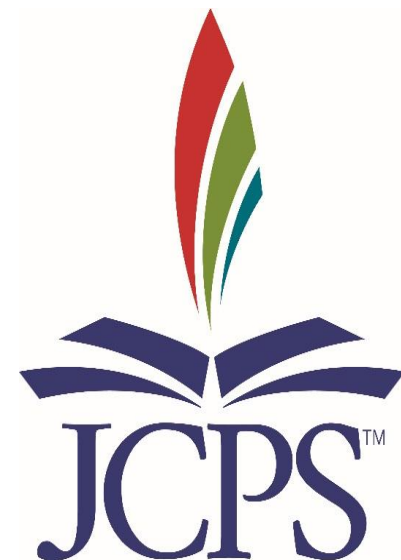


2018-19 Comprehensive School Survey Results



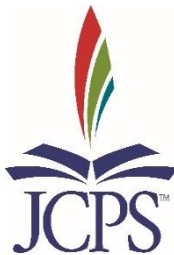
*Board of Education Meeting
June 11, 2019*

Why Measure Climate & Culture?

A Positive School Climate/Culture is related to:

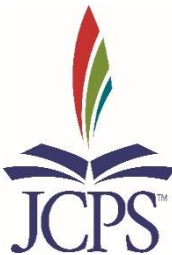
- Higher Student Engagement
- Higher Academic Achievement
- Fewer Discipline Problems
- Lower Levels of Alcohol and Drug Use
- Lower Absenteeism

*More than 91,900 stakeholders (parents, students and staff) completed the survey.
96 schools with over a 90% response rate for both students and teachers.*

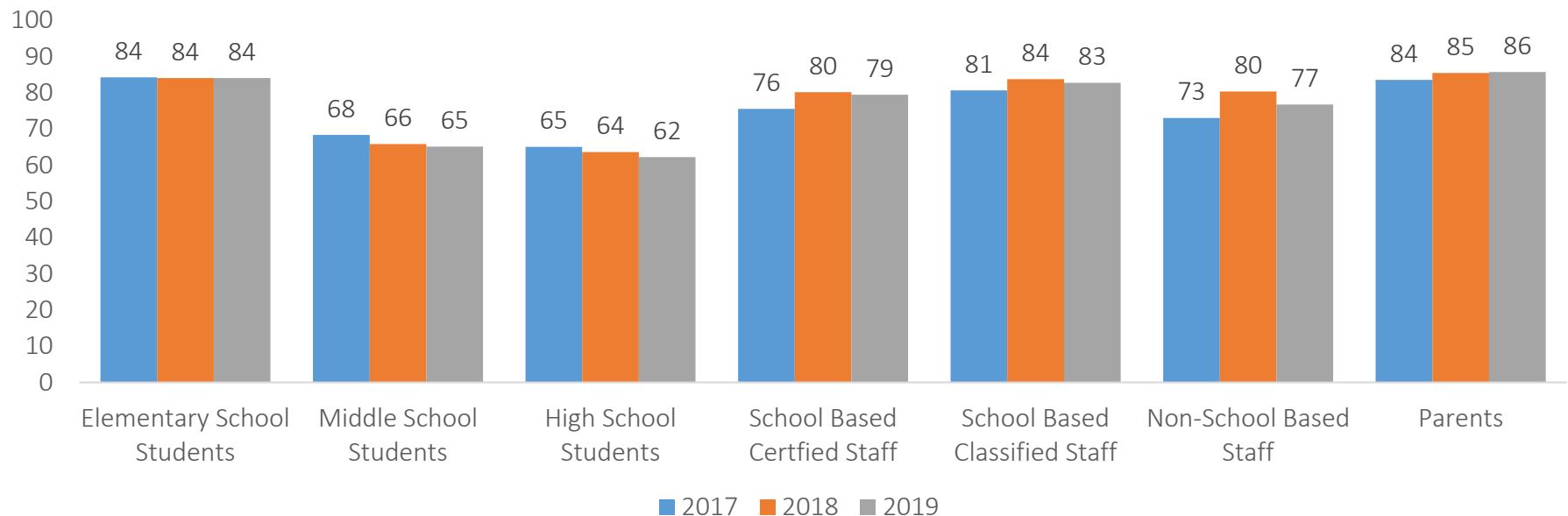
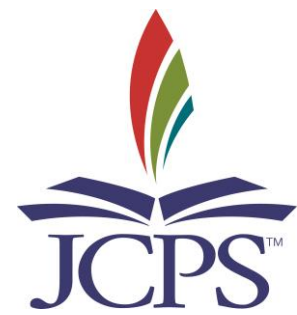


Key Takeaways – Culture & Climate

- Overall, satisfaction levels remained relatively stable from 2018 to 2019, with the exception of non-school based staff and high school students.
- Student ratings of Caring Environment and Sense of Belonging also remained stable.
- Caring Environment reached 80% for all student groups.
- Students rated school safety more positively in 2019 than 2018, especially among middle and high schools. Bullying is a concern, particularly for elementary and middle school students.
- Overall, staff ratings of Leadership and Belonging increased from 2018 to 2019. The largest increase was related to JCPS management of funds.



Culture & Climate – Overall Satisfaction

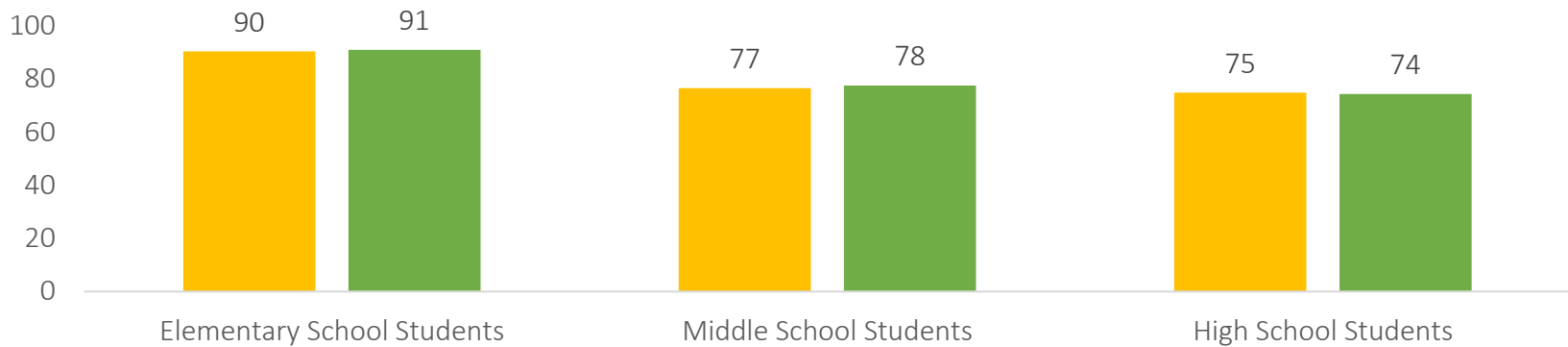
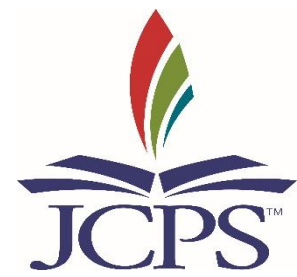


I am very satisfied with JCPS.

