.5%	↑ 12.3%
Mill Creek ES	↓ -21.5%	↓ -13.5%	-9.4%	-4.7%	-5.2%	-6.5%	0.4%	-3.6%	-5.3%	-2.5%	1.0%
Smyrna ES	↓ -28.0%	↑ 10.4%	1.8%	↓ -20.9%	↓ -14.0%	↓ -10.7%	↓ -16.1%	-4.5%	4.6%	-6.3%	↑ 11.2%
Atkinson ES	↓ -28.4%	0.6%	-8.5%	-9.4%	↓ -28.9%	↓ -48.1%	↓ -36.1%	↓ -36.3%	↓ -12.2%	↓ -11.3%	-4.0%
Frost MS	↓ -35.4%	-0.9%	4.3%	-3.8%	-5.4%	↓ -20.9%	↓ -26.3%	↓ -21.5%	↑ 18.3%	-5.9%	-4.9%
Highland MS	↓ -40.1%	↓ -16.4%	↓ -23.7%	↓ -12.5%	↓ -33.4%	↓ -30.1%	↓ -24.0%	↓ -20.9%	↓ -15.5%	↓ -13.0%	-7.2%
Maupin ES	↓ -42.1%	3.6%	-7.0%	-5.4%	-9.1%	↓ -19.9%	↓ -35.8%	↓ -29.6%	↓ -22.3%	-8.2%	2.5%



