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# Evaluation Report

## Comprehensive School Surveys (2008-09) Strengthening Organizational Culture

Dr. Marco Muñoz

Tamara Lewis

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Department of Accountability, Research, and Planning

Dr. Robert J. Rodosky, Executive Director

CSS interactive web site: <https://www.assessment.jefferson.k12.ky.us/survey2009/>

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## Executive Summary

### Background Information

- The national educational reform movement is built on the belief that setting standards for students and holding schools accountable will result in improved student performance.
- In JCPS, we want our students to be prepared to achieve their goals, follow their dreams, and help create a more just society. We want to not only develop student minds and teach students to be personally successful in postsecondary education or employment, but also teach them to be contributing members of the community.
- We want to help our students become well-rounded individuals by educating the whole child. In JCPS, our students will graduate with a high level of academic performance, strong character, and a sense of social responsibility.

### Survey Objectives

- Redesign the content and process associated with the Comprehensive School Surveys (CSS) to meet the new leadership vision of JCPS.
- The new conceptualization frames CSS within the most fundamental educational context: the personalized engagement and nurturing of the whole child. In our commitment to educating the whole child in JCPS, the CSS captures data that goes beyond the common focus on academics.
- The new CSS weaves together the threads that connect not only reading, writing, math, science, and social studies, but also the important social-emotional, civic, and moral connections that tend to be fragmented in our more accountability-oriented approach.

### Survey Design and Procedures

- The Survey Tailored Design Method (Dillman, 2000) was the procedure for conducting multiple self-administered surveys that produce both high quality information (i.e., valid and reliable) and acceptable response rates.
- The JCPS self-administered surveys benefit from computer advancements through e-mail, posting on the World Wide Web, and optical imaging of paper surveys. The advancements allowed large quantities of surveys to increase the response rate, to be processed quickly but with great accuracy, and to potentially look at individual student results.
- The JCPS surveys for students were conducted using optical imaging of paper surveys via CASCADE. The JCPS surveys for employees (i.e., school-based and non-school based teachers and staff) were conducted using JCPS Online. Parents were provided with the option of using simple optical scanning or JCPS Online.

- The work was conducted with input from national experts to ensure content and measurement expertise, particularly in the areas of personal development and civic engagement.

### **Survey Findings**

- Overall results indicate that JCPS schools are strengthening their organizational culture. JCPS is creating caring, respectful, and responsive school communities that empower students and employees to have a voice and opportunities to develop in multiple facets of the whole child framework.
- As reflected by multiple CSS constructs associated with our Theory of Action, JCPS is advancing character development as well as social and emotional growth of students and employees by creating caring school communities that nurture respectful relationships among students, teachers, support staff, and parents.
- Neural Network analyses indicated that students across all levels have the need of school support. Findings showed that school engagement and belonging are the priorities for elementary school students, school engagement and personal safety are important for middle school students, and school engagement and quality teaching are critical for high school students. Teachers emphasized the need of creating higher levels of job satisfaction. Parents noted the importance of teaching and satisfaction with their children's educational experience.

### **Implications for Practice**

- Continue the process of aligning the CSS framework with our Core Beliefs, the Theory of Action, and the District Goals and Strategies. In this sense, we should continue to develop user-friendly and interactive online reports that will support our goals of enhancing effective teaching, enhancing effective leadership, strengthening organizational culture, and improving organizational effectiveness. This is particularly important as we now have individual student responses.
- Continue to use the CSS as a monitoring mechanism that supports JCPS' continuous improvement. In all schools, there are always areas of strengths as well as areas with opportunities for growth. Also, CSS data should continue to allow JCPS leadership to see crucial differences in the ways teachers, parents, and students perceive their school experiences. In turn, this will result in more overall satisfaction with our school district.
- Continue exploring the relationships between school climate constructs from the CSS and student outcome measures from the state accountability system. Although the new generation of state accountability systems will not necessarily align with our conceptualization of educating the whole child, we certainly hope that it will match our focus on student growth over time.

## **Introduction**

### **Historical Background Information**

During 1996-1997 school year, the Accountability, Research, and Planning Department was asked by the Board of Education to design, administer, and score surveys which would provide indicators of perceptions on the part of students, staff, and parents. 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 the surveys every two years, upon receipt of the results, the JCPS Board of Education 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.

The CSS are critical for more informed discussion and planning for the future of 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 in our District. Since the comprehensive school survey is a mandate from our 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 confidentiality of the responses. The number of surveys returned is over 100,000 each year.

### **Current Background Information**

In 2007-2008, at the request of the Superintendent, Dr. Sheldon Berman, the Comprehensive School Survey (CSS) was totally redesigned to meet the new leadership vision of JCPS. The new conceptualization frames CSS within the most fundamental educational context: the personalized engagement and nurturing of the whole child. As a District, this means that we need to put the children and their learning needs within the center of every educational program and resource decision.

In our commitment to educating the whole child in JCPS, the CSS captures data that goes beyond the common focus on academics. Educating the whole child cannot happen if emphasis is placed solely on academic achievement. The new CSS weaves together the threads that connect not only reading, writing, math, science, social studies, practical living, and arts/humanities, but also the important social-emotional, civic, and moral connections that tend to be fragmented in our more accountability-oriented approach.

In this effort, parents and community members are encouraged to become partners with JCPS. We know that children do not develop and learn in isolation, but rather grow physically, socially, emotionally, ethically, and intellectually within networks of families, schools, neighborhoods, communities, and our larger society. Without a doubt, the new JCPS leadership (and the new CSS) calls for a paradigm shift in how schools and communities look at our children's learning, putting the whole child at the center of decision making while ensuring each child's success.

## **Structure of the Comprehensive School Surveys**

The Comprehensive School Surveys are used to assess the opinions of students, parents, staff, and teachers in Jcps using Likert-type scale items (i.e., strongly agree, agree, disagree, and strongly disagree) as well as Yes/No questions. The instruments are a collection of nine different surveys, adapted to the population of interest: elementary students, middle school students, high school students, parents, classified staff, and certified staff.

Each survey is divided into sections. The three student surveys (elementary, middle, and high) are organized into the following sections: (A) Student Characteristics, (B) School, (C) Home/Community, (D) Personal Development, and (E) School Operation. Both school-based and non-school based certified and classified surveys are divided as follows: (A) Background Characteristics, (B) Students, (C) School Operation, and (D) Employee. The Parent Survey layout is similar – (A) Background Characteristics, (B) Students, (C) School Operation, and (D) Parent/Guardian. The purpose of the items is to assess the level of satisfaction of each group of stakeholders within the various categories.

### **Survey Tailored Design Method with State-of-the-Art Implementation Procedures**

The Survey Tailored Design Method (Dillman, 2000) was the procedure for conducting multiple self-administered surveys that produce both high quality information (i.e., valid and reliable) and acceptable response rates. The work associated with constructing the questionnaire was conducted with input from national experts to ensure content and measurement expertise, particularly in the areas of personal development and civic engagement. Of additional importance was the desire to construct questionnaires that would allow for comparability of items across multiple stakeholders (i.e., students, teachers, support staff, and parents).

### **Validity Study**

In terms of technical quality, the CSS were examined to ensure high levels of validity and reliability. In coordination with the University of Louisville's College of Education and Human Development, a validity study (Rudasill, 2008) examined the structure of the instruments using exploratory factor analysis, identifying the principle components through inter-item correlations (Stevens, 2001). The validity study examined the latent component structure of the 2007-08 CSS for six populations: elementary, middle, and high school students, parents, classified staff, and certified staff.

Exploratory factor analyses were conducted using principle component analysis, identifying an underlying component structure intended to reflect the goals of the surveys. Depending on the survey, between six and nine components were identified, accounting for a maximum of 59% of the model variance. On the Appendices, Table 1 shows the minimum sample sizes on any single item and the number of items for each survey instrument: every sample except Classified meets the most stringent criterion of 20 subjects per item; it does, however, meet a criterion of 10 subjects per item, a common rule of thumb in PCA (Stevens, 2001). The findings indicated a need to revise the survey for subsequent years by adding and deleting items, re-ordering items by grouping, and adding category headers to reflect the purpose of each group of questions. Some of these recommendations were implemented in

the 2008-09 CSS, including adding items associated with different kinds of bullying as well as rewording items related to personal development and school operation. Refining these instruments items facilitated enhanced understanding of the needs of JCPS stakeholders and allowed the district to focus its continuous improvement program on areas of concern to all stakeholders.

