



May 18, 2020

Dear Members of The Joseph Sears School Community,

We issued the 2019-2020 School Climate Survey to faculty in February as a means of monitoring school climate and driving continuous improvement throughout Kenilworth School District No. 38.

To analyze the survey data, we grouped the multiple-choice questions into seven measurable categories of school climate. We then compared the results from this year’s survey against last year’s survey using weighted averages. Our comparison analysis showed shifts in faculty attitudes in each of the seven areas of school climate:

	Material Positive	Positive	Unchanged	Negative	Material Negative	Net Positive minus Negative
Curriculum Teaching/Instruction	1	11	7	3		+9
Student Discipline/Engagement	1	1	4	1		+1
Administration	2	6	2	1		+7
Overall Environment	1	10	1	6	1	+4
Building and Technology		2	2	1		+1
Parents		3	1			+3
Student Services		2	1	2	1	-1

We paired the quantitative information from our comparison analysis with the qualitative feedback we received through the open-ended response questions. Using both quantitative and qualitative data, we arrived at the following thematic conclusions from the survey:

Strengths	Areas of Opportunity
<ul style="list-style-type: none"> <li>✓ Quality of instruction and curriculum</li> <li>✓ Availability of instructional resources</li> <li>✓ Professional development opportunities</li> <li>✓ Technology usage and availability</li> <li>✓ Supportive Parent/Teacher relationships</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continue to clarify roles and responsibilities</li> <li>✓ Improve communication by recommitting to the chain of command</li> <li>✓ Clarify policies and procedures</li> <li>✓ Improve trust among faculty</li> </ul>



Overall, we have seen many positive improvements. As we know, we are working with the third administrative team in three years, and this year there was an increase in positive feedback in climate and culture around the new administrative structure. Knowing that we have two interim team members continuing in different administrative roles next year, and experienced new leadership, we hope to continue to see a positive climate developing. Focusing on peer to peer relationships and clarifying responsibilities of all team member roles and responsibilities will improve communication and faculty and staff climate.

A focus will be on the five key areas that are continuously identified in the survey and are essential to improving the climate of our district. They are as follows:

1. Listen and dialogue
2. Commit to making meaningful improvement
3. Improve communication between all stakeholders
4. Clarify and define all roles and responsibilities
5. Adapt our building structure to enhance overall climate

The information we collected and the conclusions we drew from the survey have been shared with the Administration. Administration will seek to develop an action plan to address survey feedback during the 2020-2021 school year.

Sincerely,

Kenilworth Board of Education



### Methodology Notes

- ❖ The school climate survey was issued to all Sears faculty and staff. The survey opened at 3:00 p.m. on February 5, 2020 and closed at 5 p.m. on February 28, 2020.
- ❖ A total of 51 responses were collected from among 92 total faculty/staff for the 2019-2020 survey. A total of 66 responses were collected from among 91 total faculty/staff in 2018-19.
- ❖ The breakdown of questions is as follows:
  - 76 multiple-choice questions asked of all teachers (46 responses collected per question)
  - 4 total open-ended questions asked of all teachers (24-31 responses collected per question)
  - 35 multiple-choice questions asked of all instructional assistants and support staff (5 responses collected per question)
  - 2 total open-ended questions asked of instructional assistants and support staff (4-5 responses collected per question)
- ❖ Faculty and staff were asked to rate a series of multiple-choice questions on a 7-point Likert-type scale. Responses range on a scale from “Strongly Agree” to “Strongly Disagree.”
- ❖ Weighted average data was calculated by assigning a value of 7 to responses marked “Strongly Agree,” a value of 6 to responses marked “Agree” and so on. Responses marked “Strongly Disagree” received a value of 1.
- ❖ We categorized the changes in response weighted averages from 2018 to 2019 into five categories: material positive change (+0.50 or higher), positive change (+0.49 to +0.05), unchanged (+0.04 to -0.04), negative (-0.05 to -0.49) and material negative (-0.50 or lower).
- ❖ Faculty and staff were asked questions according to their self-reported role within the District. Faculty and staff either identified as “Teacher” (those employed in a licensed educator position) or “Support Staff Member” (those employed as instructional assistants, office support personnel or annuitants).
- ❖ Faculty and staff were given the option of filling out paper copies of the survey. Six paper copies of the survey were collected and entered into an online collector by a Kenilworth Education Association representative.