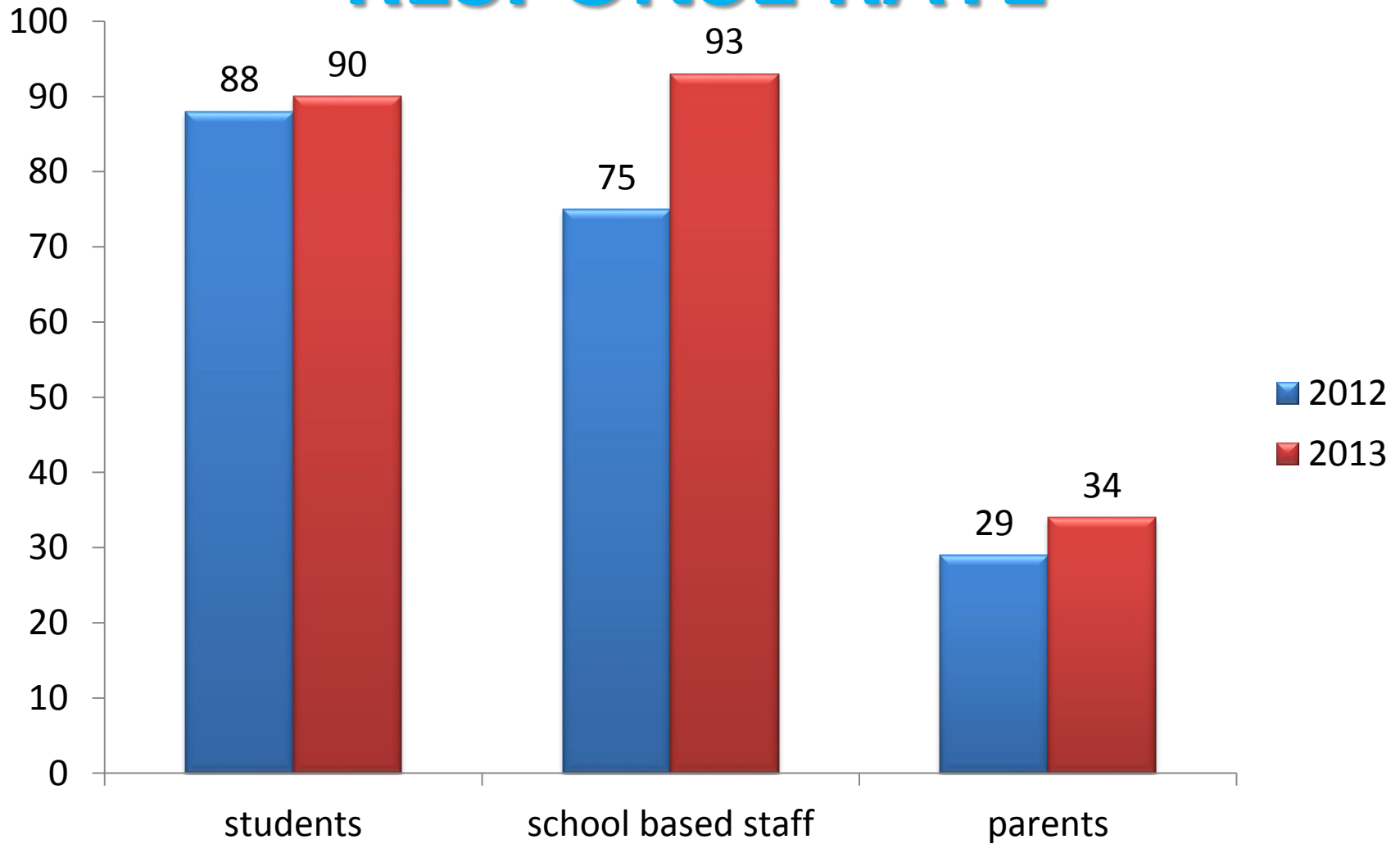
CSS

2013
COMPREHENSIVE
SCHOOL SURVEY
(CSS)

BACKGROUND INFORMATION

- The Comprehensive School Surveys (CSS) began in the 1996-1997 school year.
- Since the first year, the CSS are administered annually.
- In 2011-2012, the Comprehensive School Survey (CSS) was redesigned to meet the new leadership vision of JCPS.
- The purpose of the School Climate Survey is to:
 - To conduct a needs assessment
 - To measure school climate
 - To measure progress toward change
- The surveys are administered to:
 - Parents
 - Students in grades 4-12
 - Staff (School-Based and Non School-Based)

RESPONSE RATE



Summary

- All stakeholder groups increased their ratings of satisfaction with their school and JCPS from 2012 to 2013, with the exception of middle school students who increased their satisfaction with their school only.
- Over the last three years, all groups (except non-school based certified staff) increased their ratings that the Superintendent and Central Office Administration provided effective leadership in support of schools.
- Largest gains at the district level were seen in the areas of caring environment and site safety, the lowest ratings were seen in school resources. There were mixed results in the ratings of college/career readiness.
- Overall, the priority schools did not see gains any construct.

JCPS SATISFACTION % AGREEMENT

Parents, Students and Teachers

PARENT SATISFACTION		2012	2013
I am satisfied with my child's school.		89.0	90.0
I would rather my child go to JCPS than to a non-JCPS school.		77.6	79.1
I am satisfied with Jefferson County Public Schools.		82.7	83.2
ELEM STUDENTS SATISFACTION		2012	2013
I am very satisfied with my school.		85.5	85.9
I would rather go to this school than any other school.		72.1	74.2
I am very satisfied with JCPS.		86.6	87.0
MIDDLE SCHOOL STUDENTS SATISFACTION		2012	2013
I am very satisfied with my school.		71.9	72.0
I would rather go to this school than any other school.		60.2	60.1
I am very satisfied with JCPS.		72.5	70.9
HIGH SCHOOL STUDENTS SATISFACTION		2012	2013
I am very satisfied with my school.		70.2	70.8
I would rather go to this school than any other school.		64.5	66.1
I am very satisfied with JCPS.		59.2	57.3
SCHOOL BASED CERTIFIED SATISFACTION		2012	2013
I am satisfied with my department/work place.		90.8	91.1
I would rather send my own child(ren) to JCPS than to a non-JCPS school.		70.6	74.7
I am very satisfied with JCPS.		86.1	87.2


 Leading Indicator:
2.6

The Superintendent And Central Office Administrators Provide Effective Leadership In Support Of Schools.

