

LaGrange School District 105

FY16 District Survey Presentation

July 25, 2016



Survey Results: In general, parents, teachers, and students are very positive about District 105 schools.

- Survey items are grouped by the goals, strategies, and commitments found in our Strategic Plan. Responses which are inconsistent with previous years are noted with a second percentage in smaller font – (87%).
- Some 5Essentials items about challenge, rigor were added to the 105 survey in FY14.
- Responses from parents, students, and staff indicate very positive, trusting relationships centered around high expectations for student learning.
- Overall, responses were similar to previous years. Staff responses to some areas of related to climate and programming reflect some ongoing tension/stress.

We are surveying our district community to gather perceptual data related to our district goals and key strategies and commitments.

- **All students will demonstrate continuous growth and achieve college and career readiness standards.**
 - Students are challenged and motivated by a rigorous, well-executed curriculum.
- **All students will attend school in a safe, supportive and healthy learning environment.**
 - Students have a sense of belonging and feel safe, respected and free from bullying
 - Students have adults in the school that they feel care about them and that they can go to for academic, social, and emotional support.
- **District 105 will enhance learning partnerships by connecting schools, families, and communities.**
 - Parents and community members feel they are welcomed throughout the district and their support and assistance are sought
 - The school and district provide parent learning opportunities and partnerships that contribute to student success.

We are surveying our district community to gather perceptual data related to our district goals and key strategies and commitments.

- **District 105 will recruit, retain, and develop a high quality, collaborative teaching staff.**
 - Staff demonstrates continued learning.
- **District 105 will make effective and efficient use of its resources**
 - District maintains appropriate technology resources to meet the needs of its communities.
 - District maintains appropriate facility resources to meet the needs of its communities.

We are surveying our district community to gather perceptual data related to our district goals and key strategies and commitments.

■ **Ambitious Instruction**

- Transition to Common Core
- Rigor and relevance; critical thinking, problem solving
- From isolation to collaborative teams
- Common essential learning targets, differentiated instruction

■ **Whole Child Commitment**

- Social Emotional learning/Self Concept

■ **Engaging Families and Communities**

- Shared responsibilities and participation in decision making that advances the district and school mission and vision.

We are surveying our district community to gather perceptual data related to our district goals and key strategies and commitments.

- **We commit to integrate technology to enrich and enhance our work and to prepare our students to become knowledgeable and responsible citizens.**
- **We commit to use information to make decisions that are in the best interests of our students.**
- **We commit to build strong, trusting, collaborative relationships among all five of our school communities.**

All students will attend school in a safe, supportive and healthy learning environment.

- 3-8 students (97%) agree that their teachers care about them
- Students report (94%) that they see the building principal all around the school; parents (97%) report their principal is visible and supportive.
- Students share (95%) that their teachers are available to them when they need help.
- 3-8 students (92%), and their parents (96%) indicate that they like going to “this” school.
- 3-8 students (96%) also indicate their school is a “good place for me to learn”
- 3-6 students (93%), 7-8 students (98%), parents (96%), indicate students feel safe at school.
- 3-8 students (94%) feel their things are safe in school*.

All students will attend school in a safe, supportive and healthy learning environment.

- ❑ Students (90%), staff (90%)(77%), and teachers (91%) feel students treat each other with respect
- ❑ Teachers (94%) and staff (95%) indicate that morale is high on the part of students
- ❑ Teachers (81%) and support staff (80%) (90%) agree that the staff consistently enforces the school rules.
- ❑ Students (90%), feel that they are treated fairly and that good behavior and choices are recognized (92%)
- ❑ 3rd – 6th grade students (81%) and 7th-8th grade students (94%) feel a clean and safe lunchroom environment is provided.

All students will attend school in a safe, supportive and healthy learning environment.

- 97% of students expect to graduate from college.
- 96% of students agree that they can name the different feelings that I have in different situations.
- 97% of 3-6 students and 86% of 7-8 students report that they can control their feelings when they are sad or upset.
- 98% of 3-6 students and 92% of 7-8 students agree that they can name the things that they are good at.
- 95% of students say that they can name things about themselves that they would like to improve.
- 95% of students report that they recognize the feelings of others.
- 22% of students share that they have trouble making friends.
- 97% of students say that they treat others with respect.
- 93% of students agree that they make responsible decisions.
- 93% of students share that when they have a problem, they can find ways to solve it.
- 93% of 3-6 students and 85% of 7-8 students ask for help when they need it

We commit to build strong, trusting, collaborative relationships among all five of our school communities.