### Reliability Study

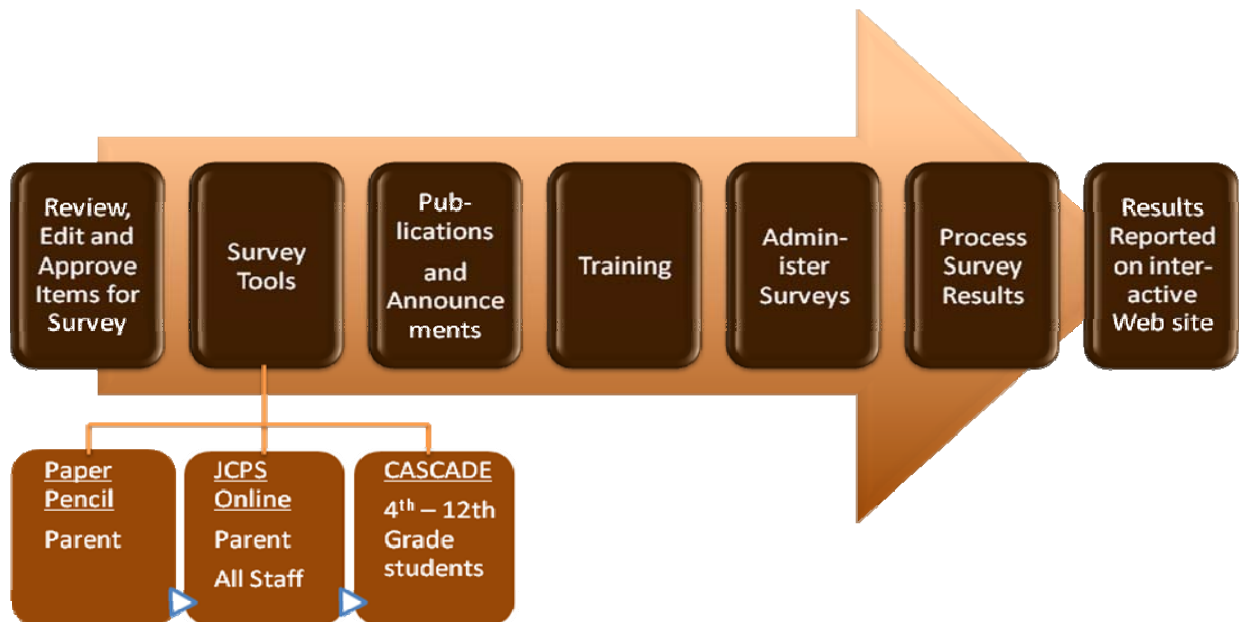
Muñoz (2008) conducted a reliability study for (a) each survey as a whole, (b) each domain within each survey, and (c) for each construct within each domain. Item-by-item correlations with Cronbach’s alphas were conducted using the Statistical Package for the Social Sciences (SPSS). In general, the psychometric properties of the surveys are adequate. As displayed on Appendix Tables 2-6, the coefficients alphas greatly exceeded the minimum (.60) recommended for use of composite scales in statistical analyses (Nunnally & Bernstein, 1994).

### Survey Process and Implementation

The JCPS self-administered surveys benefit from computer advancements through e-mail, posting on the World Wide Web, and optical imaging of paper surveys (see Figure 1). The advancements allowed large quantities of surveys to increase the response rate, to be processed quickly but with great accuracy, and to potentially look at individual student results.

The JCPS surveys for students were conducted using optical scanning of paper surveys via CASCADE. The JCPS surveys for employees (i.e., school based and non-school based teachers and staff) were conducted using JCPS Online. Parents were provided with the option of using simple optical scanning of paper surveys or JCPS Online.

Figure 1 – Survey Process



## Survey Response Rate

The overall response rate was adequate, particularly for students, teachers, and support staff. In particular, the process was extremely successful for students (see Figure 2). The obtained response rate greatly exceeded the 60% response rate considered to be “good” (Babbie, 1990). The responses from teachers are displayed on Figure 3. As it is common in other school district survey research, new avenues need to be explored to face the challenge of parental response (23%). In JCPS, we plan on using the parent portal when it becomes available to increase response rates.

Figure 2 – Response Rates for Students

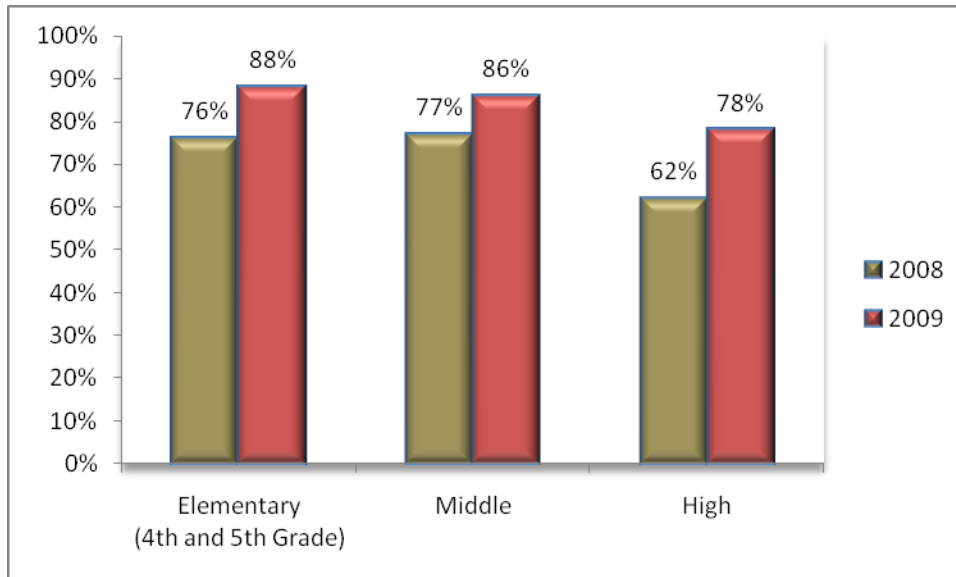
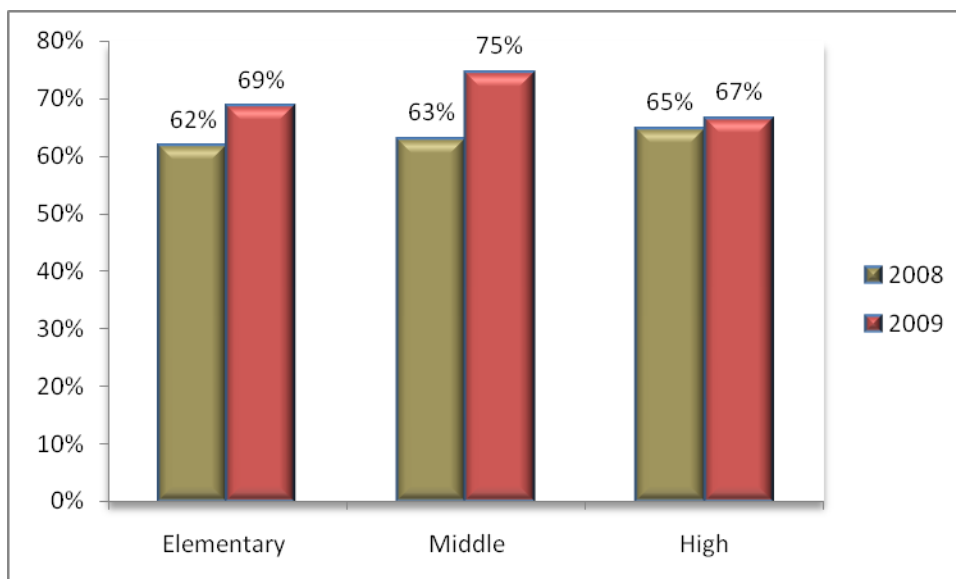