I am very satisfied with my school.

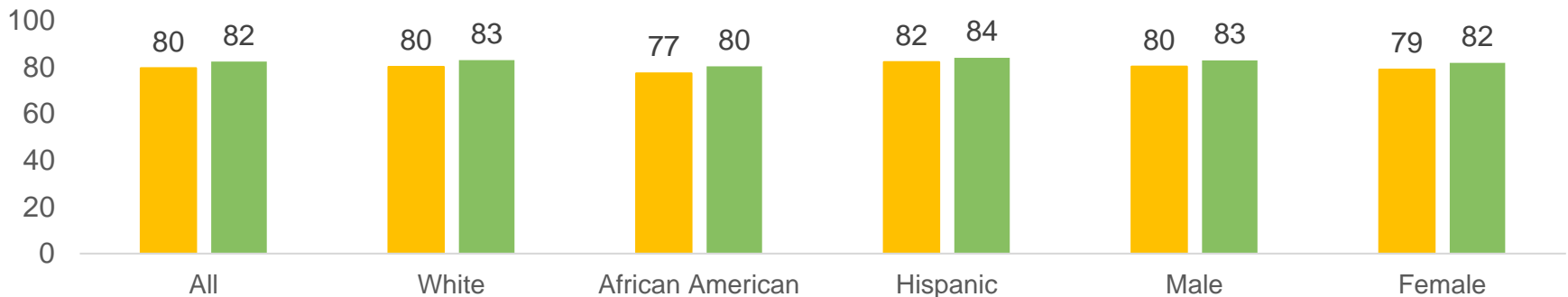
I would rather go to this school than any other school.

Culture & Climate – Caring Environment



■ 2018 ■ 2019

By Student Group

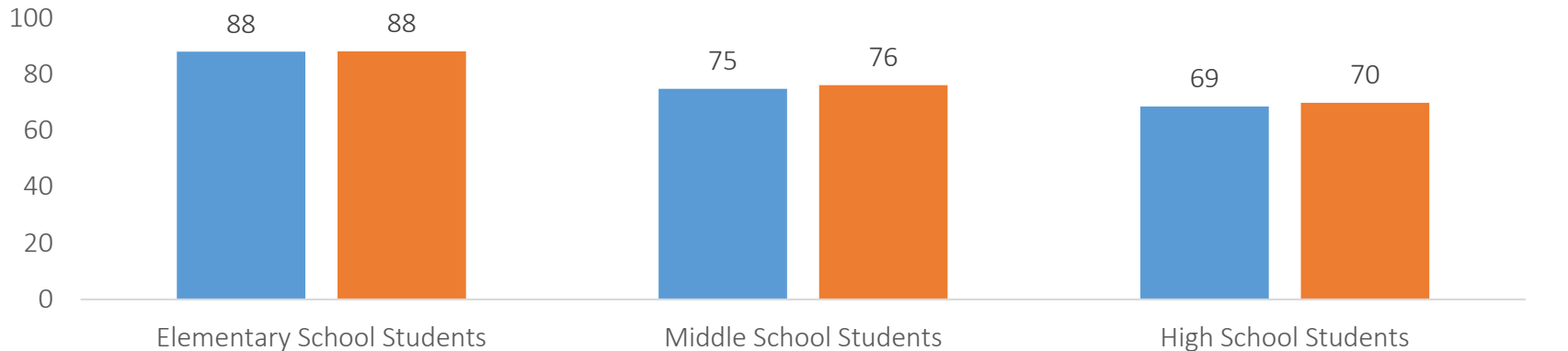
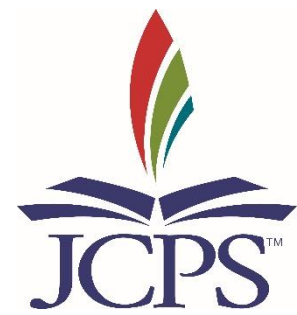


I believe I can talk with my counselor.

My school has a caring and supportive environment for students.

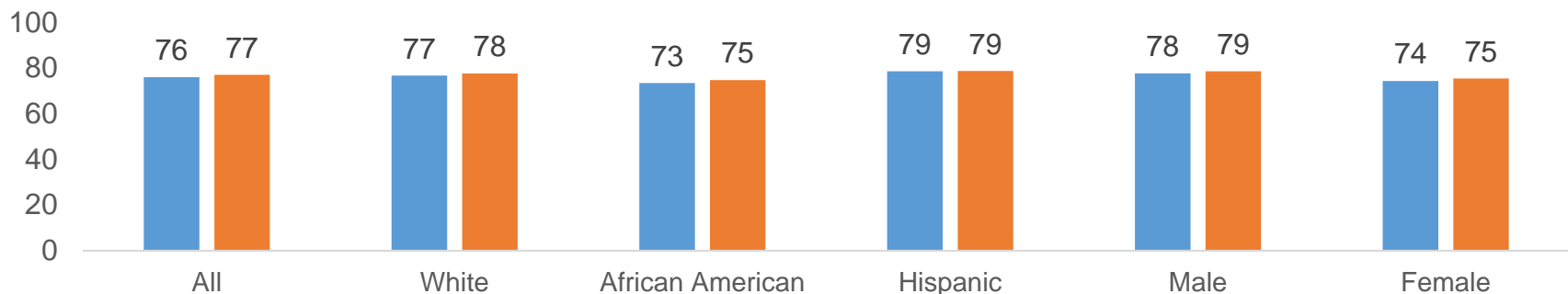
I feel my teachers really care about me.