- Teachers clearly indicate that they collaborate with colleagues (92%) to articulate curriculum, and their schools structure time to analyze classroom data with colleagues (77%) (93%)
- Teachers agree that the school improvement process enhances efforts to improve student achievement and progress (89%) (95%)
- Teachers (95%) and staff (85%) indicate that they understand district goals and priorities
- Teachers (91%) (97%) and staff (95%) indicate that they understand school goals and priorities
- Teachers and staff (100%) agree that quality work is required of them

We commit to build strong, trusting, collaborative relationships among all five of our school communities.

- Teachers (87%) and staff (92%) agree that quality work is required of all staff
- Teachers (90%) (97%) and staff (92%) agree that their principal is visible and supportive
- Teachers (97%) and staff (90%) agree that their superintendent is visible and supportive
- Teachers (83%) (89%) and staff (87%) (100%) feel that they are recognized for a job well done
- Teachers (70%) (77%) and staff (80%) (90%) feel that morale is high on the part of teachers
- Teachers (74%) (85%) and staff (75%) (95%) feel that morale is high on the part of the support staff
- Teachers (81%) (88%) and staff (71%) (85%) feel that they can influence school decisions that affect their work
- Teachers (68%) (76%) feel that they can influence district decisions that affect their work

Ambitious Instruction – rigor, relevance, differentiation

- Gurrie (89%) and elementary parents (96%) agree that their child's teachers remediate and enrich when appropriate.
- 3rd-6th graders agree that goal setting is part of instruction in reading (93%) and math (91%).
- Teachers strongly agree that they use assessment results to guide instruction (96%)
- Elementary (100%) and middle school students (94%) feel that their teachers expect them to do their best work
- Parents (90%) (95%) believe their child's teachers have high expectations for his/her achievement
- Teachers and staff (96%) report that quality work is expected of all students
- Teachers (96%) feel their schools provide an atmosphere where every student can achieve
- Parents (95%) agree that their child receives the appropriate challenge

Ambitious Instruction – rigor, relevance, differentiation

- Students agree (98%) that they understand the learning expectations in their classes.
- Elementary students (89%) and middle school students (79%) (68%) report that what they learn is interesting.
- 92% (86%) of elementary and 88% (78%) of middle school students report they set goals with their teachers. 94% of elementary and 87% (76%) of middle school students report they work with their teacher to develop a plan to achieve their goals.
- Middle school students report they have to work hard to do well in ELA (85%); Math (89%); Science (75%); Social Studies (88%).
- Middle school students report their teachers asks difficult questions in class and on tests in ELA (58%); Math (78%); Science (58%); Social Studies (69%)