Figure 3 – Response Rates for Teachers



## Findings – Students

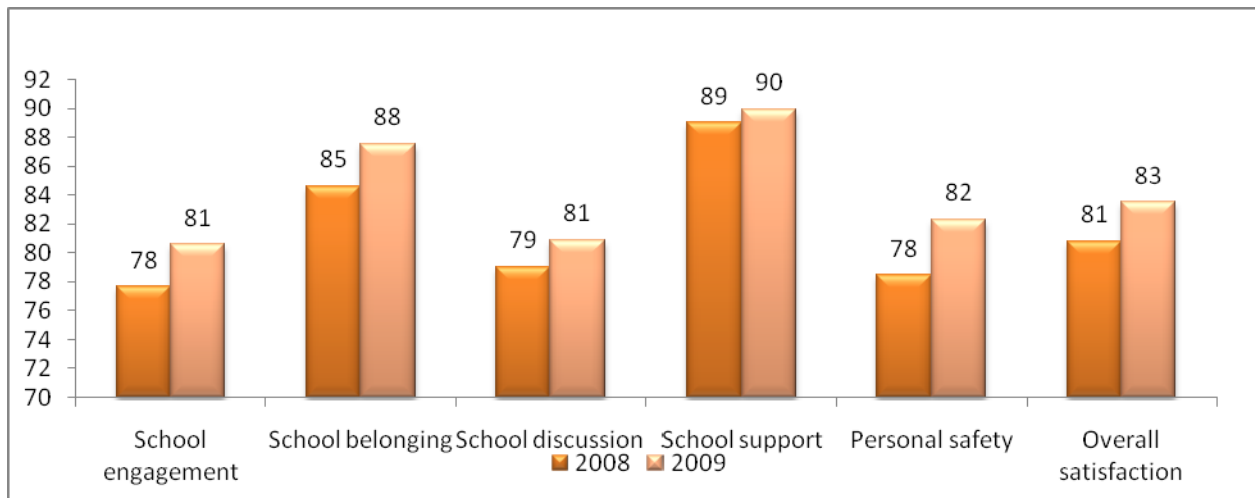
All interactive reporting with disaggregation capabilities and color-coded comparability with the District is available on the World Wide Web. In addition, static reports are now available in our annual Data Books. The following graphic representation try to capture the growth from the 2007-08 school year to the 2008-09 school year on critical scales associated with the CSS. The scale is created by combining all responses to the survey questions with the same theme/topic (see next pages for details). The length of the bar represents the percentage of students in the school who agreed or strongly agreed.

CSS interactive web site: <https://www.assessment.jefferson.k12.ky.us/survey2009/>

Data Books: <http://www.jefferson.k12.ky.us/Departments/AcctResPlan/databook/index.html>

### Elementary School Students

Figure 4 – School Engagement, School Belonging, School Discussion Climate, School Support, Personal Safety and Overall Satisfaction



Items

School Engagement	I learn interesting and useful things at school.
School Engagement	I think school is fun.
School Engagement	I enjoy going to school.
School Belonging	I really like other students in my school.
School Belonging	I feel that I belong in my school.
School Belonging	I feel like I am part of my school community.
School Discussion Climate	I can give opinions in class that disagree with the opinions of other students.
School Discussion Climate	My teachers respect my opinion in class even if it disagrees with their opinions.
School Discussion Climate	I feel I can disagree openly with my teachers about events in the news.
School Support	I feel my teachers really care about me.
School Support	I believe I can talk with my counselor.
School Support	My school has a caring and supportive environment for students.
Personal Safety	I feel safe walking to and from school.
Personal Safety	I feel safe outside the building before and after school.
Personal Safety	I feel safe at school.
Overall Satisfaction	I am very satisfied with my school.
Overall Satisfaction	I would rather go to this school than any other school.
Overall Satisfaction	I am very satisfied with JCPS.

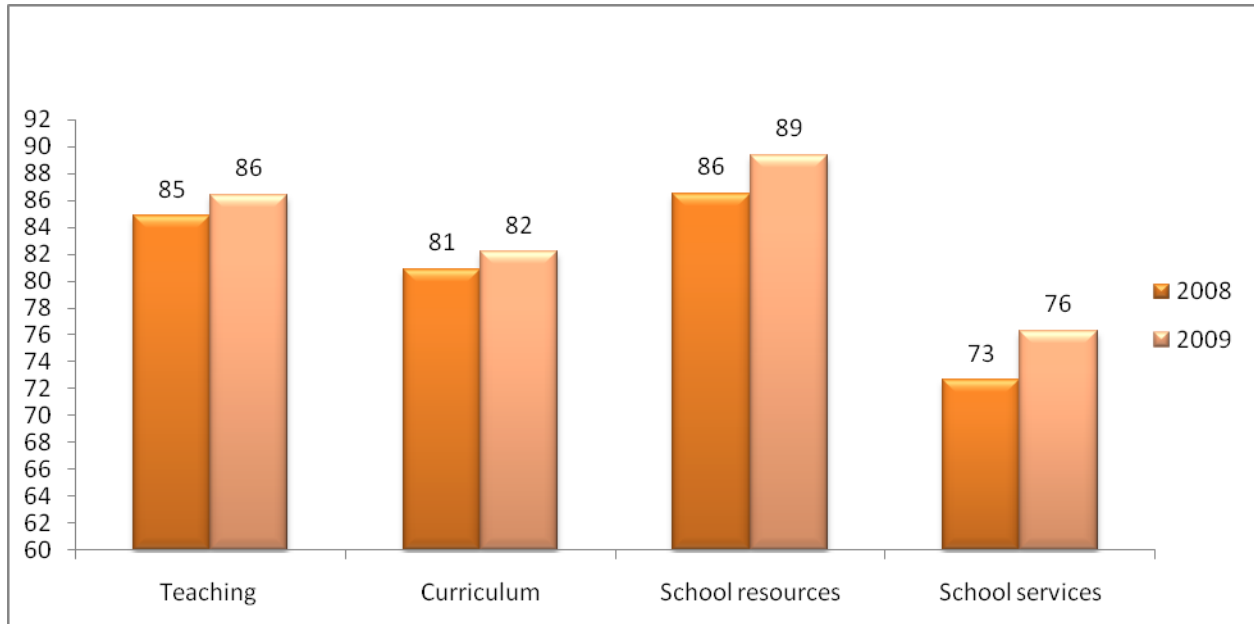
Figure 5 - Political Discussion, Conflict Resolution, and Positive Character



Items

Political Discussion	I often talk about events in the news with my teachers.
Political Discussion	I often talk about events in the news with my friends.
Political Discussion	I often talk about events in the news with my parents or family.
Conflict Resolution	I'm good at finding fair answers to problems.
Conflict Resolution	I know how to disagree without starting a fight.
Conflict Resolution	I am good at taking turns and sharing things with others.
Positive Character	I care about the feelings of others.
Positive Character	I try to help when I see people in need.
Positive Character	I always try to tell the truth.

Figure 6 – School Operation



Items

Teaching	My teachers give me challenging work.
Teaching	I have regular homework that helps me learn.
Teaching	I have great teachers.
Teaching	I feel my teachers really enjoy teaching me.
Teaching	I get individual attention from my teachers to help me learn better.
Teaching	I can talk about my school progress with my teachers.
Teaching	My teachers frequently talk about my school progress with my parent(s)/guardian(s).
Curriculum	I am reading more at home.
Curriculum	I can use math outside of school.
Curriculum	The work I do at school makes me a better writer.
Curriculum	I do science experiments in my school.
Curriculum	Social Studies help me understand the news.
Curriculum	I have learned to like music and the arts through courses at my school.
Curriculum	I am involved in projects that serve others in the community and help my learning
School resources	My classes have a fair number of students in them.
School resources	My books at school are helpful.
School resources	My school has new computers and other technology.
School services	I receive guidance and support from adults at my school.
School services	I enjoy the meals served at my school.
School services	My school is clean.