Culture & Climate – Sense of Belonging



■ 2018 ■ 2019

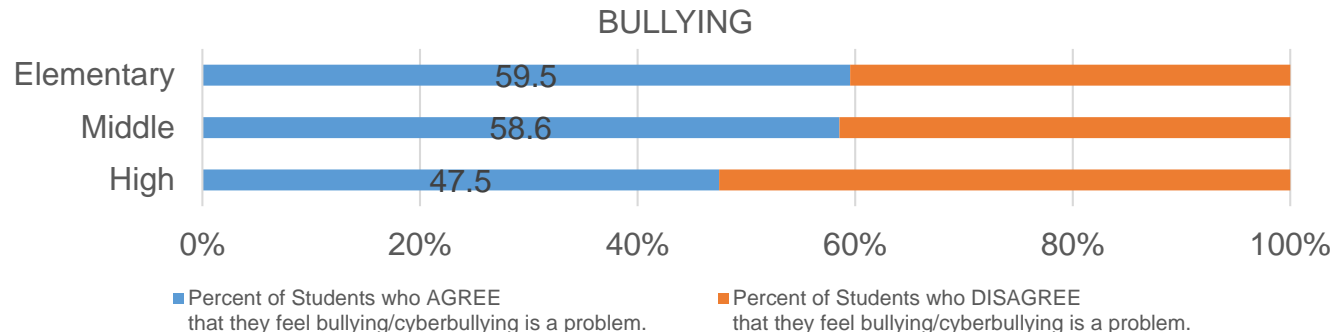
By Student Group



I feel like I am part of my school community.
I feel that I belong in my school.
I really like other students in my school.

Culture & Climate – Student Safety

	Item	2017	2018	2019	Change
Elementary	I feel safe outside the building before and after school.	87.7	90.1	91.0	0.9
	I feel safe on my way to and from school.	74.0	89.3	89.4	0.1
	I feel safe at school.	91.9	92.0	91.9	-0.1
	Adults in my school handle safety concerns quickly.	89.7	90.1	90.6	0.6
Middle	I feel safe outside my school building before and after school.	87.0	84.7	87.8	3.0
	I feel safe on my way to and from school.	87.3	85.2	88.3	3.0
	I feel safe at school.	83.3	80.9	83.3	2.5
	Adults in my school handle safety concerns quickly.	78.3	76.5	79.0	2.5
High	I feel safe outside the building before and after school.	84.6	85.3	88.3	3.0
	I feel safe on my way to and from school.	71.7	84.0	87.4	3.4
	I feel safe at school.	83.3	78.8	82.7	3.9
	Adults in my school handle safety concerns quickly.	75.2	74.5	80.1	5.5

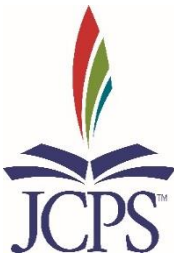


Culture & Climate – Staff Perceptions

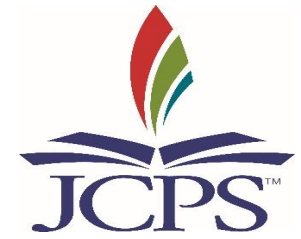
Item	2017	2018	2019	Change
The superintendent & central office administrators provide effective leadership for schools.	50.7	86.4	86.3	-0.1
JCPS manages funding in an efficient and responsible manner.	44.0	63.3	67.7	4.3
My supervisor provides effective leadership.	87.0	86.8	87.1	0.3
Leadership	60.9	79.1	80.6	1.5
I am very satisfied with JCPS.	71.5	82.7	80.2	-2.5
I am satisfied with my department/work place.	88.9	89.1	87.7	-1.4
I would rather send my own child(ren) to JCPS than to a non-JCPS school.	61.4	65.8	66.8	1.1
I would recommend JCPS as a good place to work.	82.8	87.5	86.8	-0.6
Satisfaction	77.1	81.9	80.9	-0.9
I feel like I am part of the JCPS community.	84.7	87.7	87.4	-0.3
I like the staff at work.	96.8	96.7	97.1	0.4
My group of colleagues at school is well thought of by other faculty and staff.	93.4	93.0	93.6	0.7
Belonging	91.6	92.4	92.7	0.3

Key Takeaways – Backpack of Success Skills

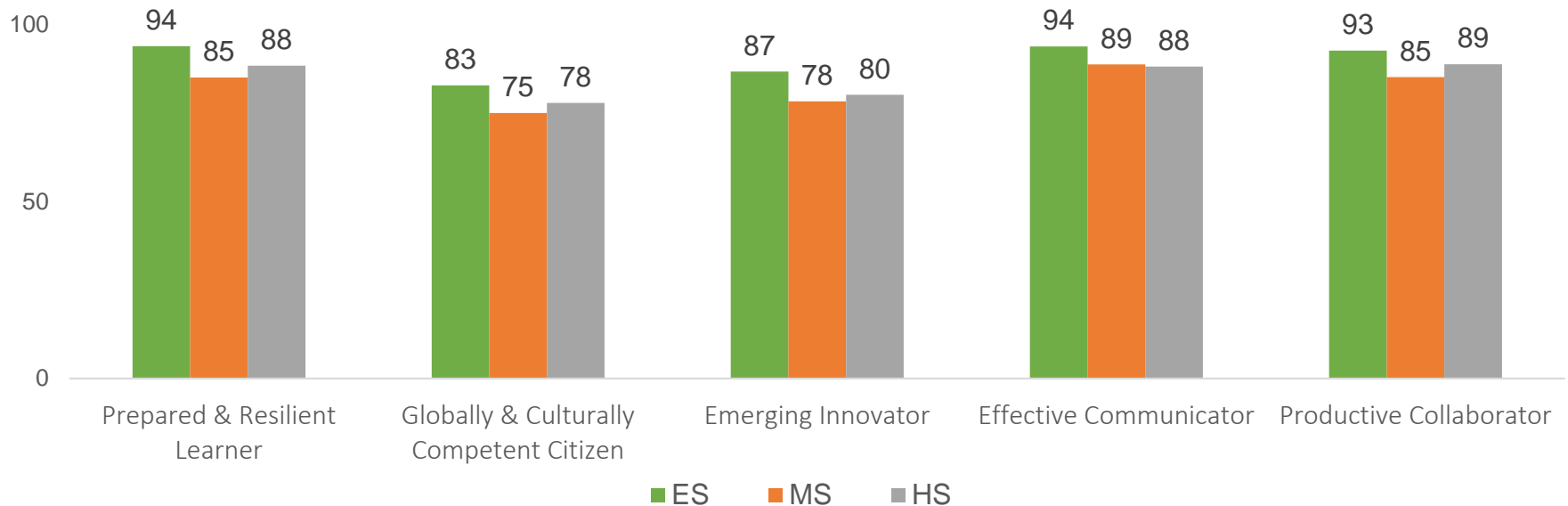
- Elementary students rate their success skills higher than middle and high school students.
- 90% of high school students reported feeling prepared for the next level and plan to go to college.