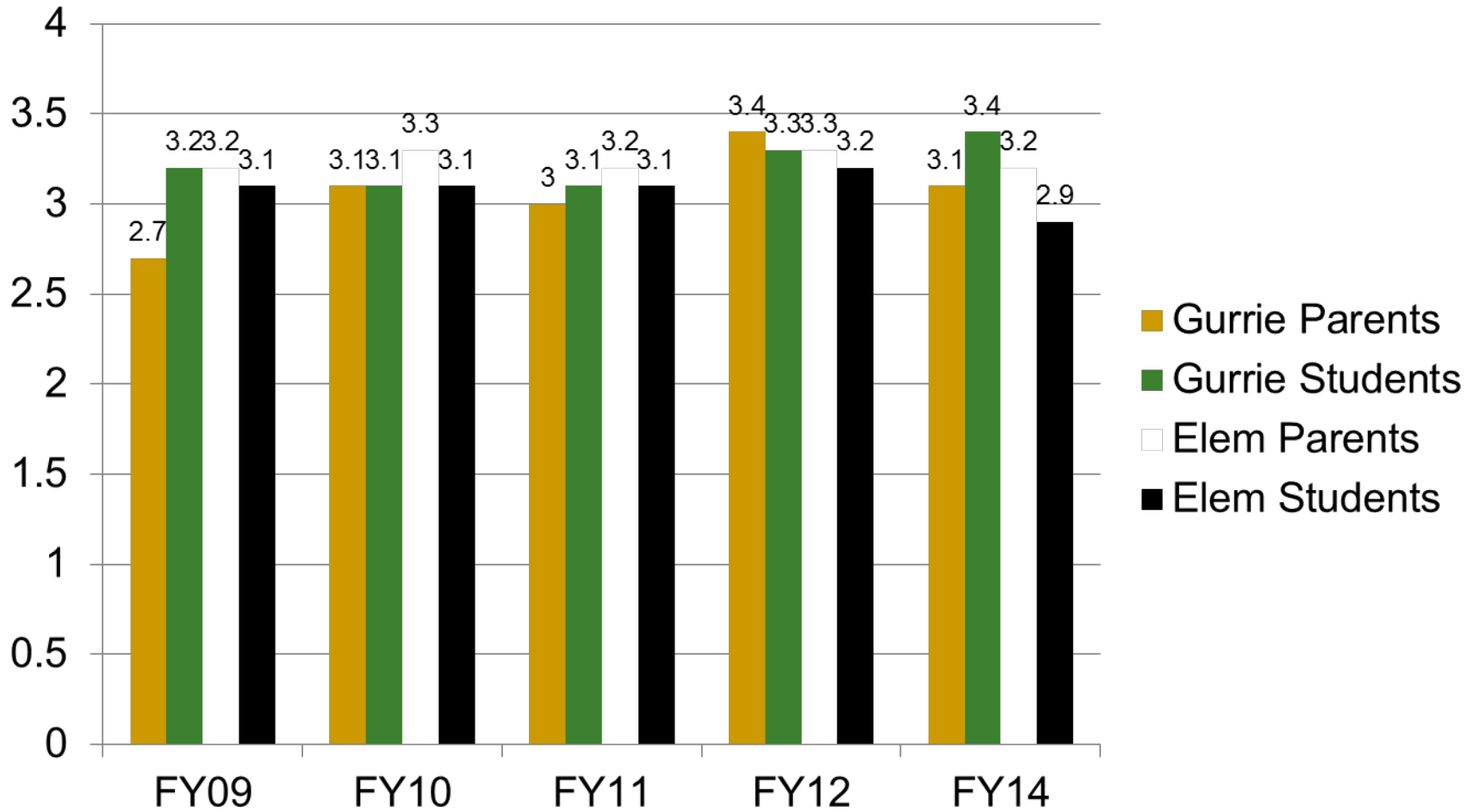
Ambitious Instruction – rigor, relevance, differentiation

- 90% of middle school and 89% of elementary students report their teachers want them to become better thinkers; not just memorize.
- 77% of middle school students and 90% of elementary students agree that the unit pre-tests help understand their learning needs so that they can perform better on post-tests.
- 93% of Elementary students report that they have to work hard to do well in class
- 89% (63%) of elementary students report that their teachers ask difficult questions on tests and in class.