## Other Important Items on the CSS – Elementary School Students

Figure 7 - Extracurricular Activities, Home Educational Resources, Community Service, and Political Behavior

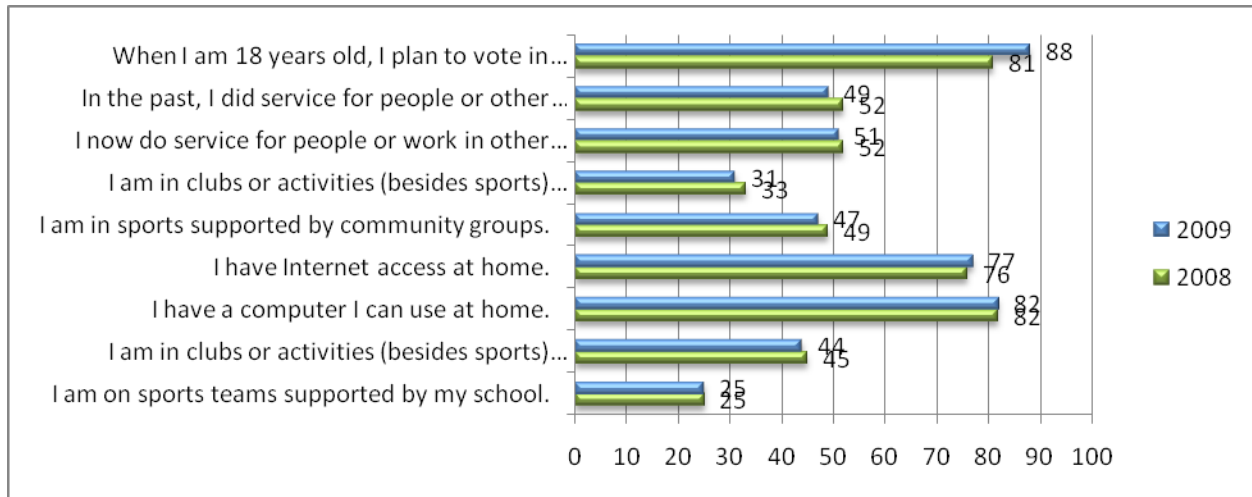
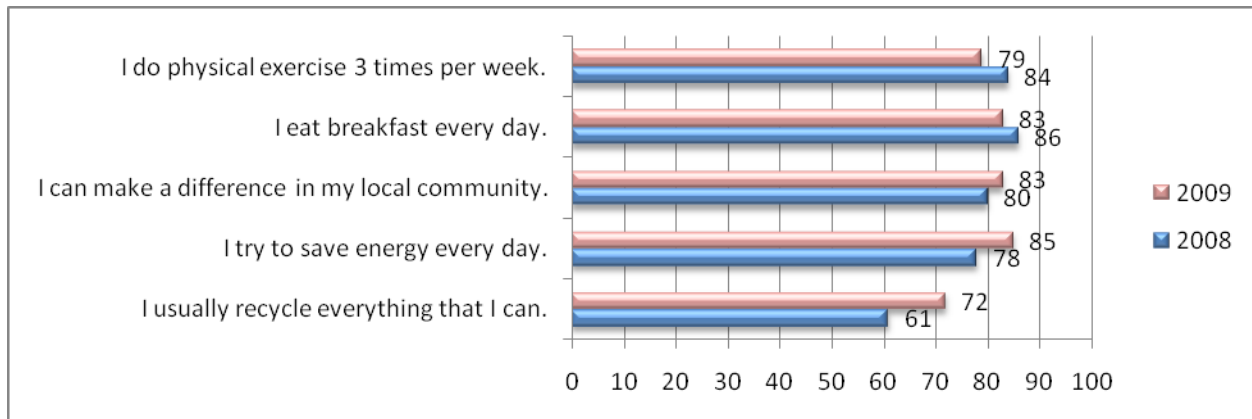
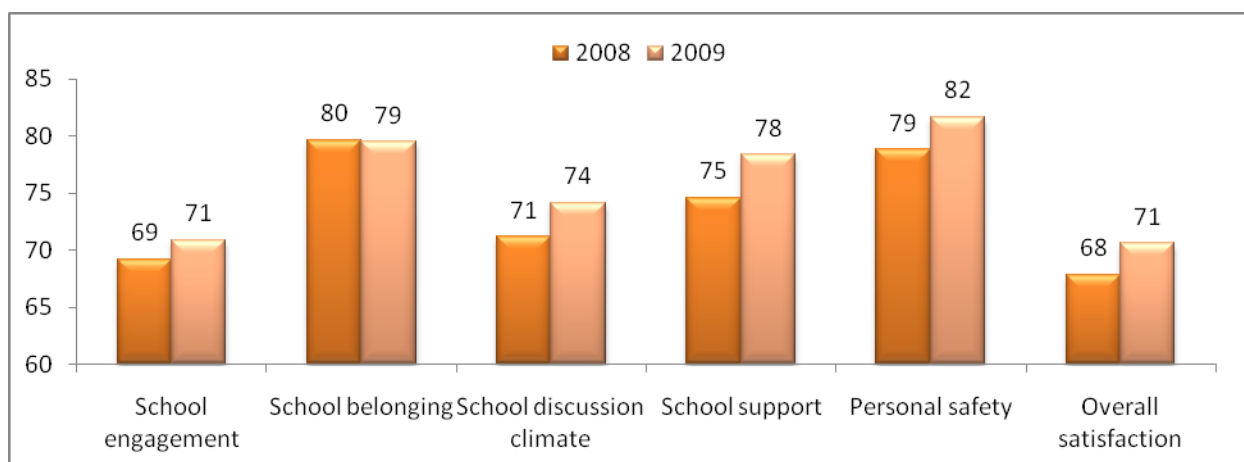


Figure 8 – Environmental Behavior, Internal Efficacy, Healthy Eating, and Physical Exercise



## Middle School Students

Figure 9 – School Engagement, School Belonging, School Discussion Climate, School Support, Personal Safety, and Overall Satisfaction



### Items

School engagement	I learn interesting and useful things at school.
School engagement	I think school is fun and challenging.
School engagement	I enjoy going to school.
School belonging	I really like other students in my school.
School belonging	I feel that I belong in my school.
School belonging	I feel like I am part of my school community.
School discussion climate	I feel comfortable stating my opinion in class even if it disagrees with the opinions of other students.
School discussion climate	My teachers respect my opinion in class even if it disagrees with their opinions.
School discussion climate	I feel free to disagree openly with my teachers about political and social issues.
Political discussion	I often talk about politics or national issues with my teachers or other adults at school.
School support	I feel my teachers really care about me.
School support	I believe I can talk with my counselor or dean.
School support	My school provides a caring and supportive environment for students.
Personal safety	I feel safe walking to and from school.
Personal safety	I feel safe outside the building before and after school.
Personal safety	I feel safe and secure at school.
Overall satisfaction	I am very satisfied with my school.
Overall satisfaction	I would rather go to this school than any other school.
Overall satisfaction	I am very satisfied with JCPS.

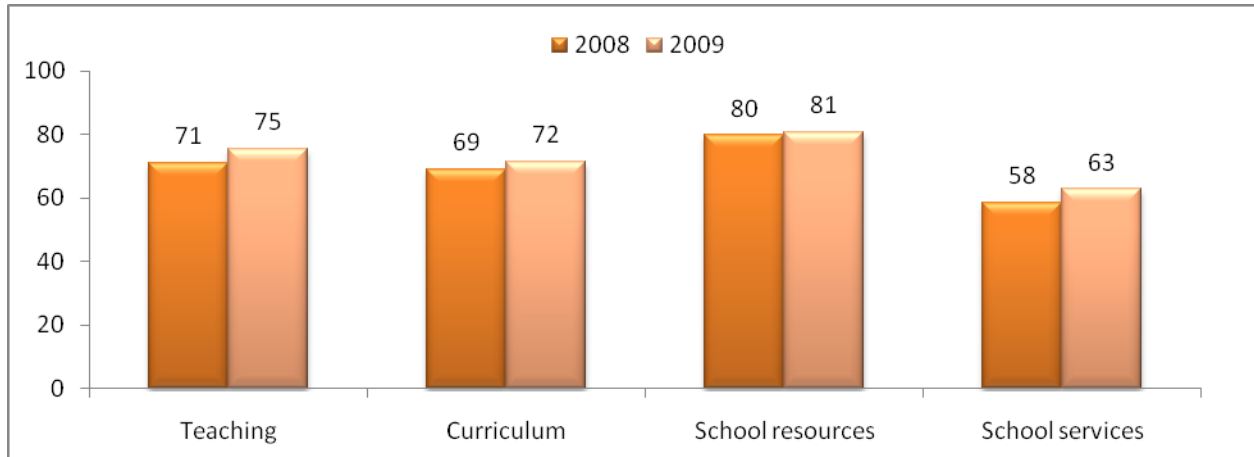
Figure 10 – Political Discussion, Conflict Resolution Skills, and Positive Character



Items

Political discussion	I often talk about politics or national issues with my friends.
Political discussion	I often talk about politics or national issues with my parents or family.
Political discussion	I often talk about politics or national issues with my teachers or other adults at school.
Conflict resolution skills	I'm good at finding fair solutions to problems.
Conflict resolution skills	I know how to disagree without starting a fight.
Conflict resolution skills	I am good at taking turns and sharing things with others.
Positive character	I care about the feelings of others.
Positive character	I try to help when I see people in need.
Positive character	I always try to tell the truth.