Backpack – Success Skills



CSS 2019 Percent Agreement



Prepared & Resilient Learner

I set goals and then work to achieve them.

Globally & Culturally Competent Citizen

I feel comfortable stating my opinion in class even if it disagrees with the opinions of other students.

Emerging Innovator

I have opportunities to design and create new pictures, videos, or written work.

Effective Communicator

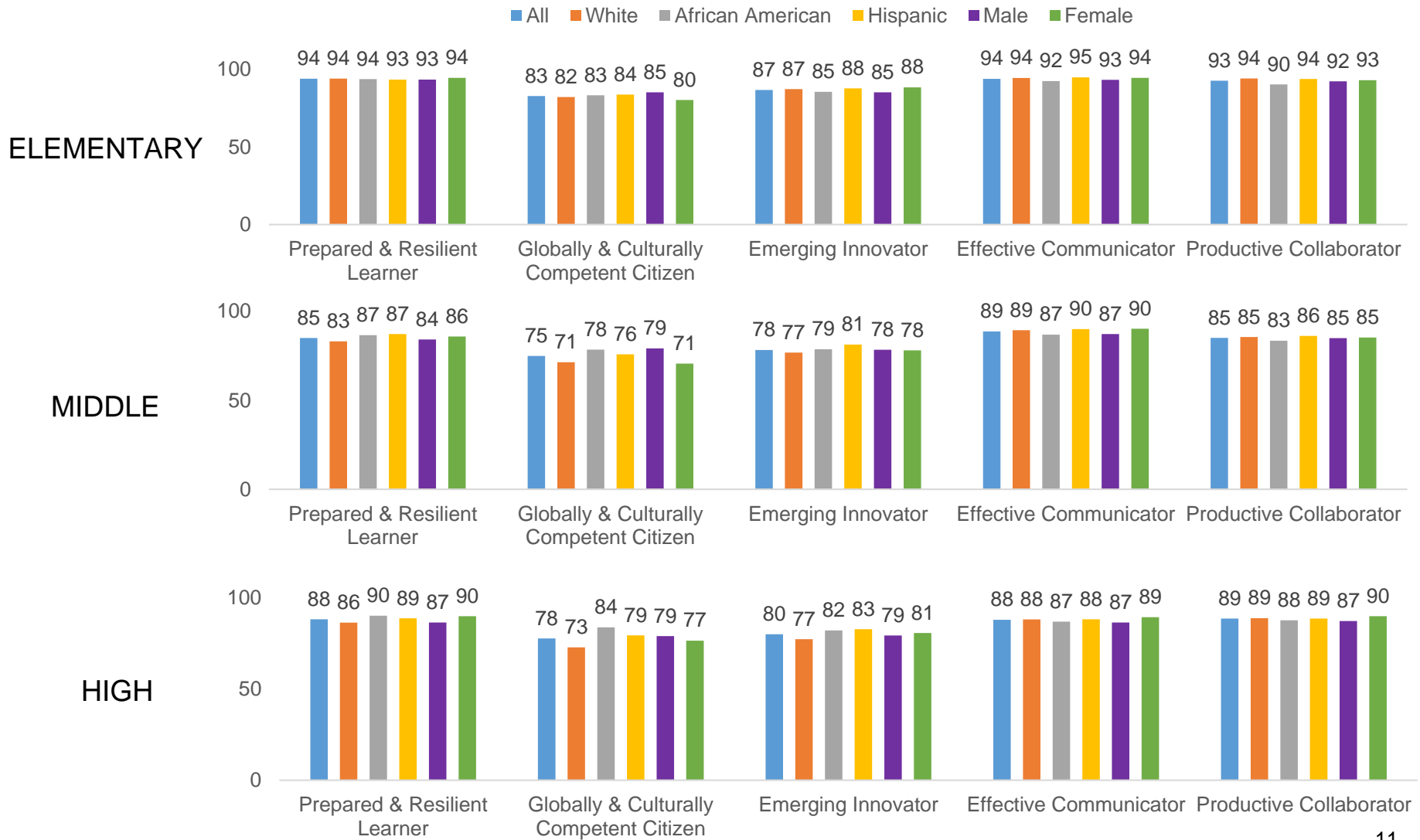
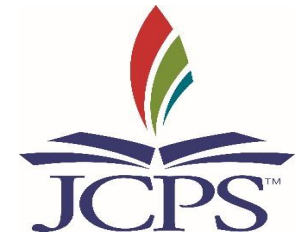
My teacher lets me show what I know in different ways (projects, presentations, tests, etc.).

Productive Collaborator

My classmates and I have opportunities to work together on projects.