Survey	Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Number of Responses	Percent Agree
Parent	2013	24.41%	65.57%	7.27%	2.74%	32,473	89.98%
	2012	23.75%	64.97%	8.21%	3.07%	26,750	88.72%
	2011	20.32%	60.95%	14.07%	4.66%	28,251	81.27%
School Based Certified	2013	20.18%	61.02%	14.73%	4.08%	6,474	81.20%
	2012	15.45%	66.26%	15.57%	2.71%	5,753	81.71%
	2011	11.94%	62.09%	21.34%	4.63%	5,141	74.03%
School Based Classified	2013	26.96%	61.87%	8.53%	2.64%	3,171	88.83%
	2012	18.98%	68.47%	10.35%	2.20%	2,861	87.45%
	2011	10.91%	69.05%	15.15%	4.89%	2,126	79.96%
Non School Based Certified	2013	19.4 %	62.9%	13.8%	3.9%	245	82.3%
	2012	28.8%	62.1%	7.5%	1.6%	375	90.9%
	2011	19.7%	63.4%	13.8%	3.1%	325	83.1%
Non School Based Classified	2013	24.9%	61.1%	9.6%	4.4%	514	86.0%
	2012	19.2%	69.9%	8.1%	2.8%	541	89.1%
	2011	13.9%	70.1%	12.0%	4.1%	518	84.0%

ASSESSING SCHOOL CLIMATE

School climate is associated with:

- Academic Achievement
 - Higher test scores; lower drop out rates
- Behavior
 - More pro-social behavior; less disruptive behavior
- Attitudes
 - Higher motivation; higher self-efficacy and self-esteem
 - More enjoyment of school

Research suggests that this is *most important* for students from lower SES backgrounds.

SB-Certified Constructs (% Agreement)

Gains from 2012 to 2013

	District			Watch Schools			Priority Schools		
	2012	2013	Gains	2012	2013	Gains	2012	2013	Gains
Assessment for learning	90.8	90.6	-0.1	91.1	89.2	-2.0	89.8	87.3	-2.5
Caring Environment	94.1	95.9	1.8	94.3	95.7	1.3	94.8	93.4	-1.4
Curriculum	93.4	93.8	0.3	91.2	92.6	1.4	92.2	89.5	-2.6
Job satisfaction	90.2	91.0	0.8	89.8	90.2	0.4	89.5	88.3	-1.2
Overall satisfaction	85.9	86.9	1.0	86.2	86.3	0.1	82.8	81.1	-1.7
Personal safety	94.7	94.1	-0.6	92.7	91.1	-1.6	93.8	91.1	-2.8
School Administration / Governance	80.1	81.8	1.7	81.3	82.9	1.6	76.6	75.4	-1.2
School belonging	93.1	93.3	0.2	92.6	93.9	1.3	92.2	89.3	-2.9
School resources	78.0	75.8	-2.3	80.9	77.9	-3.0	72.6	68.1	-4.5
Site safety	79.2	81.0	1.8	74.8	76.1	1.3	72.1	69.2	-2.9
Student assessment	95.0	95.5	0.5	94.6	95.5	0.9	95.8	93.4	-2.4
Teacher efficacy	88.6	89.9	1.3	90.9	92.2	1.3	85.2	85.0	-0.3
Teaching	94.2	94.6	0.3	93.6	93.7	0.1	90.8	87.9	-2.9
Overall	88.7	89.4	0.6	88.2	88.6	0.4	86.2	84.0	17-2.2

Leading
Indicator:
2.6

HIGH SCHOOL STUDENT COLLEGE AND CAREER READINESS

(% Agreement)

	2012	2013	Gains
I plan to go to college.	88.9	84.4	-4.5
I feel my teachers believe I can succeed in college.	87.7	87.3	-0.4
My teachers talk about college issues, like requirements and majors.	80.9	81.4	0.5
My counselor has talked with me about my future after high school with college as the goal.	69.5	72.1	2.6
My parents expect me to go to college.	90.0	88.4	-1.6
I can make more money if I have a college degree.	94.2	92.8	-1.4
My JCPS education will prepare me for employment.	81.6	80.6	-1.0
My school does a good job of preparing me for college.	82.1	81.3	-0.8
I believe I am developing essential skills for life (such as reading, writing and math) in JCPS.	85.6	84.8	-0.8
Overall	84.5	83.7	-0.8