Figure 11 – Teaching, Curriculum, School Resources, and School Services



Items

Teaching	My teachers provide academically challenging content.
Teaching	Teachers at my school assign meaningful homework on a regular basis.
Teaching	Teachers at my school provide effective teaching.
Teaching	I feel my teachers really enjoy teaching me.
Teaching	I receive individual attention from my teachers to help me learn better.
Teaching	I have opportunities to talk about my school progress with my teachers.
Teaching	My teachers provide regular communication to my parent(s)/guardian(s) on my progress.
Curriculum	I am reading more at home.
Curriculum	I have developed the skill to apply math to situations outside of school.
Curriculum	The learning activities I do at school make me a better writer.
Curriculum	I regularly engage in active investigations and experiments in science.
Curriculum	Social Studies courses helps me understand the news.
Curriculum	I have developed more appreciation for music and the arts through courses at my school.
Curriculum	Students at my school are involved in community service in a way that supports our learning.
School resources	My classes have a reasonable number of students in them.
School resources	Textbooks and other school materials are of high quality.
School resources	My school is equipped with up-to-date computers and other technology.
School services	A broad range of guidance and support services are available to me at my school.
School services	I enjoy the meals served at my school.
School services	My school is clean.

## Other Important Items on the CSS – Middle School Students

Figure 12 - Extracurricular Activities, Home Educational Resources, Community Service, and Political Behavior

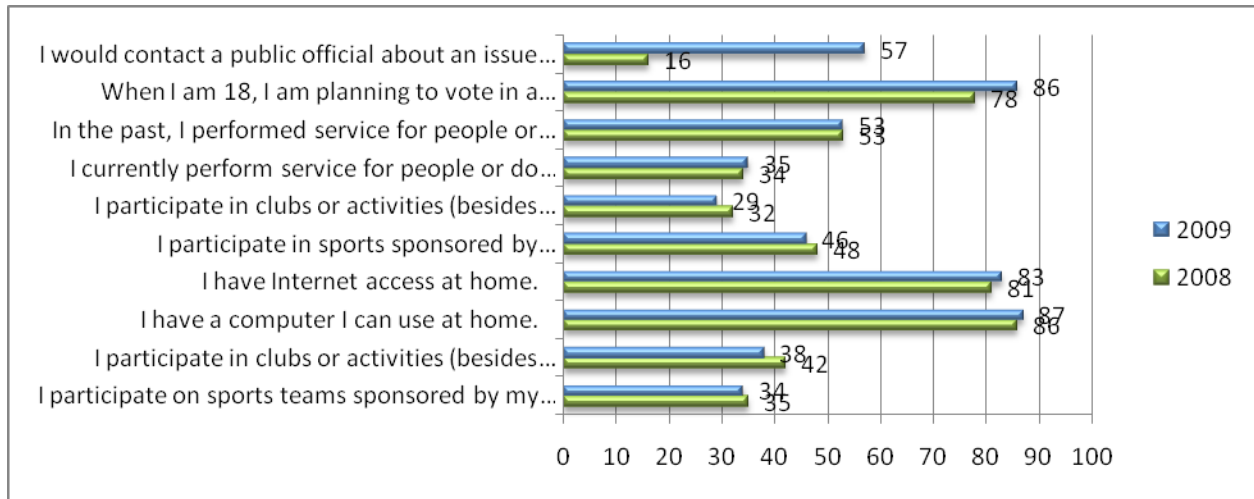
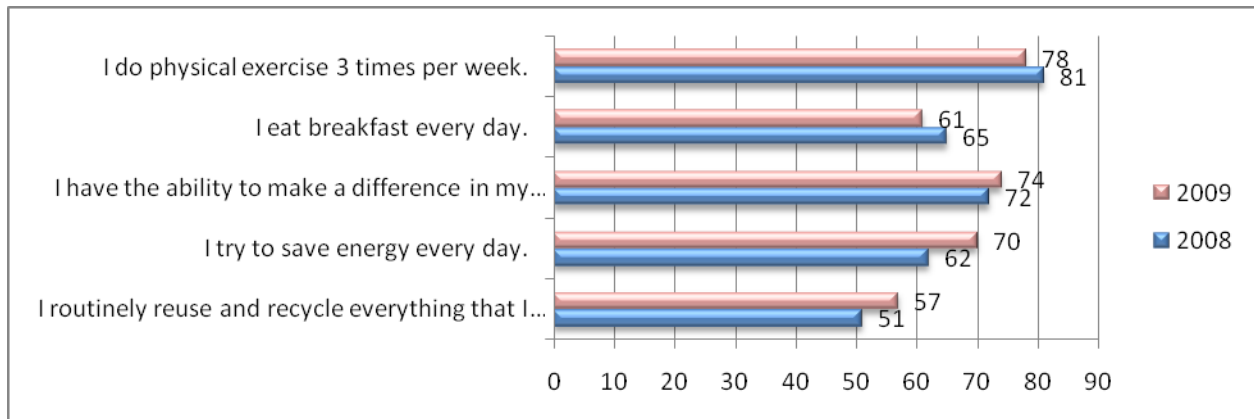
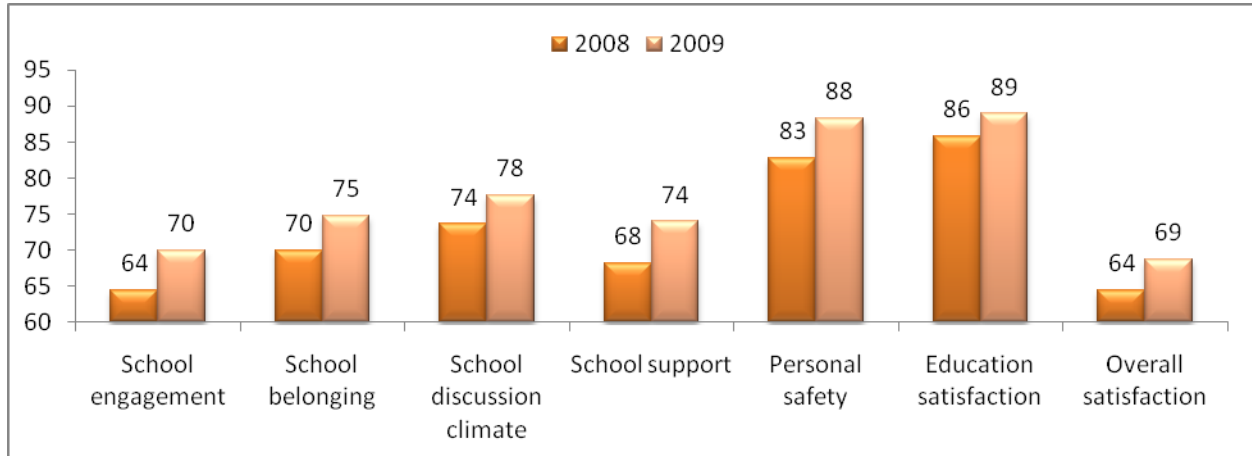


Figure 13 – Environmental Behavior, Internal Efficacy, Healthy Eating, and Physical Exercise



## High School Students

Figure 14 – School Engagement, School Belonging, School Discussion Climate, School Support, Personal Safety, Educations Satisfaction, and Overall Satisfaction



### Items

School engagement	I learn interesting and useful things at school.
School engagement	I think school is fun and challenging.
School engagement	I enjoy going to school.
School belonging	I really like other students in my school.
School belonging	I feel that I belong in my school.
School belonging	I feel like I am part of my school community.
School discussion climate	I feel comfortable stating opinions in class that disagree with those of other students.
School discussion climate	My teachers respect my opinion in class even if it disagrees with their opinions.
School discussion climate	I feel free to disagree openly with my teachers about political and social issues.
School support	I feel my teachers really care about me.
School support	I believe I can talk with my counselor or dean.

