Ann Arbor Public Schools
School Climate Report

Board of Education Committee of the Whole
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Board of Education

Presented by:
Alesia Flye, Deputy Superintendent for Instructional Services
Joyce Hunter, Assistant Superintendent for Secondary Education
Dawn Linden, Assistant Superintendent for Elementary Education

Elementary Executive Summary

The Power of Perception

The past decade has seen unprecedented change in public education. New instructional technologies, increased accountability measures, and the evolution of school choice, are some of the many realities facing public school districts. Our challenge lies in thoughtfully evolving to continue to meet the needs of our constituents. Our parents and students have many options when it comes to public education and we understand the power of perception and its influences in these competitive times. It is our goal to positively engage every parent and student in the education process.

Strategy Three of District Strategic Plan states, "We will actualize the potential for excellence in all students through inspiration and support." To accomplish this, our constituents must be our welcome and active partners. Strategy Six states, "We will engage and inform our constituents to engender trust and support to accomplish our mission and objectives." That trust stems from regular, respectful communication and interactions at all levels of our organization. Without trust, we cannot effectively partner to help each student reach his/her full potential. Providing a world-class education is as much about quality programs, cutting edge practices and high expectations as it is about a positive approach, accessibility to stakeholders, and willingness to listen.

Last school year, the Board of Education requested that a climate survey be conducted to examine key perceptional information and experiences from our constituents. These important data received in March of 2011 enabled the District to identify areas of strength and challenge that should impact daily practices.

Survey Design and Implementation

School climate surveys were developed to garner feedback from our constituents regarding all major aspects of school climate. In February of 2011, a committee of building and district leaders worked together to develop surveys for parents, teachers and students. Of the twenty-one elementary schools, fifteen delivered the Zoomerang online survey developed by the committee. Some building level customization was granted to principals, which resulted in six schools issuing adapted Google surveys (Allen, Angell, Bryant, Logan, Pattengill, and Wines).

Parent surveys consisted of twenty-six statements to be rated "poor," "fair," "good," or "excellent." In addition, parents were asked to respond to ten statements with "true" or "false." The data reflected in the following tables reflects the summary of "excellent" and "true" responses. Student surveys consisted of seventeen statements to be rated "not often", "sometimes" and "often". Teacher surveys consisted of thirty-one statements to be rated "never" "rarely," "sometimes," "often," and "very frequently."

On March 3, 2011, parents, students and teachers received web links to complete the online climate surveys. The survey window closed on March 31st. Two schools, Eberwhite and Wines, elected to survey students using printed versions. These results were aggregated by hand at the school level. No student surveys were conducted at Bryant, which serves only primary grades. Teacher survey data was not recovered for Angell where results were aggregated at the school

level. These anomalies in survey implementation reinforce the need for greater consistency in design and delivery.

Elementary Survey Participation by School

AAPS Climate Survey Participation Spring 2011				
School	Student Survey Total	% of Student Population for Grades 3-5	Teacher/ Staff Survey	Parent Survey	% of Family Population
Abbot	133	85%	20	79	35%
Allen	163	94%	33	122	41%
Angell	128	91%	0	91	47%
AA Open*	174	83%	14	132	29%
Bach	162	87%	19	115	37%
Bryant	NA	NA	7	43	17%
Burns Park	116	51%	24	99	30%
Carpenter	93	54%	23	31	11%
Dicken	157	94%	23	56	18%
Eberwhite	149	83%	14	88	30%
Haisley	193	90%	29	56	16%
King	209	92%	13	91	28%
Lakewood	121	76%	9	25	9%
Lawton	220	96%	22	101	29%
Logan	160	92%	31	99	37%
Mitchell	125	95%	26	18	8%
Northside	99	88%	14	38	23%
Pattengill	300	95%	21	37	13%
Pittsfield	123	97%	23	69	34%
Thurston	192	87%	16	18	6%
Wines	77	39%	24	105	30%
TOTAL	**2334**	**63%**	**405**	**1513**	**41%**

Student participation rates indicate that a high percentage of the population was represented at most buildings.

It was not possible to establish accurate teacher participation rates due to challenges in distinguishing staff involvement at each building. In some cases all staff was asked to participate while in others, only teachers and support staff were included. An estimated 360 elementary teachers were staffed during the spring of 2011. The response count of 405 indicates that teachers serving at multiple buildings may have completed surveys more than once and in many cases, lunch and recess staff, custodians and teacher assistants likely participated.