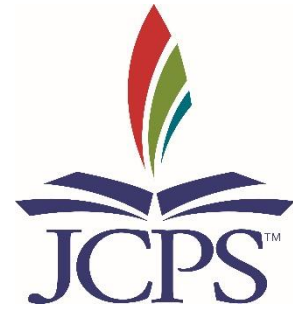
Backpack – Success Skills

Closer Look at Students

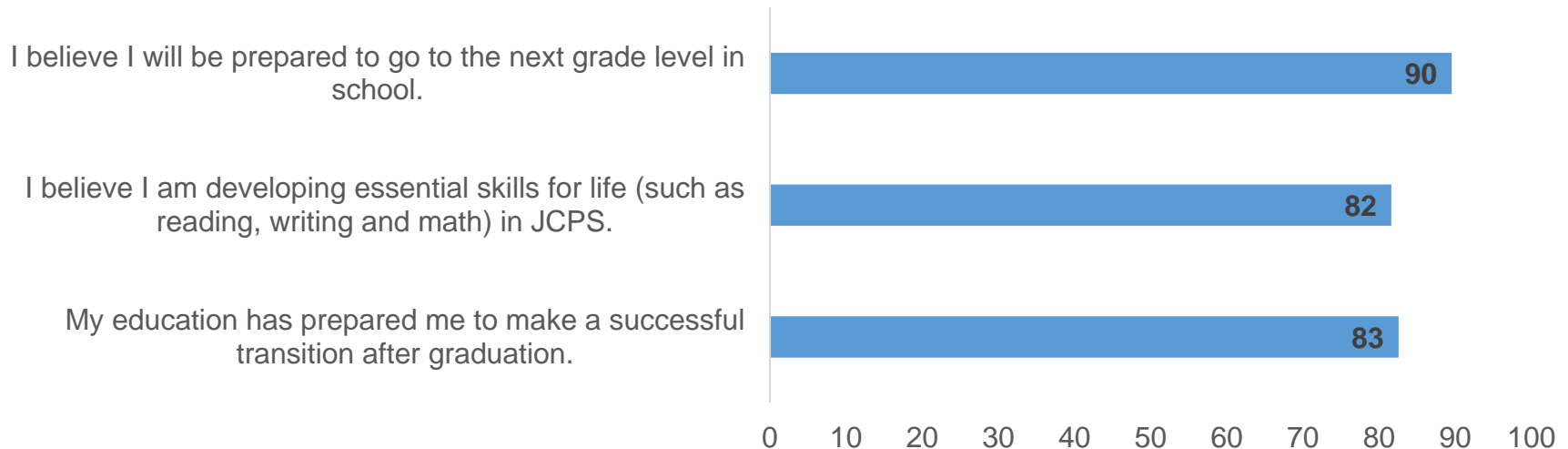


Backpack –Transition Ready

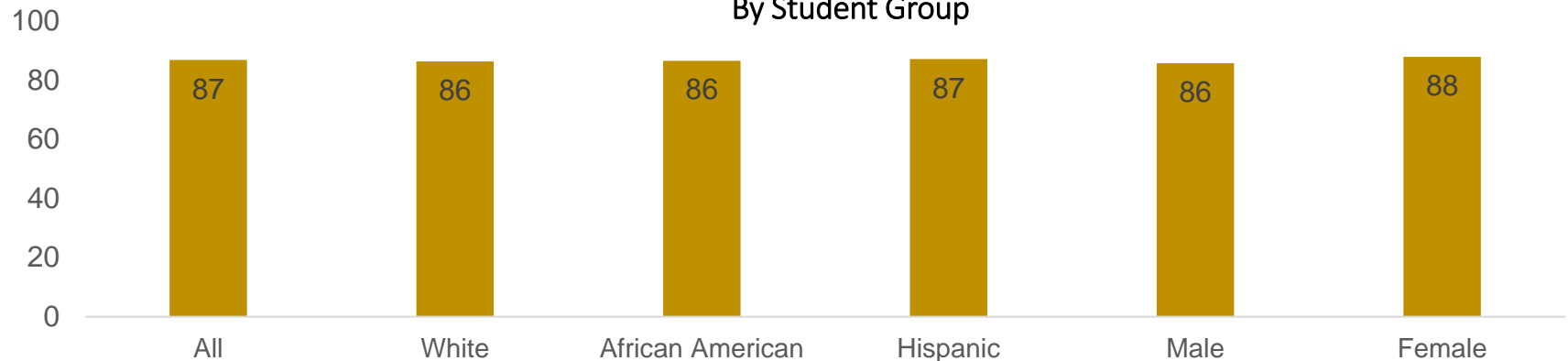
HIGH SCHOOL STUDENTS



CSS 2019 Percent Agreement

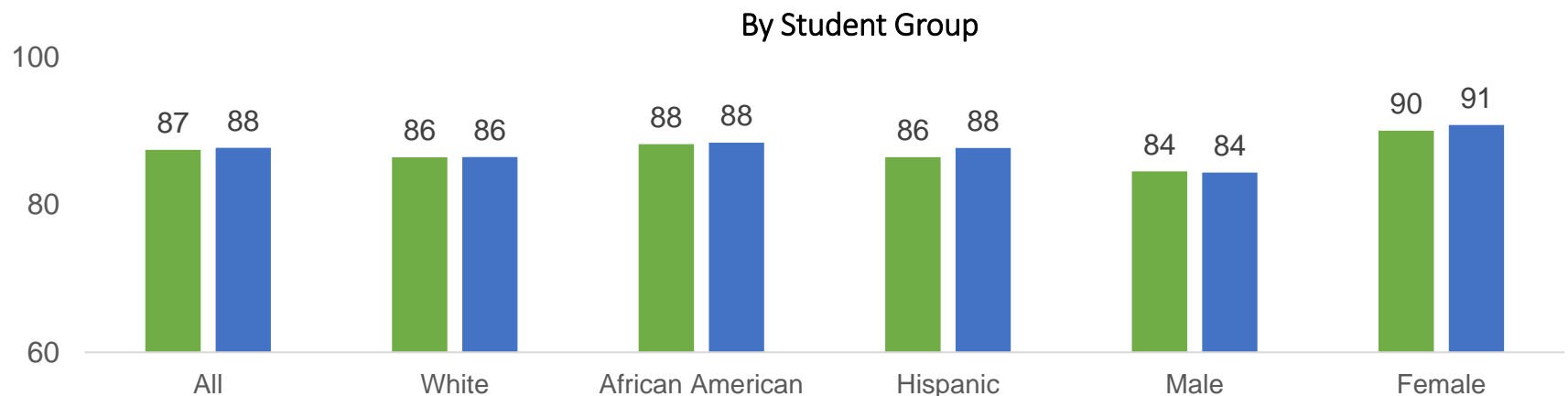
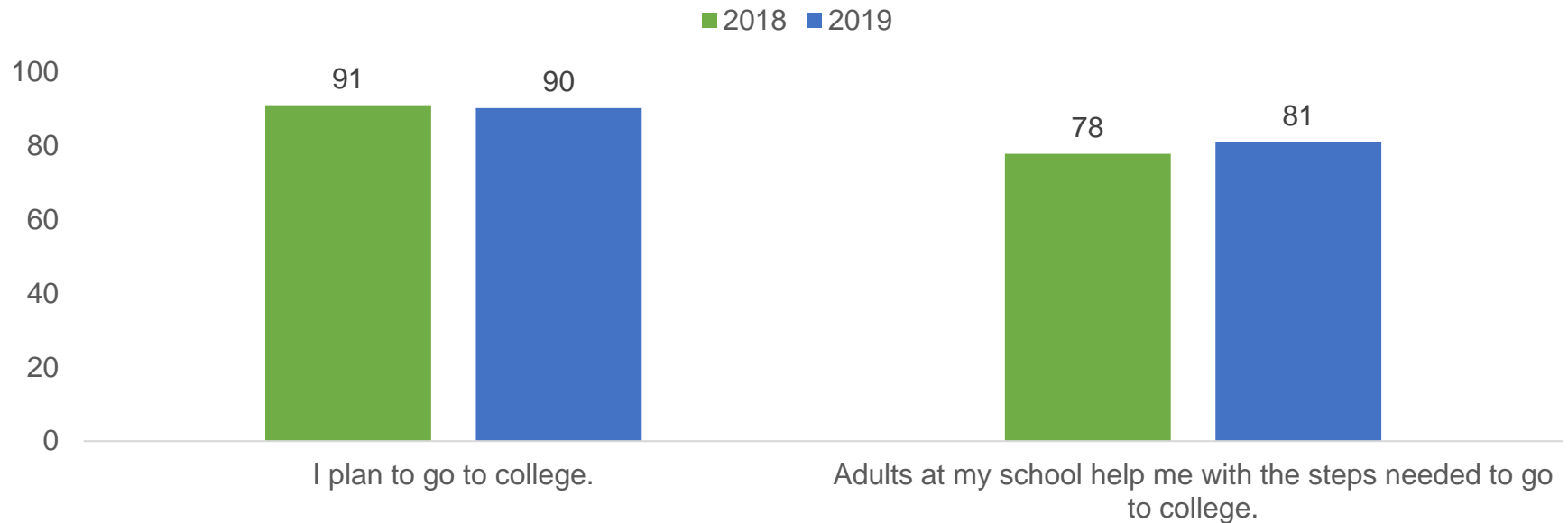
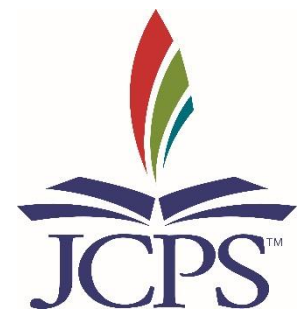