School support	My school provides a caring and supportive environment for students.
Personal safety	I feel safe on my way to and from school.
Personal safety	I feel safe outside my school building before and after school.
Personal safety	My school provides a safe and secure environment.
Extracurricular activities	I participate on sports teams sponsored by my school.
Extracurricular activities	I participate in clubs or activities (besides sports) sponsored by my school.
Education satisfaction	I believe I will be prepared to go to the next grade level in school.
Education satisfaction	My JCPS education will prepare me for employment.
Education satisfaction	My school does a good job of preparing me for college.
Education satisfaction	I believe I am developing essential skills for life (such as reading, writing and math) in JCPS.
Overall satisfaction	I am very satisfied with my school.
Overall satisfaction	I would rather go to this school than any other school.
Overall satisfaction	I am very satisfied with JCPS.

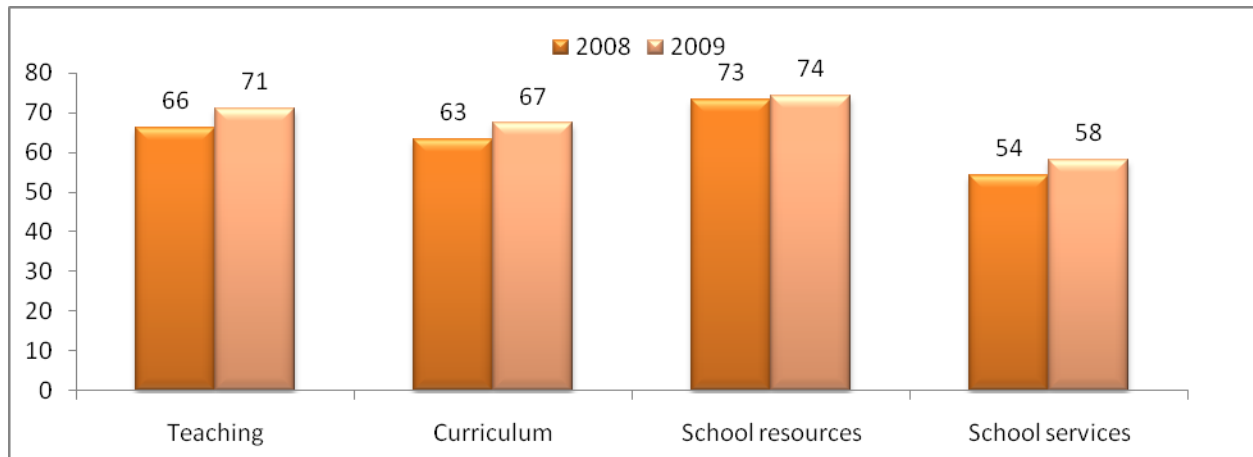
Figure 15 – Political Discussion, Conflict Resolution Skills, and Positive Character



Items

Political discussion	I often talk about politics or national issues with my teachers or other adults at school.
Political discussion	I often talk about politics or national issues with my friends.
Political discussion	I often talk about politics or national issues with my parents or family.
Conflict resolution	I'm good at finding fair solutions to problems.
Conflict resolution	I know how to disagree without starting a fight.
Conflict resolution	I am good at taking turns and sharing things with others.
Positive character	I care about the feelings of others.
Positive character	I try to help when I see people in need.
Positive character	I always try to tell the truth.

Figure 16 – Teaching, Curriculum, School Resources, and School Services



Items

Teaching	My teachers provide academically challenging content.
Teaching	Teachers at my school assign meaningful homework on a regular basis.
Teaching	Teachers at my school provide effective instruction.
Teaching	I feel my teachers really enjoy teaching me.
Teaching	I receive individual attention from my teachers to help me learn better.
Teaching	I have opportunities to talk about my school progress with my teachers.
Teaching	My teachers provide regular communication to my parent(s) on my progress.
Curriculum	I am reading more at home.
Curriculum	I have developed the skill to apply math to situations outside of school.
Curriculum	The learning activities I do at school make me a better writer.
Curriculum	I regularly engage in active investigations and experiments in science.
Curriculum	Social Studies courses help me understand the news.
Curriculum	I have developed more appreciation for music and the arts through courses at my school.
Curriculum	My vocational courses helped me develop the skills I need to get a job after high school.
Curriculum	Students at my school are involved in community service in ways that enhance our learning.
School resources	My classes have a reasonable number of students in them.
School resources	Textbooks and other materials at my school are of high quality.
School resources	My school is equipped with up-to-date computers and other technology.
School services	A broad range of guidance and support services are available to me at my school.
School services	I enjoy the meals served at my school.
School services	My school is clean.

## Other Important Items on the CSS – High School Students

Figure 17 – Extracurricular Activities, Home Educational Resources, Community Service, and Political Behavior

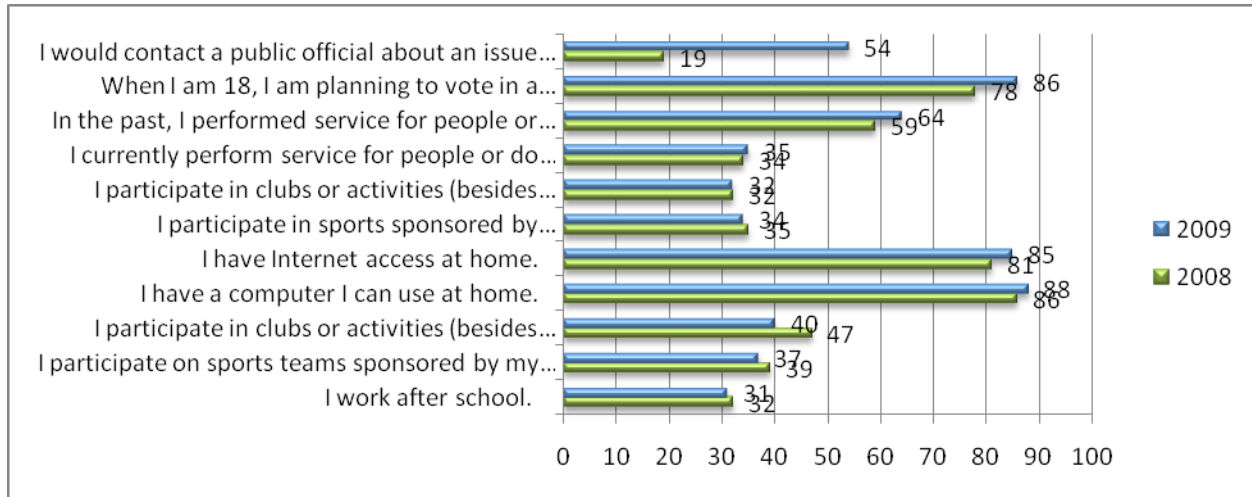
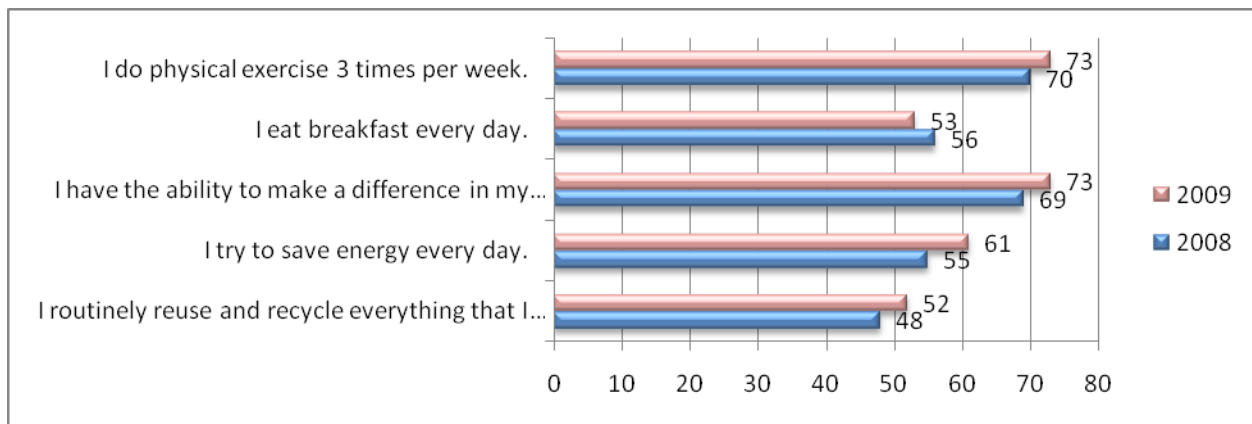
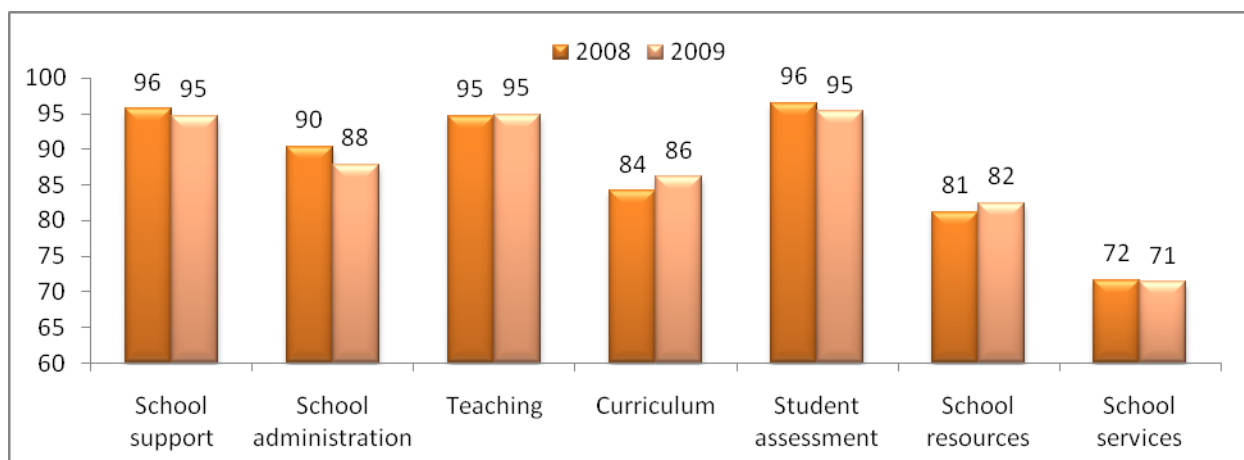