Parent participation rates vary dramatically from building to building. Some consideration regarding Internet accessibility may be warranted when issuing future surveys. Again, it is clear that systemic consistency in survey implementation is a concern.

Caution should be used in interpreting parent survey data for buildings with low participation rates. In addition, we must remember that the surveys represent one data point that can serve to guide us in making decisions but should not constitute our sole indication of school climate.

Parent Climate Survey Positive Trends
Parents responded to the following areas as "good to excellent" at a rate of 92% or better for the following areas:

- I feel welcome throughout the school (94%)
- Safety and security within the school (94%)
- Overall satisfaction of my child's school (94%)
- Responsiveness of support staff (94%)
- Approachability of the office staff (93%)
- Teacher responsiveness (93%)
- Teacher is welcoming and respectful (92%)

Parent Survey Summary 2011	Poor	Fair	Good	Excellent	Good/Excellent
I feel welcome throughout the school	1%	5%	29%	65%	94%
Safety and security within the school	1%	5%	37%	57%	94%
Overall satisfaction with my child's school	1%	6%	40%	54%	94%
Responsiveness of support staff	1%	6%	39%	55%	94%
Approachability of the office staff	1%	5%	26%	67%	93%
Teacher's responsiveness	1%	6%	25%	68%	93%
Teacher is welcoming and respectful	2%	6%	20%	72%	92%

Student Climate Survey Positive Trends
Students responded to the following statements as "Often" at a rate of 80% or better for the following areas:

- My teacher hopes I do great in school (91%)
- My teacher wants me to work as hard as I can (88%)
- I respect my teacher (87%)
- My teacher treats all students fairly (83%)

Student Survey Summary 2011	Not often	Sometimes	Often
My teacher hopes I do great in school	3%	6%	91%
My teacher wants me to work as hard as I can	3%	9%	88%
I respect my teacher	3%	10%	87%
My teacher treats all students fairly.	4%	13%	83%

Teacher Climate Survey Positive Trends

Teachers responded to the following statements as "Often" and "Very Frequently" at a rate of 80% or better for the following areas:

- The school sets high standards for academic performance (93%)
- Organized community groups meet regularly (e.g. PTO) to discuss school issues (93%)
- Teachers in the school use data to monitor student growth and identify gaps (86%)
- Our school makes an effort to inform the community about our goals and achievements (83%)
- The principal is friendly and approachable (82%)
- Parents and other community members are included on planning committees (82%)
- Teachers accomplish their jobs with enthusiasm (82%)
- Students respect others who get good grades and do well academically (81%)
- The learning environment is orderly and serious (81%)
- The faculty members collaborate to address achievement issues (80%)
- Teachers help support each other (80%)
- Teachers consistently consider equity in meeting the needs of all children (80%)

Teacher Survey Summary 2011	Never	Rarely	Sometimes	Often	Very Frequentl	Often/Very
The school sets high standards for academic performance.	0%	1%	6%	35%	58%	93%
Organized community groups (e.g. PTO) meet regularly to discuss school issues.	0%	1%	6%	32%	61%	93%
Teachers in this school use data to monitor student growth and identify gaps.	0%	3%	11%	32%	54%	86%
Our school makes an effort to inform the community about our goals and achievements.	0%	1%	15%	46%	37%	83%
The principal is friendly and approachable.	1%	3%	14%	24%	58%	82%
Parents and other community members are included on planning committees.	0%	2%	16%	40%	42%	82%
Teachers accomplish their jobs with enthusiasm.	1%	3%	15%	45%	37%	82%
Students respect others who get good grades / do well academically.	0%	2%	17%	48%	33%	81%
The learning environment is orderly and serious.	0%	4%	15%	44%	37%	81%
The faculty members collaborate to address achievement issues.	1%	5%	14%	34%	46%	80%
Teachers help and support each other.	0%	4%	16%	35%	45%	80%
Teachers consistently consider equity in meeting the needs of all children.	1%	4%	15%	36%	44%	80%

Areas for Growth

Parents

Parent responses below represent statements that received the lowest ratings of "good" and "excellent." While these results still reflect a high level of satisfaction overall, they are noticeably lower in comparison to other response items.

