



Center School District



Strategic Planning Guidance Document 2021-2026

Strategic Planning Process

Table of Contents

Section	Page #
Superintendent’s Message	3
Strategic Planning Leadership Team	5
Strategic Planning Purpose	6
Strategic Planning Process	6-7
Vision and Mission Statements	8
Core Values & Examples	8
Data Analysis, Goal Development, & Action Plan Development	9
Goals Statements	9
Plan on a Page	10
Goal 1 Strategy & Action Plan	11
Goal 2 Strategy & Action Plan	14
Goal 3 Strategy & Action Plan	16
Goal 4 Strategy & Action Plan	18
Goal 5 Strategy & Action Plan	22
Communication Plan	27
Appendix	28
A	29
B	35
C	38

Superintendent's Message



Dr. Yolanda Cargile, Superintendent
8701 Holmes Kansas City, Missouri 64131-2899
Telephone: (816) 349-3312
Email: superintendent@center.k12.mo.us

Superintendent Dr. Yolanda Cargile's Message

A strategic plan serves as a roadmap to achieve and accomplish goals of improving student outcomes while meeting the everchanging needs of students and community. The strategic plan outlines the actions needed to achieve goals, aims and objectives with a focus on *planning* and designing *strategies* for the next generation of learning.

Center School District is committed to the development of our district as a model district, not just within our state but well beyond our borders. This commitment is based upon our vision and mission that all students will demonstrate high achievement, character, and teamwork in a diverse community because together, we achieve.

With the current Strategic Plan ending, District leaders have been working with our partner, International Center for Leadership in Education or ICLE, to develop the upcoming CSD Strategic Plan that will guide our District's efforts through June 2026.

As we continue to improve, we believe the following building blocks of our strategic plan will help us achieve our goals:

- Goal 1: By 2029-2030, Center School District will develop a Pre-K-12 pathway of Real World Learning opportunities that will result in 100% of our graduating seniors achieving at least one Market Value Asset.
- Goal 2: By 2025-2026, Center School District will eliminate systemic biases and practices that affect the equitable access to education, social-emotional support, hiring, and finance.
- Goal 3: By 2025-2026, Center School District will provide high quality educational opportunities that result in 90% of students demonstrating academic performance of at least at 80% and/or a growth target of at least 20-25% on identified assessments.

- Goal 4: By 2025-2026, Center School District will provide 100% of school staff with alternatives to traditional behavioral exclusionary practices that will be implemented in the school community.
- Goal 5: By 2025-2026, Center School District will maintain a staff retention rate of 86-89% to sustain our high-quality diverse staff.
- Goal 6: By 2025-2026, Center School District will maintain financial reserves between 18-22%.

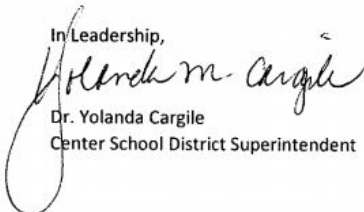
The district 2021-2026 strategic plan was developed during the spring of the 2021 school year. It has truly been a collaborative effort that has involved central office administration, school administrators, faculty, classified staff, students, board of education members and community. Information was gathered through face-to-face virtual meetings, surveys, and focus groups representing all stakeholder groups. As we designed the guiding roadmap for our District, feedback from varied stakeholder groups has been a vital component of the work.

As Superintendent, I believe it is paramount that every staff member in the District is engaged in the process. The CSD Five-Year Strategic Plan will guide our work, conversations, written documentation, planning and implementation. Our objective is to ensure every staff member knows about the plan and most importantly, realizes their role in meeting established goals and helping to move the district forward.

As a District, we want to create an environment where everyone is talking about the CSD Strategic Plan, including staff, partners, parents, students, and community members. If we can create synergy focused on student success, together we can achieve the successes we strive to meet.

The key to success will be the implementation of the goals outlined within the plan and the progress monitoring that will occur throughout the next several years to ensure that improvement is being realized. We are committed to being results focused in becoming a leader in learning.

The dedication, professionalism, and support of our staff, faculty, administrators, students, parents, and community is appreciated as we take on the challenging work outlined in the following pages. Together, we will achieve the vision of becoming a leader in the field of education and a leader in learning.

In Leadership,

Dr. Yolanda Cargile
Center School District Superintendent

Strategic Planning Leadership Team

- Dr. Elizabeth Arbisi, Executive Director of Academic Services
- Anson Baker, Boone Elementary Principal
- Dr. Yolanda Cargile, Superintendent
- Chrissy Chandler, Center High School Teacher
- Sharon Cole, Indian Creek Elementary Parent
- Sam Cook, BOE Member
- Dr. Stacy King, Director of Family and Student Services
- Collen McLain, Director of Technology
- Christina Medina, Director of Public Relations
- Dr. Kyle Palmer, Executive Director of Human Resources
- Meagan Patterson, Director of Special Services
- Joseph Vick, Center High School Student
- Dr. Michael Weishaar, Assistant Superintendent
- Neal Weitzel, Director of Extended Learning and Development
- Matt Woolf, Center Alternative School Principal
- Samantha York, Indian Creek Elementary Teacher and CEA President

Strategic Plan Purpose

The Center School District Strategic Plan is a comprehensive process by which all stakeholder representation is at the table to discuss the strengths, weaknesses, opportunities, and challenges that exist for the district. The ultimate goal of the process is to ensure that a strategic plan is built that unifies Center School District to a set of goals in which it hopes to achieve. Without a strategic plan, each individual may have his/her own set of goals; this ends up creating misalignment and creating confusion in the ultimate goal. Through a strategic planning process, the district can create one voice that moves the organization forward.



Figure: Each individual goal



Figure: Unified voice of goals

Strategic Planning Process

This component of the strategic plan provides a narrative of the strategic planning process and includes a historical record of each step of the process in the table provided. Photographs can be included to capture the process if desired.

In partnership with the International Center for Leadership in Education, Center School District utilized a 12-step process for the strategic planning execution. The 12-step process is listed here:

- **Step 1:** Creation of a diverse stakeholder lead team for the project.
- **Step 2:** Develop timeline of the project with benchmarks that connect to goals.
- **Step 3:** Conduct academic/behavior data analysis

- **Step 4:** Implement district-wide perception data study.
- **Step 5:** Host a series of focus groups for various stakeholders.
- **Step 6:** Develop emerging themes based on data collection.
- **Step 7:** Set goals and action steps based on themes.
- **Step 8:** Field test goals with variety of stakeholders.
- **Step 9:** Make modifications to the goals based on feedback.
- **Step 10:** Create communication plan including talking points/elevator speech for internal stakeholders.
- **Step 11:** Launch strategic plan.
- **Step 12:** Support implementation of plan with advisory sessions for district A summary of the events that took place for the strategic planning process are as follows:

Date	Activities
Fall 2021	A request for proposals was publicized.
November 2021	All requests were due to Center School district.
December 1, 2021	A team of district leaders interviewed # organizations to partner with the district to lead the strategic planning process.
December 14, 2021	The International Center for Leadership in Education was awarded the RFP as the facilitator of the strategic planning process.
January 2021	Center School District assembles a diverse team of stakeholders to lead the strategic planning process.
January 28, 2021	The first leadership team meeting was held to approve the timeline, begin identifying data points to analyze, and scheduling perception data survey and focus group interviews.
February 2021	Focus groups & We Survey Perception Data Study conducted.
March 2021	Academic/Behavior Analysis was conducted.
April 2021	Triangulation of data sets were presented for review. Goals & Action Plans were developed.
May 2021	Action Plans developed.
June 2021	Focus group feedback on goals and strategies.
June 21, 2021	1 st reading of plan with Board of Education.
July 26, 2021	2 nd reading and approval with Board of Education.

Vision & Mission Statement

Vision: The Center School Districts strives for excellence in our schools where all students are expected to learn and grow.

Mission: All students will demonstrate high achievement, character, and teamwork in a diverse community. Together, we achieve!

Core Values & Examples

At Center Schools, we value...

- High Expectations for Student Success
- Safe and Respectful Schools
- Positive Relationships
- Diversity in Our Schools and Community

Data Analysis, Goal Development, & Action Plan Development

Three-year historical data of academic, discipline, and other relevant information was synthesized by the International Center for Leadership in Education (see Appendices A-B). A comprehensive perception data survey was conducted among various stakeholders (Appendix C). The International Center for Leadership in Education also conducted focus groups based on the initial data collected. This data was triangulated and presented to the strategic planning team. The team analyzed the data and created themes through the use of Google Jamboard.

From the themes identified, five goals were established. The goals were written using the SMART goals (Specific, Measurable, Achievable, Realistic, and Time based. Once the goals were written in this format, strategies were developed to support the goals. Each strategy was carefully crafted to maximize staff, resources, and time to reach the goals. Key Performance Indicators were developed to ensure a system was created for measuring the success after the benchmark data was identified.

Goals by 2025-2026

Goal 1: By 2029-2030, Center School District will develop a Pre-K-12 pathway of Real World Learning opportunities that will result in 100% of our graduating seniors achieving at least one Market Value Asset.

Goal 2: By 2025-2026, Center School District will eliminate systemic biases and practices that affect the equitable access to education, social-emotional support, hiring, and finance.

Goal 3: By 2025-2026, Center School District will provide high quality educational opportunities that result in 90% of students demonstrating academic performance of at least at 80% and/or a growth target of at least 20-25% on identified assessments.

Goal 4: By 2025-2026, Center School District will provide 100% of school staff with alternatives to traditional behavioral exclusionary practices that will be implemented in the school community.

Goal 5: By 2025-2026, Center School District will maintain a staff retention rate of 86-89% to sustain our high-quality diverse staff.

Goal 6: By 2025-2026, Center School District will maintain financial reserves between 18-22%.

Center School District
2021-2026 Strategic Plan
Plan on a Page

GOAL 1: By 2029-2030, Center School District will develop a Pre-K-12 pathway of Real World Learning opportunities that will result in 100% of our graduating seniors achieving at least one Market Value Asset.

Strategy 1.1:	Implement a robust 9th-12 th Academy model that offers students a pathway to Market Value Asset obtainment.
Strategy 1.2:	Increase Real World Learning opportunities for PK-8th grade students.

GOAL 2: By 2025-2026, Center School District will eliminate systemic biases and practices that affect the equitable access to education, social-emotional support, hiring, and finance.

Strategy 2.1:	Develop and implement a district-wide racial equity plan with a five-year timeline.
----------------------	---

GOAL 3: By 2025-2026, Center School District will provide high quality educational opportunities that result in 90% of students demonstrating academic performance of at least at 80% and/or a growth target of at least 20-25% on identified assessments.

Strategy 3.1:	Design, implement, evaluate, and improve instruction to ensure students meet the Missouri Learning Standards.
Strategy 3.2:	Analyze student evidence for increased student growth and achievement through Professional Learning Communities (PLC).

GOAL 4: By 2025-2026, Center School District will provide 100% of school staff with alternatives to traditional behavioral exclusionary practices that will be implemented in the school community.

Strategy 4.1:	Continue ongoing disproportionally meetings to review progress.
Strategy 4.2:	Increase the focus and implementation of restorative practices in Center School District.
Strategy 4.3:	Provide trauma smart training for students and staff.

GOAL 5: By 2025-2026, Center School District will maintain a staff retention rate of 86-89% to sustain our high-quality diverse staff.

Strategy 5.1:	Engage in community-based activities that showcase and highlight the strengths and incredible opportunities as a team member at CSD.
Strategy 5.2:	Implement a comprehensive framework to collectively and individually develop the skills and talents of all staff in a collaborative culture.
Strategy 5.3:	Create an environment that celebrates the collective efforts and successes of high-quality staff as they work to ensure each student succeeds.

GOAL 6: By 2025-2026, Center School District will maintain financial reserves between 18-22%.

Strategy 6.1:	Work collaboratively with the CEA through the Collective Bargaining process to ensure the financial stability of the district.
Strategy 6.2:	Develop financial plans for each department.

Goal 1 Dashboard

GOAL 1: By 2029-2030, Center School District will develop a Pre-K-12 pathway of Real World Learning opportunities that will result in 100% of our graduating seniors achieving at least one Market Value Asset.

#	Strategy	Key Performance Indicators	Measurement Tool	Benchmark	Owner
1	Implement a robust 9th-12th Academy model that offers students a pathway to Market Value Asset obtainment.	1.1.1 – % of graduating seniors that have successfully completed one Market Value Asset	1.1.1 I-Campus Market Value Asset Report	65%	Neal Weitzel
		1.1.2 – % of graduating seniors that have successfully completed more than one Market Value Asset	1.1.2 I-Campus Market Value Asset Report	35%	
		1.1.3 – % of students on track to complete one Market Value Asset by graduation	1.1.3 Student ICAP (Individual Career & Academic Plan)	100%	
2	Increase Real World Learning opportunities for PK-8th grade students.	1.2.1 – %of teachers trained in <i>Project Lead The Way</i>	1.2.1 Teacher Project Lead The Way training records	100%	STEM Innovation Coach - Gwen Ford
		1.2.2 – # <i>Project Lead The Way</i> course offerings or Real World Learning opportunities accessible to CMS students.	1.2.2a Student enrollment at Center Middle School in Project Lead The Way courses 1.2.2b CMS Real World Learning course offerings in master schedule	8 courses	
		1.2.3 – # elementary students who have been enrolled for at least two years and have completed at least two <i>Project Lead The Way</i> modules.	1.2.3 Teacher, building and district data in Infinite Campus	100%	
		1.2.4 – % of graduating middle school students who have been who have been enrolled for at least two years and have completed at least one Real World Learning course	1.2.4 I-Campus data report	100%	

Goal 1 Action Plan

GOAL 1: By 2029-2030, Center School District will develop a Pre-K-12 pathway of Real World Learning opportunities that will result in 100% of our graduating seniors achieving at least one Market Value Asset.

Strategy 1: Create a robust Academy model that offers students a pathway to achieve MVAs (Market Value Assets).

Action Steps:

- Provide clarity (during Freshmen orientation and Advisory time) on the Academy model so students and families fully understand the opportunities possible, including definitions of Academies, pathways and Market Value Assets.
- Expand Academy and pathway outline to CCR courses at the 8th grade level.
- Create a schedule that allows for increased MVA opportunities (block schedule model)
- Establish enrollment processes for students to seamlessly enter into pathway opportunities that interest individual needs.
- Connect the relevance of education to their future goals through Academy selection process and pathway coursework
- Create secondary and postsecondary course plans to pursue their career and life goals;
[MVA Resource](#)
- By the year 2030, CSD will be aligned to Kaufman’s goal of 100% of seniors graduating with an MVA.
- Roles associated with implementation and monitoring progress: Executive Director of Academic Services, Director of Extended Learning and Development, District Data and Records Supervisor, CHS Administration, Secondary Registrar, Student Success Coordinator.

Lead Person(s)

- Executive Director of Academic Services - Elizabeth Arbisi
- Director of Extended Learning and Development - Neal Weitzel
- District Data and Records Supervisor - Joyce Suedmeyer
- Center High School Building Principal
- CAS Building Principal - Matt Woolf
- Student Success Coordinator - Dr. Kerry Dixon
- Secondary Counselors -Lauren Criss, Isaias Mendez

Strategy 2: Increase future-ready learning opportunities for PK-12 grade students.

Action Steps:

- Develop a comprehensive PK-12 “Future-Ready” Learning Continuum
- Connect the relevance of education to their future goals
- Increase PLTW learning opportunities at Elementary and Middle School
- Increase PLTW training for all elementary and middle school teachers
- Fully embed career-ready education in the PK-12 education system.
- Explore options through PLTW and FIRST Lego League Discover for Pre-K students

Lead Person(s)

- Executive Director of Academic Services - Dr. Elizabeth Arbisi
- Director of Extended Learning and Development - Neal Weitzel
- CMS Building Principal
- CMS Counselors - Laura Partridge, Dawn Vandehey
- Coordinator of Academic Services - Becky Bien
- STEM Innovation Coach - Gwen Ford

Goal 2 Dashboard

GOAL 2: By 2025-2026, Center School District will eliminate systemic biases and practices that affect the equitable access to education, social-emotional support, hiring, and finance.

#	Strategy	Key Performance Indicators	Measurement Tool	Benchmark	Owner
1	Develop and implement a district-wide racial equity plan with a five-year timeline.	2.1.1 – An annual equity audit will be conducted leading to recommendations for changes and enhancements to current policies, procedures, and practices throughout the organization.	2.1.1 A vetted equity audit tool will be utilized to guide the process.	1 audit tool	Dr. Cargile Dr. King
		2.1.2 – A committee will be formed during the 1st semester of the 2021-2022 school year to complete an equity plan with a racial equity policy.	2.1.2a A completed 5-year plan presented to the BOE for approval by the end of the 2021-2022 school year. 2.1.2b. Recommendation of a Racial Equity Policy	1 five-year plan 1 racial equity policy	
		2.1.3 – % of staff receiving Equity Training (race, equity, white privilege, and bias)	2.1.3a Equity Trainer and Assessment 2.1.3b Professional Learning Tracking System	100%	
		2.1.4 – % of school staff will increase knowledge of identifying racial inequities.	2.1.4 Pre- and Post-Survey	100%	
		2.1.5 – % school staff will increase their understanding and awareness	2.1.5 Pre- and Post-Survey	100%	

	regarding why a focus on racial equity is important.		
--	--	--	--

Goal 2 Action Plan

GOAL 2: By 2025-2026, Center School District will eliminate systemic biases and practices that affect the equitable access to education, social-emotional support, hiring, and finance.

Strategy 1: Develop and implement a district-wide racial equity plan with a five-year timeline.

