



Jamesville-DeWitt
CENTRAL SCHOOL DISTRICT

School Climate Survey Student Data 21-22

Focus Areas	Data Points	ESSA Indicators
Culture of Wellness	<ul style="list-style-type: none"> •BIMAS •Attendance •Referrals and Suspensions 	<ul style="list-style-type: none"> •Attendance
Curriculum and Program	<ul style="list-style-type: none"> •Extra-Curricular Participation •DIBELS and STAR •Professional Learning* •Curriculum Review Calendar* •Course Enrollments •Marking Period Grades 	<ul style="list-style-type: none"> •Student Academic Achievement •Student Growth •Graduation •College, Career, and Civic Readiness
Diversity, Equity, and Inclusion	<ul style="list-style-type: none"> •All data disaggregated •Climate Survey ← •Staff Demographics •Professional Learning* 	<ul style="list-style-type: none"> •Student Academic Achievement •Student Growth •Graduation •College, Career, and Civic Readiness
Family and Community Engagement	<ul style="list-style-type: none"> •Climate Survey ← 	

Crosswalk with Data Points



10 Weeks



- BIMAS
- Referrals and Suspensions
- Attendance
- STAR/DIBELS
- Curriculum Calendar (In Process)
- Marking Period Grades
- Course Enrollment (In Process)

20 Weeks

- BIMAS*
- Referrals
- Attendance
- Extra Curricular Participation*
- Marking Period Grades
- Star/DIBELS
- Levels of Risk

30 Weeks

- Attendance
- Course Enrollment
- Referrals and Suspensions
- Curriculum Calendar

40 Weeks

- Attendance
- BIMAS
- Extra Curricular Participation
- STAR/DIBELS
- **Climate Survey**
- Referrals and Suspensions
- Professional Learning



Background

- In December of 2018 NYSED increased their focus on School Climate based on NY's Every Student Succeeds Act (ESSA) plan.
 - Areas of focus included:
 - Dignity for All Students Act
 - Social Emotional Learning
 - Mental Health Education
 - Trauma Sensitive Schools
 - Restorative Practices and Reducing Exclusionary Discipline
 - ***School Climate Survey Pilot***



Panorama

Selection Highlights:

- Solid research base
- Developmentally appropriate language (Grades 3 & 4)
- Offers a student, teacher and family-school relationship survey
- Social emotional learning component
- Options for free response

Since selection they have added:

- Equity and inclusion survey
- Well-being survey



Administration 2021-Pilot

- Panorama Student Survey was administered.
 - Responses were collected from 3-5 from June 1st-21st, 2021
 - Responses were collected 6-12 from June 7th-21st, 2021

Portions of the survey were selected to be administered.

- Criteria for selected questions were based on survey items that were most closely linked to school and classroom climate.



Lessons Learned from the Pilot

- Items that are subject specific are a barrier to administration
- Items with 7 response options and items with 5 response options are problematic for data analysis
- Parent & Staff communication needed to be better



Administration 2022

- Items with 7 response options will be reduced to 5 for consistency
- Email addresses are collected for student surveys to link demographic data- they are then anonymized
- Items that are subject specific have been removed




Communication Plan

- Parents will receive notification via email blast and backpack flyer
- Staff will have a script for administration
- Results from the survey will be presented to the BOE in an open meeting and posted on the district website




Outline of the Data Student Survey

Gr. 3-5

- Classroom Teacher- Student Relationships (Slide 3)
- School Belonging (Slide 8)
- School Climate (Slide 13)
- School Engagement (Slide 18)
- School Learning Strategies (Slide 23)
- School Rigorous Expectations (Slide 28)
- School Safety (Slide 33) 
- School Teacher- Student Relationships (Slide 38)
- Valuing of School (Slide 43)

Gr. 6-12

- School Belonging (Slide 54)
- School Climate (Slide 59)
- School Engagement (Slide 64)
- School Learning Strategies (Slide 69)
- School Rigorous Expectations (Slide 74)
- School Safety (Slide 79) 
- School Teacher- Student Relationships (Slide 84)
- Valuing of School (Slide 89)