- Responsiveness of lunch/recess staff (70%)
- Atmosphere & safety of cafeteria and playground (73%)
- Principal listens to ideas and suggestions (75%)
- Approachability of lunch/recess staff (76%)
- Support staff provides useful classroom information (78%)
- Physical condition of the building and grounds (82%)

- Students at our school are challenged to do their best (83%)
- Principal is friendly and approachable (83%)

Parent Survey Summary 2011	Poor	Fair	Good	Excellent	Good/Excellent
Responsiveness of lunch/recess staff	7%	22%	41%	29%	70%
Atmosphere & safety of cafeteria/playground	7%	20%	44%	29%	73%
Principal listens to ideas and suggestions	8%	17%	30%	45%	75%
Approachability of lunch/recess staff	6%	19%	46%	30%	76%
Support staff provides useful classroom information	4%	18%	36%	42%	78%
Physical condition of the building and grounds	2%	16%	51%	31%	82%
Students at our school are challenged to do their best	3%	14%	39%	44%	83%
Principal is friendly and approachable	5%	13%	28%	55%	83%

Response to Parent Climate Data

Lunch and recess staff received the least favorable ratings in the areas of responsiveness and approachability with 27% and 26% of parents rating these as "fair" to "poor." Because safety and atmosphere of the cafeteria and playground were also rated among the lowest (27% "fair" to "poor"), there is some indication that lunch and recess support staff would benefit from training in positive behavior management techniques and communication. Our current training program supports initial employment induction followed by onsite building level induction. Principals are charged with providing training in school process and procedures specific to that site. Typically, these hourly employees do not participate in building staff meetings, professional development or related activities. This may cause a disconnect in the consistency of expectations and methodology employed when communicating with students and parents. The lunch and recess supervision budgets currently do not support additional hours for inclusion in these staff development opportunities. We'll continue to explore training options as we seek to improve support for our lunch and recess supervisors.

Surveys indicate that a closer look at leadership practices would be beneficial with 18% to 25% of participating parents rating "listening" and "approachability" as "fair" to "poor." It is not uncommon for parents and principals to disagree on some issues, however, methods and manner of communication contribute heavily to perception. At the district level, we closely monitor parent concerns and at times, they can indicate an opportunity for leadership development and procedural improvement.

Twenty-two percent of those surveyed indicated that support staff communication was "fair" to "poor". Support staff includes special area teachers as well as intervention teachers. Without the ability to properly disaggregate the data by content area, it's difficult to determine where the specific area of concern rests. Intervention teachers and aides do their best to communicate progress and concerns with parents on a regular basis. Special area teachers serve many students across grade levels, which can present a communication challenge. Currently, special area

teachers send home regular newsletters with pertinent class information. We will examine the frequency and content of those communications to determine whether changes are warranted. We are also working on revisions to the current report card to include consistent feedback regarding special area student progress.

Seventeen percent of parents responded that the Ann Arbor schools do a "fair" to "poor" job of challenging students to do their best. With the addition of NWEA to our data toolkit, teachers have even greater direction in order to differentiate and challenge students. Our curriculum provides excellent extension materials, our coordinators provide support via professional development and site visits, and we are also examining the master schedule to ensure that the daily framework exists for collaboration and the creation of small learning groups.

The physical condition of the grounds and building were noted by eighteen percent of parent participants as "fair" to "poor". Individual school surveys reveal specific buildings where this may be an issue and these buildings will be reviewed carefully.

Students
Student responses showed the lowest incidences of "often" for the following statements:

- In class we read about and discuss people like me (23%)
- We do interesting things in my class (41%)
- We use technology in school (46%)
- I can talk to my principal when I need to (46%)

Student Survey Summary 2011	Not often	Sometimes	Often
In class we read about/discuss people like me	26%	51%	23%
We do interesting things in my class	6%	52%	41%
We use technology in school	7%	46%	46%
I can talk to my principal when I need to	16%	38%	46%

Response to Student Climate Data

Twenty-six percent of students responded "not often" to the statement, "In class we read about and discuss people like me." In our equity work over the past few years, this has been a major area of focus. All of our elementary schools have made investments in multicultural literature and because of our equity work, have been engaging in the practice of examining curriculum through the "equity lens". Additions and revisions have been made to literacy and social studies content and we will continue to make adjustments to the curriculum as needed to address this concern.

The majority of students, fifty-two percent, noted that interesting things happen in class "sometimes" which points to a growth opportunity to truly engage our students. In response to

"We use technology in my class" forty-six percent of students stated "sometimes". For digital natives "interesting" and "technology" often go hand in hand. Aging, failing technology tools across the district, make it difficult for teachers to regularly employ technology in instructional delivery. Technology use and exposure in school is essential in bridging the digital divide that exists for many of our disadvantaged students. In order to prepare students appropriately for college and career, we must have the appropriate technology.