Action Steps:

- Conduct Equity Audit (21-22 SY)
- Formation of Equity Committee to include staff, students, parents and community (Fall 21-22 SY)
- Develop 5 Year Equity Plan (21-22 SY)
- Present Equity Plan to the BOE (21-22 SY)
- Develop Racial Equity Policy Proposal (by 2026)
- Present Racial Equity Policy Proposal to the BOE (by 2026)
- Identify Racial Equity Trainer/Organization (21-22 SY)
 - A racial equity trainer will be selected through a district RFP process to deliver racial equity training for all District staff.*
- Implementation of Equity Training plan for 100% of staff (by 2026)
 - There will be an increase in district staff's ability to identify racial inequities in the Center School District. All district staff will have the tools to engage in courageous conversations about race to disrupt inequitable practices in Center School District*
- Ongoing training for new staff, ongoing assessment
 - Implementation of Equity Training plan for students at the secondary level (ongoing)

Lead Person(s)

- Audit Team
- Dr. Cargile
- Equity Committee
- Equity Committee
- Equity/Policy Com
- Equity/Policy Com
- Equity RFP Team
- Equity Trainer/Org
- Dr. Palmer

Goal 3 Dashboard

GOAL 3: By 2025-2026, Center School District will provide high quality educational opportunities that result in 90% of students demonstrating academic performance of at least at 80% and/or a growth target of at least 20-25% on identified assessments.

#	Strategy	Key Performance Indicators	Measurement Tool	Benchmark	Owner
1	Design, implement, evaluate, and improve instruction to ensure students meet the Missouri Learning Standards.	3.1.1 – % of grade level/departments of completion of common formative assessments	3.1.1 Collaborative Pre-Instruction Protocol <i>(learning progression, common formative assessment)</i>	100%	Dr. Elizabeth Arbisi
		3.1.2 – % of students participating in Tier 2 or Tier 3 instruction	3.1.2 Norm-Referenced Growth Report	20%	
2	Provide learning experiences that encourage and promote student engagement.	3.2.1 – % of students demonstrating mastery on identified student writing sample	3.2.1 Writing Proficiency Scale	100%	Becky Bien Kelsy Muenks
		3.2.2 – % of students demonstrating mastery and/or growth <i>(learning progressions that align to assessment measures)</i>	3.2.2 Writing Proficiency Scale	100%	

Goal 3 Action Plan

GOAL 3: By 2025-2026, Center School District will provide high quality educational opportunities that result in 90% of students demonstrating academic performance of at least at 80% and/or a growth target of at least 20-25% on identified assessments.

Strategy 1: Design, implement, evaluate, and improve instruction to ensure students meets the Missouri Learning Standards

Action Steps:

- Identify Essential/Priority Standards
- Establish an explicit understanding of the work around the essential/priority standards
- Identify a precise learning progression
- Design a common formative assessment aligned to the learning progression
- Outline interventions and scaffolds for tiered instruction
 - Utilize tiered vocabulary (Tier 1-basic vocabulary, Tier 2-high frequency/multiple meaning, and Tier 3-subject related)

Lead Person(s)

- Academic Services Team
- Building Administration
- Teaching and Learning Coaches
- Teacher Leaders
- Process Coordinators

Strategy 2: Analyze student evidence for increased student growth and achievement through Professional Learning Communities (PLC).

Action Steps:

- Identify which assessment(s) for utilization of the PLC process
- Create a schedule that allows for collaboration of teams
- Identify key instructional strategies to support instruction
- Create intentional structures for instructional rounds (observations/feedback)
- Host ongoing (minimum of two per month) PLC sessions with administrators to analyze student evidence/student data with teachers
- Lead district PLC sessions with administrators once per nine weeks to review progress toward goals

Lead Person(s)

- Academic Services Team
- Building Administration
- Teaching and Learning Coaches
- Teacher Leaders
- Process Coordinators

Goal 4 Dashboard

GOAL 4: By 2025-2026, Center School District will provide 100% of school staff with alternatives to traditional behavioral exclusionary practices that will be implemented in the school community.					
#	Strategy	Key Performance Indicators	Measurement Tool	Benchmark	Owner
1	Continue ongoing disproportionality meetings to review progress.	4.1.1 – % decrease in student data as it relates to disproportionality.	4.1.1a Monthly discipline report by subgroup 4.1.1b. Professional learning training reports on disproportionally strategies used in classroom.	100% 100%	Dir of Special and Student Services Meagan Patterson and Dr. King Dir of Family and Student Services Dr. King
		4.1.2 – # of pre-k through 12th grade overrepresentation in student exclusionary data	4.1.2 ODR Data and Suspension Data	100%	
		4.1.3 – % of schools implementing consistent data tracking procedures that document anytime a student is away from the learning environment, including ODR and suspension data	4.1.3 ODR Data	100%	
2	Increase the focus and Implementation of restorative practices in Center School District.	4.2.1 – # of developed and implemented professional development opportunities that intentionally tie the work of PBIS to the work of restorative practices	4.2.1a Agendas, Google Slide presentations, sign-in sheets, minutes from meetings 4.2.1b Walkthrough data 4.2.1c Pre- and Post- Survey to measure growth	TBD TBD 100%	District PBIS Team lead and Director of Family and Student Services Dr. King

		4.2.2 – # professional development opportunities focused on restorative practices followed by monitoring of effectiveness through walkthrough in partnership with the Partner with Center for Conflict Resolution	4.2.1a Agendas, Google Slide presentations, sign-in sheets, minutes from meetings 4.2.1b Walkthrough data 4.2.1c Pre- and Post- Survey to measure growth	TBD TBD 100%	Director of Family and Student Services Dr. King
3	Provide trauma smart training for students and staff	4.3.1 – # of hours of staff participating in Trauma Smart professional learning designed to increase awareness and response to students experience trauma.	4.3.1a Log of staff having at least 20 hours over the course of the school. year 4.3.1b. Pre- and Post- Survey to measure growth	20 hours 100%	Director of Family and Student Services Dr. King

Goal 4 Action Plan

GOAL 4: By 2025-2026, Center School District will provide 100% of school staff with alternatives to traditional behavioral exclusionary practices that will be implemented in the school community.	
Strategy 1: Continue ongoing disproportionality committee meetings	
Action Steps: <ul style="list-style-type: none"> Establish district disproportionality team charged with the intentional work of addressing our current status with DESE (building and district level leaders) Identify structure/dates/times for meetings Monthly share, analyze, and action plan from a consistent data set (discipline report by subgroup) Regularly scheduled professional development session embedded in the monthly meeting 	Lead Person(s) Dr. King and Meagan Patterson
Strategy 2: Increase the focus and implementation of restorative practices in Center School District	
Action Steps: District PBIS District Committee <ul style="list-style-type: none"> Review current 3-5 year PBIS professional development plan and identify intentional places for which restorative practices can naturally be embedded. Plan appropriate professional development sessions based on above analysis Identify key outcomes and look fors in the classroom setting as part of the planning process Solicit appropriate community-based resources (human and materials) to help in the execution of the professional development session including the intentional partnership with the Center for Conflict Resolution <ul style="list-style-type: none"> After the specific professional development session, engage in walkthrough with the goal of identifying effectiveness tied to the key outcomes and look fors in the school setting 	Lead Person(s) District PBIS District Committee <ul style="list-style-type: none"> King

Strategy 3: Provide trauma smart training for students and staff

Action Steps:

- Collaboration with Crittenton staff to identify specific dates/topics for tied to Trauma Smart training for the 2021-2023 school year.
- Identify individuals that will serve as building level leaders.
- Provide professional development to all staff and additional professional development for building level leaders during the next two years.
- Year three of implementation, new staff to the district will be trained by a district team specifically trained to deliver professional development.
- Internal coaches support implementation at the building level.
- PBIS teams will integrate the work trauma into their building-wide practices.
- Parent liaison will work with parents and community members to increase understanding of trauma and how to support students at home.

Lead Person(s)

District PDC Committee
Dr. King

Goal 5 Dashboard

GOAL 5: By 2025-2026, Center School District will maintain a staff retention rate of 86-89% to sustain our high-quality diverse staff.

#	Strategy	Key Performance Indicators	Measurement Tool	Benchmark	Owner
1	Recruit: Engage in community-based activities that showcase and highlight the strengths and incredible opportunities as a team member in CSD.	5.1.1 – # of recruitment fairs and campus activities <i>(Including Historically Black Colleges and Universities)</i> that happen annually	5.1.1a Record of visits to colleges 5.1.1b. % of new hires who are minorities	10 visits 25%	Dr. Kyle Palmer
		5.1.2 – # of marketing materials and events the district utilizes to promote its accomplishments and strengths	5.2.1 # of applicants submitted for job postings by reason given in application	250	
		5.1.3 – % of first-choice candidates that accept an offered position as a result of our compensation package being competitive	5.3.1 % of acceptance of first-choice verbal offers	95%	
2	Develop: Implement a comprehensive framework to collectively and individually develop the skills and talents of all staff in a collaborative culture.	5.2.1. – % PD opportunities that receive above average feedback from staff participating in the PD	5.2.1 % of satisfaction with PD survey responses	75%	Academic Services PDC Dr. Kyle Palmer
		5.2.2 – % of positive survey results from experience with the Mentor/Buddy Program	5.2.2 % of satisfaction with Mentor/Buddy Program	75%	
3	Retain: Create an environment that celebrates the collective efforts and successes of high-quality staff as they work to ensure each student succeeds	5.3.1 – # Rank in competitive salary compensation for certified teaching staff	5.3.1 Annual rank compared to all other Kansas City area schools	Top 35%	Dr. Kyle Palmer
		5.3.2 – % of staff who indicate they have high levels of career satisfaction	5.3.2 % of staff who state they have high career satisfaction on staff perceptual surveys	75%	

Goal 5 Action Plan

GOAL 5: By 2025-2026, Center School District will maintain a staff retention rate of 86-89% to sustain our high-quality diverse staff.	
Strategy 1: Engage in community-based activities that showcase and highlight the strengths and incredible opportunities as a team member in CSD.	
Action Steps: <ul style="list-style-type: none"> Attend numerous college teacher recruiting events that occur between November and March each school year in the Kansas City area as well as HBCUs. Provide marketing and informational materials to highlight the strengths of CSD. Visit college courses to talk with potential future teachers about CSD. 	Lead Person(s) <ul style="list-style-type: none"> Dr. Kyle Palmer PR
Strategy 2: Implement a comprehensive framework to collectively and individually develop the skills and talents of all staff in a collaborative culture	
Action Steps: <ul style="list-style-type: none"> Develop a multi-year professional development plan to create a vision for the next 3-5 years. Increase mentoring opportunities for teachers to work collaboratively with colleagues Increase job-embedded professional development opportunities that are engaging and relevant 	Lead Person(s) <ul style="list-style-type: none"> Dr. Kyle Palmer Dr. Elizabeth Arbisi
Strategy 3: Create an environment that celebrates the collective efforts and successes of high-quality staff as they work to ensure each student succeeds	
Action Steps: <ul style="list-style-type: none"> Ensure CSD has a competitive health and financial package to satisfy the needs and desires of district staff. 	Lead Person(s) Dr. Kyle Palmer

- | | |
|--|--|
| <ul style="list-style-type: none">• Implement a comprehensive feedback process to receive perceptual thoughts and beliefs of current staff on the culture of the school district.• Complete exit interviews by receiving written feedback as well as face to face interview feedback. | |
|--|--|

Goal 6 Dashboard

GOAL 6: By 2025-2026, Center School District will maintain financial reserves between 18-22%.

#	Strategy	Key Performance Indicators	Measurement Tool	Benchmark	Owner
1	Work collaboratively with the CEA through the Collective Bargaining process to ensure the financial stability of the District.	6.1.1 – Annual steps and additions to the Index Base	6.1.1 District Salary Schedule	100%	Dr. Weishaar
		6.1.2 – Cost of insurance benefits by the Insurance Committee.	6.1.2 Analysis of increases from year to year (satisfaction survey; comparison with other districts and evaluation of year to year increases)	100%	
2	Develop and implement financial plans for each department so goals are achieved.	6.2.1. – Sign off departmental budget plans by August 1 of each year	6.2.1 Signature Sign-Off Page	100%	Dr. Weishaar
		6.2.2 – Monitor plans on quarterly basis to ensure financial responsibility	6.2.2 Budget planning meetings for compliance	100%	

Goal 6 Action Plan

GOAL 6: By 2025-2026, Center School District will maintain financial reserves between 18-22%.	
Strategy 1: Work collaboratively with the CEA through the Collective Bargaining process to ensure the financial stability of the district.	
<p>Action Steps:</p> <ul style="list-style-type: none"> • Collective bargaining process • Collective bargaining sub-group committees • Distribution of Satisfaction Survey • Annual review of Benefits 	<p>Lead Person(s)</p> <ul style="list-style-type: none"> • CEA and Administrative Collective Bargaining Teams • CEA and Administrative Teams • Insurance Committee
Strategy 2: Implement a comprehensive framework to develop the skills and talents of all staff collectively and individually in a collaborative culture.	
<p>Action Steps:</p> <ul style="list-style-type: none"> • Develop and implement financial plans for each department so goals are achieved • Annual review during reports to BOE 	<p>Lead Person(s)</p> <ul style="list-style-type: none"> • Michael Weishar; Department Heads; Principals

Communication Plan

Center School District will develop a communication plan upon the approval of the approval of the Board of Education.

Appendix

Appendix A: Data Analytics

Type: Academic

Assessment/Data Analyzed: 2019 MSIP5/ Charter APR Supporting Data Report, and 2019 Achievement Level Detail Report.

Summary of Assessment/Data Points

- 2019 MSIP5/ Charter APR Supporting Data Report provides data for ELA, Math, and Science academic achievement for 2017, 2018, and 2019. Each year will be looked at through the lens of the percentage of students that scored proficient or advanced on the state test.
- Missouri Department of Elementary and Secondary Education Achievement Level Data reported for ELA and math for grades 3-11, for gender, and for race. Student scoring data was reported in 4 areas – below basic, basic, proficient, and advanced. For this report, below basic and basic data will be combined, and proficient and proficient advanced data will be combined.

Key Findings of Assessment

- 2019 MSIP5 Data Report Academic Achievement for **all students** in ELA show that proficient or advanced academic achievement dropped from 51.1% in 2017 to 36.6% in 2019 (14.5% decline). For math, the proficient or advanced data dropped from 41.3% in 2017 to 28.5% in 2019 (12.8% decline). In science, the proficient or advanced data dropped from 39% in 2017 to 29.4% in 2019 (9.6% decline). No data was reported for 2018 in science.
- 2019 MSIP5 Data Report Academic Achievement for **subgroup achievement** in ELA show that proficient or advanced academic achievement dropped from 45.6% in 2017 to 31.8% in 2019 (13.8% decline). For math, the proficient or advanced data dropped from 34.8% in 2017 to 23.8% in 2019 (11% decline). In science, the proficient or advanced data dropped from 33.6% in 2016 to 24.4% in 2019 (9.2% decline). No data was reported for 2018 in science.
- 2019 Missouri Department of Elementary and Secondary Education Achievement Level Data for ELA and Math.

**Below Basic and Basic – BBB

**Proficient and Advanced - P/A

	ELA		Math		
	BBB%	P/A%	Total	BBB%	P/A%
Total Achievement	63.4	36.6	Total Achievement	71.5	28.5
Grade			Grade		
third	66.3	33.7	third	70.3	29.7
fourth	62.5	37.5	fourth	60.5	39.0
fifth	50.3	49.7	fifth	65.4	34.6
sixth	73.6	26.4	sixths	76.4	23.9
seventh	75	25.0	seventh	86.3	13.7
eighth	67.8	32.1	eighth	100.0	0.0
ninth	No data	No data	ninth	No data	No data
tenth	No data	No data	tenth	No data	No data
eleventh	33.2	66.7	eleventh	100	0.0

E2?	38.9	61.1	A1	78.5	21.5
			A2	53.6	46.4
			GE	0.0	100.0
Gender					
Female	59.9	40.1	Female	71.4	28.6
Male	66.9	33.0	Male	71.5	28.5
Race/Ethnicity					
American Indian or Alaskan Native	75	25	American Indian or Alaskan Native	100.0	0.0
Asian	11.1	88.9	Asian	20.0	80.0
Black	72.1	27.9	Black	78.7	18.4
Hawaiian or Pacific Islander	0	100			
Hispanic	63	37.0	Hispanic	63.4	36.7
Multi-Race	57	43	Multi-Race	66.4	33.6
White	40.7	59.3	White	46.1	53.8
Considerations/Implications					
<ul style="list-style-type: none"> • 2019 MSIP5 Data Report show that overall student achievement has declined over a three-year period in ELA, Math, and Science. • 2019 MSIP5 Data Report show that subgroup student achievement has declined over a three-year period in ELA, Math, and Science. • 2019 Missouri Department of Elementary and Secondary Education Achievement Level Data for ELA and Math show there are serious student achievement deficits by grade level, gender, and race. 					

Type: Behavior/Discipline
Assessment/Data Analyzed: Missouri District Report Card, June 2019 Student Discipline Data Aggregation, and Discipline Disproportionality Data and Summary
Summary of Assessment/Data Points
<ul style="list-style-type: none"> Missouri District Report Card provides comparative discipline data from the state and Center School District. June 2019 Student Discipline Data Aggregation provides a summary of discipline data by grade levels, by gender, by race/ethnicity, and by ISS/OSS. Discipline Disproportionality Data and Summary provides information on OSS greater than 10 days and notification of reallocation of funds.
Key Findings of Assessment
<ul style="list-style-type: none"> Missouri District Report Card: Over a 3-year span, 2018-2020, state discipline actions declined from 1.2% to 0.9%. Discipline action in Center school district declined from 4.6% to 3.1%. However, during the 3-year period, Center’s discipline data was consistently higher than the state. June 2019 Student Discipline Data Aggregation: Grade level discipline data show minimal discipline data in elementary school. The highest amount of discipline occurs in 2nd grade with 62 (2.7%) incidents. There is a stark contrast in grades 6-9. In sixth grade, data jumps to 379 (16.8%) incidents, in seventh grade 310 (13.7%) incidents, in 8th grade 509 (22.5%), and 9th grade 437 (19.3%). In 10th, 11th, and 12th grades there is a great reduction of discipline incidents. Tenth grade has 437 (7.8%), 11th grade has 116 (5.1%), and 12th grade has 104 (4.6%). June 2019 Student Discipline Data Aggregation: Gender data show that males had more discipline incidents than females – 1307 (57.8%) to 953(42.2%). June 2019 Student Discipline Data Aggregation: Race ethnicity data show a great disproportionality with black students having 1880 (83.2%) discipline incidents while Hispanic, White, and Multi-racial students 380 (16.8%) discipline incidents combined. June 2019 Student Discipline Data Aggregation: Discipline that required student removal – Students that received ISS numbered 1384 (61.2%). Students that received OSS numbered 871 (38.5%). Discipline Disproportionality Data and Summary display the extreme amount of discipline incidents by Black students. Since the 2015-2016 school year, Center has been repeatedly cited for excessive Black student with disabilities suspensions over 10 days. For example, in the 2019-20 school year, the district received this notification. They have received similar notifications since 2015. <i>During the 2019-2020 SY, AfricanAmerican students w/ disabilities in Center were 7.46 times more likely to be suspended OSS > 10 days than all other children in Missouri.</i> Along with the notification, In October 2020, Center was also required to...<i>October 2020: Official notification that we were no longer making reasonable progress based on our 19-20 discipline data (risk ratio of 7.46); again, requiring us to reallocate 15% of Part B funds during 21-22 SY to address contributing factor.</i>
Considerations/Implications
<ul style="list-style-type: none"> Center’s discipline data is higher than the state’s average for 2018-2020. Grades 6-9 has a greater discipline problem than the other grades. Center has been on the state’s radar since 2015 for disproportional discipline for Black students. The state requires Center to allocate monies to address the discipline disproportionality of Black students.