# Faculty/Staff 2019-2020 Climate Survey

## Weighted Average Summary Data

Weighted Averages – Each response was given a score from 1 to 7:

- 1: Strongly Disagree
- 2: Disagree
- 3: Somewhat Disagree
- 4: Neither Agree/Nor Disagree
- 5: Somewhat Agree
- 6: Agree
- 7: Strongly Agree

Orange and underlined = asked of all teachers and staff

Black = asked of only teachers

Red/Green = Significant change (+/- 0.5 or better)

<b>Curriculum/Instruction/Teaching</b>			
Question	2020	2019	2018
<u>1. Teachers, staff and administrators work together to advance student learning.</u>	5.82	5.33	5.92
2. The quality of teaching at my school is high.	6.52	6.43	6.49
3. Students are encouraged to try out their own ideas at my school.	5.57	5.61	5.78
4. My school's curriculum is preparing students for the challenges of the 21 <sup>st</sup> century (e.g. analysis, global perspective, synthesis).	5.75	5.86	6.00
5. My school emphasizes innovative learning methods.	5.57	5.78	5.53
6. This school's curriculum is varied enough to meet the needs and interests of all of our students.	5.68	5.51	5.39
7. Students' homework assignments reinforce what they learn in the classroom.	5.48	5.53	5.69
8. There is sufficient time to provide students with individual attention when needed.	4.64	4.49	4.49
9. The instructional resources available in my classroom contribute to my effectiveness as a teacher.	6.20	6.02	6.35
10. Student assessments and data measures inform teaching in my classroom.	6.11	5.94	5.90

11. When students in my class struggle, I have the expertise to use alternate teaching strategies to assist them.	6.39	6.31	6.27
12. The instructional advice I have received has helped me become a better teacher.	5.05	4.92	5.53
13. Teachers at my school work to improve instruction.	6.43	6.41	6.35
14. I am able to apply the skills I learn through professional development opportunities to the work I do in the classroom.	5.89	5.76	5.73
15. I know how to deliver instruction so that all of my students can learn.	6.32	6.31	6.43
16. There is sufficient instructional time to gauge student understanding by asking questions throughout the lesson.	5.34	5.33	5.47
17. I support innovation in terms of trying new curriculum and seeking out new curricular options.	6.52	6.39	6.22
18. My school's curriculum promotes the development of students' critical thinking skills.	5.91	6.04	6.02
19. I am open to trying new curriculum and incorporating new teaching methods.	6.64	6.61	6.59
20. I develop and refine teaching techniques for my classroom.	6.73	6.67	6.71
21. My school's curriculum is sufficiently challenging for all students.	6.07	5.94	5.90
22. <b>NEW QUESTION:</b> Teachers collaborate effectively to benefit students.	5.82	--	--

## Student Discipline & Engagement

Question	2020	2019	2018
23. Students feel safe from verbal abuse, teasing, and exclusion.	4.82	4.84	5.14
<u>24. Students at my school treat teachers and staff with respect.</u>	5.75	5.73	5.71
25. My school has an effective policy to deal with disruptive students.	4.05	3.53	4.12
26. Students at my school care about learning.	6.09	5.86	6.02
27. Students in my school respect each other's differences. (e.g. gender, culture)	4.73	5.00	5.37
28. My school encourages students to develop good character traits.	6.00	5.96	6.37

29. The teachers at my school believe in the students' ability to learn what is being taught.	6.36	6.31	6.43
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## Administration

Question	2020	2019	2018
30. Administrators are knowledgeable about instructional best practices.	5.07	4.96	4.98
<u>31. Administrators respect and support the teachers and staff at my school.</u>	4.92	4.67	5.32
<u>32. Administrators effectively communicate the vision and goals for the school.</u>	4.80	4.73	4.52
<u>33. Administrators, teachers and staff communicate with each other effectively.</u>	4.08	4.05	4.08
34. Administrators follow through effectively in matters of student discipline.	4.66	3.59	4.55
<u>35. Administrators work to support teacher and staff morale.</u>	4.57	4.45	5.25
<u>36. Administrators at this school provide teachers and staff with opportunities to work together collaboratively.</u>	4.86	4.89	5.44
<u>37. Administrators are fair in the way they allocate resources.</u>	4.96	4.92	5.10
<u>38. The roles and responsibilities of each member of the administration are clear to me.</u>	4.45	4.05	3.95
<u>39. I know which administrator to seek out from the Administrative Team to solve problems.</u>	4.82	4.24	4.52
<u>40. NEW QUESTION: The addition of an assistant principal this school year provided me with improved administrative support.</u>	5.08	--	--

## Overall Environment

Questions	2020	2019	2018
<u>41. The work I do contributes to the overall effectiveness of my school.</u>	6.45	6.62	6.52
<u>42. My school is a safe place to be.</u>	6.04	6.17	5.83
<u>43. The best teachers and staff are retained at my school.</u>	5.75	5.64	5.38
<u>44. I am comfortable with the level of change occurring in my school.</u>	3.06	3.79	4.49
45. The school rules are fair.	6.00	5.88	6.10