Lastly, principal accessibility at appropriate times is important. This indicates that students may not be aware of their options or of the appropriate procedures for speaking with their principal so this information will be shared with students. Principals must be visible to students and available in all appropriate situations.

Teachers

Teacher responses showed the lowest incidences of "often and very frequently" for the following statements:

- Students seek extra work so they can get good grade and do well academically (43%)
- Community members attend meetings to stay informed about our school (50%)
- Teachers consistently collaborate on strategies to build relationships (66%)
- Students try hard to improve on previous work (68%)
- Teachers engage in courageous conversations to address equity, Ed Yes outcomes, SIT goals and achievement gaps (68%)

Teacher Survey Summary 2011	Never	Rarely	Sometimes	Often	Very Frequently	Often/Very
Students seek extra work so they can get good grades/do well academically.	1%	11%	45%	32%	11%	43%
Community members attend meetings to stay informed about our school.	2%	8%	41%	33%	17%	50%
Teachers consistently collaborate on strategies to build relationships.	1%	8%	25%	34%	32%	66%
Students try hard to improve on previous work.	0%	3%	29%	49%	19%	68%
Teachers engage in courageous conversations to address equity, ED Yes outcomes, SIT goals, and achievement gaps.	2%	7%	23%	37%	31%	68%

Teacher Response Plans

Less than half of teacher participants identified students as "seeking extra work to get good grades" and that points to student empowerment as an area of focus. With the introduction of NWEA to our data toolkits, we now have a unique opportunity to engage students in targeted goal setting as well as their own personal data analysis. As we work to put personal learning plans into action, we will enable students to take a more active role in the learning process.

Again, less than half of teachers felt that community members were in attendance at meetings. As we work to bring more of our families into action in our schools, principals are being encouraged to put creative practices in place to involve community and family members. These

include PTO meetings held at community and neighborhood centers, personal outreach to families encouraging participation in events and activities, and attention to balance in the diversity of families and leadership in parent organizations and school-based committees.

Thirty-four percent of teachers shared that collaboration on strategies to build relationships occurred "never" to "sometimes". Because school is a social setting, it's critical that relationship building be at the core of our work. The implementation of Positive Behavior Intervention Support (PBIS) systems has helped to provide a framework for positive interaction for students and staff. We've provided professional development opportunities for teachers to learn about and engage in data analysis and meaningful team planning sessions. It is our goal to empower grade level teams to collaborate regularly and we'll continue to seek more opportunities for this to regularly occur.

Ken Blanchard coined the phrase "Feedback is the breakfast of champions" and we would add that feedback followed by opportunity to apply it is even better! We will examine our curriculum for these kinds of improvement application opportunities.

We still have significant work to do with equity and we will see this work continue as the DELT and DELTA teams share additional tools and guidelines for building leaders and teachers.

Conclusion

Overall, all three constituent groups perceive climate in our buildings as positive. Principals have engaged their staffs in examining the climate data and have already begun to make positive, building level changes. The data collected here will be used as both a barometer and a baseline for future efforts to be measured against. The Ann Arbor Public Schools is committed to creating a safe, nurturing and appropriately challenging environment for learning and we will seek out and engage our parent and community partners in helping to achieve our goals.

"There's a difference between interest and commitment. When you're interested in doing something, you do it when circumstance permits. When you're committed to something, you accept no excuses, only results." *- unknown*

Secondary Executive Summary

The WE Survey

In order for students to reach their full potential, a school needs to have a coherent vision, strong instructional leadership, and staff who feel empowered to make decisions on behalf of students. Coherent vision, empowerment, school management, culture of learning and community partnership have been identified by the Successful Practices Network as five key elements in successful schools across the country.

Survey Design and Implementation

The WE Surveys were given at the Middle and High Schools during the 2010/2011 school year with the exception of Pioneer and Huron High Schools which gave the surveys during the 2009/2010 school year. Skyline administered the surveys in the current school year. Clague Middle School surveys were delivered, however, the data was corrupted at the scoring center and not retrievable. These surveys will be administered again this year.
The following were the three surveys that were administered at the secondary schools:

We Teach – Instructional staff survey
We Learn – Student survey
We Lead – Whole Staff Survey

The table below represents survey participation by school.