Type: Human Capital
Assessment/Data Analyzed: Missouri Department of Education Elementary and Secondary District Report Card
Summary of Assessment/Data Points
<ul style="list-style-type: none"> The report provides comparative data for the state and the district in the areas of student teacher ratios and years of experience of professional staff. Data is also provided for the disproportionate rates of access to educators.
Key Findings of Assessment
<ul style="list-style-type: none"> Comparative Data of student-teacher ratios: Over a 3-year period, (2018-2020) the state held steady with a 17:1 ratio. Center had one year with 15:1 and two years with 16:1. Comparative Data of average years of experience for professional staff: Center school district and the state are virtually the same averaging 12.2 – 12.6 years of professional experience. Disproportionate rates of access to educators: Data from 2018-2020 were compiled to determine the percentage of teachers and principals that were in Title 1 and non-Title 1 schools. From 2018-2020, Center had an average of 5.1% of inexperienced teachers in Title schools and an average of 1.7% of inexperienced teachers in non-Title 1 schools. In 2020, Center had no experienced teacher in non-Title 1 schools. All the inexperienced teachers were in Title 1 schools. Disproportionate rates of access to educators: In 2018, no teachers in Center school district were rated ineffective. In 2019, 15.6% were rated ineffective in Title 1 schools and 10.2% were rated ineffective in non-Title 1 schools. This was a large increase from no ineffective teachers the year before. In 2020, 2.4% of teachers in Title 1 schools were rated ineffective while in non-Title1 schools 0.0% were rated ineffective. Disproportionate rates of access to educators: There is a high percentage of inexperienced administrators in Title 1 and non-Title 1 schools. From 2018-2020, inexperienced principals in Title 1 and non-Title1 schools ranged from 14.3% to 50%. The one exception in inexperienced principals in non-Title 1 schools was in 2020 which had a 0.0% rating.
Considerations/Implications
<ul style="list-style-type: none"> Student teacher ratio is good. Average years of teacher experience is good. Teacher effectiveness rating does not match students' low academic achievement. A large number of inexperienced teachers in a Title 1 school can hinder student achievement.

Final Summary

Academic

- There is a consistent academic drop in ELA, math, and science from 2017-2019 On the 2019 MSIP? What changed?
- 2019 Achievement Level Detail Report – ELA
 - no elementary or middle school grade scored above 50%, 5th grade came the closest with 49.7. The grade with the lowest ELA data was 7th grade with only 25% scoring proficient advanced.
 - ELA dates doubles from 32.1% proficient advanced in 8th grade to 66.7% proficient advanced in 11th grade. There is no data for 9th and 10 grades. What factors caused the increase?
 - Subgroup data presents the same dilemma.
 - Data for gender categories do not exceed 50% in proficient advanced.
 - Females come closest with 40.1%
 - Three categories in race/ethnicity exceed 50% in proficient advanced: Asian (89%), Pacific Islander (100%), and White (59.3%).
 - American Indian (25%), Black (27.9%), and Hispanic (37%) students score extremely low in proficient advanced ELA data.
- 2019 Achievement Level Detail Report – Math
 - no elementary school, middle school, or high school scored above 50% in proficient advanced; 11th grade came the closest with 39%; elementary, 3rd grade had the least amount proficient advanced with 29.7%; middle school, 7th grade had the least amount proficient advanced with 13.7%.
 - **note:** 7th grade also had the least amount proficient advanced in ELA data
 - Algebra 1 and Algebra 2 students do not score above 50% proficient advanced.
 - General Math Education data show 100% proficient advanced. Explanation needs to be researched.
 - Subgroup data presents the same dilemma.
 - Data for gender categories do not exceed 50% in proficient advanced. Females come closest with 28.6%. One tenth of a percent separate male and female data - Males (28.5%).
 - Two categories in race/ethnicity exceed 50% in Math proficient advanced: Asian (80%), and White (53.8%).
 - American Indian (0.0%), Black (18%), and Hispanic (36.7%) and Multi-race (33.6) student score low to extremely low in proficient advanced Math data.
- The achievement data present extreme student deficits in both ELA and math.
- Students of color, except for Multi-racial in ELA, consistently score lower than White students.
- All teachers need considerable training in rigorous instructional strategies to teach the state standards, relevance training, and relationship building training to improve student academic achievement.

Behavior/Discipline

- Are there different methods of discipline in elementary schools to explain the sharp contrast in the lower number of incidents?
- There is a large increase in discipline incidents in grades 6-9. The root cause needs to be researched.
- Discipline Data decreases again in 10th, 11th, and 12th grades.
- Black student discipline is excessive and disproportionate to white students and other students of color.
- All teachers need considerable training in SEL, trauma training, cultural training, etc. to increase perceptions and understanding of students' background and culture.

Human Capital

- Title 1 schools need experienced teachers and principals.
- The academic needs of a Title-1 school can be great, and a large number of inexperienced teachers can hinder the process of teaching and learning.
- If an inexperienced teacher is put in a Title 1 school. He or she needs a strong mentor.
- With such a small number of ineffective teachers in 2019 and 2020, student data should reflect academic achievement.
- Administrative training should be provided on Collaborative Instructional Review (CIR) rubric to determine an “effective” teacher.
- By having more experienced teachers in Title 1 schools, students would benefit academically.
- There was a substantial increase in teacher ineffectiveness in 2019 from 2018. In 2020, the ineffectiveness declined again. The cause needs to be researched.

Appendix B: Focus Group Interviews

**Focus Group Interviews
Center School District**

Type: Student Focus Groups

Summary of Session(s)

During the focus group sessions, students in elementary, middle and high school were asked open-ended questions about rigor, relevance, and relationships in their school settings. The conversations were authentic, informative, and objective. Students spoke freely about their current experiences and hopes for the school district.

Key Findings from Group(s)

- Classwork is both challenging and useful;
- Teachers are working diligently and genuinely care about their students;
- Teachers routinely hold students accountable; and
- Teachers have learned how to check for understanding in different interesting ways, during Covid-19

Considerations/Implications

- Consider updating the curriculum to match the specific needs of a changing economy and the learning styles of 21st century students;
- Limit teacher talk time in an effort to teach student-focused lessons;
- Increase the number of clubs that students can join (ex: art, investing, chess, etc.); and
- Teachers should continue to use online tools that they learned about during Covid-19. This would help to make face-to-face instruction meaningful, student-focused, and interesting

Type: Community Focus Groups

Summary of Session(s)

During the focus groups a number of community stakeholders were asked about their experiences with the school system. The group was eager to point out positive trends and suggestions for the future. They were both critical and hopeful. Community members also wanted to be certain that working trends remained while suggestions might be taken seriously.

Key Findings from Group(s)

- Teachers and school staff care about the students and it feels good when they notice trends (ex: student scholarship, athletic achievements, student interests, academic trends, etc.);
- “Center does relationships well. Also, the activities help kids to form friendships.”;
- Center is a small school district, which means it’s nimble and malleable; and
- The community wants the best for the school district. The proper human capital exists and they are ready to be utilized.

Considerations/Implications

- Push the students to not only comply with classroom norms, but genuinely and rigorously interact with the content. This should be done with student-centered lessons where the kids do most of the work;
- “I want to have what we had when I was a child. The community was strong. They had football games and carnivals for the kids. It’s not as strong, now.”;

- Retain wonderful educators, while recruiting more highly qualified teachers who mirror the demographics of the school district; and
- It isn't always easy to ascertain if students are accomplishing learning objectives, so constant communication is recommended between the teachers, the school staff and the families. "My child is struggling with sight words that I've never seen."

Type: Staff Focus Groups

Summary of Session(s)

This focus group was populated by school staff. This is an integral group that is not always represented. The conversation was fluid, objective and focused on what's best for the school system. School staff members were honored to be heard and wish to be polled again in the near future.

Key Findings from Group(s)

- The alternative school is working well to build and sustain great relationships between the students and school staff;
- "Covid-19 forced us all to learn new ways to relate to the children, and that's a good thing."; and
- School staff proactively look for teachable moments and ways to connect with the students. These are unscripted interactions that help to strengthen the academic milieu.

Considerations/Implications

- The school system consists of gorgeous, caring, and strong people. However, many individuals are at their limits as it relates to their stress levels and work responsibilities. This should be discussed. Staff members need to be seen, affirmed, and recognized often. This will help to keep the fire burning; and
- Staff turnover is an issue. Don't hide from it. Discuss this and look to the community for helpful innovative solutions.

Type: Teachers Focus Groups

Summary of Session(s)

In this focus group, teachers from multiple grade levels were asked about themes that touched on rigor, relevance, and relationships. The group was insightful, clear and delighted to know that their thoughts and ideas might reach the ears of school leaders and district level officials. This was an optimistic and dedicated group. They would like to keep positive trends and make common sense changes for the good of the school community.

Key Findings from Group(s)

- Building level teams work to bring strategies alive;
- SEL lessons and activities are being incorporated. These are relevant and meaningful practices;
- Teachers meet on a routine basis with other educators to discuss the content. This is a refreshing and needed practice that should continue; and
- Teachers have put in place PBIS 2x10 conversations which helps them to connect with students.

Considerations/Implications

- Poll teachers about their needs and then think creatively to fill in the gaps. For instance, do science teachers have what they need to conduct experiments? Do music teachers have instruments? Help teachers to feel special, instrumental, and validated. This might positively impact teacher turnover rates;
- Get to know the students' families intimately. "I had a student who wasn't coming to class. His parents didn't speak English and nobody knew that."; and

- “Keep good teachers, challenge the students, and convince families to stay right here. This can be done by helping everyone to feel like we’re a community. Talk to each other. Celebrate each other. We’re in this together.”

Type: Leaders Focus Groups

Summary of Session(s)

Our focus groups would not be complete without the voices, ideas and impressions of school leaders. In this session we discussed where the school district is and where it needs to be. School leaders were gracious with their time and spoke candidly about rigor, relevance, and relationship building. This resulted in an authentic conversation about trends that should be here to stay as well as needs that must be addressed immediately.

Key Findings from Group(s)

- “Those things that are observed get done.” School leaders are monitoring lesson plans and performing learning walks. This is essential when you are forming and maintaining a high quality academic village;
- School leaders value the connections that they made with parents during Covid-19;
- School culture surveys are being administered. This is a positive trend that should remain;
- Teacher leaders and instructional coaches are being utilized to help other educators to drive essential standards;
- PLCs meet weekly in various grade levels. This helps to keep educators sharp; and
- Brief actional feedback sessions work!
- The gradual release model is being utilized and monitored during the lesson planning stages.

Considerations/Implications

- Talk to each other more often. “We need to have more culturally relevant conversations.”; and
- We need to show teachers what differentiated instruction can look like (ex: during staff meetings and professional development days).



WE™ LEAD WHOLE STAFF SURVEY

DATA REPORT AND RESULTS

**Center School District
2020-2021
N = 205**

March 8, 2021

Table of Contents

About the Survey and Report.....	1
The Role of Leadership in Schools.....	1
Your Report Data.....	2
Demographics.....	2
Coherent Vision.....	3
Empowerment.....	5
School Management.....	7
Culture of Learning.....	9
Community Partnerships.....	12
Implementation.....	14
Additional Surveys.....	16

About the Survey and Report

The **WE LEAD™** Survey was developed in 2007 to help schools efficiently measure key elements of effective leadership. Since its inception, schools across the country have used WE Survey data to set goals, evaluate leadership practices, and use the quantitative results generated to drive discussions and decisions pertaining to understanding and improving student learning.

This report provides specific information that can guide leadership to improve student achievement and promote the highest possible teaching and learning standards. Areas of strength and improvement can be derived from the data but they must be interpreted with the context of the school's culture and evaluated for importance. Used correctly, the data compiled by the **WE LEAD™** Survey can be an effective tool for evaluating the elements and effectiveness of school leadership.

The Role of Leadership in Schools

The volume of research on leadership, specifically school leadership, is great. The Successful Practices Network, and the Council of Chief State School Officers (CCSSO), completed a five-year study that explored how critical effective school leadership was in determining the success of a school. This research, in addition to case studies compiled by working with hundreds of schools across the country, brought five key elements of effective school leadership to the surface: a coherent vision, the empowerment of staff, school management, dedication to a culture of learning, and strong community partnerships.

Every school experiences those elements differently, however. For example, we have found that successful school leaders typically have a coherent vision, but that vision is unique to each individual leader. The DNA of their school, its history, and the many social, economic, and political factors also matter. Effective leaders are adaptive to the circumstances and challenges they are presented with. The **WE LEAD™** Survey results help them understand those circumstances, make informed decisions to combat challenges, and adapt their processes and approach to meet new ones that arise.

Your Report Data

DEMOGRAPHICS

Below are key points of demographic information about the respondents to this survey.

GENDER

	Count	Percent
Male	23	11%
Female	124	60%
No Response	58	28%
TOTAL	205	100%

GRADE LEVEL

	Count	Percent
K to 2	87	42%
3 to 5	75	37%
6 to 8	38	19%
9 to 12	56	27%
No Response	20	10%

YEARS WORKING IN SCHOOLS

	Count	Percent
First year	8	4%
2-5 years	28	14%
6-10 years	47	23%
11-20 years	64	31%
Over 20	58	28%
TOTAL	205	100%

HIGHEST LEVEL OF EDUCATION

	Count	Percent
High school/ GED	14	7%
Associate	14	7%
Bachelor's	49	24%
Master's	46	22%
Master's+	76	37%
Doctorate	4	2%
No Response	2	1%
TOTAL	205	100%

YEARS WORKING AT THIS SCHOOL

	Count	Percent
First year	31	15%
2-5 years	72	35%
6-10 years	32	16%
11-20 years	42	20%
Over 20	21	10%
No Response	7	3%
TOTAL	205	100%

CURRENT POSITION

	Count	Percent
Full-time Dept. Head or Chair	15	7%
Teacher / Instructional Staff	131	64%
Support Staff	33	16%
No Response	26	13%
TOTAL	205	100%

COHERENT VISION

Coherent Vision means that leaders develop, communicate, and build momentum for clearly defined beliefs about teaching and learning. Each school’s vision is unique because it is based on their students, community, and the beliefs of the staff responsible for implementing it. Effective leaders are able to communicate these beliefs, which allows them to be shared, experienced, aligned, and dynamic.

Effective leaders provide direction and support to help staff attain set goals and articulate a coherent vision for the school community. At SPN, we believe that schools should begin any improvement effort or goal-building exercise with a careful review of the extent to which the vision for the school is shared.

2. The mission statement promotes high expectations.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	83%	30%	53%	14%	3%	0%
National Results	84%	32%	52%	11%	3%	1%

8. I understand the importance of our mission statement.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	82%	30%	52%	13%	3%	1%
National Results	85%	33%	53%	10%	3%	1%

12. My day-to-day actions are aligned with the mission of this school.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	84%	25%	59%	14%	2%	0%
National Results	87%	29%	58%	10%	2%	0%

20. Professional development is aligned to school goals.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	63%	13%	50%	21%	13%	1%
National Results	73%	22%	51%	16%	7%	2%

30. I have clearly defined objectives that meet the needs of students.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	82%	25%	57%	12%	2%	0%
National Results	84%	29%	55%	10%	2%	0%

Your Report Data

44. The mission statement is aligned to school goals.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	80%	22%	57%	19%	1%	0%
National Results	81%	26%	55%	14%	2%	1%

48. Staff morale at this school is high.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	35%	8%	27%	27%	26%	11%
National Results	50%	15%	35%	20%	17%	11%

EMPOWERMENT

Empowerment means that staff have a clear understanding of their work and feel responsible for outcomes. Staff share responsibility for all phases of the school operation and have a strong collaborative relationship with school leaders. This collaborative environment includes opportunities to engage in improving teaching and learning for all students.

A staff that feels empowered is more apt to respond to challenges or new initiatives adeptly and earnestly. Effective leaders nurture confidence in staff by demonstrating support and providing the resources needed for staff to succeed.