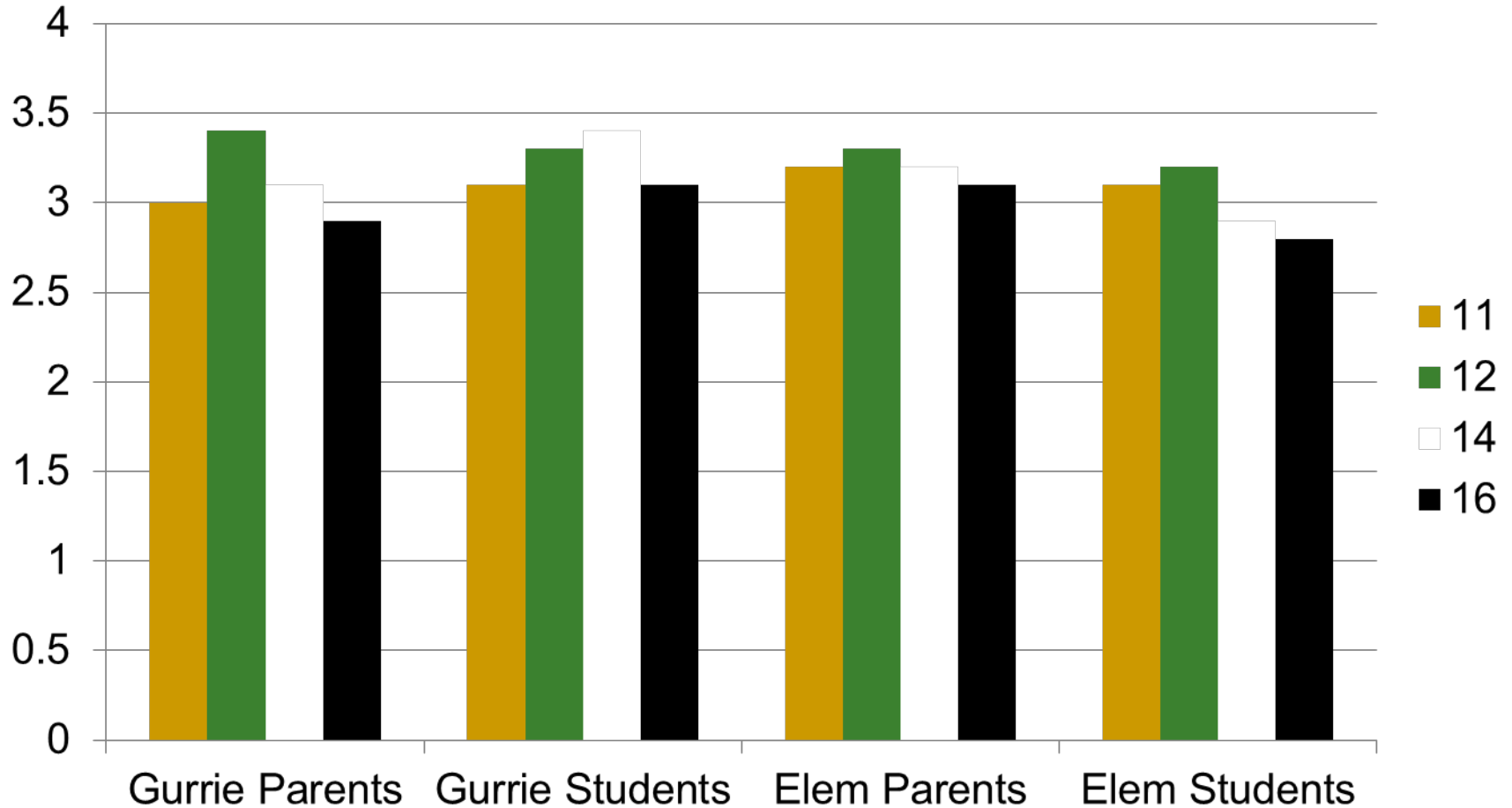
Ambitious Instruction – rigor, relevance, differentiation

- Teachers indicate that the following have had a positive impact on student learning – MAP (53%)(83%), RTI/Problem Solving (74%) (85%); Responsive Classroom (86%)
- Teachers (93%) agree that CCSS aligned assessments and units have helped focus their instruction.
- Teachers (76%) feel that CCSS unit communication has helped parents better understand CCSS at their grade levels.
- 88% of teachers report that grade and department level collaboration has helped them understand the CCSS standards.
- 81% of teachers agree that building level professional development has supported their instructional changes.