School	Survey Year	Enrollment	Students Responding	Percent Responding	Classroom Teachers	Instructional Support Staff
Clague	2011/12	756		0		
Forsythe	2010/11	666	613	92	39	8
Scarlett	2010/11	573	553	96.5	32	4
Slauson	2010/11	731	622	85.1	27	6
Tappan	2010/11	723	654	90.5	55	9
Community	2010/11	489	322	65.8	23	7
Clemente	2010/11	86	80	93	11	6
AA Tech	2010/11	132	82	62.1	13	7
Huron	2009/10	1779	1197	67.3	54	10
Pioneer	2009/10	2269	1738	76.6	71	18
Skyline	2011/12	1523	1340	88	70	9

Due to the fact that the survey was given in different years, there is a slight difference in some of the questions.

Positive Trends – Middle Schools

Rigor in the classroom
- Classes discuss and solve open-ended questions: Teachers (89-97%); Students (70-76%)
- Students are expected to demonstrate understanding in a variety of ways: Teachers (90-93%); Students (65-77%)
- Students are expected to work with different groups of classmates: Teachers (95-100%); Students (70-77%)
- Students are expected to think independently: Teachers (92-97%); Students (69-75%)

Relevance
- Teachers encourage students to explore interests: Teachers (93-98%); Students (63-74%)
- Use of information technology/internet in the classroom: Teachers (88-98%); Students (74-81%)
- Students can apply what is learned to their everyday lives: Teachers (93-100%); Students (58-65%)

Relationships
- My teachers help me: Students (75-83%)
- My teachers care if I participate in class: Students (71-80%)
- I am a source of encouragement to my students: Teachers (92-96%)
- Staff respect students: Teachers (72-96%)

Areas for Growth

- Support for struggling learners: Teachers (25-54%); Students - receiving help when they need it (62-72%)
- Encouragement to explore career choices: Teachers (44-67%); Students (39-47%)
- Bullying is a problem at this school: Teachers (41-78%); Students (33-51%)
- Teachers know students' academic interests and goals: Teachers (67-82%); Students (33-43%)
- Teachers know students' interests outside of school: Teachers (74-89%); Students (20-28%)
- There is strong communication between teachers and students: Students (40-46%)
- The school administration effectively creates a climate of trust: Teachers (21-58

Postiive Trends		
Teachers	Q1 Students discuss and solve open-ended questions and problems	89-97%
Students	Q1 In class we discuss and solve problems that have more than one answer	70-76%
Teachers	Q60 I encourage students to demonstrate their understanding in a variety of ways	90-93%
Students	Q34 I am required to demonstrate my understanding in a variety of ways	65-77%
Teachers	Q23 I expect students to work with different groups of classmates	95-100%
Students	Q38 My teacher expects me to work with different groups of classmates	70-77%
Teachers	Q45 I expect students to become independent learners	92-97%
Students	Q45 I am encouraged to think for myself	69-75%
Areas for Growth		
Teachers	Q25 Struggling and disengaged learners receive support	25-54%
Students	Q24 When I struggle in class, I receive help	62-72%

Positive Trends – Alternative High Schools

Rigor in the classroom
- Classes discuss and solve open-ended questions: Teachers (85-96%); Students (63-88%)
- Support for struggling learners: Teachers (85-100%); Students (70-86%)
- Students are expected to think independently: Teachers (85-100%); Students (72-87%)
- Students are encouraged to demonstrate understanding in a variety of ways: Teachers (91-100%); Students (59-72%)

Relevance
- Students are encouraged to explore interests: Teachers (92-100%); Students (71-82%)
- Students are encouraged to explore career choices: Teachers (78-91%); Students (57-73%)
- Use of information technology/internet in the classroom: Teachers (85-100%); Students (72-84%)
- Students are encouraged to work with other students to solve problems: Teachers (94-100%); Students (66-73%)
- Students can apply what is learned to everyday life: Teachers (96-100%); Students (65-68%)

Relationships
- Teachers respect students: Teachers (85-100%)
- Teachers care about students: Students (72-89%)
- Teachers care if I participate in class: Students (80-89%)

- Teachers know their students' academic interests and goals: Teachers (85-91%); Students (61-63%)
- Student responses tend to become more positive from 9th to 12th grade