By Student Group



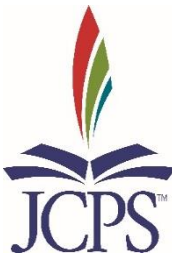
Backpack – College Going Culture

HIGH SCHOOL STUDENTS

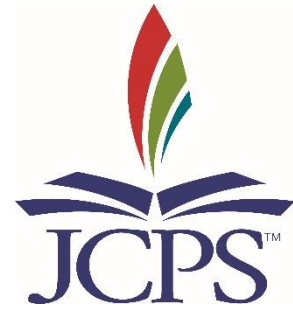


Key Takeaways – Racial Equity

- Staff gave higher ratings for their work to close the achievement gap, compared to prior year.
- 88% of teachers report having high expectations and 87% of students report that their teachers give them challenging work. There were no differences among student groups.
- Ratings of sense of belonging decreases for older students, with the lowest ratings by African American female students.

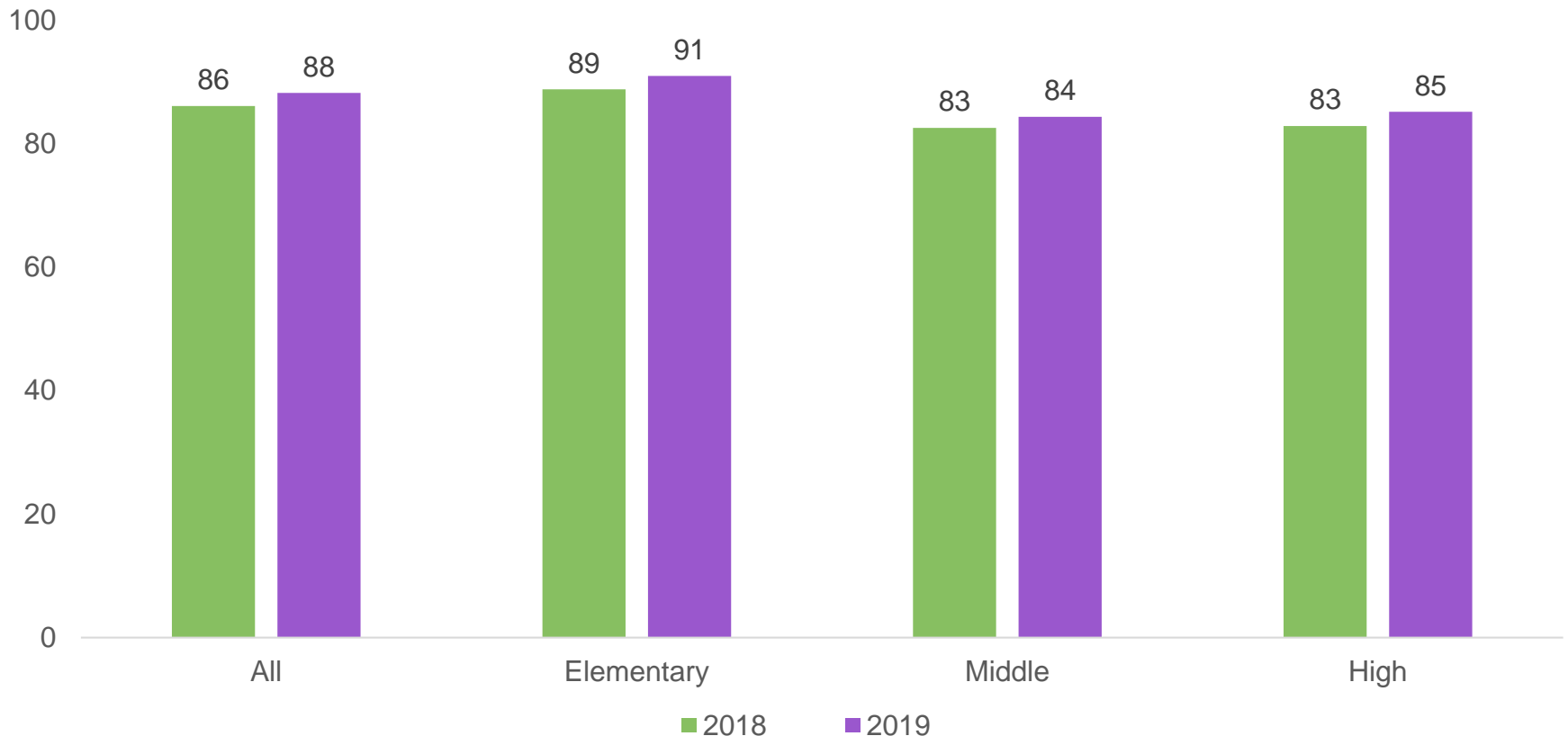


Racial Equity – Plan to Close Achievement Gap



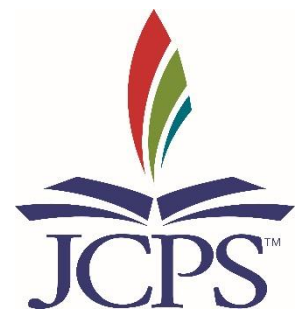
My work place is effectively implementing a plan to close the achievement gap.