Outline of the Data

Family Survey

Family Survey

- Family Engagement (Slide 178)
- School Fit (Slide 185)
- Family Support (Slide 192)
- Family Efficacy (Slide 199)
- Positive Learning Behaviors (Slide 206)
- Negative Learning Behaviors (Slide 213)
- School Climate (Slide 220)
- Barriers to Engagement (Slide 227)
- Roles and Responsibilities (Slide 234)
- School Safety (Slide 241)

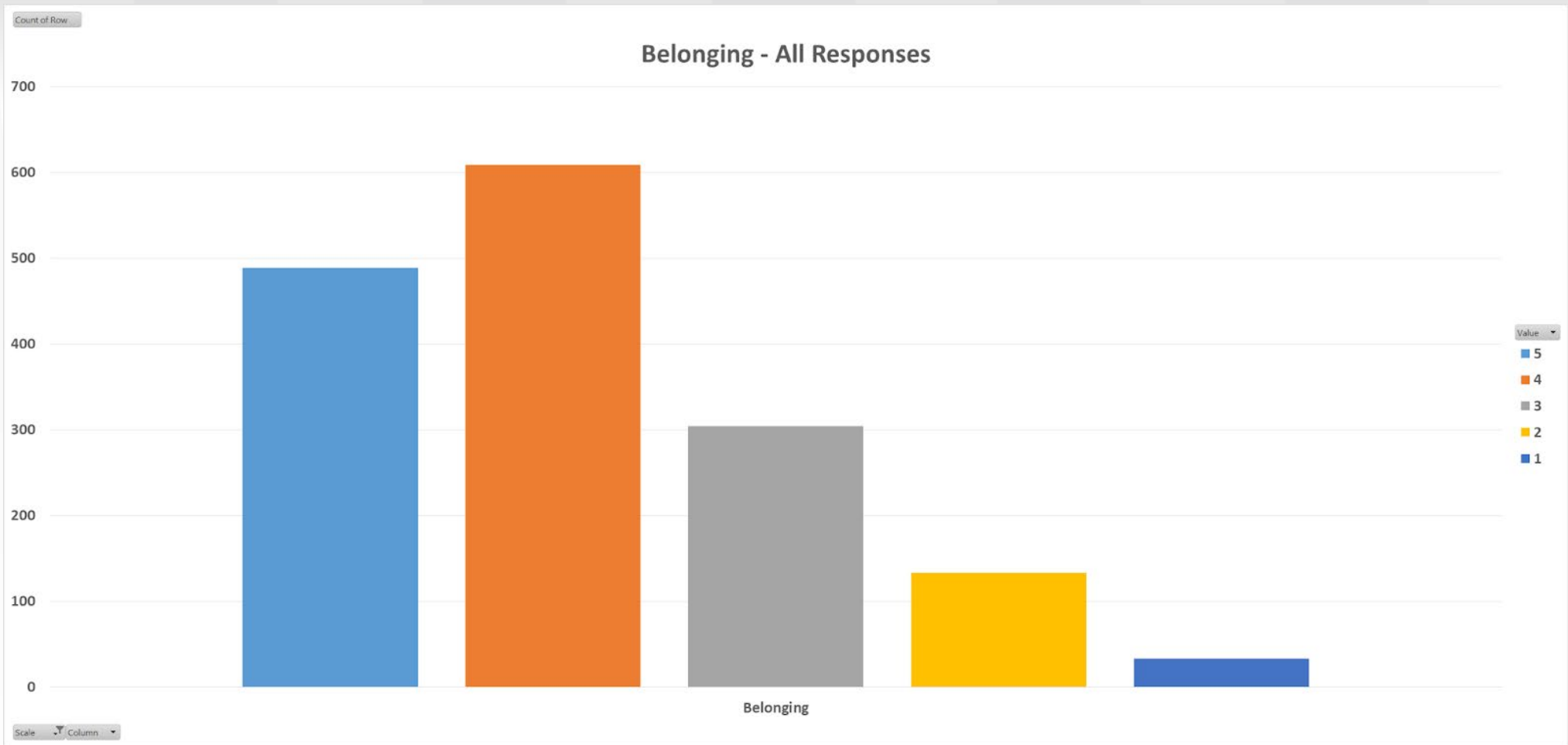
*JDMS Only Data (Slide 248)