Leadership
- My teachers take action on student concerns and suggestions: Students (65-78%)
- There is strong communication between students and teachers: Students (66-86%)
- Creative thinking is embraced as essential by the administration of this school: Teachers (69-91%); Students – My teachers are always trying new things (58-66%)

Areas for Growth

- Bullying is a problem at this school: Teachers (9-64%); Students (11-41%)
- Teachers know students' interests outside of school: Teachers (91-100%); Students (40-60%)
- School administration listens to student concerns: Students (47-54%)

Rigor		
Teachers	Q1 Students discuss and solve open-ended questions and problems	85-96%
Students	Q1 In class we discuss and solve problems that have more than one answer	63-88%
Teachers	Q25 Struggling and disengaged learners receive support	85-100%
Students	Q24 When I struggle in class, I receive help	70-86%
Teachers	Q45 I expect students to become independent learners	85-100%
Students	Q45 I am encouraged to think for myself	72-87%
Teachers	Q60 I encourage students to demonstrate their understanding in a variety of ways	91-100%
Students	Q34 I am required to demonstrate my understanding in a variety of ways	70-86%
Relevance		
Teachers	Q9 I encourage students to explore things they find interesting	92-100%
Students	Q20 I'm encouraged to explore things I find interesting	71-82%
Teachers	Q26 I encourage students to explore career pathways	78-91%
Students	Q40 My teachers make me aware of different career choices	57-73%
Teachers	Q22 I use information and communication technology	85-100%
Students	Q54 Teachers use the internet in the classroom	72-84%
Teachers	Q50 I encourage students to work with others to solve problems	92-100%
Students	Q29 I work with other students in my classes to solve problems	52-81%
Teachers	Q14 Students can apply what I am teaching to their everyday lives	96-100%
Students	Q2 I can apply what I learn in my classes to my everyday life	65-68%

Relationship Items		
Teachers	Q11 Staff respect students	85-100%
Students	Q5 My teachers care about me	72-89%
Students	Q33 My teachers care if I participate in class	80-89%
Teachers	Q47 I know my students' academic interests and goals	85-91%
Students	Q17 My teachers know my academic interests and goals	61-63%
Concerns		
Teachers	Q3* Bullying is a problem at this school	9-64%
Students	Q27* Bullying is a problem in this school	11-41%
Teachers	Q31 I am aware of my students' interests outside of school	91-100%
Students	Q47 My teachers know my interests outside of school	40-60%
Leadership		
Teachers	Q40 School administration takes action on staff concerns and suggestions	54-91%
Students	Q57 My teachers take action on student concerns and suggestions	65-78%
Teachers	Q12 Creative thinking is embraced as essential by administration in this school	69-91%
Students	Q44 My teachers are always trying new things	58-66%
Teachers	Q52 Teachers have adequate opportunity to contribute to school-wide decisions	54-100%
Students	Q14 Students are involved in school-wide decisions	54-65%
Students	Q35 There is strong communication between teachers and students	66-86%
Concerns		

Positive Trends – Comprehensive High Schools

Rigor in the classroom
- Classes discuss and solve open-ended questions: Teachers (83-94%); Students (74-82%)
- Students are expected to exceed basic understanding: Teachers (83-84%)
- Students are expected to think independently: Teachers (94-97%); Students (58-71%)

Relevance
- Teachers encourage students to use multiple resources: Teachers (92-96%); Students (57-60%)
- Use of information technology/internet in the classroom: Teachers – 92-99%; Students (78-83%)
- Students are encouraged to work with other students to solve problems: Teachers (94-100%); Students (66-73%)
- What is learned in school will help students prepare for their future: Teachers (86-96%); Students (55-69%)

Relationships
- Teachers respect students: Teachers (89-94%); Students (65-68%)
- Teachers care if I participate in class: Students (69-74%)

- I am a source of encouragement to my students: Teachers (94-98%)

Areas for Growth

- Support for struggling learners: Teachers (42-66%); Students – receiving help when they need it (56-65%)
- Teachers encourage students to explore career choices: Teachers (63-73%); Students (37-46%)
- Bullying is a problem at this school: Teachers (24-45%); Students (20-24%)
- Teachers know students' academic interests and goals: Teachers (79-89%): Students (31-37%)
- Teachers know students' interests outside of school: Teachers (90-94%); Students (23-31%)
- Staff are expected to give frequent feedback to students: Teachers (89-96%); Students – teachers often let me know how I am doing in class (44-54%)
- The school administration effectively creates a climate of trust: Teachers (30-65%)
- School administration takes action on staff concerns: Teachers (28-65%); Students – school administration listens to student concerns (19-30%)