<u>46. My colleagues are generous about helping each other.</u>	6.24	5.94	5.97
<u>47. Teachers and staff at my school treat students with respect.</u>	6.49	6.56	6.52
<u>48. I receive useful feedback on how I can improve.</u>	4.67	4.26	5.06
<u>49. I look for and suggest ways to improve the school.</u>	6.10	6.05	5.83
<u>50. The school community has high expectations for all students at my school.</u>	6.73	6.55	6.56
<u>51. Teachers and staff have close working relationships with each other.</u>	6.18	5.83	5.59
52. The school rules are effectively communicated.	5.02	4.73	5.14
<u>53. Teachers and staff at this school are recognized for the positive things that they do.</u>	5.06	5.14	5.46
<u>54. Teachers and staff in my school have opportunities for collaboration and learning from each other.</u>	5.31	5.15	5.56
55. Teachers at my school are experts in the subjects they teach.	6.57	6.63	6.53
<u>56. Teachers and staff at my school perceive that they can influence policies and/or procedures specific to the school.</u>	4.55	4.18	4.63
<u>57. I receive informal feedback outside the formal evaluation process.</u>	4.04	3.77	5.14
58. My school provides teachers with adequate opportunities for professional development.	5.64	5.71	6.37
59. There are visits to my classroom to observe instruction.	4.52	3.55	5.41

## **Building and Technology**

Question	2020	2019	2018
<u>60. The physical space available is sufficient for me to perform my job effectively.</u>	5.29	5.33	5.41
<u>61. The school building is clean and well maintained.</u>	6.12	6.39	6.32
<u>62. The technology available at my school is helpful in reinforcing my job.</u>	6.43	6.48	6.30
<u>63. Instruction on technology and technology learning tools would increase my effectiveness.</u>	5.39	4.97	5.21
<u>64. I feel skilled at using the technology available at my school.</u>	6.20	6.11	5.81

<b>Parents</b>			
Question	2020	2019	2018
65. Parents of students are appropriately engaged in their child's education.	5.55	5.59	5.92
66. Parents of students actively support the learning goals for their children	6.11	5.94	6.02
<u>67. Parents respect the teachers and staff at my school.</u>	5.61	5.24	5.37
68. Parents are effective partners in furthering education in the classroom.	6.09	5.84	6.06
<b>Student Services</b>			
Question	2020	2019	2018
69. When a student has social-emotional issues, the school looks for positive ways for that student to be successful in his or her classroom.	5.57	5.80	5.88
70. I am provided adequate materials and resources to implement specially designed instruction described in student plans.	5.57	5.27	5.65
71. When a student has learning problems, the school quickly comes up with a plan to help.	4.05	4.80	4.59
72. <b>DID NOT ASK:</b> I collaborate on a daily basis with the student services department regarding the needs of students with IEPs and other issues.	-----	5.43	5.29
73. Professional development and training addressing the diverse needs of students with disabilities are available to me.	5.11	5.41	5.31
74. I am well informed about instructional techniques related to teaching students with disabilities.	5.77	5.65	5.90
<b>75. NEW QUESTION:</b> Student services and classroom teachers collaborate well to develop classroom solutions that benefit students.	4.45	--	--
<b>Overall Rating</b>			
Question	2020	2019	2018
76. How would you rate The Joseph Sears School overall?	6.07	5.88	6.03

# 2019-2020 Faculty/Staff Survey

## *Significant change Summary*

Significant change (+/- 0.5 or better) in comparison to the 2018-2019 SY weighted averages.

Orange and underlined = asked of all teachers and staff

Black = asked of only teachers

### **Areas of Improvement:**

#### Curriculum/Instruction/Teaching

Teachers, staff and administrators work together to advance student learning.

#### Student Discipline & Engagement

My school has an effective policy to deal with disruptive students.

#### Administration

The Administration follows through effectively in matters of student discipline.

I know which administrator to seek out from the Administrative Team to solve problems.

#### Overall Environment

There are visits to my classroom to observe instruction.

### **Areas of Decline:**

#### Overall Environment

I am comfortable with the level of change occurring in my school.

#### Student Services

When a student has learning problems, the school quickly comes up with a plan to help.

# 2020 School Climate/Faculty Survey

Kenilworth Board of Education

5-18-20



**JOSEPH SEARS**

EST. 1899

RESPONSIBILITY KINDNESS HONESTY RESPECT

# Survey Methodology & Analysis

- Fifth year in a row of core identical questions and methods allowing for consistent historical perspective and better quantitative analysis
- Mixture of quantitative and qualitative questions to gather variety of perspectives
- Thorough review of data and comments by the Board and Administration
- A new Administrative team each year for the past three years impacts administration feedback over time

Year	Responses	# Total Faculty/Staff
2020	51	92
2019	66	91

# Survey Elements

Quantitative data included 76 questions in the following categories:

- Curriculum/Instruction/Teaching
- Student Discipline and Engagement
- Administration
- Overall Environment
- Building and Technology
- Parents
- Student Services

Qualitative questions included feedback about the Superintendent Search and Administrative Structure Study and general feedback to the Board

# Overall Analysis

Over **77%** of our faculty and staff survey responders rated the Joseph Sears School as Excellent or Very Good overall.