CSS ON THE WEB

<http://www.jefferson.k12.ky.us/Departments/AcctResPlan/SurveyResultsPreface.htm>

Jefferson County Public Schools
Data Management, Planning, and Program Evaluation

Search The Web JCPS

Data Management and Research Dept.
Testing Unit
Planning & Evaluation
Research Request Tutorial
Research Request System - enter a data request here
Research Request questions may be directed to Dr. Marco Munoz.
Data Books
School Profiles
KDE Open House Portal - Data Resources
School Report Cards (KDE)
Comprehensive School Surveys (CSS)
Student Tracker

Survey Results Preface
Jefferson County Public Schools Comprehensive Staff, Student & Parent Survey District Reporting

Jefferson County Public Schools conducted the first Comprehensive School Survey during the 1996-97 school year. While the original plan was to conduct the survey every two years, upon receipt of the results the Jefferson County Board of Education recommended that the survey be done annually. As a result of the Board's action the survey has been administered annually since the first year. The survey is provided to all classified and certified staff, all parents, all middle and high school students, and all elementary school students in grades 4 & 5. The number of surveys returned each year, inclusive of ALL respondents, has ranged from a minimum of 62,555 to a maximum of 72,976.

The survey is administered in the fall of each year. Results of the surveys are tabulated and a report produced for each discrete group of respondents by location, level and district-wide and made available to each respective location Administrator 8-12 weeks later.

CSS Web Reports

2006 - 2013 Survey Results
Survey Results Comparison Tool

Please select previous CSS Report from the drop down box.

Click here and scroll down to select previous CSS Report.

Comprehensive School Surveys

JCPS - Data Management, Planning and Program Evaluation - Results

History:
During 1996-1997 school year, the Data Management, Planning and Program Evaluation Department was asked by the Board of Education to design, administer, and score surveys which. The underlying purpose of the Comprehensive School Surveys (CSS) is to provide feedback to both the Board of Education and the local schools. While the original plan was to conduct it recommended that the survey be conducted annually. Since the first year, the CSS are administered on an annual basis and collect data in important areas associated with school climate. It Jefferson County Public Schools. We want to ensure that the voice of students (grades 4-12), certified staff, classified staff, and parents become an integral part of the decision-making process. Board of Education, the building principal is the ultimate responsible person for the survey. The principal can designate a survey coordinator, which in turn, needs to protect the confidential.

Likert Scale for CSS is as follows:
4 - Strongly Agree, 3 - Agree, 2 - Disagree, 1 - Strongly Disagree

Please select desired results year:

Select Year
2006
2007
2008
2009
2010
2011
2012
2013

CSS COMPARISON

The following tool allows you to examine a school's Comprehensive Survey results more in-depth for staff, parents, and students. The data tool allows for comparisons by groups within school (for example, male students vs. female students) and between schools (for example, male students at School A against male students at School B). Data can be disaggregated by Race, Gender, Grade and Free/Reduced Lunch status. Note that in order to protect anonymity, if any group used for the comparison had fewer than 5 respondents, data will not be available. Because of the differences in response rates between schools, users of this data tool should interpret the results with caution.

Note: a Likert Scale is used for the Comprehensive School Surveys. The AVG column is the average response. The key is as follows:
4 - Strongly Agree
3 - Agree
2 - Disagree
1 - Strongly Disagree

☐ School To School ☐ Year To Year

Uses of TELL & CSS Results

- Used as needs assessment for setting school improvement strategies in CSIP
- Used to triangulate with other school culture data
- Used as part of professional development on cultural competence
- Used as leading indicators in District's Strategic Plan
- Used to track progress in culture and learning conditions over time