1. There is strong communication between school administration and staff.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	66%	18%	48%	9%	20%	5%
National Results	68%	22%	46%	11%	16%	5%

5. I participate in setting goals for this school.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	61%	17%	44%	16%	20%	3%
National Results	60%	18%	41%	17%	18%	4%

9. My success as a teacher is measured by growth in student achievement.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	57%	14%	43%	28%	9%	0%
National Results	65%	19%	46%	22%	9%	2%

13. School administrators recognize the achievements of the staff.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	69%	17%	52%	17%	11%	4%
National Results	68%	22%	45%	15%	12%	5%

15. School administrators see me as a leader.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	55%	15%	40%	30%	10%	4%
National Results	55%	16%	39%	28%	11%	4%

Your Report Data

17. I have adequate opportunities to contribute to schoolwide decisions.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	52%	9%	42%	22%	20%	6%
National Results	54%	14%	40%	20%	19%	6%

19. School administration promotes a climate of trust.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	55%	10%	45%	18%	20%	7%
National Results	61%	19%	41%	17%	13%	7%

23. I can freely express my opinions or concerns to the school administrators	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	57%	15%	41%	19%	15%	9%
National Results	65%	23%	42%	14%	12%	7%

32. I see myself as a leader.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	87%	33%	54%	11%	1%	0%
National Results	84%	30%	54%	10%	4%	0%

36. I trust my colleagues will act in my best interest.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	72%	19%	53%	17%	7%	2%
National Results	73%	23%	50%	16%	7%	2%

42. School administrators keep staff confidentiality.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	73%	24%	49%	17%	6%	3%
National Results	72%	27%	45%	17%	6%	3%

SCHOOL MANAGEMENT

School Management means that leaders are able to attend effectively to the daily operations of an organization. An efficient school management approach has a system in place to handle logistical details. No business or school is immune from facilities issues or operational failures. However, successful school leaders are perceived as being able to manage daily routines and challenges skillfully.

When schools are well managed, staff has confidence that the daily operations of the school will not interfere with their mission of teaching and learning. A leader who attends to the school management issues will face less resistance to innovative practices that are outside the routine because staff will feel their day-to-day responsibilities will continue uninterrupted.

7. Poor staff performance is not tolerated at this school by the administration.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	43%	6%	37%	30%	20%	6%
National Results	56%	16%	39%	21%	16%	6%

10. New staff members receive the most difficult work assignments.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	8%	3%	5%	23%	50%	17%
National Results	15%	4%	11%	23%	45%	16%

14. School administrators implement change without undue stress.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	29%	3%	25%	25%	29%	15%
National Results	48%	12%	36%	22%	20%	9%

18. I have the resources I need to be an effective teacher.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	63%	14%	49%	18%	13%	3%
National Results	63%	17%	47%	17%	13%	3%

21. Poor staff performance is not tolerated at this school by other staff members.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	38%	9%	29%	36%	21%	4%
National Results	48%	11%	37%	28%	19%	4%

Your Report Data

28. School administrators resolve conflicts effectively.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	44%	9%	35%	35%	16%	3%
National Results	56%	14%	42%	24%	13%	6%

34. Administrative procedures interfere with my job.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	33%	8%	25%	22%	39%	3%
National Results	29%	8%	21%	21%	38%	8%

39. The benefit of new programs is lost during implementation.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	37%	6%	31%	38%	21%	3%
National Results	29%	6%	23%	38%	26%	4%

46. People in this school know their responsibilities.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	77%	19%	58%	12%	9%	2%
National Results	75%	20%	55%	13%	9%	2%

CULTURE OF LEARNING

Culture of Learning — Teachers, administration, and staff consistently collaborate toward goals with a clear focus on continuous improvement, often finding unexpected solutions to complex problems. In model schools, SPN research has found that staff are eager to learn new methods, incorporate new technology, and openly consider alternative approaches to solve problems. This culture manifests itself in critical friends groups, small professional learning communities, and teacher-initiated professional development.

In our experience, high performing schools possess a culture of learning that permeates the leadership and the staff of the school. These schools have systematically built into their routines opportunities to collaborate across disciplines. The data also suggest that the schools that possess this culture of learning have positive perceptions in the empowerment construct.

3. I am supported to grow professionally by the administration.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	72%	25%	47%	14%	10%	3%
National Results	75%	30%	45%	13%	8%	3%

4. Creative thinking is embraced as essential by administration in this school.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	71%	21%	49%	18%	10%	1%
National Results	73%	28%	45%	15%	8%	3%

16. School administrators encourage input from students.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	50%	8%	42%	36%	12%	1%
National Results	64%	17%	46%	23%	9%	3%

22. This school has an effective evaluation process that helps me grow professionally.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	52%	8%	44%	27%	16%	4%
National Results	57%	13%	44%	24%	13%	4%

25. I want to learn new ways of teaching students.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	89%	37%	52%	7%	0%	0%
National Results	86%	38%	48%	9%	1%	0%

Your Report Data

26. I seek out professional development opportunities.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	80%	29%	51%	15%	5%	0%
National Results	84%	32%	52%	10%	4%	0%

29. School administration expects me to collaborate with other teachers to improve my teaching.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	80%	25%	55%	11%	4%	0%
National Results	77%	28%	49%	14%	4%	1%

33. Time is available to collaborate with my colleagues.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	72%	15%	57%	15%	12%	1%
National Results	62%	17%	45%	11%	19%	6%

35. I am proud to be part of the school community.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	87%	40%	46%	8%	2%	1%
National Results	90%	45%	45%	7%	2%	1%

37. Staff are expected to adapt their practices to meet the needs of all students.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	86%	31%	55%	10%	2%	1%
National Results	89%	34%	55%	6%	2%	1%

38. Staff are resistant to sharing effective instructional practices.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	15%	4%	11%	17%	49%	18%
National Results	16%	4%	12%	18%	48%	16%

41. Staff are proud to be part of the school community.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	77%	17%	60%	19%	3%	0%
National Results	78%	25%	52%	15%	5%	1%

43. School administration helps me focus on teaching and learning.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	63%	18%	46%	24%	9%	2%
National Results	66%	20%	47%	19%	8%	3%

47. I am open to new ideas.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	98%	50%	48%	0%	0%	0%
National Results	97%	50%	46%	2%	0%	0%

COMMUNITY PARTNERSHIPS

Community Partnerships means leadership in building external relationships. Leaders need to involve parents and respond to their ideas and issues effectively. Leaders must also cultivate relationships with community leaders to build sustainable support for new initiatives. This dimension can include schools that have close partnerships with businesses to the degree they are made widely public and accessible to the full staff. For example, a school that partners with a technology company only in servicing a technology classroom is not as effective as a partnership that engages a larger portion of the staff and students.

Schools appreciate the growing importance of having community support that must be cultivated beyond just the budget season. Partnerships in the community help effective leaders understand challenges that students face outside of school. New learning opportunities for students are created when school leaders integrate their school collaboratively with business leaders. Students feel their learning is more relevant as they see these connections in their classrooms.

6. I encourage input from community groups.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	59%	13%	46%	26%	13%	1%
National Results	59%	15%	45%	26%	11%	2%

11. I connect the learning in my classroom to the community.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	72%	20%	52%	21%	3%	0%
National Results	71%	20%	51%	20%	5%	0%

24. This school involves parents in important decisions about teaching and learning.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	49%	9%	40%	35%	13%	2%
National Results	54%	13%	40%	29%	12%	3%

27. The community has good ideas on how to improve our school.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	40%	6%	33%	51%	8%	1%
National Results	37%	8%	29%	48%	10%	2%

31. There is tension between the school and community.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	21%	6%	16%	37%	34%	7%
National Results	19%	4%	14%	28%	37%	14%

40. School administrators encourage input from community groups.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	49%	7%	42%	42%	7%	0%
National Results	53%	12%	41%	36%	7%	2%

45. The school takes advantage of community businesses to create partnerships for students.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Staff's Perceptions	67%	20%	48%	26%	5%	1%
National Results	57%	16%	41%	29%	10%	2%

Implementation

USING THE WE™ SURVEY DATA

The WE LEAD™ Survey Report gives leaders a unique chance to look at their school through the eyes of staff. The report provides a context for exploring how staff view leadership as they align the mission of the school to their daily practice.

By exploring and discussing these results, schools will gain valuable insights into the learning environment, effectiveness and overall “health” of the school. These insights can lead to action plans aimed at fostering rich learning environments focused on rigor, relevance, and relationships for all students.

Here are some suggestions for understanding and using the data in your report:

- Working with the survey results is a process, not an event.
- Critical analysis is much more time consuming than taking the survey itself.
- Comparisons of items within each category are often instructive.
- Ongoing conversations among and between colleagues and students provide the best way to gain a deeper understanding of the data.
- Perceptions of the same data may differ. This is a healthy starting point for dialogue and growth.
- The purpose of the entire survey effort is to improve the teaching and learning environment in your school.

IMPLEMENTATION SERVICES FROM SPN

SPN offers a variety of options for helping you work with the WE Survey data. This support is easily accessible through the SPN website or by contacting our office directly at the phone number provided below. Whether you plan to use the data as part of a strategic planning process or as a school needs assessment, SPN can help.

Working through the implications of WE Survey data with stakeholders can be a challenge. Fortunately, SPN and its partners have more than 10 years of experience in assisting schools and districts provide a purposeful context and consistent message around the data. Beyond this report, SPN can provide an objective analysis and presentation of data that keeps the focus on the results and what they signify.

Please refer to the additional consulting options on this page, which can help you decide how to make the most of your WE Survey data.

For consultant and/or additional analysis information, please email Info@SPNet.us or call 518-723-2063.

DATA ANALYSIS

REMOTE OR ONSITE CONSULTATION

This WE Survey report represents the **TIER 1 – Standard** option of reporting. Below are a variety of additional consultation and reporting services to help you maximize your data to best suit your needs:

TIER 2 – Customized/Enhanced Off-site:

Includes augmentation to the standard administration procedure and/or reporting. Examples include:

- Additional Variable (e.g., grade level, years teaching, etc.)
- Comparison to historical national norms with qualitative data analysis
- Multi-year comparison with qualitative data analysis
- Changing the wording in a WE Survey
- Adding new items to a WE Survey

TIER 3 – Customized/Enhanced On-site or Virtual:

On-site or virtual consultation along with survey administration and reports. Best option for those interested in utilizing WE survey data in strategic planning for systemic school change.



Additional Surveys

GAIN MORE INSIGHT: OTHER WE™ SURVEYS OFFERED BY SPN



WE LEARN™ STUDENT SURVEY

The WE LEARN™ Student Survey is available in two versions: grades 3-5 or grades 6-12. This survey includes items related to rigor, relevance, relationships, and leadership and seeks to determine whether, for example, students feel challenged, see

the connection between school and the real world, etc. Sample items:

- This school has high expectations for all students
- My teachers present lessons in different ways
- My teachers know my academic interests and goals
- Students are involved in important decisions at school



WE TEACH™ INSTRUCTIONAL STAFF SURVEY

The WE TEACH™ Instructional Staff Survey is a companion to the WE LEARN™ Student Survey. Correlated items allow perceptions of teaching staff to be compared to students' perceptions around similar key topics. Items in the WE TEACH™ are categorized by

Rigor, Relationships, Relevance, and Leadership. For example,

- In my class students discuss and solve open-ended questions and problems.
- There is strong communication between school administration and staff.
- I am a source of encouragement for my students.



WE SUPPORT™ COMMUNITY SURVEY

The WE SUPPORT™ Community Survey assesses community perceptions of the school experience as well as the community's expectations of the school system. Survey items include:

- The schools help students develop positive attitudes for success in life
- This school district helps students make informed decisions about post-high school plans
- This school district uses resources in the community to make education relevant to students

THE ONLINE SURVEYS

WE TEACH™ and **WE LEARN™** online surveys can be administered independently or used in tandem so teacher and student perceptions can be compared and gaps identified.

- Approximately 50 items on each survey
- 10-15 minutes to take
- Paper versions are available upon request
- Parallel items for students and instructional staff show comparisons



SPN | **Successful
Practices
Network**

1585 Route 146 | Rexford, New York 12148
P 518.723.2063 | F 518.723.2140 | info@SPNet.us



WE TEACH™ INSTRUCTIONAL STAFF SURVEY

DATA REPORT AND RESULTS

Center School District
2020-2021
N = 183

March 8, 2021

Table of Contents

About the Survey and Report.....	1
Rigor, Relevance, and Relationships in Schools.....	1
Your Report Data.....	2
Demographics.....	2
Rigor.....	3
Relevance.....	6
Relationships.....	9
Leadership.....	12
Implementation.....	15
Additional Surveys.....	17

About the Survey and Report

The **WE TEACH™** Survey was developed in 2007 to as an efficient and effective tool that schools could use to measure instructional staff perceptions of rigor, relevance, relationships, and teacher leadership in the building. Since its inception, schools across the country have used WE Survey data to set goals, measure learner engagement, and use the quantitative results generated to drive discussions and decisions pertaining to understanding and improving student learning.

This report provides specific information that can help school leaders understand how teachers incorporate rigor and relevance in the curriculum, the supportive relationships they build with students, and their attitudes and perceptions about being teacher leaders. Areas of strength and improvement can be derived from the data but they must be interpreted with the context of the school's culture. Used correctly, the data compiled by the **WE TEACH™** Survey can be an effective tool for initiating informed and meaningful school reform initiatives.

Rigor, Relevance, and Relationships in Schools

The impetus to develop the WE Survey suite was a five-year study completed by SPN, the Council of Chief State School Officers (CCSSO), and the Qualia Institute for Student Aspirations. The focus of that study was to determine what causes schools to get from good to great. A key finding and common thread of that study was the importance of developing strong relationships between instructional staff members, the administration, and the students they teach. The research showed that when the culture of a school includes strong relationships among all individuals in the building, opportunities for rigorous and relevant learning open up.

Effective school leaders empower their staff to become agents of change. Teachers that feel empowered tend to enthusiastically accept responsibility for improving the system. Entrusted teachers do not view leadership as a role that others in the building are there to provide, they, too, share that responsibility along with their colleagues. Model schools across the United States demonstrate the capacity to challenge students in a productive manner to achieve at higher levels, engage students to manage their learning, and foster relationships with students that develop personal skills.

Your Report Data

DEMOGRAPHICS

Below are key points of demographic information about the respondents to this survey.

GENDER

	Count	Percent
Male	28	15%
Female	126	69%
No Response	29	16%
TOTAL	183	100%

GRADE LEVEL

	Count	Percent
K to 2	58	32%
3 to 5	55	30%
6 to 8	35	19%
9 to 12	50	27%
No Response	15	8%

YEARS WORKING IN SCHOOLS

	Count	Percent
First year	9	5%
2-5 years	24	13%
6-10 years	41	22%
11-20 years	52	28%
Over 20	48	26%
No Response	9	5%
TOTAL	183	100%

HIGHEST LEVEL OF EDUCATION

	Count	Percent
High school/ GED	0	0%
Associate	2	1%
Bachelor's	47	26%
Master's	51	28%
Master's+	81	44%
Doctorate	2	1%
TOTAL	183	100%

YEARS WORKING AT THIS SCHOOL

	Count	Percent
First year	39	21%
2-5 years	68	37%
6-10 years	21	11%
11-20 years	38	21%
Over 20	17	9%
TOTAL	183	100%

CURRENT POSITION

	Count	Percent
Classroom Teacher	158	86%
Instructional Support Staff	22	12%
No Response	3	2%
TOTAL	183	100%

RIGOR

Rigor means that critical thinking takes place on a regular basis. Instruction should engage students in challenging coursework that stretches them to go beyond just understanding. Instructional staff should hold high expectations for all learners and provide the support they need to achieve.

In today's schools there are many ideas about what constitutes rigor. Schools that are able to define rigor with concrete examples of how students experience rigor on a daily basis exhibit a vision of high expectations. Schools that seek to improve the academic experience of students might begin by look at these data and asking the question, "What does rigor in our school look like and how often do students experience it?"

1. In my class students discuss and solve open-ended questions and problems.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	84%	31%	54%	9%	5%	1%
National Results	90%	34%	56%	6%	3%	1%

5. Staff are expected to provide opportunities for students to discuss and solve open-ended questions and problems.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	86%	31%	55%	9%	3%	0%
National Results	91%	38%	53%	6%	2%	0%

13. I encourage students to create original solutions to complex problems.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	85%	27%	57%	11%	4%	0%
National Results	88%	32%	56%	9%	2%	0%

17. The school expects me to use common rubrics and scoring guides to measure student proficiency.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	72%	19%	52%	20%	7%	1%
National Results	71%	22%	49%	18%	9%	1%

18. I design assessments that encourage students to think creatively.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	61%	10%	50%	18%	16%	4%
National Results	77%	24%	53%	15%	6%	1%

Your Report Data

21. Student reading levels are measured regularly.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	57%	15%	42%	17%	21%	4%
National Results	68%	26%	41%	19%	9%	2%

23. I expect students to work with different groups of classmates.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	80%	38%	43%	13%	5%	1%
National Results	91%	44%	47%	4%	2%	0%

25. Struggling and disengaged learners receive the support necessary to be successful.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	58%	13%	45%	22%	17%	3%
National Results	66%	17%	49%	17%	12%	2%

29. This school gives up on difficult students.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	8%	2%	6%	16%	47%	29%
National Results	10%	3%	8%	13%	46%	29%

33. If students are given more challenging work, they do it.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	36%	3%	33%	39%	21%	4%
National Results	52%	10%	42%	22%	19%	4%

37. I am expected to make students passing the state test my number one priority.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	24%	7%	17%	37%	32%	5%
National Results	41%	14%	27%	25%	26%	6%

38. I spend too much time re-teaching what students should already know.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	33%	11%	21%	27%	34%	4%
National Results	43%	13%	30%	22%	29%	3%

41. This school has high expectations for all students.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	77%	28%	49%	7%	11%	4%
National Results	80%	32%	48%	9%	8%	2%

43. My assessments are more challenging than current state tests.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	18%	4%	14%	47%	30%	3%
National Results	35%	9%	26%	44%	17%	1%

45. I expect students to become independent learners.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	96%	40%	56%	3%	1%	0%
National Results	95%	47%	47%	3%	1%	0%

49. I use assessments to plan and adjust my instruction.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	90%	28%	62%	6%	3%	0%
National Results	88%	30%	58%	8%	2%	0%

53. Students are expected to exceed a basic understanding of what is being taught.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	71%	11%	60%	15%	11%	2%
National Results	82%	23%	59%	11%	4%	1%

57. Students who graduate from this school are college and/or workforce ready.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	39%	5%	34%	45%	10%	5%
National Results	48%	11%	37%	34%	12%	4%

60. I encourage students to demonstrate their understanding in a variety of ways (i.e. speaking, writing).	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	95%	39%	55%	3%	2%	0%
National Results	93%	40%	53%	4%	1%	0%

Your Report Data

RELEVANCE

Relevance enables students to connect what they are learning to their experiences. Instruction that is interdisciplinary and tied to the real world engages students in learning by providing context and showing meaning. Relevance can vary depending on the culture of a school and its students. Relevance makes rigor possible for many students.