## Key Strengths:

- Quality of instruction and curriculum
- Instructional resources
- Professional development opportunities
- Technology usage and availability
- Supportive Parent/Teacher relationships

## Key Opportunities:

- Clarify roles and responsibilities
- Improve communication by recommitting to the chain of command
- Clarify policies and procedures
- Improve trust among faculty

# Analytical Framework

- One way to look at quantitative data is to to analyze movement of questions either positive or negative year over year.
- By looking at number of questions in each category that move in a particular direction, we can a better understand the greatest areas of strength or opportunity.

Criteria	Quantification
Material Positive Change	+0.50 or better
Positive Change	+0.05 to +0.5
Unchanged	+0.05 to -0.05
Negative Change	-0.05 to -0.50
Material Negative Change	-0.50 or worse



# Movement of Questions vs. Last Year

	Material Positive	Positive	Unchanged	Negative	Material Negative	Net Positive minus Negative
Curriculum/Instruction/Teaching	1	11	7	3		<b>+9</b>
Student Discipline / Engagement	1	1	4	1		<b>+1</b>
Administration	2	6	2	1		<b>+7</b>
Overall Environment	1	10	1	6	1	<b>+4</b>
Building and Technology		2	2	1		<b>+1</b>
Parents		3	1			<b>+3</b>
Student Services		2	1	2	1	<b>-1</b>

# Curriculum/Instruction/Teaching

## Key Strengths

- Quality instruction
- Commitment to improving teaching techniques and willingness to try new things
- Teachers, staff and administrators are working better together to advance student learning
- Instructional resources

## Opportunities for Growth

- Continue to implement a curriculum that promotes innovative learning and critical thinking skills to prepare students for the 21<sup>st</sup> century
- Provide more time for individual student attention
- Work to ensure homework assignments reinforce classroom lessons

# Student Discipline and Engagement

## Key Strengths

- Our students!
  - Care about learning and are very capable
  - Treat teachers and staff with respect
  - Are encouraged to develop good character traits

## Opportunities for Growth

- Implement effective policies and procedures to encourage students to respect each other's difference (e.g. gender, culture)
- Continue to improve policy that deals with disruptive students

# Administration

## Key Strengths

- Addition of the Assistant Principal position
- Provide support and are fair to teachers and staff
- Knowledgeable about instructional best practices
- Clearer picture of who to go to solve problems

## Opportunities for Growth

- Provide more opportunities to improve staff morale
- Improve effective communication between teachers and administration
- Continue to define roles and responsibilities

# Overall Environment

## Key Strengths

- Teachers and staff treat students with respect
- The school is a safe place
- The school community has high expectations for all students at the school

## Opportunities for Growth

- Reduce the level of change
- Enhance classroom teacher observation with more informal feedback
- Recognize staff achievements and contributions

# Building and Technology

## Key Strengths

- Available technology is helpful to employees
- Teachers and staff feel skilled at using technology offered
- School building is clean and well-maintained

## Opportunities for Growth

- Continued instruction on new technology and tech learning tools
- Improvements to the physical space in order to work more effectively

## Key Strengths

- Actively support learning goals for their children
- Are effective partners in furthering education in the classroom
- Respect the teachers and staff at the school

## Opportunities for Growth

- Provide better guidelines with clear expectations to allow parents to appropriately engage in their child's education

# Student Services

## Key Strengths

- Develops positive techniques to help students with social-emotional issues be successful
- Teachers feel well-informed about instructional techniques for teaching students with disabilities

## Opportunities for Growth

- Quicker response with a plan from the school when a student has learning problems
- Better collaboration between classroom teachers and student services to develop solutions to benefit students

# Survey Next Steps- Board & Administration

The administrative team will review results and present a plan for areas of improvement to the Board for the 2020-2021 school year. A focus will be on five key areas that are essential to improving the climate of our district.

- Listen and dialogue
- Commit to making meaningful improvement
- Improve communication between all stakeholders
- Continue to clarify and define administrative roles and responsibilities
- Adapt building structure to enhance overall climate

# Future Climate Surveys

The Board and Administration are looking at other climate survey options for next year utilizing a different survey tool.

Options include:

- Using the 5Essentials Survey and encouraging more participation for more accurate reflections
- Using an approved alternative to the required 5Essentials survey
- Using an alternative survey in addition to the required 5Essentials survey