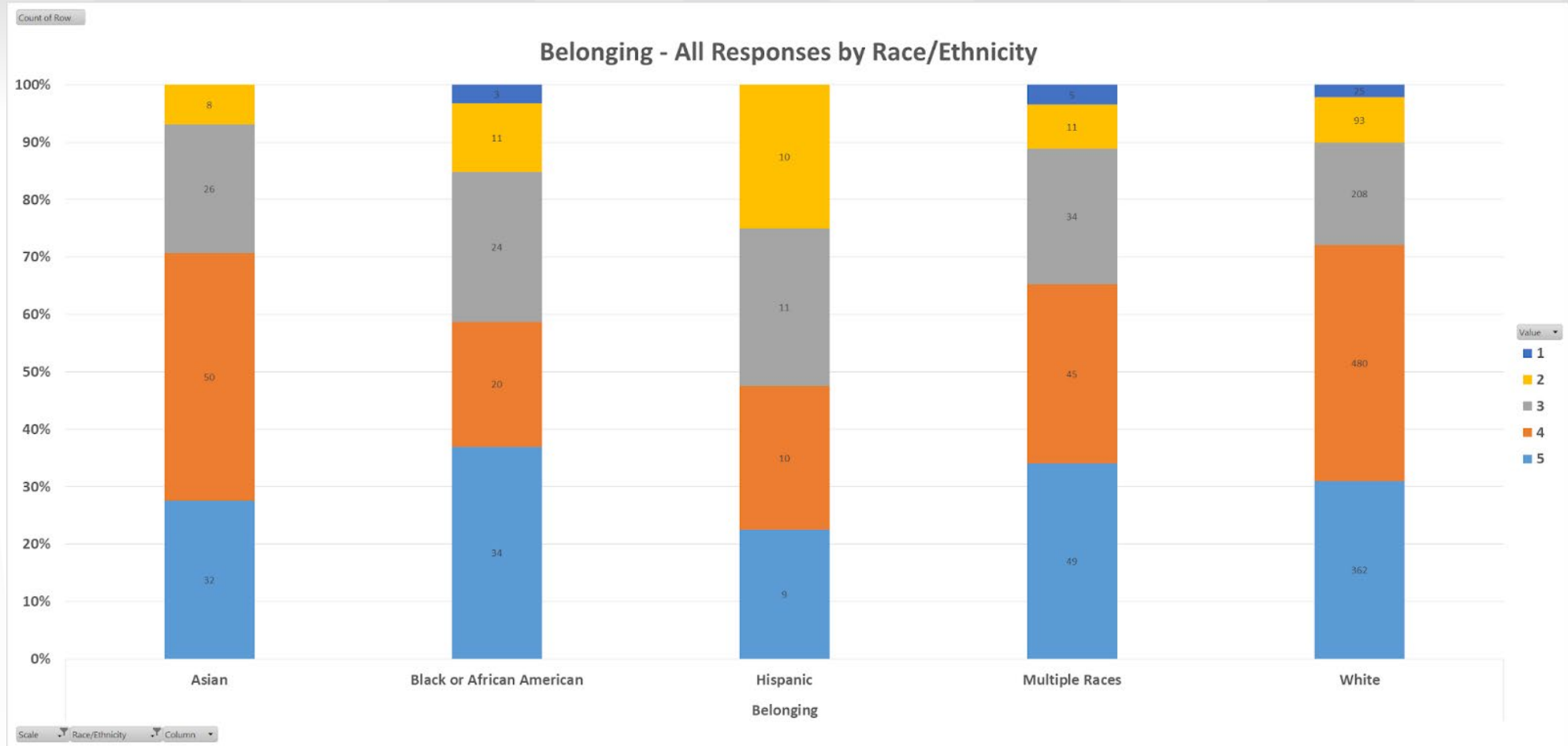


Grades 3-5

Question	Response Options				
How well do people at your school understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How much support do the adults at your school give you?	No support at all	A little bit of support	Some support	Quite a bit of support	A tremendous amount of support
How much respect do students at your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
Overall, how much do you feel like you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong







District Level Analysis

- SWOT Analysis of 21-22 School Climate Survey Data

Strengths

What do you do well?
What unique resources can you draw on?
What do others see as your strengths?