Figure 18 – Environmental Behavior, Internal Efficacy, Healthy Eating, and Physical Exercise



## Findings -Teachers

Figure 19 – School Support, School Administration, Teaching, Curriculum, Student Assessment, School Resources, and School Services



### Items

School support	I feel the teachers at my school really care about their students.
School support	I believe students at my school can talk with their counselor or dean.
School support	My school provides a caring and supportive environment for students.
School administration	The superintendent and central office administrators provide effective leadership for my school.
School administration	My principal provides effective leadership.
School administration	My school provides teachers with opportunities to collaborate on lesson planning, analysis of student work, and instructional improvement.
School administration	My school is effectively implementing a plan to close the achievement gap.
School administration	Site-Based Decision Making has helped to improve my school.
Teaching	My school provides academically challenging curricula.
Teaching	I assign meaningful homework on a regular basis.
Teaching	Teachers at my school provide effective instruction.
Teaching	My school is highly involved in continuously improving instruction.
Teaching	At my school, teachers provide individual attention to help the students learn better.

Teaching	I have opportunities to talk to my students about their school progress.
Teaching	At my school teachers provide regular communication to parents/guardians on student's progress.
Teaching	My colleagues and I work together effectively to advance student learning.
Curriculum	I am requiring my students to do more challenging reading than in previous years.
Curriculum	At my school 'students develop confidence in applying mathematical strategies to real-life situations outside of school.
Curriculum	I provide learning activities that help my students become better writers.
Curriculum	At my school students regularly engage in active investigations and experimentation in science classes.
Curriculum	I involve my students in community service in a way that enhances student learning.
Student assessment	Teachers effectively align their lessons with common district assessments each grading period.
Student assessment	My school implements a system to regularly track student proficiency throughout the year.
Student assessment	My school implements an effective system of regularly analyzing student work.
School resources	My school's classrooms have reasonable numbers of students.
School resources	Textbooks and other school materials are of high quality.
School resources	My school is equipped with up-to-date computers and other technology.
School services	A broad range of guidance and support services are available at my school.
School services	I enjoy the meals served at my school.
School services	The buildings at my school are clean.

Figure 20 – School Belonging, Personal Safety, Job Satisfaction, Overall Satisfaction, and Positive Character



Items	
School belonging	I really like the staff in my school.
School belonging	My group of colleagues at school is well thought of by other faculty and staff.
School belonging	I feel like I am part of the school community.
Personal safety	I feel safe on my way to and from school.
Personal safety	I feel safe outside the building before and after school.
Personal safety	I feel safe and secure at my school.
Job satisfaction	I am satisfied with the quality of communication in JCPS.
Job satisfaction	I am very satisfied with my JCPS position.
Job satisfaction	I would recommend JCPS as a good place to work.
Overall satisfaction	I am very satisfied with my school.
Overall satisfaction	I would rather send my own child(ren) to JCPS than to a non-JCPS school.
Overall satisfaction	I am very satisfied with JCPS.
Positive character	I care about the feelings of others.
Positive character	I try to help when I see people in need.
Positive character	I always try to tell the truth.

## **Districtwide Findings and Recommendations**

For the districtwide recommendations, a sophisticated Neural Network (NN) analyses was conducted. NN are models based on the way the brain and the nervous system generally operate. Such models are used to predict an outcome variable. NN are generally used when modeling complex environments (e.g., financial applications). JCPS is the first school district using this modeling approach to survey data.

Neural Network analyses on overall satisfaction with JCPS (i.e., outcome variable) indicated that students across all levels perceive the importance of school support. Findings showed that school engagement and belonging are the priority for elementary school students, school engagement and personal safety are important for middle school students, and school engagement and quality teaching are critical for high school students. Teachers emphasized the need of creating higher levels of job satisfaction. Parents noted the importance of teaching and satisfaction with their children's educational experience. Appendix Tables 7-11 displays the Neural Network analyses results for the various stakeholders associated with the survey. These results highlight the need to continue focusing on engaging teaching and sense of belonging as emphasized in our Theory of Action.

We will continue to study the links between the CSS and critical initiatives like CARE for Kids. For example, student responses on the CSS (Chang, 2009) were analyzed to see if there were differences from 2008 to 2009 between the students who attended CARE for Kids and the students who did not. Multivariate statistical analyses found that students who attended CARE for Kids schools showed significantly more growth in the areas of School Discussion Climate, School Support, and Positive Character than students in non-CARE for Kids schools.

### **Implications for Practice**

JCPS needs to continue the process of aligning the CSS framework with our Core Beliefs, the Theory of Action, and the District Goals and Strategies. In this sense, we should continue to develop user-friendly and interactive online reports that will support our goals of enhancing effective teaching, enhancing effective leadership, strengthening organizational culture, and improving organizational effectiveness. This is particularly important as we now have individual student responses.

We need to continue to use the CSS as a monitoring mechanism that supports JCPS continuous improvement. In all schools, there are always areas of strength as well as areas with opportunities for growth. Also, CSS data should continue to allow JCPS leadership to see crucial differences in the ways teachers, parents, and students perceive their school experiences. In turn, this will result in more overall satisfaction with our school district.

It is important to continue exploring the relationships between school climate constructs from the CSS and student outcome measures from the state accountability system. Although the new generation of state accountability systems will not necessarily align with our conceptualization of educating the whole child, we certainly hope that it will match our focus on student growth over time.