Relevance should be understood as a way to stretch students from what they know towards the next level of learning. By building on background knowledge students already possess, effective teachers tap into a learning path students are already on, not one that needs to be created. Active engagement incorporates students working with the tools—technology—that they experience so frequently outside of the classroom.

2. Staff are expected to use a variety of instructional strategies to help students learn.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	95%	56%	39%	2%	3%	0%
National Results	96%	57%	39%	2%	1%	0%

6. I use performance based assessments to reflect how well my students have learned.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	86%	31%	55%	8%	5%	0%
National Results	88%	36%	53%	7%	3%	0%

9. I encourage students to explore things they find interesting.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	93%	47%	46%	4%	2%	0%
National Results	94%	48%	46%	4%	1%	0%

10. Staff are expected to do interdisciplinary planning and projects.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	64%	18%	46%	19%	13%	4%
National Results	68%	23%	45%	18%	11%	2%

14. Students can apply what I am teaching to their everyday lives.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	91%	43%	48%	5%	3%	1%
National Results	92%	43%	49%	5%	1%	0%

22. I use information and communication technology (e.g., computers, internet) to promote learning.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	97%	61%	36%	1%	1%	0%
National Results	91%	44%	46%	4%	3%	0%

26. I encourage students to explore career pathways.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	69%	17%	52%	21%	8%	2%
National Results	76%	26%	51%	16%	5%	0%

34. Staff are expected to use information and communication technology (e.g., computers, internet) to promote learning.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	96%	56%	40%	2%	1%	0%
National Results	91%	39%	52%	5%	2%	0%

42. I connect the learning in my classroom to the community.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	81%	18%	63%	13%	5%	0%
National Results	79%	24%	55%	13%	5%	0%

46. I encourage students to use multiple resources when solving problems.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	94%	43%	51%	4%	1%	0%
National Results	94%	43%	51%	4%	1%	0%

50. I encourage students to work with others to solve problems.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	81%	33%	48%	14%	4%	0%
National Results	94%	41%	54%	3%	1%	0%

54. I teach students to use information and communication technology responsibly.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	91%	34%	57%	5%	2%	0%
National Results	87%	32%	56%	9%	2%	0%

Your Report Data

58. I reach out to colleagues to identify successful practices.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	82%	23%	59%	10%	5%	2%
National Results	86%	27%	59%	8%	3%	0%

RELATIONSHIPS

Relationships are developed through a culture of respect, caring, and concern for one another. When staff demonstrate concern about the academic needs of all students, as well as personal needs, it creates an effective learning environment. Quality interactions are based on discussions where expectation and encouragement to succeed are the priorities.

Effective teaching and learning environments explicitly build in structures, strategies, and practices for improving the relationships between staff and students. Activities, clubs, and coaching sports have been the most obvious, but educators have long known that a caring, supporting teacher-student relationship is not limited to outside of the academic classroom. This data on relationships when used in partnership with the **WE Learn™** data from the student perspective helps schools measure this critically important factor in successful schools.

3. Bullying is a problem at this school.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	24%	3%	21%	38%	26%	8%
National Results	36%	6%	30%	27%	30%	5%

7. I can freely express my opinions and concerns to the administration.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	58%	21%	37%	17%	17%	7%
National Results	69%	28%	40%	14%	11%	5%

11. Staff respect students.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	89%	37%	52%	9%	2%	0%
National Results	90%	38%	52%	6%	2%	0%

15. Staff help each other.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	85%	42%	43%	8%	5%	2%
National Results	88%	41%	47%	6%	4%	1%

19. This school reaches out to all students to meet their individual needs.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	64%	23%	42%	14%	16%	4%
National Results	74%	25%	49%	13%	9%	2%

Your Report Data

27. I feel isolated from my colleagues.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	38%	11%	27%	14%	38%	9%
National Results	20%	5%	15%	13%	45%	20%

30. Teachers are enthusiastic about what they teach.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	73%	15%	57%	20%	7%	1%
National Results	78%	19%	59%	14%	5%	1%

31. I am aware of my students' interests outside of school.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	88%	26%	62%	7%	4%	1%
National Results	85%	24%	62%	9%	3%	0%

35. My colleagues are a source of encouragement for me.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	77%	31%	46%	13%	8%	2%
National Results	81%	31%	49%	11%	5%	1%

39. Staff are expected to give frequent feedback to students about the quality of their work and actions.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	84%	25%	60%	9%	4%	0%
National Results	87%	25%	61%	9%	2%	0%

47. I know my students' academic interests and goals.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	79%	22%	57%	14%	7%	0%
National Results	84%	24%	60%	12%	3%	0%

51. Students talk about academic problems and concerns with me.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	81%	25%	56%	11%	6%	0%
National Results	83%	27%	56%	10%	5%	0%

55. I am a source of encouragement for my students.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	95%	57%	38%	3%	1%	0%
National Results	95%	50%	45%	3%	0%	0%

59. I know what my students are passionate about.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	78%	25%	52%	19%	2%	0%
National Results	82%	22%	59%	13%	3%	0%

Your Report Data

LEADERSHIP

Leadership Effective leadership means that establishing and communicating a clearly defined set of beliefs about teaching and learning is a collaborative effort. Students take ownership of and believe in the direction that the school must to in. Leadership must involve students and have a clear direction focused on rigor, relevance and relationships.

Student leadership programs, activities, sports and clubs are all schoolwide opportunities for young people to develop leadership skills. However, the classroom is a critical place for students to develop these skills as well. Collaborative learning, presentations and exhibitions, and peer-to-peer instruction are among the teaching and learning strategies that promote personal skill development. Highly effective teachers use their classroom to improve students; leadership skills as part of their curriculum.

4. The school administration clearly communicates the goals of the school to staff.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	68%	26%	42%	13%	12%	5%
National Results	77%	29%	48%	10%	8%	2%

8. My day-to-day actions are aligned with the mission of this school.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	90%	38%	52%	7%	3%	0%
National Results	93%	42%	51%	5%	1%	0%

12. Creative thinking is embraced as essential by administration in this school.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	72%	27%	44%	16%	9%	3%
National Results	76%	29%	47%	15%	6%	2%

16. Time is available to collaborate with other teachers.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	64%	18%	46%	13%	19%	4%
National Results	62%	21%	41%	12%	19%	7%

20. New teachers receive the most difficult work assignments.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	11%	3%	8%	26%	43%	20%
National Results	15%	4%	10%	24%	42%	18%

24. School administration implements change without undue stress.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	28%	5%	23%	20%	31%	20%
National Results	48%	11%	36%	23%	20%	8%

28. My success as a teacher is measured by growth in student achievement.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	60%	13%	48%	23%	15%	1%
National Results	65%	16%	49%	20%	11%	2%

32. I have the resources I need to be an effective teacher.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	64%	16%	48%	15%	18%	3%
National Results	70%	18%	52%	13%	12%	3%

36. Teachers are supported to grow professionally.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	68%	18%	50%	16%	13%	3%
National Results	78%	27%	51%	12%	7%	2%

40. School administration takes action on staff concerns and suggestions.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	55%	10%	45%	24%	17%	4%
National Results	59%	15%	44%	21%	13%	6%

44. I want to learn new ways of teaching students.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	95%	39%	56%	3%	1%	0%
National Results	91%	39%	52%	5%	1%	0%

Your Report Data

48. School administration recognizes the achievements of the staff.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	63%	17%	46%	17%	13%	5%
National Results	66%	20%	46%	17%	11%	5%

52. Teachers have adequate opportunity to contribute to school wide decisions.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	45%	7%	38%	20%	26%	9%
National Results	53%	13%	39%	23%	17%	6%

56. The school administration effectively creates a climate of trust.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Teachers' Perceptions	48%	16%	31%	24%	16%	11%
National Results	61%	20%	41%	18%	12%	8%

Implementation

USING THE WE™ SURVEY DATA

The WE TEACH™ Survey Report gives educators a unique chance to look at their school through eyes of the instructional staff. The purpose of the report is to provide a context for exploring how instructional staff feel they are challenging their students, how they are helping their students connect what they are learning to the world around them, the relationships they have in a school and how much they know about the goals of the school.

By exploring and discussing these results, schools will gain valuable insights into the leadership and overall health of the school. Those insights can lead to promising action plans aimed at fostering rich learning environments focused on rigor, relevance, and relationships for all students.

Here are some suggestions for understanding and using the data in your report:

- Working with the results is a process, not an event.
- Critical analysis is much more time consuming than taking the survey itself.
- Comparisons of items within each factor are often instructive.
- Ongoing conversations among colleagues and students provide the best way to gain a deeper understanding of the data.
- Perceptions of the same data may differ. This is a healthy starting point for dialogue and growth.
- The purpose of this entire effort is to improve the teaching and learning environment in your school.

IMPLEMENTATION SERVICES FROM SPN

SPN offers a variety of options for helping you work with the WE Survey data. This support is easily accessible through the SPN website or by contacting our office directly at the phone number provided below. Whether you plan to use the data as part of a strategic planning process or as a school needs assessment, SPN can help.

Working through the implications of WE Survey data with stakeholders can be a challenge. Fortunately, SPN and its partners have more than 10 years of experience in assisting schools and districts provide a purposeful context and consistent message around the data. Beyond this report, SPN can provide an objective analysis and presentation of data that keeps the focus on the results and what they signify.

Please refer to the additional consulting options on this page, which can help you decide how to make the most of your WE Survey data.

For consultant and/or additional analysis information, please email Info@SPNet.us or call 518-723-2063.

DATA ANALYSIS

REMOTE OR ONSITE CONSULTATION

This WE Survey report represents the **TIER 1 – Standard** option of reporting. Below are a variety of additional consultation and reporting services to help you maximize your data to best suit your needs:

TIER 2 – Customized/Enhanced Off-site:

Includes augmentation to the standard administration procedure and/or reporting. Examples include:

- Additional Variable (e.g., grade level, years teaching, etc.)
- Comparison to historical national norms with qualitative data analysis
- Multi-year comparison with qualitative data analysis
- Changing the wording in a WE Survey
- Adding new items to a WE Survey

TIER 3 – Customized/Enhanced On-site or Virtual:

On-site or virtual consultation along with survey administration and reports. Best option for those interested in utilizing WE survey data in strategic planning for systemic school change.



Additional Surveys

GAIN MORE INSIGHT: OTHER WE™ SURVEYS OFFERED BY SPN



WE LEAD™ WHOLE STAFF SURVEY

The WE LEAD™ Whole Staff Survey is used by schools to identify areas of leadership strength and areas to focus development. The WE LEAD™ survey helps model schools use qualitative data to monitor progress towards goals.

Perceptions about leadership are organized around five factors of effective leadership: Coherent Vision, Empowerment, Culture of Learning, Community Partnerships, and School Management. Survey items include:

- The mission statement promotes high expectations
- There is strong communication between administration and staff
- Staff are expected to adapt their practices to meet the needs of all students
- People in this school know their responsibilities



WE LEARN™ STUDENT SURVEY

The WE LEARN™ Student Survey is available in two versions: grades 3-5 or grades 6-12. This survey includes items related to rigor, relevance, relationships, and leadership and seeks to determine whether, for example, students feel challenged,

see the connection between school and the real world, etc. Sample items:

- This school has high expectations for all students
- My teachers present lessons in different ways
- My teachers know my academic interests and goals
- Students are involved in important decisions at school



WE SUPPORT™ COMMUNITY SURVEY

The WE SUPPORT™ Community Survey assesses community perceptions of the school experience as well as the community's expectations of the school system. Survey items include:

- The schools help students develop positive attitudes for success in life
- This school district helps students make informed decisions about post-high school plans
- This school district uses resources in the community to make education relevant to students

THE ONLINE SURVEYS

WE TEACH™ and **WE LEARN™** online surveys can be administered independently or used in tandem so teacher and student perceptions can be compared and gaps identified.

- Approximately 50 items on each survey
- 10-15 minutes to take
- Paper versions are available upon request
- Parallel items for students and instructional staff show comparisons



SPN | **Successful
Practices
Network**

1585 Route 146 | Rexford, New York 12148
P 518.723.2063 | F 518.723.2140 | info@SPNet.us



WE LEARN™ STUDENT SURVEY

DATA REPORT AND RESULTS FOR GRADES 3-5

**Center School District
2020-2021
N = 396**

March 8, 2021

Table of Contents

About the Survey and Report.....	1
The Role of Learner Engagement.....	1
Your Report Data	2
Demographics.....	2
Rigor	3
Relevance.....	5
Relationships	7
Implementation.....	10
Additional Surveys.....	12

About the Survey and Report

The **WE LEARN™** Grades 3-5 Survey was developed in 2007 to as an efficient and effective tool that schools could use to measure student perceptions of rigor, relevance, and relationships in the building. Since its inception, schools across the country have used WE Survey data to set goals, measure learner engagement, and use the quantitative results generated to drive discussions and decisions pertaining to elementary school learning.

The question statements and response scale options are written to be used specifically with younger students.

This report provides specific information that can help school leaders understand their students' perceptions of rigor and relevance in the classrooms, and the relationships they feel they have with their teachers. Areas of strength and improvement can be derived from the data but they must be interpreted within the context of the school's culture. Used correctly, the data compiled by the **WE LEARN™** Grades 3-5 Survey can be an effective tool for initiating informed and meaningful school reform initiatives.

The Role of Learner Engagement

The impetus to develop the WE Survey suite was a five-year study completed by SPN, the International Center for Leadership in Education (ICLE), the Council of Chief State School Officers (CCSSO), and the Qualia Institute for Student Aspirations. The focus of that study was to determine what causes schools to get from good to great. A key finding and common thread of that study was the importance of positive student relationships between themselves and with their teachers. The research showed that when the culture of a school includes strong relationships among all individuals in the building, opportunities for rigorous and relevant learning open up. Relationships make rigor and relevance possible.

Students and faculty experience and perceive rigor and relevance differently in every school. Even in successful schools, many students have difficulty distinguishing rigor from relevance because they may see highly rigorous work as necessarily relevant. However, whether it be a school that is doing well or one that is struggling, the need to focus first on relationships is necessary to maintain a strong school culture.

Your Report Data

DEMOGRAPHICS

Below are key points of demographic information about the respondents to this survey.

GENDER

	Count	Percent
Boy	204	52%
Girl	180	45%
No Response	12	3%
TOTAL	396	100%

AGE

	Count	Percent
7	2	1%
8	48	12%
9	100	25%
10	122	31%
11	109	28%
12	4	1%
Older than 12	2	1%
No Response	9	2%
TOTAL	396	100%

GRADE

	Count	Percent
3	117	30%
4	110	28%
5	149	38%
No Response	20	5%
TOTAL	396	100%

RIGOR

Rigor means that critical thinking takes place on a regular basis. Instruction should engage students in challenging coursework that stretches them to go beyond just understanding. Instructional staff should hold high expectations for all learners and provide the support they need to achieve.

Today's learners are redefining what rigorous instruction means on a continuous basis. Complex information can be stored on smartphones or saved to the Cloud, online research tools are intuitive, and access to dynamic analytic tools force educators to challenge students in new ways and to think outside the box themselves. Rigor includes the critical, evaluation, and synthesis skills necessary to make meaning from diverse sources.

3. I like to learn.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	87%	53%	34%	5%	1%
National Results	91%	65%	26%	5%	1%

6. School is boring.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	57%	11%	46%	36%	1%
National Results	45%	13%	33%	50%	2%

9. My parents expect me to get A's.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	74%	54%	21%	9%	10%
National Results	88%	73%	14%	5%	5%

12. I work hard at school.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	91%	72%	19%	2%	1%
National Results	95%	75%	20%	1%	1%

15. We get a lot of homework.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	29%	6%	22%	59%	6%
National Results	64%	16%	48%	32%	1%

Your Report Data

18. My teachers expect me to get A's.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	51%	38%	13%	17%	22%
National Results	78%	65%	13%	6%	12%

21. I plan to go to college.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	69%	63%	6%	6%	16%
National Results	83%	79%	3%	5%	8%

24. My teachers hope I do great in school.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	82%	80%	3%	1%	8%
National Results	89%	85%	3%	1%	6%

27. In class, students teach each other.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	55%	21%	33%	23%	11%
National Results	72%	31%	41%	17%	6%

30. I read books at home.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	79%	38%	41%	13%	1%
National Results	90%	52%	38%	7%	0%

33. I know my reading level.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	44%	35%	9%	32%	16%
National Results	74%	66%	8%	16%	7%

36. My school work is easy.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	81%	21%	60%	12%	1%
National Results	86%	21%	66%	9%	1%

39. In class, we work in groups to answer questions.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	64%	30%	34%	21%	6%
National Results	90%	40%	50%	4%	2%

RELEVANCE

Relevance enables students to connect what they are learning to their experiences. Instruction that is interdisciplinary and tied to the real world engages students in learning by providing context and showing meaning. Relevance can vary depending on the culture of a school and its students. Relevance makes rigor possible for many students.

Relevance is more than simply asking students if they can relate to material being covered in the classroom. Teachers make learning relevant by building on prior knowledge, using tools that engage a student’s curiosity (possibility though technology), and adapting curriculum to include personal skill development. Effective planning and instruction create opportunities for students to expand the learning beyond the classroom and apply understanding to the world in which they live.