Rigor		
Teachers	Q1 Students discuss and solve open-ended questions and problems	83-94%
Students	Q1 In class we discuss and solve problems that have more than one answer	74-82%
Teachers	Q45 I expect students to become independent learners	94-97%
Students	Q38 I am taught to think for myself	58-71%
Teachers	Q53 Students are expected to exceed a basic understanding of what is being taught	83-84%
Concerns		
Teachers	Q25 Struggling and disengaged learners receive support	42-66%
Students	Q21 When I struggle in class, I receive the help I need to be successful	56-64%
Relevance		
Teachers	Q46 I encourage students to use multiple resources when solving problems	92-96%
Students	Q43 My teachers encourage me to use many resources to solve problems	57-60%
Teachers	Q22 I use information and communication technology	92-99%
Students	Q22 Teachers use computers and the internet in the classroom	78-83%
Teachers	Q50 I encourage students to work with others to solve problems	94-100% .
Students	Q47 I work with other students in my classes to solve problems	66-73%
Teachers	Q30 What I do makes a major contribution to preparing students for their future	86-96%
Students	Q35 What I learn in school will help me in my future	55-69%
Concerns		
Teachers	Q26 I encourage students to explore career pathways	63-73%
Students	Q26 My teachers encourage me to explore different careers	37-46%

Relationship Items		
Teachers	Q11 Staff respect students	85-100%
Students	Q5 My teachers care about me	72-89%
Students	Q33 My teachers care if I participate in class	80-89%
Teachers	Q47 I know my students' academic interests and goals	85-91%
Students	Q17 My teachers know my academic interests and goals	61-63%
Concerns		
Teachers	Q3* Bullying is a problem at this school	9-64%
Students	Q27* Bullying is a problem in this school	11-41%
Teachers	Q31 I am aware of my students' interests outside of school	91-100%
Students	Q47 My teachers know my interests outside of school	40-60%
Leadership		
Teachers	Q40 School administration takes action on staff concerns and suggestions	54-91%
Students	Q57 My teachers take action on student concerns and suggestions	65-78%
Teachers	Q12 Creative thinking is embraced as essential by administration in this school	69-91%
Students	Q44 My teachers are always trying new things	58-66%
Teachers	Q52 Teachers have adequate opportunity to contribute to school-wide decisions	54-100%
Students	Q14 Students are involved in school-wide decisions	54-65%
Students	Q35 There is strong communication between teachers and students	66-86%
Concerns		
Students	Q25 School administration listens to our concerns	47-54%

Summary of Trends

Middle Schools (Clague not included)

Rigor
- In general, both teachers and students rate their schools high in this category, notably in the areas of high expectations, going beyond basic understanding to address open ended and complex problems in a variety of ways.
- At least two-thirds of the students agree that they get help if they are struggling in class. Teachers are less certain about support being available but are in nearly complete agreement that the school does not give up on difficult students.
- About a third of the teachers report spending too much time re-teaching things students should already know. Just under half the students report they are being taught things they already know.

Relevance
- Teachers rate their practices highly in this area – using a variety of instructional strategies, encouraging exploration and application to students' everyday lives and using information and communication technology. Students tend to agree, particularly confirming the use of technology in the classroom.

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- There is a tendency at some schools for the level of student agreement to drop between grades 6 and 8.
- Both students and teachers tend to give less high ratings to encouragement for career exploration and interdisciplinary projects.

Relationships
- Teachers give high ratings for their level of respect for students and for their knowledge of their students' interests and goals. A high percentage also agrees that the staff helps and encourages each other; however, about a third to a half report feeling isolated from their colleagues.
- The students give generally high ratings to teachers caring about helping them. Compared to the teachers, they are less likely to report that their teachers know about their students' interests and goals.
- Student responses in this area tend to be less positive from 6th to 8th grade.
- About 60% of teachers and up to 50% of students agree that bullying is a problem in their school.

Leadership
- While teacher responses tend toward the favorable in this area, it is to a lesser extent than for the other areas. They tend to be most positive about alignment of day-to-day work and school goals, and interest in professional growth. The weakest areas appear to be the lack of time for collaboration, minimizing stress when changes are implemented, and teachers' opportunity to contribute to school-wide decisions.
- The Leadership area is also the least favorable for students, with the highest levels of agreement hovering around 50%. The weakest areas are those related to student involvement in school decisions, administration listening to student concerns, and communication between students and teachers. The agreement percentages tend to be lower for 8th graders than for 6th graders.