Weaknesses

What could you improve?
Where do you have fewer resources than others?
What are others likely to see as weaknesses?

Opportunities

What opportunities are open to you?
What trends could you take advantage of?
How can you turn your strengths into opportunities?

Threats

What threats could harm you?
What is your competition doing?
What threats do your weaknesses expose to you?



Admin Retreat Summer Analysis

Grades 3-5

Strengths

- Classroom Teacher/Student Relationships- Over 70% of students would be excited to have their teacher again
- Classroom Teacher/Student Relationships- JDMS has is very connected to students in grade 5

Weaknesses

- Classroom Teacher/Student Relationships- Disproportionality between white and black students that feel their teacher would be excited to have them again 75% vs. 55%
- Classroom Teacher/Student Relationships- 18% of students feel like they do not have a teacher that would be concerned if they were upset
- School Belonging- Students feel less respected by their peers, less understood and feel they belong less as they get older (3-5 downward trend)

Opportunities

- School Belonging- There is an opportunity to engage the UPK-4 staff in analysis of this data and develop ownership of these connections
- Classroom Teacher/Student Relationships- Opportunity to improve our survey administration- have the SCS administered by a neutral party

Threats

- Classroom Teacher/Student Relationships- Breakdown between grade levels and school



Admin Retreat Summer Analysis

Grades 6-12

Strengths

- School Climate- 60% of students feel their teachers are excited to teach their classes
- School Climate- 92% of the students at the middle school feel teachers are excited to teach their classes
- School Belonging- JDHS 11th graders show a greater positive response

Weaknesses

- School Belonging-20% of the students do not feel their peers show respect
- School Belonging- Black and Hispanic students overall do not feel like they belong (disproportionate in comparison to white students)
- School Climate- 20% of the students behaviors impact other student learning
- School Climate- 55% of black students feel the rules are unfair

Opportunities

- School Belonging-There is an opportunity to improve supports for 9-10 graders who were impacted by COVID-19
- School Belonging- Opportunity to dissect 11th grade's positive results and generalize the successful practices
- School Climate- An opportunity to shift culture through a new approach to discipline
- School Climate- Review and generalize the practices in 6th grade around their willingness to discuss ideas from classes outside of school

Threats





Work in buildings

Jamesville

- BLT- The results of the School Climate Survey are being used by the BLT to discuss the topic of Belonging and a plan has been developed to support belonging at JES
- The results have also being used at staff meetings to discuss additional ways to connect with students

Tecumseh

- BLT- The School Climate Survey are being used by BLT to discuss improvements to the building culture
- Grade Level Meetings- The results have also been used to discuss ways for students have greater connectedness to their classroom teacher

Moses DeWitt

- Grade Level Meetings- The SCS is being used discuss ways for teachers to be more accessible to students when they are having troubling feelings or increase their ability to recognize student concerns

Middle School

- New building schedule with flex period to introduce exploratory classes
- Advisory period with small student groups
- Participation in student led conferences 7th & 8th
- Parent Conferences in 5th & 6th

High School

- Departments are developing action steps to improve teacher and student relationships.
- Data has been shared with student gov't and the JEDI council to provide feedback. These have resulted in a daily check-in pilot.





BOE Retreat

- Overview of the data
- Summary of the administrative analysis
- Review of the building actions
- Practice analysis





Survey Improvement

- Survey administered by a neutral party
- Addition of questions from the Equity and Inclusion Survey
 - Diversity and Inclusion
 - Cultural Awareness and Action
 - Sense of Belonging
- Begin using longitudinal data
- Increase demographic questions
- Increase family participation



What do we want for outcomes from our school climate survey?

- Greater engagement in school
- Greater connectedness to school
- Improved feedback about our communication
- Data upon which to plan professional learning and interventions