2. In class, we read stories about real places and people.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	85%	38%	46%	4%	6%
National Results	90%	35%	55%	5%	3%

5. I give presentations to the class.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	51%	20%	31%	33%	9%
National Results	69%	29%	40%	21%	7%

8. My teachers make learning math fun.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	87%	58%	29%	4%	3%
National Results	90%	63%	27%	6%	2%

11. My teachers like it when I share my own ideas.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	73%	61%	12%	2%	16%
National Results	81%	62%	19%	3%	14%

14. Students help each other to learn in class.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	79%	41%	38%	9%	6%
National Results	89%	51%	38%	5%	4%

Your Report Data

17. My teachers make reading fun.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	81%	56%	25%	4%	4%
National Results	85%	60%	25%	8%	3%

20. Each day is exciting at school.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	83%	45%	38%	6%	2%
National Results	84%	42%	42%	10%	2%

23. I learn something new every day.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	87%	63%	24%	3%	1%
National Results	92%	65%	26%	3%	1%

26. My teachers make writing fun.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	72%	42%	30%	9%	10%
National Results	78%	47%	32%	14%	3%

29. I know why school is important.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	86%	81%	5%	5%	4%
National Results	91%	87%	4%	3%	3%

32. We use computers in school.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	89%	82%	7%	2%	2%
National Results	93%	79%	15%	3%	1%

35. My teacher uses a computer in class.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	89%	81%	8%	2%	2%
National Results	93%	79%	13%	2%	1%

38. What I learn in school helps me solve problems at home.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	75%	45%	31%	11%	6%
National Results	85%	56%	29%	8%	3%

RELATIONSHIPS

Relationships are developed through a culture of respect, caring, and concern for one another. When staff demonstrate concern about the academic needs of all students, as well as personal needs, it creates an effective learning environment. Quality interactions are based on discussions where expectation and encouragement to succeed are the priorities.

SPN research identified strong relationships between staff and students to be one of the five most critical factors to school success. Research from around the world supports this assertion. Yet, too many schools have difficulty converting the goal of improving relationships into an explicit action plan with measurable results.

1. My teachers care about me.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	86%	81%	5%	1%	10%
National Results	88%	81%	7%	1%	9%

4. My teachers help me learn when I am stuck.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	90%	75%	15%	3%	1%
National Results	94%	73%	21%	3%	1%

7. I like my school.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	88%	73%	15%	4%	2%
National Results	90%	76%	14%	5%	2%

10. My teachers like school.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	64%	59%	5%	1%	28%
National Results	70%	63%	8%	1%	26%

13. I like working with other kids in class.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	79%	48%	32%	7%	4%
National Results	90%	59%	31%	5%	1%

Your Report Data

16. When I have a problem, I can go to my teachers for help.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	88%	71%	16%	3%	1%
National Results	92%	70%	21%	3%	1%

19. There are bullies in this school.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	34%	20%	14%	31%	25%
National Results	56%	38%	18%	22%	17%

22. My teachers talk about how to deal with bullies.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	65%	40%	25%	17%	10%
National Results	75%	50%	25%	15%	7%

25. My teacher knows what I like to do in my free time.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	38%	27%	11%	26%	26%
National Results	47%	31%	16%	23%	25%

28. I see myself as a leader.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	68%	44%	24%	15%	8%
National Results	74%	48%	25%	14%	8%

31. If I need extra help, my teachers are there for me.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	88%	74%	13%	1%	2%
National Results	91%	73%	19%	3%	2%

34. I can share what I am thinking in class.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	76%	37%	39%	10%	6%
National Results	81%	41%	40%	12%	4%

37. I help other students when I can.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	75%	42%	33%	13%	4%
National Results	88%	62%	26%	6%	2%

40. My teacher sees me as a leader.	Total in Agreement	Yes	Sometimes	No	I Don't Know
Your Students' Perceptions	40%	33%	6%	8%	45%
National Results	52%	38%	15%	8%	36%

Implementation

USING THE WE™ SURVEY DATA

The WE LEARN™ Survey Report gives educators a unique chance to look at their school through the eyes of the students. The report provides a context for exploring how students feel they are being challenged, how they are connecting what they are learning to the world around them, the relationships they have in school, and how much they know about the goals of the school.

By exploring and discussing these results, schools will gain valuable insights into the learning environment, effectiveness and overall “health” of the school as a learning community. These insights can then be used to identify issues, assess needs, and devise action plans aimed at improving rigor, relevance, and relationships for all students.

Here are some suggestions for understanding and using the data in your report:

- Working with the survey results is a process, not an event.
- Choosing to administer the survey sends a clear signal that student opinions matter.
- Critical analysis is much more time consuming than administering the survey.
- Ongoing conversations among and between colleagues and students provide the best way to gain a deeper understanding of the data.
- Perceptions of the same data may differ. This is not only common, but also a healthy starting point for dialogue and growth.
- The purpose of the entire survey effort is to improve the teaching and learning environment in your school.

IMPLEMENTATION SERVICES FROM SPN

SPN offers a variety of options for helping you work with the WE Survey data. This support is easily accessible through the SPN website or by contacting our office directly at the phone number provided below. Whether you plan to use the data as part of a strategic planning process or as a school needs assessment, SPN can help.

Working through the implications of WE Survey data with stakeholders can be a challenge. Fortunately, SPN and its partners have more than 10 years of experience in assisting schools and districts provide a purposeful context and consistent message around the data. Beyond this report, SPN can provide an objective analysis and presentation of data that keeps the focus on the results and what they signify.

Please refer to the additional consulting options on this page, which can help you decide how to make the most of your WE Survey data.

For consultant and/or additional analysis information, please email Info@SPNet.us or call 518-723-2063.

DATA ANALYSIS

REMOTE OR ONSITE CONSULTATION

This WE Survey report represents the **TIER 1 – Standard** option of reporting. Below are a variety of additional consultation and reporting services to help you maximize your data to best suit your needs:

TIER 2 – Customized/Enhanced Off-site:

Includes augmentation to the standard administration procedure and/or reporting. Examples include:

- Additional Variable (e.g., grade level, years teaching, etc.)
- Comparison to historical national norms with qualitative data analysis
- Multi-year comparison with qualitative data analysis
- Changing the wording in a WE Survey
- Adding new items to a WE Survey

TIER 3 – Customized/Enhanced On-site or Virtual:

On-site or virtual consultation along with survey administration and reports. Best option for those interested in utilizing WE survey data in strategic planning for systemic school change.



Additional Surveys

GAIN MORE INSIGHT: OTHER WE™ SURVEYS OFFERED BY SPN



WE TEACH™ INSTRUCTIONAL STAFF SURVEY

The WE TEACH™ Instructional Staff Survey is a companion to the WE LEARN™ Student Survey. Correlated items allow perceptions of teaching staff to be compared to students' perceptions around similar key topics. Items in the WE TEACH™

are categorized by Rigor, Relationships, Relevance, and Leadership. For example,

- In my class students discuss and solve open-ended questions and problems.
- There is strong communication between school administration and staff.
- I am a source of encouragement for my students.



WE LEAD™ WHOLE STAFF SURVEY

The WE LEAD™ Whole Staff Survey is used by schools to identify areas of leadership strength and areas to focus development. The WE LEAD™ survey helps model schools use qualitative data to monitor progress towards goals. Perceptions

about leadership are organized around five factors of effective leadership: Coherent Vision, Empowerment, Culture of Learning, Community Partnerships, and School Management. Survey items include:

- The mission statement promotes high expectations
- There is strong communication between administration and staff
- Staff are expected to adapt their practices to meet the needs of all students
- People in this school know their responsibilities



WE SUPPORT™ COMMUNITY SURVEY

The WE SUPPORT™ Community Survey assesses community perceptions of the school experience as well as the community's expectations of the school system. Survey items include:

- The schools help students develop positive attitudes for success in life
- This school district helps students make informed decisions about post-high school plans
- This school district uses resources in the community to make education relevant to students

THE ONLINE SURVEYS

WE TEACH™ and **WE LEARN™** online surveys can be administered independently or used in tandem so teacher and student perceptions can be compared and gaps identified.

- Approximately 50 items on each survey
- 10-15 minutes to take
- Paper versions are available upon request
- Parallel items for students and instructional staff show comparisons



SPN | **Successful
Practices
Network**

1585 Route 146 | Rexford, New York 12148
P 518.723.2063 | F 518.723.2140 | info@SPNet.us



WE LEARN™ STUDENT SURVEY

DATA REPORT AND RESULTS FOR GRADES 6-12

**Center School District
2020-2021
N = 531**

March 8, 2021

Table of Contents

About the Survey and Report.....	1
The Role of Learner Engagement.....	1
Your Report Data	2
Demographics.....	2
Rigor	3
Relevance.....	6
Relationships	9
Leadership	12
Implementation.....	14
Additional Surveys.....	16

About the Survey and Report

The **WE LEARN™** Survey for Grades 6-12 was developed in 2007 to as an efficient and effective tool that schools could use to measure student perceptions of rigor, relevance, relationships, and leadership in the building. Since its inception, schools across the country have used WE Survey data to set goals, measure learner engagement, and use the quantitative results generated to drive discussions and decisions pertaining to secondary school learning.

This report provides specific information that can help school leaders understand their students' perceptions of rigor and relevance in the classrooms, the relationships they feel they have with their teachers, and the opportunities that their academic experiences help them to develop their leadership skills. Areas of strength and improvement can be derived from the data but they must be interpreted within the context of the school's culture. Used correctly, the data compiled by the **WE LEARN™** Survey can be an effective tool for initiating informed and meaningful school reform initiatives.

The Role of Learner Engagement

The impetus to develop the WE Survey suite was a five-year study completed by SPN, the International Center for Leadership in Education (ICLE), the Council of Chief State School Officers (CCSSO), and the Qualia Institute for Student Aspirations. The focus of that study was to determine what causes schools to get from good to great. A key finding and common thread of that study was the importance of positive student relationships between themselves and with their teachers. The research showed that when the culture of a school includes strong relationships among all individuals in the building, opportunities for rigorous and relevant learning open up. Relationships make rigor and relevance possible.

Students and faculty experience and perceive rigor and relevance differently in every school. Even in successful schools, many students have difficulty distinguishing rigor from relevance because they may see highly rigorous work as necessarily relevant. However, whether it be a school that is doing well or one that is struggling, the need to focus first on relationships is necessary to maintain a strong school culture.

Your Report Data

DEMOGRAPHICS

Below are key points of demographic information about the 15 respondents to this survey.

GENDER

	Count	Percent
Male	241	45%
Female	280	53%
No Response	10	2%
TOTAL	531	100%

PART-TIME JOB

	Count	Percent
No	410	77%
1-4 hours	33	6%
5-10 hours	35	7%
11-16 hours	8	2%
16+ hours	24	5%
No Response	21	4%
TOTAL	531	100%

ETHNICITY

	Count	Percent
White	96	18%
Hispanic, Latino	40	8%
Native Hawaiian	1	0%
Other Pacific Islander	0	0%
Black or African American	323	61%
Asian	15	3%
American Indian or Alaska Native	7	1%
Other	32	6%
No Response	17	3%
TOTAL	531	100%

HOMEWORK HOURS PER DAY

	Count	Percent
Under 1	147	28%
1-2	228	43%
2-3	86	16%
Over 3	59	11%
No Response	11	2%
TOTAL	531	100%

CO-CURRICULAR ACTIVITIES

	Count	Percent
Sports	205	39%
Academic clubs	22	4%
Music, theater, band	126	24%
Student council	8	2%
Service organization	9	2%
Other	75	14%
Not involved	189	36%
No Response	38	7%

GRADE

	Count	Percent
6th	121	23%
7th	89	17%
8th	112	21%
9th	65	12%
10th	45	8%
11th	55	10%
12th	19	4%
No Response	25	5%
TOTAL	531	100%

RIGOR

Rigor means that critical thinking takes place on a regular basis. Instruction should engage students in challenging coursework that stretches them to go beyond just understanding. Instructional staff should hold high expectations for all learners and provide the support they need to achieve.

Today's learners are redefining what rigorous instruction means on a continuous basis. Complex information can be stored on smartphones or saved to the Cloud, online research tools are intuitive, and access to dynamic analytic tools force educators to challenge students in new ways and to think outside the box themselves. Rigor includes the critical, evaluation, and synthesis skills necessary to make meaning from diverse sources.

1. In class we discuss and solve problems that have more than one answer.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	79%	27%	52%	13%	4%	2%
National Results	77%	22%	55%	15%	6%	2%

4. My teachers expect me to apply what I learn in school to my life.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	72%	30%	43%	21%	3%	1%
National Results	72%	28%	45%	18%	6%	2%

8. I am asked to share my thinking with others.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	66%	20%	47%	20%	8%	3%
National Results	65%	18%	47%	20%	10%	4%

11. My teacher gives me choices in how I show my understanding of what I learned.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	70%	26%	43%	18%	7%	2%
National Results	58%	17%	41%	25%	11%	5%

15. If I were given more challenging work in class, I would do it.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	53%	17%	36%	25%	11%	8%
National Results	55%	19%	35%	25%	10%	8%

Your Report Data

18. This school has high expectations for all students.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	70%	31%	39%	22%	3%	2%
National Results	68%	31%	37%	19%	7%	5%

21. Passing the state test is the most important thing I do in school.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	63%	29%	34%	19%	9%	5%
National Results	60%	29%	31%	18%	12%	7%

24. When I struggle in class, I receive help.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	71%	26%	46%	16%	5%	3%
National Results	67%	22%	45%	19%	8%	4%

28. I am given more difficult things to read as the school year progresses.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	54%	16%	38%	29%	9%	3%
National Results	58%	18%	40%	24%	11%	4%

31. On tests, I solve problems that have more than one answer.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	69%	22%	46%	18%	5%	2%
National Results	58%	19%	39%	25%	9%	4%

34. I am required to demonstrate my understanding in a variety of ways (i.e. speaking, writing).	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	73%	26%	47%	18%	2%	2%
National Results	70%	25%	45%	19%	5%	3%

38. My teacher expects me to work with different groups of classmates.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	46%	14%	32%	34%	11%	4%
National Results	66%	22%	44%	20%	7%	3%

41. My assignments require that I organize and manage information.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	76%	27%	48%	16%	2%	2%
National Results	73%	26%	47%	17%	4%	2%

45. I am encouraged to think for myself.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	72%	31%	40%	19%	3%	3%
National Results	72%	29%	43%	16%	4%	3%

48. At this school, students care about doing well academically.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	48%	15%	32%	37%	8%	3%
National Results	50%	17%	34%	28%	11%	7%

52. My teachers are teaching me things I already know.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	41%	15%	27%	31%	20%	4%
National Results	45%	14%	31%	29%	17%	5%

55. My assignments have predictable solutions.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	50%	15%	34%	37%	6%	2%
National Results	49%	14%	35%	35%	9%	3%

59. I want to do better at school academically.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	83%	47%	36%	9%	1%	2%
National Results	82%	50%	32%	10%	2%	2%

Your Report Data

RELEVANCE

Relevance enables students to connect what they are learning to their experiences. Instruction that is interdisciplinary and tied to the real world engages students in learning by providing context and showing meaning. Relevance can vary depending on the culture of a school and its students. Relevance makes rigor possible for many students.

Relevance is more than simply asking students if they can relate to material being covered in the classroom. Teachers make learning relevant by building on prior knowledge, using tools that engage a student’s curiosity (possibility though technology), and adapting curriculum to include personal skill development. Effective planning and instruction create opportunities for students to expand the learning beyond the classroom and apply understanding to the world in which they live.

2. I can apply what I learn in my classes to my everyday life.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	51%	15%	36%	27%	13%	7%
National Results	57%	16%	41%	23%	14%	6%

6. Teachers use computers in the classroom.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	91%	55%	35%	7%	0%	1%
National Results	81%	38%	43%	10%	5%	2%

12. When I graduate from school, I hope I will be prepared for college.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	80%	52%	28%	14%	2%	2%
National Results	86%	61%	25%	9%	2%	2%

16. Students are encouraged to use computers to work on assignments.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	86%	48%	37%	10%	1%	2%
National Results	62%	22%	40%	23%	10%	4%

20. I'm encouraged to explore things I find interesting.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	70%	29%	41%	19%	6%	2%
National Results	70%	30%	39%	18%	7%	4%

23. I look in textbooks for most of the answers for assignments.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	37%	12%	25%	25%	19%	12%
National Results	45%	13%	32%	22%	21%	9%

26. Some of my classes combine different subjects.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	57%	17%	40%	25%	9%	3%
National Results	61%	17%	44%	21%	11%	5%

29. I work with other students in my classes to solve problems.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	41%	12%	30%	26%	17%	9%
National Results	71%	22%	48%	16%	7%	4%

32. My teachers make learning fun.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	50%	19%	32%	25%	11%	8%
National Results	45%	15%	30%	26%	13%	12%

36. I am taught by my teachers to use computers and the Internet in a responsible way.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	79%	37%	42%	11%	3%	1%
National Results	65%	25%	40%	19%	9%	5%

40. My teachers make me aware of different career choices.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	59%	21%	39%	23%	9%	4%
National Results	56%	20%	35%	23%	11%	7%

46. My teachers expect me to use the Internet on some of my class assignments.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	80%	38%	42%	12%	2%	2%
National Results	73%	27%	46%	15%	5%	3%

Your Report Data

50. I believe that what I am learning in school will help me in my future.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	56%	25%	31%	21%	13%	7%
National Results	66%	31%	36%	17%	7%	5%

54. Teachers use the Internet in the classroom.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	80%	39%	42%	13%	1%	2%
National Results	76%	33%	43%	14%	4%	2%

58. I have opportunities to apply what I learn in school to my life.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	59%	22%	37%	24%	9%	5%
National Results	61%	23%	38%	22%	8%	5%

RELATIONSHIPS

Relationships are developed through a culture of respect, caring, and concern for one another. When staff demonstrate concern about the academic needs of all students, as well as personal needs, it creates an effective learning environment. Quality interactions are based on discussions where expectation and encouragement to succeed are the priorities.

SPN research identified strong relationships between staff and students to be one of the five most critical factors to school success. Re-research from around the world supports this assertion. Yet, too many schools have difficulty converting the goal of improving relationships into an explicit action plan with measurable results.