School-Based Certified Staff

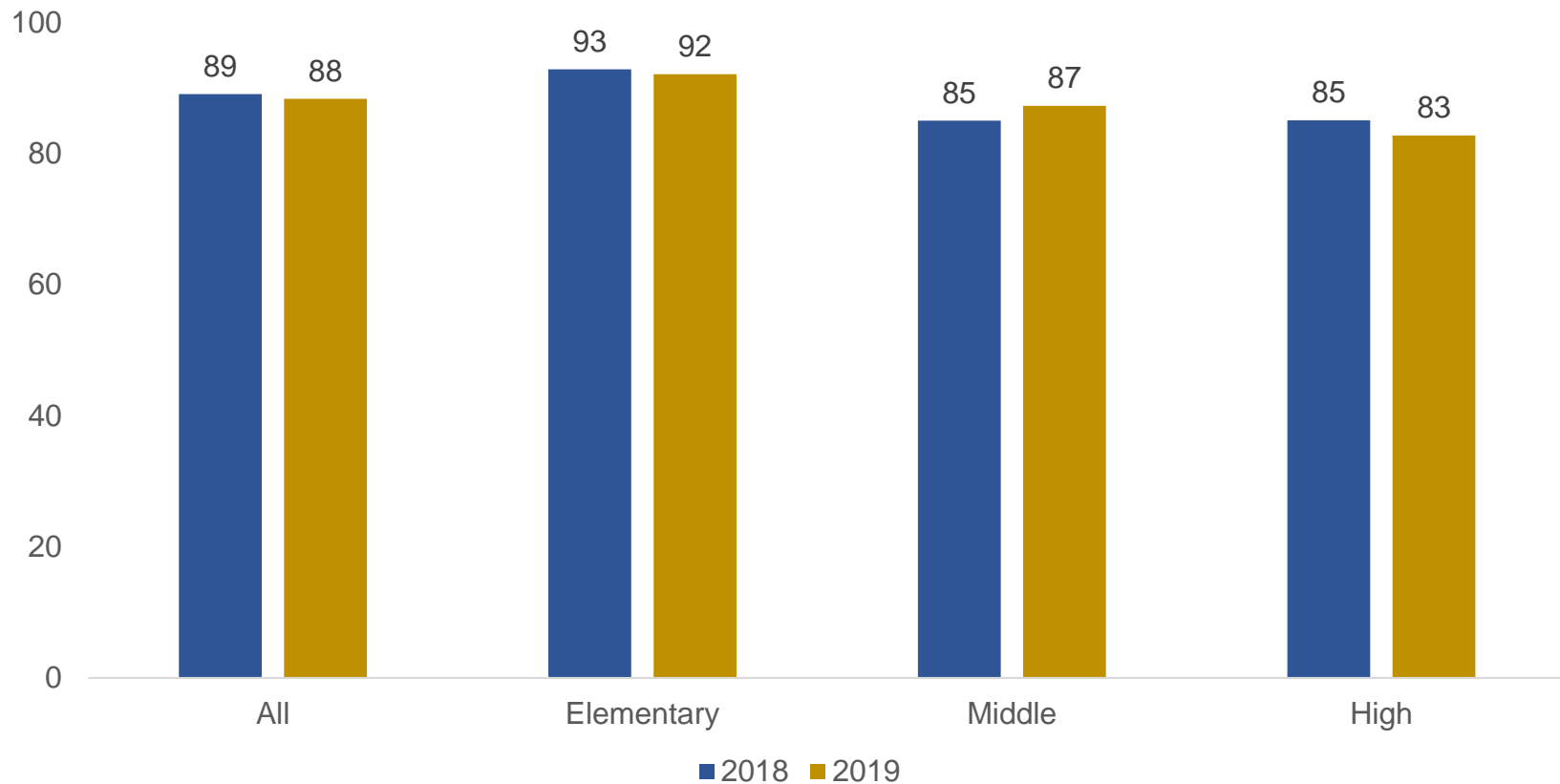


Racial Equity – High Expectations

At my school, all teachers have high standards for student learning irrespective of their starting points or circumstances.

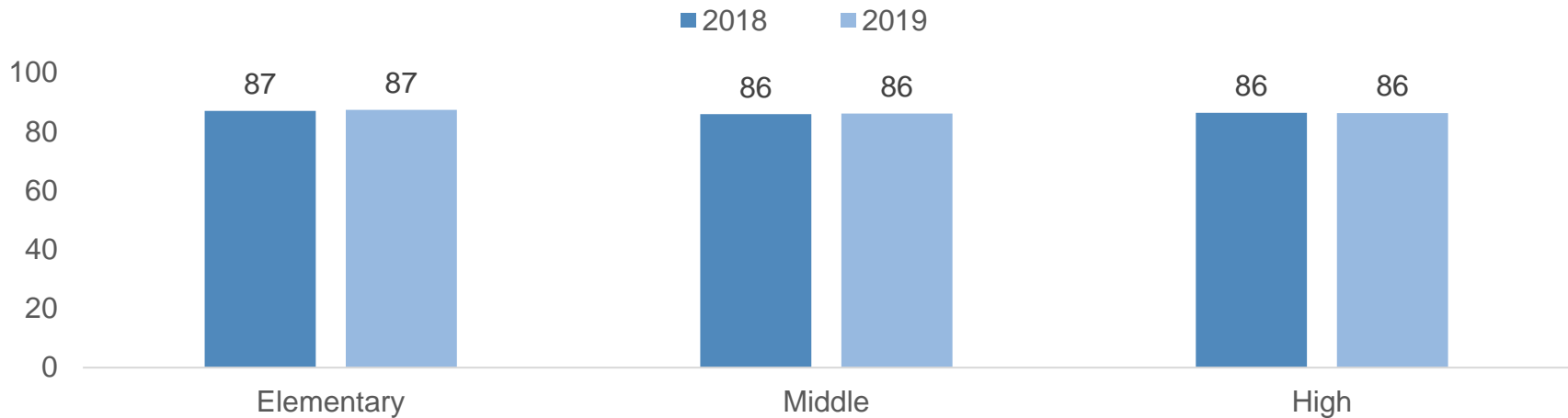
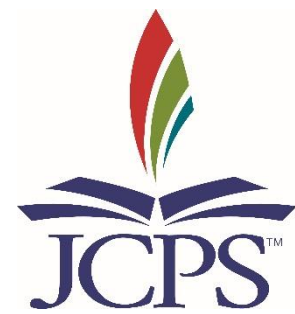