Alternative High Schools (Community, Clemente, Ann Arbor Tech)

Rigor
- Teachers typically give these items high favorable ratings, particularly related to high expectations, learning beyond a basic understanding, and solving open-ended and complex problems.
- Teachers have a high level of agreement that struggling students receive support and that they do not give up on difficult students.
- Students also give these items high favorable ratings, particularly related to high expectations, complex problem solving, and applying what has been learned.
- A high percentage of students agree that they receive help if they struggle in class.

Relevance
- Teachers at all of the schools show high levels of favorable ratings on these items. The only exception is for interdisciplinary planning and projects.

Relationships
- Teachers give high favorable ratings to most of these items, including respect for students, giving frequent feedback to students, meeting their individual needs, and knowing the goals and interests of their students.
- Teachers agree that there is respect and encouragement among staff members.
- Students tend to agree that their teachers care about them and help them, but they are less likely than teachers to agree that their teachers know about their interests and goals. Agreement about these interactions with teachers tends to increase from grades 9 to 12.
- Bullying is recognized as a problem by both teachers and students at some schools.

Leadership
- Teachers give high ratings to the communication of school goals and alignment of day-to-day work with the school goals.
- Although ratings for the Leadership area tend to be lower than for the other areas, students at all three alternative schools give high ratings to knowing their school's mission and communication with teachers, and percentages tend to increase between grades 9 and 12.

Comprehensive High Schools

Rigor
- In general, both teachers and students rate their schools high in this category, notably in areas of classroom discourse -- going beyond basic understanding, discussing open ended problems in a variety of ways, and thinking independently.
- About 60% of the students agree that they get help if they are struggling in class.

Relevance
- Teachers rate their practices highly in this area – using a variety of instructional strategies, encouraging exploration and application to students' future, and using information and communication technology. Students tend to agree, particularly confirming the use of technology in the classroom.
- Students tend to give less high ratings than teachers to encouragement for career exploration.

Relationships
- Teachers give high ratings for their level of respect for students and for their knowledge of their students' interests and goals.
- The students give generally high ratings to teachers caring about and respecting them. Compared to the teachers, they are less likely to report that their teachers know about their students' interests and goals.
- About 40% of teachers and about a quarter of the students agree that bullying is a problem in their school.

Leadership
- While teacher responses tend toward the favorable in this area, it is to a lesser extent than for the other areas. They tend to be most positive about alignment of day-to-day work and

school goals, and interest in professional growth. The weakest areas appear to be the lack of time for collaboration, minimizing stress when changes are implemented, and teachers' opportunity to contribute to school-wide decisions.
- The Leadership area is also the least favorable for students, with the highest levels of agreement hovering around 50%. The weakest areas are those related to student involvement in school decisions, administration listening to student concerns, and communication between students and teachers.

Response plans for students

The principals have reviewed the data as well as shared data with students and staff. In response to the findings from students administration will:
- Monitor bullying incidents – continue to provide education on this topic to students.
- Continue Question/Answer sessions for faculty, sponsored by QSA.
- Encourage more interdisciplinary instruction.
- Increase instructional rigor and relevance via engaging activities.
- Solicit student feedback through the initiation of Student Advisory Teams.
- Find out more about student interests. Provide more "get to know you" activities.
- Make career options and pathways more visible via a career wall/bulletin board and advisory discussions.
- Promote positive student interaction through team building activities.
- Implement the Guidance Curriculum during the remainder of the school year.

Response Plans for Staff/Teachers

- Develop professional development that meets the needs of staff members/encourage and promote attending more outside Professional Development.
- Continue to further promote and enhance climate of trust via transparency of administration, provide rationale for decisions, increased recognition of good teacher work, continued open problem solving, etc.
- Ongoing professional development to prevent harassment, intimidation and bullying.
- Continue to align curriculum that demonstrates advanced and college level expectations.
- Promote greater leadership opportunities among staff via new programs or existing programs.

Conclusion

The data provided by the WE survey was very helpful in identifying the positive trends and areas for growth. While there were reoccurring themes throughout the data, there were some items that are unique to each building. As part of the individual meetings with the building principals, there will be follow up discussions about response plans that were unique to their buildings. Also, there will be plans identified to schedule K-12 climate surveys each year.