5. My teachers care about me.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	76%	37%	39%	17%	2%	2%
National Results	67%	27%	40%	22%	5%	4%

9. My teachers help me.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	84%	40%	44%	9%	3%	2%
National Results	80%	32%	47%	12%	4%	3%

13. Teachers help each other.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	73%	32%	41%	21%	1%	1%
National Results	72%	28%	44%	21%	3%	2%

17. My teachers know my academic interests and goals.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	44%	17%	27%	28%	18%	6%
National Results	43%	14%	29%	28%	18%	8%

19. My classmates encourage me to do my best.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	31%	9%	22%	38%	15%	11%
National Results	45%	15%	30%	27%	15%	10%

Your Report Data

22. I can share my academic problems and concerns with my teachers.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	65%	23%	42%	21%	6%	4%
National Results	63%	20%	43%	21%	9%	5%

27. Bullying is a problem at this school.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	30%	15%	14%	38%	16%	10%
National Results	37%	18%	19%	26%	20%	13%

33. My teachers care if I participate in class.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	79%	40%	39%	10%	2%	2%
National Results	70%	30%	40%	16%	6%	4%

37. I help my teachers.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	48%	14%	34%	31%	11%	3%
National Results	49%	14%	35%	29%	11%	6%

39. I am more successful in school when I work with others.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	39%	17%	21%	27%	15%	13%
National Results	58%	27%	31%	21%	10%	7%

43. Doing well in sports is rewarded in this school.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	48%	21%	27%	37%	7%	3%
National Results	56%	25%	31%	25%	9%	6%

47. My teachers know my interests outside of school.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	31%	12%	20%	27%	24%	13%
National Results	31%	11%	21%	26%	22%	17%

51. Students help each other.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	53%	16%	37%	27%	10%	5%
National Results	64%	22%	42%	20%	7%	5%

53. Doing well academically is rewarded in this school.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	65%	27%	39%	23%	4%	4%
National Results	66%	29%	37%	19%	6%	4%

56. I encourage other students to do their best.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	54%	18%	37%	29%	8%	5%
National Results	64%	24%	40%	22%	6%	4%

60. Doing well in the performing arts (music, theater, etc) is rewarded in this school.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	41%	17%	24%	40%	7%	8%
National Results	47%	21%	26%	30%	10%	9%

Your Report Data

LEADERSHIP

Leadership Effective leadership means that establishing and communicating a clearly defined set of beliefs about teaching and learning is a collaborative effort. Students take ownership of and believe in the direction that the school must take in. Leadership must involve students and have a clear direction focused on rigor, relevance and relationships.

Student leadership programs, activities, sports and clubs are all schoolwide opportunities for young people to develop leadership skills. However, the classroom is a critical place for students to develop these skills as well. Collaborative learning, presentations and exhibitions, and peer-to-peer instruction are among the teaching and learning strategies that promote personal skill development. Highly effective teachers use their classroom to improve students' leadership skills as part of their curriculum.

3. I know my school's mission/vision.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	57%	19%	38%	27%	8%	3%
National Results	58%	20%	38%	24%	10%	5%

7. My ideas are important to my teachers when they plan lessons.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	55%	17%	38%	31%	7%	3%
National Results	43%	12%	31%	33%	16%	7%

10. Students make new teachers feel welcome.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	48%	16%	32%	39%	8%	3%
National Results	47%	15%	33%	32%	12%	8%

14. Students are involved in schoolwide decisions.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	43%	11%	31%	36%	13%	7%
National Results	42%	12%	31%	31%	15%	10%

25. School administration listens to our concerns.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	47%	17%	30%	32%	7%	8%
National Results	41%	13%	28%	31%	14%	12%

30. My teachers see me as a leader.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	35%	14%	21%	46%	9%	5%
National Results	39%	14%	24%	38%	12%	9%

35. There is strong communication between teachers and students.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	51%	17%	34%	27%	12%	4%
National Results	51%	16%	35%	27%	12%	6%

42. I see myself as a leader.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	58%	28%	30%	22%	10%	6%
National Results	60%	28%	31%	23%	8%	6%

44. My teachers are always trying new things.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	59%	20%	39%	29%	6%	3%
National Results	56%	19%	38%	25%	10%	5%

49. I know the goals my school is working on this year.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	54%	24%	31%	24%	11%	5%
National Results	49%	19%	30%	24%	14%	8%

57. My teachers take action on student concerns and suggestions.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Students' Perceptions	62%	21%	41%	26%	5%	3%
National Results	54%	18%	37%	26%	10%	6%

Implementation

USING THE WE™ SURVEY DATA

The WE LEARN™ Survey Report gives educators a unique chance to look at their school through the eyes of the students. The report provides a context for exploring how students feel they are being challenged, how they are connecting what they are learning to the world around them, the relationships they have in school, and how much they know about the goals of the school.

By exploring and discussing these results, schools will gain valuable insights into the learning environment, effectiveness and overall “health” of the school as a learning community. These insights can then be used to identify issues, assess needs, and devise action plans aimed at improving rigor, relevance, and relationships for all students.

Here are some suggestions for understanding and using the data in your report:

- Working with the survey results is a process, not an event.
- Choosing to administer the survey sends a clear signal that student opinions matter.
- Critical analysis is much more time consuming than administering the survey.
- Ongoing conversations among and between colleagues and students provide the best way to gain a deeper understanding of the data.
- Perceptions of the same data may differ. This is not only common, but also a healthy starting point for dialogue and growth.
- The purpose of the entire survey effort is to improve the teaching and learning environment in your school.

IMPLEMENTATION SERVICES FROM SPN

SPN offers a variety of options for helping you work with the WE Survey data. This support is easily accessible through the SPN website or by contacting our office directly at the phone number provided below. Whether you plan to use the data as part of a strategic planning process or as a school needs assessment, SPN can help.

Working through the implications of WE Survey data with stakeholders can be a challenge. Fortunately, SPN and its partners have more than 10 years of experience in assisting schools and districts provide a purposeful context and consistent message around the data. Beyond this report, SPN can provide an objective analysis and presentation of data that keeps the focus on the results and what they signify.

Please refer to the additional consulting options on this page, which can help you decide how to make the most of your WE Survey data.

For consultant and/or additional analysis information, please email Info@SPNet.us or call 518-723-2063.

DATA ANALYSIS

REMOTE OR ONSITE CONSULTATION

This WE Survey report represents the **TIER 1 – Standard** option of reporting. Below are a variety of additional consultation and reporting services to help you maximize your data to best suit your needs:

TIER 2 – Customized/Enhanced Off-site:

Includes augmentation to the standard administration procedure and/or reporting. Examples include:

- Additional Variable (e.g., grade level, years teaching, etc.)
- Comparison to historical national norms with qualitative data analysis
- Multi-year comparison with qualitative data analysis
- Changing the wording in a WE Survey
- Adding new items to a WE Survey

TIER 3 – Customized/Enhanced On-site or Virtual:

On-site or virtual consultation along with survey administration and reports. Best option for those interested in utilizing WE survey data in strategic planning for systemic school change.



Additional Surveys

GAIN MORE INSIGHT: OTHER **WE™** SURVEYS OFFERED BY SPN



WE TEACH™ INSTRUCTIONAL STAFF SURVEY

The WE TEACH™ Instructional Staff Survey is a companion to the WE LEARN™ Student Survey. Correlated items allow perceptions of teaching staff to be compared to students' perceptions around similar key topics. Items in the WE

TEACH™ are categorized by Rigor, Relationships, Relevance, and Leadership. For example,

- In my class students discuss and solve open-ended questions and problems.
- There is strong communication between school administration and staff.
- I am a source of encouragement for my students.



WE LEAD™ WHOLE STAFF SURVEY

The WE LEAD™ Whole Staff Survey is used by schools to identify areas of leadership strength and areas to focus development. The WE LEAD™ survey helps model schools use qualitative data to monitor progress towards goals. Perceptions

about leadership are organized around five factors of effective leadership: Coherent Vision, Empowerment, Culture of Learning, Community Partnerships, and School Management. Survey items include:

- The mission statement promotes high expectations
- There is strong communication between administration and staff
- Staff are expected to adapt their practices to meet the needs of all students
- People in this school know their responsibilities



WE SUPPORT™ COMMUNITY SURVEY

The WE SUPPORT™ Community Survey assesses community perceptions of the school experience as well as the community's expectations of the school system. Survey items include:

- The schools help students develop positive attitudes for success in life
- This school district helps students make informed decisions about post-high school plans
- This school district uses resources in the community to make education relevant to students

THE ONLINE SURVEYS

WE TEACH™ and **WE LEARN™** online surveys can be administered independently or used in tandem so teacher and student perceptions can be compared and gaps identified.

- Approximately 50 items on each survey
- 10-15 minutes to take
- Paper versions are available upon request
- Parallel items for students and instructional staff show comparisons



SPN | **Successful
Practices
Network**

1585 Route 146 | Rexford, New York 12148
P 518.723.2063 | F 518.723.2140 | info@SPNet.us



WE LEARN™/WE TEACH™ STUDENT AND STAFF
COMPARISON AND ANALYSIS GUIDE FOR GRADES 3-5

Center School District
2020-2021

March 8, 2021

Table of Contents

WE LEARN Student Survey and WE TEACH Instructional Staff Survey.....	1
Your Report Data	2
Survey Analysis Questions	2
Rigor	3
Relevance.....	4
Relationships	5
Survey Analysis Questions (Continued).....	6
Implementation.....	7

WE LEARN™ Student Survey and WE TEACH™ Instructional Staff Survey

In order for students to reach their full potential, educators must create a learning environment that builds leadership skills, provides a rigorous and relevant education, and develops strong relationships with adults.

The **WE TEACH™** and **WE LEARN™** surveys provide the qualitative data that helps educators explore the question, Why change? Analyzing the parallel student-teacher items provides a platform or a starting point for teachers and leaders to discuss the data and explore the reasons behind it. The examples provided in this report will illustrate how any gaps or misalignments indicated by survey data can be used to help generate constructive questions, reflection, challenges, and discussions with staff and can inform the questions of “what” and “how” to improve a school’s effectiveness.

When working with the data, keep in mind:

- Comparisons between indicators (e.g., comparing rigor and relevance items) are often instructive.
- Ongoing conversation among colleagues provides the best way to gain a deeper understanding of the data.
- Perceptions of the same data may differ. This is not only common, but also a healthy starting point for dialogue and growth.
- The purpose of the WE Surveys is to improve teaching and learning in school.

SURVEY ANALYSIS QUESTIONS

1. **What three “Total in Agreement” results surprise you the most in a positive way?**

a. .

b. .

c. .

2. **What three “Total in Agreement” results surprise you the most in a positive way?**

a. .

b. .

c. .

3. Use the tables below and on subsequent pages to compare student responses to the following pairs of indicators from the WE Learn and WE Teach reports.

RIGOR

Indicators	Total in Agreement	Percentage Gap	Discrepancy or Similarity
T1. In my class students discuss and solve open-ended questions and problems.	84.2%	11.0%	Discrepancy
L11. My teachers like it when I share my own ideas.	73.2%		
T21. Student reading levels are measured regularly.	56.8%	12.6%	Discrepancy
L33. I know my reading level.	44.2%		
T13. I encourage students to create original solutions to complex problems.	84.7%	6.7%	Similarity
L12. I work hard at school.	91.4%		
T37. I am expected to make students passing the state test my number one priority.	24.0%	61.6%	Discrepancy
L29. I know why school is important.	85.6%		
T41. This school has high expectations for all students.	76.5%	25.5%	Discrepancy
L18. My teachers expect me to get A's.	51.0%		
T25. Struggling and disengaged learners receive the support necessary to be successful.	57.9%	29.7%	Discrepancy
L31. If I need extra help, my teachers are there for me.	87.6%		

Your Report Data

RELEVANCE

Indicators	Total in Agreement	Percentage Gap	Discrepancy or Similarity
T14. Students can apply what I am teaching to their everyday lives.	90.7%	15.4%	Discrepancy
L38. What I learn in school helps me solve problems at home.	75.3%		
T2. Staff are expected to use a variety of instructional strategies to help students learn.	95.1%	15.3%	Discrepancy
L8. My teachers make learning math fun.	86.6%		
L17. My teachers make reading fun.	80.6%		
L26. My teachers make writing fun.	72.2%		
T22. I use information and communication technology (e.g., computers, internet) to promote learning.	97.3%	8.4%	Similarity
L35. My teacher uses a computer in class.	88.9%		
T9. I encourage students to explore things they find interesting.	93.4%	10.8%	Discrepancy
L20. Each day is exciting at school.	82.6%		
T50. I encourage students to work with others to solve problems.	80.9%	17.3%	Discrepancy
L39. In class, we work in groups to answer questions.	63.6%		
T54. I teach students to use information and communication technology responsibly.	91.3%	2.4%	Similarity
L32. We use computers in school.	88.9%		

RELATIONSHIPS

Indicators	Total in Agreement	Percentage Gap	Discrepancy or Similarity
T3. Bullying is a problem at this school.	24.0%	10.3%	Discrepancy
L19. There are bullies in this school.	34.3%		
T31. I am aware of my students' interests outside of school.	88.0%	49.6%	Discrepancy
L25. My teacher knows what I like to do in my free time.	38.4%		
T51. Students talk about academic problems and concerns with me.	81.4%	9.0%	Similarity
L4. My teachers help me learn when I am stuck.	90.4%		

IMPLEMENTATION SERVICES FROM SPN

SPN offers a variety of options for helping you work with the WE Survey data. This support is easily accessible through the SPN website or by contacting our office directly at the phone number provided below. Whether you plan to use the data as part of a strategic planning process or as a school needs assessment, SPN can help.

Working through the implications of WE Survey data with stakeholders can be a challenge. Fortunately, SPN and its partners have more than 10 years of experience in assisting schools and districts provide a purposeful context and consistent message around the data. Beyond this report, SPN can provide an objective analysis and presentation of data that keeps the focus on the results and what they signify.

Please refer to the additional consulting options on this page, which can help you decide how to make the most of your WE Survey data.

For consultant and/or additional analysis information, please email Info@SPNet.us or call 518-723-2063.

DATA ANALYSIS

REMOTE OR ONSITE CONSULTATION

This WE Survey report represents the **TIER 1 – Standard** option of reporting. Below are a variety of additional consultation and reporting services to help you maximize your data to best suit your needs:

TIER 2 – Customized/Enhanced Off-site:

Includes augmentation to the standard administration procedure and/or reporting. Examples include:

- Additional Variable (e.g., grade level, years teaching, etc.)
- Comparison to historical national norms with qualitative data analysis
- Multi-year comparison with qualitative data analysis
- Changing the wording in a WE Survey
- Adding new items to a WE Survey

TIER 3 – Customized/Enhanced On-site or Virtual:

On-site or virtual consultation along with survey administration and reports. Best option for those interested in utilizing WE survey data in strategic planning for systemic school change.





SPN | **Successful
Practices
Network**

1585 Route 146 | Rexford, New York 12148
P 518.723.2063 | F 518.723.2140 | info@SPNet.us



**WE LEARN™/WE TEACH™ STUDENT AND STAFF
COMPARISON AND ANALYSIS GUIDE FOR GRADES 6-12**

**Center School District
2020-2021**

March 8, 2021



Table of Contents

WE LEARN Student Survey and WE TEACH Instructional Staff Survey.....	1
Your Report Data	2
Survey Analysis Questions	2
Rigor	3
Relevance.....	4
Relationships	5
Leadership	6
Survey Analysis Questions (Continued).....	7
Implementation.....	8

WE LEARN™ Student Survey and WE TEACH™ Instructional Staff Survey

In order for students to reach their full potential, educators must create a learning environment that builds leadership skills, provides a rigorous and relevant education, and develops strong relationships with adults.

The **WE TEACH™** and **WE LEARN™** surveys provide the qualitative data that helps educators explore the question, Why change? Analyzing the parallel student-teacher items provides a platform or a starting point for teachers and leaders to discuss the data and explore the reasons behind it. The examples provided in this report will illustrate how any gaps or misalignments indicated by survey data can be used to help generate constructive questions, reflection, challenges, and discussions with staff and can inform the questions of “what” and “how” to improve a school’s effectiveness.

When working with the data, keep in mind:

- Comparisons between indicators (e.g., comparing rigor and relevance items) are often instructive.
- Ongoing conversation among colleagues provides the best way to gain a deeper understanding of the data.
- Perceptions of the same data may differ. This is not only common, but also a healthy starting point for dialogue and growth.
- The purpose of the WE Surveys is to improve teaching and learning in school.

SURVEY ANALYSIS QUESTIONS

1. **What three “Total in Agreement” results surprise you the most in a positive way?**

a. .

b. .

c. .

2. **What three “Total in Agreement” results surprise you the most in a positive way?**

a. .

b. .

c. .

3. Use the tables below and on subsequent pages to compare student responses to the following pairs of indicators from the WE Learn and WE Teach reports.

RIGOR

Indicators	Total in Agreement	Percentage Gap	Discrepancy or Similarity
T1. In my class students discuss and solve open-ended questions and problems.	84.2%	4.9%	Similarity
L1. In class we discuss and solve problems that have more than one answer.	79.3%		
T38. I spend too much time re-teaching what students should already know.	32.8%	8.6%	Similarity
L52. My teachers are teaching me things I already know.	41.4%		
T13. I encourage students to create original solutions to complex problems.	84.7%	35.0%	Discrepancy
L55. My assignments have predictable solutions.*	49.7%		
T33. If students are given more challenging work, they do it.	35.5%	17.2%	Discrepancy
L15. If I were given more challenging work in class, I would do it.	52.7%		
T37. I am expected to make students passing the state test my number one priority.	24.0%	39.1%	Discrepancy
L21. Passing the state test is the most important thing I do in school.	63.1%		
T41. This school has high expectations for all students.	76.5%	6.8%	Similarity
L18. This school has high expectations for all students.	69.7%		
T45. I expect students to become independent learners.	95.6%	24.0%	Discrepancy
L45. I am encouraged to think for myself.	71.6%		
T25. Struggling and disengaged learners receive the support necessary to be successful.	57.9%	13.5%	Discrepancy
L24. When I struggle in class, I receive help.	71.4%		
* Indicates the question is negatively worded and the Total in Disagreement needed to be compared.			