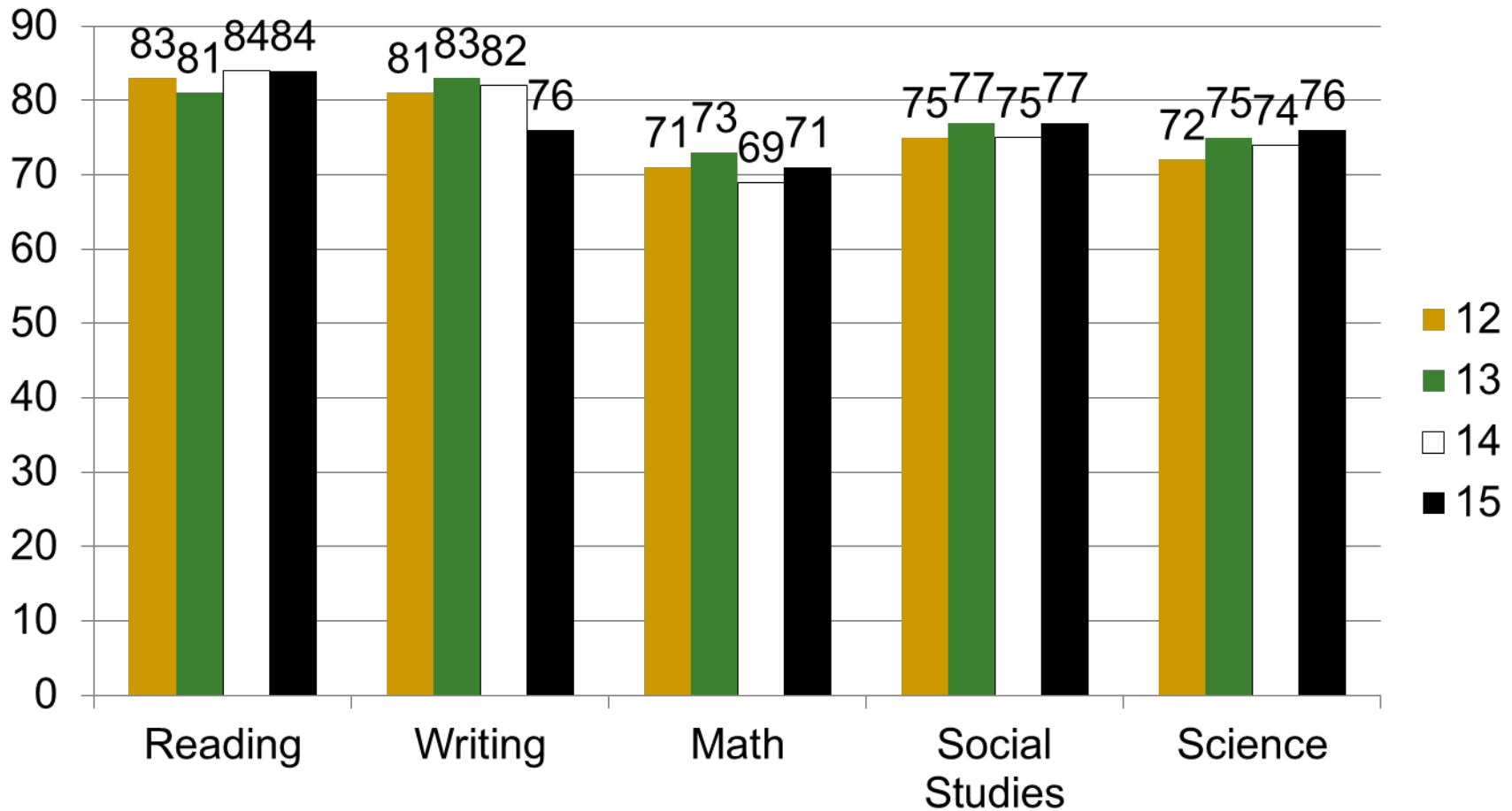
Ambitious Instruction - Ratings below show the distribution of survey responses about homework. 5 = “Much more than district guidelines; 1 = “Much less than district guidelines”



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Ambitious Instruction: 3rd-6th “Just Right” Challenge Responses



District 105 will enhance learning partnerships by connecting schools, families, and communities

- Parents (98%) report that they are welcomed in their schools and their assistance is sought by the school
- Parents report that the school involves them when important decisions are made (89%)
- Parents agree that the schools and district promote, support, and provide parent learning opportunities and partnerships (96%)
- Gurrie parents (60%)(81%)* report that they are familiar with the LT scheduling/leveling process and criteria

District 105 will make effective and efficient use of its resources – District maintains appropriate facility resources to meet the needs of its communities.

- Parents (98%) agree that classrooms and school buildings have the equipment, materials, and supplies needed to support learning.
- Teachers and staff (91%), and students (94%), agree their school is clean.
- Teachers (93%) and staff (89%) (100%) agree that things are repaired quickly

Parent Comments

- Frequent Parent comments about school strengths
 - Friendly and student-centered staff and principal
 - Communication
 - Safety
 - Sense of school community – Parent Involvement
 - Attention to individual student needs
 - Academics
- Frequent Parent comments about what they would like to see changed:
 - Nothing – by far the most common response
 - Lunches – healthier, more time, more supervision
 - Bullying/Teasing
 - More communication about student grades and progress
 - Concerns about too much testing
 - More emphasis on STEM

Student Comments

- Frequent student comments about strength of school
 - Friends – treated with respect
 - Clean facilities
 - The positive school climate
 - Everything
 - Caring and supportive staff
- Frequent student comments about something to change
 - Nothing most common response
 - Air conditioning
 - Less homework
 - No security – blocked sites – on Chromebooks
 - Longer lunch and recess; better lunches
 - More PE time
 - Nicer peers

Teacher and Staff Comments

- Frequent staff comments about strength of school
 - Student focused environment
 - Collaboration among staff
 - Supportive leadership
 - Strong community
- Frequent comments about something to change
 - Time – for collaboration and individual planning
 - Concerned about overall stress in the schools/district – teacher voices, curriculum initiatives
 - Consistent approach to student behavior