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## Appendices

Table 1

Sample Sizes for each Survey

Survey	Total Sample Size	Minimum Subsample Size on any Single Item	Number of Items
Elementary Students	10609	3119	65
Middle-Grade Students	15299	4701	66
High School Students	16390	5122	72
Parents	21579	4575	67
Classified	2530	751	71
Certified	4154	1220	73

Table 2

## Elementary School Survey

Construct	Items	Alpha
School Engagement	3	.72
School Belonging	3	.53
School Discussion Climate	3	.56
School Political Discussion	3	.63
School Support	3	.57
Personal Safety	3	.62
Conflict Resolution Skills	3	.65
Positive Character	3	.66
Teaching	7	.74
Curriculum	3	.71
School Resources	3	.53
School Services	3	.55
Site Safety	2	.74
Overall Satisfaction	3	.69

Table 3

## Middle School Survey

Construct	Items	Alpha
School Engagement	3	.74
School Belonging	3	.64
School Discussion Climate	3	.58
School Political Discussion	3	.70
School Support	3	.73
Personal Safety	3	.74
Conflict Resolution Skills	3	.71
Positive Character	3	.72
Teaching	7	.84
Curriculum	7	.80
School Resources	3	.73
School Services	3	.64
Site Safety	2	.79
Overall Satisfaction	3	.75

Table 4

## High School Survey

Construct	Items	Alpha
School Engagement	3	.80
School Belonging	3	.73
School Discussion Climate	3	.70
School Political Discussion	3	.75
School Support	3	.77
Personal Safety	3	.81
Conflict Resolution Skills	3	.77
Positive Character	3	.77
Teaching	7	.88
Curriculum	8	.87
School Resources	3	.75
School Services	3	.70
Site Safety	2	.84
Overall Satisfaction	2	.63

Table 5

## Parent Survey

Construct	Items	Alpha
School Belonging	3	.83
Support	3	.83
Safety	3	.79
Administration	4	.87
Teaching	8	.92
Curriculum	5	.82
Assessment	2	.69
School Resources	3	.78
School Services	4	.74
Site Safety	2	.88
School Support	3	.83
Educational Satisfaction	4	.88
Overall Satisfaction	3	.84

Table 6

## School-Based Certified Survey

Construct	Items	Alpha
Climate	3	.78
Support	3	.80
Administration	5	.82
Teaching	8	.90
Discussion Skills	2	.78
Curriculum	4	.77
Assessment	4	.74
School Resources	3	.66
School Services	3	.58
Site Safety	3	.77
Belonging	3	.89
Safety	3	.91
PD	6	.88
Positive Character	3	.83
Overall Satisfaction	3	.79

Table 7 – Elementary School Students

Independent Variable Importance		
	Importance	Normalized Importance
engagement	.161	100.0%
belonging	.149	92.8%
discussion_climate	.012	7.4%
political_discussion	.027	16.8%
school_support	.146	90.6%
personal_safety	.086	53.4%
conflict_resolution	.043	26.8%
positive_character	.030	18.5%
school_resources	.052	32.1%
school_services	.085	52.6%
site_safety	.130	81.0%
teaching	.065	40.4%
curriculum	.015	9.3%

Table 8 – Middle School Students

Independent Variable Importance		
	Importance	Normalized Importance
engagement	.135	85.4%
belonging	.104	65.6%
discussion_climate	.031	19.5%
school_support	.158	100.0%
personal_safety	.114	72.1%
political_discussion	.018	11.5%
conflict_resolution	.051	32.3%
positive_character	.037	23.7%
school_services	.109	69.1%
school_resources	.068	42.9%
site_safety	.063	40.1%
teaching	.069	43.4%
curriculum	.042	26.6%

Table 9 – High School Students

Independent Variable Importance		
	Importance	Normalized Importance
engagement	.148	100.0%
belonging	.106	71.7%
climate	.030	20.3%
school_support	.123	82.8%
personal_safety	.121	81.8%
political_discussion	.018	12.2%
conflict_resolution	.015	10.4%
positive_character	.062	41.9%
school_resources	.037	24.9%
school_services	.103	69.8%
site_safety	.049	33.0%
teaching	.135	91.2%
curriculum	.052	34.8%

Table 10 – Teachers

Independent Variable Importance		
	Importance	Normalized Importance
Climate	.034	11.0%
Support	.032	10.5%
Admon	.109	35.4%
Teaching	.041	13.2%
discussion_skills	.036	11.8%
Curriculum	.036	11.8%
Assessment	.045	14.7%
school_resource	.034	11.0%
school_services	.038	12.5%
site_safety	.030	9.9%
Belonging	.072	23.5%
personal_safety	.092	29.9%
Pd	.054	17.5%
job_satisfaction	.307	100.0%
positive_character	.041	13.3%

Table 11 – Parents

**Independent Variable Importance**

	Importance	Normalized Importance
Belonging	.040	23.3%
Support	.037	21.4%
Safety	.062	35.8%
Administration	.118	68.0%
Teaching	.174	100.0%
curriculum	.017	9.5%
assessment	.038	21.8%
school_resources	.106	60.7%
school_services	.104	60.0%
site_safety	.029	16.6%
school_support	.114	65.7%
ed_satisfaction	.160	92.0%

**Items on Parent/Guardian Survey**

School belonging	My child feels strong ties with other students in his/her school.
School belonging	My child's peer group is well thought of by members of other peer groups.
School belonging	My child feels like a part of his/her school community
School support	I feel the teachers at my child's school really care about him/her.
School support	I believe my child can talk with his/her counselor or dean.
School support	My child's school provides a caring and supportive environment.
Personal safety	I believe my child feels safe walking to and from school.
Personal safety	I believe my child feels safe outside the building before and after school.
Personal safety	I believe my child feels safe and secure at school.
School administration	The superintendent and central office administrators provide effective leadership in support of my child's school.
School administration	The principal at my child's school provides effective leadership.
School administration	The staff and Site-Based Decision Making Council are committed to diversity.

Items on Parent/Guardian Survey (Continued)

School administration	The Site-Based Decision Making Council has helped to improve my child's school.
Teaching	My child's school provides academically challenging content.
Teaching	Teacher(s) assign my child meaningful homework on a regular basis.
Teaching	Teachers at my child's school provide effective instruction.
Teaching	Teachers at my child's school are continuously improving their teaching methods.
Teaching	My child receives individual attention from the teachers to help him/her learn better.
Teaching	My child receives individual attention from the teacher(s) when he/she needs help with nonacademic issues.
Teaching	I have opportunities to talk about my child's progress with his/her teacher(s).
Teaching	My child's school provides regular communication to me on my child's progress.
Curriculum	My child is reading better at home than in past years.
Curriculum	My child is developing the ability to apply math to real-life situations.
Curriculum	My child is writing more at home and at school than in previous years
Curriculum	My child regularly engages in active investigations and experiments in science.
Curriculum	My child is involved in community service in a way that enhances his/her learning.
Student assessment	I believe that the CATS results for my child are reliable indicators of his/her ability.
Student assessment	My child performs well on the CATS tests.
School resources	My child's school has reasonable class sizes.
School resources	Textbooks and other school materials are of high quality.
School resources	My child's school is equipped with up-to-date computers and other technology.

Items on Parent/Guardian Survey (Continued)

School services	A variety of guidance and support services is available to my child.
School services	My child enjoys the meals served at his/her school.
School services	My child's school is clean.
School services	I receive information regularly about JCPS programs and services
Site safety	At my child's school, I feel verbal bullying is not a problem.
Site safety	At my child's school, I feel physical bullying is not a problem.
Site safety	At my child's school, I feel internet bullying is not a problem.
Site safety	Adults in my child's school handle safety concerns quickly.
Site safety	I believe that adults in my child's school will take care of unsafe situations.
School support	I feel my child's teachers really care about me.
School support	I believe I can talk to my child's counselor or dean.
School support	My school provides a caring and supportive environment for parents.
Education satisfaction	I believe my child will be prepared to go to the next grade level in school.
Education satisfaction	My child will be able to go to college after graduating from JCPS.
Education satisfaction	My child will be able to get a job after graduating from JCPS.
Education satisfaction	I believe my child is developing essential life skills (e.g., reading, writing, math) in JCPS.
Overall satisfaction	I am very satisfied with my child's school.
Overall satisfaction	I would rather my child go to JCPS than to a non-JCPS school.
Overall satisfaction	I am very satisfied with Jefferson County Public Schools.