School-Based Certified Staff

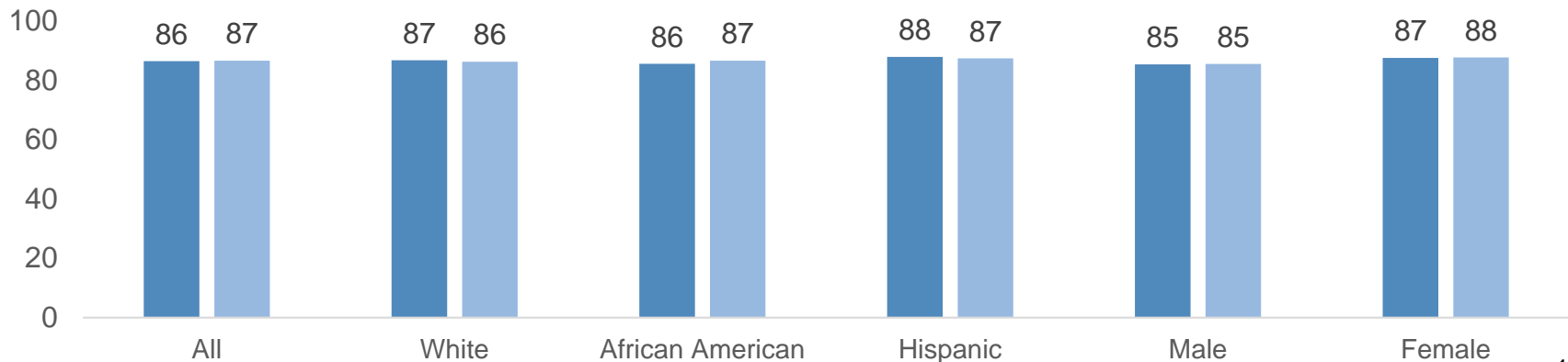


Racial Equity – Challenging Work

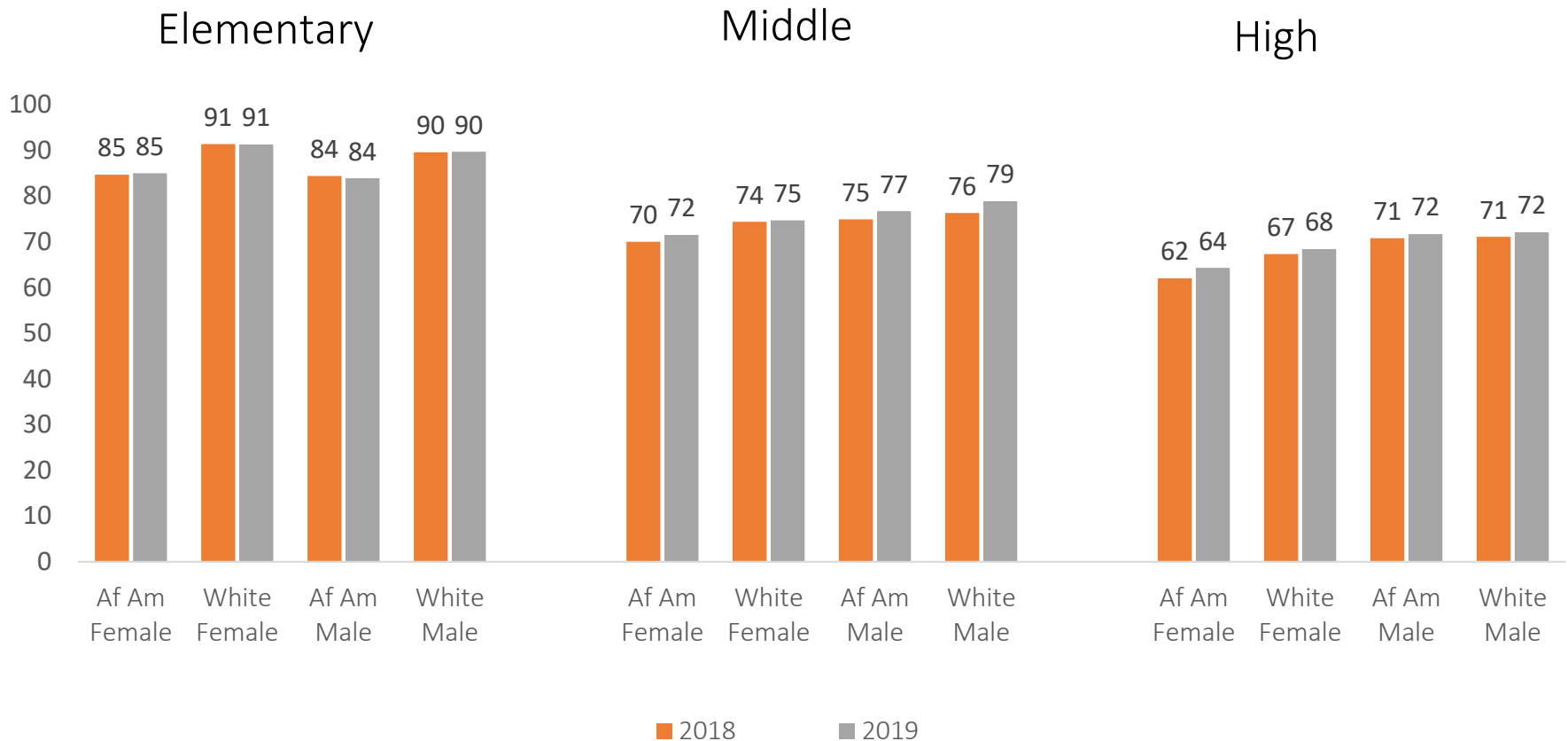
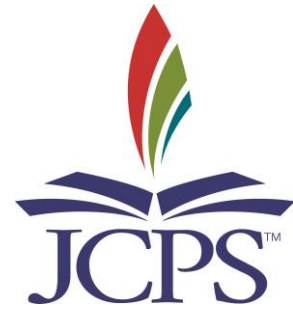
My teachers give me challenging work.



By Student Group

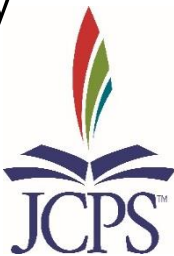


Racial Equity - Sense of School Belonging



Next Steps

- Examine and reflect on school climate and culture data more in-depth
- Provide additional reports to aid in analysis and action planning
- Recognize schools with high response rates and positive school climate and culture
- Identify areas of support for school and district racial equity plans



Questions