Your Report Data

RELEVANCE

Indicators	Total in Agreement	Percentage Gap	Discrepancy or Similarity
T10. Staff are expected to do interdisciplinary planning and projects.	63.9%	6.6%	Similarity
L26. Some of my classes combine different subjects.	57.3%		
T14. Students can apply what I am teaching to their everyday lives.	90.7%	39.5%	Discrepancy
L2. I can apply what I learn in my classes to my everyday life.	51.2%		
T5. Staff are expected to provide opportunities for students to discuss and solve open-ended questions and problems.	86.3%	36.6%	Discrepancy
L55. My assignments have predictable solutions.*	49.7%		
T22. I use information and communication technology (e.g., computers, internet) to promote learning.	97.3%	11.9%	Discrepancy
L6. Teachers use computers in the classroom.	90.6%		
L54. Teachers use the Internet in the classroom.	80.2%		
T26. I encourage students to explore career pathways.	68.9%	9.6%	Similarity
L40. My teachers make me aware of different career choices.	59.3%		
T9. I encourage students to explore things they find interesting.	93.4%	23.0%	Discrepancy
L20. I'm encouraged to explore things I find interesting.	70.4%		
* Indicates the question is negatively worded and the Total in Disagreement needed to be compared.			

RELATIONSHIPS

Indicators	Total in Agreement	Percentage Gap	Discrepancy or Similarity
T3. Bullying is a problem at this school.	24.0%	5.6%	Similarity
L27. Bullying is a problem at this school.	29.6%		
T11. Staff respect students.	88.5%	12.4%	Discrepancy
L5. My teachers care about me.	76.1%		
T31. I am aware of my students' interests outside of school.	88.0%	56.5%	Discrepancy
L47. My teachers know my interests outside of school.	31.5%		
T35. My colleagues are a source of encouragement for me.	77.0%	45.5%	Discrepancy
L19. My classmates encourage me to do my best.	31.5%		
T47. I know my students' academic interests and goals.	78.7%	35.0%	Discrepancy
L17. My teachers know my academic interests and goals.	43.7%		
T51. Students talk about academic problems and concerns with me.	81.4%	16.1%	Discrepancy
L22. I can share my academic problems and concerns with my teachers.	65.3%		
T59. I know what my students are passionate about.	77.6%	46.1%	Discrepancy
L47. My teachers know my interests outside of school.	31.5%		

Your Report Data

LEADERSHIP

Indicators	Total in Agreement	Percentage Gap	Discrepancy or Similarity
T4. The school administration clearly communicates the goals of the school to staff.	68.3%	14.1%	Discrepancy
L49. I know the goals my school is working on this year.	54.2%		
T12. Creative thinking is embraced as essential by administration in this school.	71.6%	13.0%	Discrepancy
L44. My teachers are always trying new things.	58.6%		
T40. School administration takes action on staff concerns and suggestions.	54.6%	7.5%	Similarity
L57. My teachers take action on student concerns and suggestions.	62.1%		
T20. New teachers receive the most difficult work assignments.	10.9%	37.1%	Discrepancy
L10. Students make new teachers feel welcome.	48.0%		
T52. Teachers have adequate opportunity to contribute to school wide decisions.	44.8%	2.2%	Similarity
L14. Students are involved in schoolwide decisions.	42.6%		

IMPLEMENTATION SERVICES FROM SPN

SPN offers a variety of options for helping you work with the WE Survey data. This support is easily accessible through the SPN website or by contacting our office directly at the phone number provided below. Whether you plan to use the data as part of a strategic planning process or as a school needs assessment, SPN can help.

Working through the implications of WE Survey data with stakeholders can be a challenge. Fortunately, SPN and its partners have more than 10 years of experience in assisting schools and districts provide a purposeful context and consistent message around the data. Beyond this report, SPN can provide an objective analysis and presentation of data that keeps the focus on the results and what they signify.

Please refer to the additional consulting options on this page, which can help you decide how to make the most of your WE Survey data.

For consultant and/or additional analysis information, please email Info@SPNet.us or call 518-723-2063.

DATA ANALYSIS

REMOTE OR ONSITE CONSULTATION

This WE Survey report represents the **TIER 1 – Standard** option of reporting. Below are a variety of additional consultation and reporting services to help you maximize your data to best suit your needs:

TIER 2 – Customized/Enhanced Off-site:

Includes augmentation to the standard administration procedure and/or reporting. Examples include:

- Additional Variable (e.g., grade level, years teaching, etc.)
- Comparison to historical national norms with qualitative data analysis
- Multi-year comparison with qualitative data analysis
- Changing the wording in a WE Survey
- Adding new items to a WE Survey

TIER 3 – Customized/Enhanced On-site or Virtual:

On-site or virtual consultation along with survey administration and reports. Best option for those interested in utilizing WE survey data in strategic planning for systemic school change.





SPN | **Successful
Practices
Network**

1585 Route 146 | Rexford, New York 12148
P 518.723.2063 | F 518.723.2140 | info@SPNet.us



WE SUPPORT™ COMMUNITY SURVEY

DATA REPORT AND RESULTS

**Center School District
2020-2021
N = 143**

March 8, 2021

Table of Contents

About the Survey and Report.....	1
Rigor, Relevance, and Relationships in Schools.....	1
Your Report Data.....	2
Demographics.....	2
Rigor.....	3
Relevance.....	6
Relationships.....	10
Implementation.....	14
Additional Surveys.....	16

About the Survey and Report

The **WE SUPPORT™** Survey was developed in 2009 to as an efficient and effective tool that schools could use to measure parent and community perceptions of rigor, relevance, and relationship in the building. Since its inception, schools across the country have used WE Survey data to set goals, measure community perceptions, and use the quantitative results generated to drive discussions and decisions pertaining to understanding and improving relationships between schools and the community.

This report provides specific information that can help school leaders understand how engaged parents and the community are in the school, the relationship between the school and community, and a different perspective of the local educational system through the eyes of non-educators. Areas of strength and improvement can be derived from the data but they must be interpreted with the context of the school's culture, and by the extension, the values of the community. Used correctly, the data compiled by the **WE SUPPORT™** Survey can be an effective tool for initiating informed and meaningful school reform initiatives.

Rigor, Relevance, and Relationships in Schools

The impetus to develop the WE Survey suite was a five-year study completed by SPN, the Council of Chief State School Officers (CCSSO), and the Qualia Institute for Student Aspirations. The focus of that study was to determine what causes schools to get from good to great. A key finding and common thread of that study was the importance of a school community's role in sustaining an academic culture that promotes the relationships among all stakeholders.

Effective school leaders empower their staff to partner with the community to become agents of change under a united roof. Parents and a community that feel empowered tend to become enthusiastic about improving the system. Entrusted and vested community members do not view academic leadership as a role that others are there to provide. Model schools across the United States demonstrate the capacity to challenge students in a productive manner to achieve at higher levels, engage students to manage their learning, and foster relationships with students that develop personal skills.

Your Report Data

DEMOGRAPHICS

Below are key points of demographic information about the respondents to this survey.

AGE

	Count	Percent
< 20	0	0%
20 - 29	5	3%
30 - 39	50	35%
40 - 49	53	37%
50 - 59	21	15%
60 - 69	7	5%
> 69	1	1%
No Response	6	4%
TOTAL	143	100%

GENDER

	Count	Percent
Male	19	13%
Female	105	73%
No Response	19	13%
TOTAL	143	100%

ROLE IN THE COMMUNITY

	Count	Percent
I live and work in the community.	69	48%
I live in the community.	67	47%
I work in the community.	2	1%
No Response	5	3%
TOTAL	143	100%

I ATTENDED SCHOOL IN THIS COMMUNITY

	Count	Percent
Yes	39	27%
No	99	69%
No Response	5	3%
TOTAL	143	100%

I GRADUATED FROM HIGH SCHOOL IN THIS COMMUNITY

	Count	Percent
Yes	27	19%
No	105	73%
No Response	11	8%
TOTAL	143	100%

I HAVE CHILDREN IN

	Count	Percent
Grades K-2	45	31%
Grades 3-5	50	35%
Grades 6-8	47	33%
Grades 9-12	36	25%
No Response	14	10%

MY CHILDREN ATTENDED SCHOOLS IN THIS COMMUNITY

	Count	Percent
Less than 5 years ago	92	64%
5 -10 years ago	27	19%
More than 10 years ago	17	12%
No Response	23	16%

RIGOR

Rigor means that critical thinking takes place on a regular basis. Instruction should engage students in challenging coursework that stretches them to go beyond just understanding. Instructional staff should hold high expectations for all learners and provide the support they need to achieve.

In today's schools there are many ideas about what constitutes rigor. Schools that are able to define rigor with concrete examples of how students experience rigor on a daily basis exhibit a vision of high expectations. Schools that seek to improve the academic experience of students might begin by look at these data and asking the question, "What does rigor in our school look like and how often do students experience it?"

3. This school/district helps students develop positive attitudes for success in life.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	74%	24%	50%	19%	3%	1%
National Results	73%	23%	51%	15%	7%	2%

6. Academics are a priority in the school/district.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	80%	37%	43%	13%	5%	1%
National Results	81%	35%	46%	10%	6%	2%

9. Students are expected to go beyond the school's minimum academic requirements.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	60%	18%	42%	22%	15%	1%
National Results	67%	26%	41%	18%	11%	2%

11. The schools in our community prepare students academically for success in life.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	63%	17%	45%	27%	9%	1%
National Results	71%	22%	49%	17%	8%	2%

13. Academics and athletics are balanced properly in this school/district.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	60%	21%	39%	27%	8%	4%
National Results	57%	16%	41%	24%	12%	5%

Your Report Data

15. Students graduate prepared to be responsible citizens in our community.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	57%	15%	43%	35%	4%	3%
National Results	60%	17%	43%	26%	9%	3%

16. This school/district is teaching students skills to be leaders in the community.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	57%	16%	41%	32%	7%	2%
National Results	58%	16%	42%	27%	11%	3%

18. This school/district should teach the skills necessary to be successful in the workplace.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	97%	62%	35%	1%	2%	0%
National Results	90%	49%	41%	6%	2%	1%

21. This school/district should require students to achieve beyond the minimum requirements.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	86%	48%	38%	13%	1%	0%
National Results	83%	46%	37%	10%	4%	1%

24. The number-one priority of this school/district should be for students to pass the state test.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	42%	8%	34%	12%	30%	11%
National Results	36%	13%	23%	17%	29%	15%

25. This school/district challenges students to develop their academic potential.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	66%	15%	51%	17%	10%	1%
National Results	66%	18%	48%	18%	10%	3%

36. This school/district prepares students to be independent thinkers.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	65%	18%	47%	22%	7%	3%
National Results	61%	17%	45%	21%	10%	3%

43. Students of all abilities receive equal encouragement in this school/district.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	62%	24%	38%	23%	10%	2%
National Results	58%	18%	39%	21%	12%	6%

48. Students should be taught in school how to manage their personal finances.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	90%	58%	32%	5%	1%	0%
National Results	83%	43%	40%	9%	3%	1%

51. This school/district helps students make informed decisions about post high school plans.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	43%	16%	27%	47%	4%	1%
National Results	51%	16%	35%	33%	7%	3%

55. State standards are not challenging enough for the students in this school/district.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	27%	7%	20%	41%	22%	5%
National Results	31%	11%	20%	37%	21%	6%

57. Reading and writing strategies should be taught in high school.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	89%	54%	35%	5%	1%	0%
National Results	84%	47%	37%	7%	3%	2%

60. Students who struggle academically should get extra support.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	94%	57%	37%	1%	1%	0%
National Results	89%	55%	35%	4%	1%	1%

63. It is important that what is taught in school is consistent with state standards.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	71%	29%	41%	18%	5%	2%
National Results	72%	27%	44%	16%	6%	3%

Your Report Data

RELEVANCE

Relevance enables students to connect what they are learning to their experiences. Instruction that is interdisciplinary and tied to the real world engages students in learning by providing context and showing meaning. Relevance can vary depending on the culture of a school and its students. Relevance makes rigor possible for many students.

Relevance should be understood as a way to stretch students from what they know towards the next level of learning. By building on background knowledge students already possess, effective teachers tap into a learning path students are already on, not one that needs to be created. Active engagement incorporates students working with the tools—technology—that they experience so frequently outside of the classroom.

1. Students are challenged to solve real-world problems.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	66%	17%	48%	22%	9%	3%
National Results	63%	16%	47%	20%	13%	3%

5. It is important for teachers to use technology to promote learning.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	90%	45%	45%	4%	4%	0%
National Results	90%	50%	40%	5%	3%	1%

8. Students should get practical experience in the workforce before graduating high school.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	83%	44%	38%	11%	4%	0%
National Results	80%	40%	40%	13%	5%	1%

10. Ethics should be taught in school.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	90%	45%	45%	6%	2%	2%
National Results	84%	44%	40%	10%	3%	1%

14. Music is an important part of this school/district.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	57%	17%	40%	31%	10%	1%
National Results	65%	23%	42%	21%	10%	3%

17. Theatre/drama is an important part of this school/district.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	48%	14%	34%	44%	6%	0%
National Results	52%	16%	36%	30%	11%	4%

22. It is important to teach students to use technology responsibly.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	97%	66%	31%	1%	1%	0%
National Results	95%	63%	32%	2%	1%	0%

27. This school/district uses resources in the community to make education relevant to students.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	59%	13%	45%	25%	11%	0%
National Results	55%	13%	41%	29%	10%	3%

29. This school/district prepares students to compete in a global economy.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	41%	8%	33%	38%	13%	3%
National Results	44%	11%	32%	36%	13%	4%

31. It is important for students to have access to current technology.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	93%	55%	38%	2%	0%	0%
National Results	91%	52%	39%	4%	1%	0%

32. Sports are an important part of this school/district.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	72%	25%	47%	21%	2%	1%
National Results	79%	30%	49%	13%	4%	1%

35. School programs are aligned with community expectations.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	59%	15%	45%	30%	5%	2%
National Results	54%	13%	40%	33%	8%	2%

Your Report Data

39. This school/district reflects the values of the community.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	74%	22%	52%	15%	8%	0%
National Results	66%	20%	46%	22%	6%	2%

41. Learning experiences are varied to accommodate students' interests.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	62%	15%	47%	22%	11%	2%
National Results	59%	16%	43%	23%	11%	4%

42. Students are given opportunities to apply what they learn in their everyday life.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	59%	13%	45%	27%	10%	1%
National Results	58%	16%	42%	26%	10%	2%

45. Local businesses should provide students opportunities to participate in career experiences.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	88%	50%	38%	5%	2%	0%
National Results	86%	42%	44%	8%	1%	0%

46. It is important for students to participate in projects that combine subject areas.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	92%	42%	50%	3%	0%	0%
National Results	87%	38%	48%	7%	1%	0%

50. Flexible scheduling should be offered for high school students.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	71%	38%	34%	21%	3%	0%
National Results	66%	29%	37%	21%	7%	2%

52. Students are given opportunities to apply what they are learning to solve real-world problems.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	54%	13%	41%	33%	8%	1%
National Results	51%	14%	38%	32%	10%	2%

54. Students are encouraged to be creative and innovative.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	69%	22%	47%	19%	7%	1%
National Results	67%	19%	47%	18%	8%	3%

59. This school/district prepares students to live in a culturally and ethnically diverse society.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	71%	26%	45%	21%	3%	1%
National Results	55%	16%	39%	26%	10%	4%

62. This school/district should allow responsible use of cell phones by students during the school day.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	45%	12%	33%	20%	22%	8%
National Results	40%	14%	26%	19%	19%	17%

Your Report Data

RELATIONSHIPS

Relationships are developed through a culture of respect, caring, and concern for one another. When staff demonstrate concern about the academic needs of all students, as well as personal needs, it creates an effective learning environment. Quality interactions are based on discussions where expectation and encouragement to succeed are the priorities.

Effective teaching and learning environments explicitly build in structures, strategies, and practices for improving the relationships between staff and students. Activities, clubs, and coaching sports have been the most obvious, but educators have long known that a caring, supporting teacher-student relationship is not limited to outside of the academic classroom. This data on relationships when used in partnership with other **WE Survey™** data helps schools measure this

2. I have volunteered in the school/district.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	63%	24%	38%	3%	23%	9%
National Results	68%	32%	37%	9%	14%	6%

4. This school/district engages all ethnic groups in the community.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	76%	35%	41%	13%	9%	1%
National Results	74%	25%	49%	17%	5%	2%

7. Teachers are respected by the community.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	83%	34%	48%	12%	3%	0%
National Results	77%	27%	50%	13%	7%	2%

12. I feel a strong connection to this school/district.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	72%	34%	38%	19%	6%	2%
National Results	66%	25%	41%	19%	10%	4%

19. This school/district is safe for all children.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	68%	24%	44%	19%	6%	6%
National Results	70%	23%	47%	16%	9%	3%

20. Small class size is important for student learning.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	91%	55%	36%	6%	1%	0%
National Results	89%	58%	31%	6%	2%	1%

23. It is important for the community to provide the school/district with the monetary support it needs to be successful.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	88%	48%	41%	6%	2%	0%
National Results	84%	41%	42%	9%	3%	1%

26. The school board acts in the best interest of the taxpayers.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	42%	8%	34%	32%	13%	8%
National Results	36%	9%	27%	41%	12%	7%

28. I would recommend this school/district to family and friends.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	71%	31%	39%	15%	7%	3%
National Results	69%	26%	43%	17%	7%	4%

30. I feel welcome when I visit the school or attend school events.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	80%	33%	47%	11%	4%	0%
National Results	81%	35%	46%	9%	5%	2%

33. I believe the school/district makes an effort to connect with me.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	77%	29%	48%	12%	3%	5%
National Results	68%	23%	45%	16%	9%	4%

34. I get useful information from this school/district on how well the students are learning.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	70%	26%	44%	13%	9%	5%
National Results	64%	20%	43%	17%	12%	4%

Your Report Data

37. This school/district is an asset to the community.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	80%	44%	36%	9%	7%	0%
National Results	78%	31%	47%	13%	3%	2%

38. This school/district encourages community involvement.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	77%	33%	44%	13%	8%	0%
National Results	69%	23%	46%	18%	8%	2%

40. Students who practice good citizenship are rewarded in school.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	69%	22%	47%	19%	8%	1%
National Results	65%	23%	42%	21%	8%	3%

44. This school/district is a source of pride in the community.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	73%	33%	41%	15%	5%	3%
National Results	70%	25%	45%	17%	6%	3%

47. School administrators are respected by the community.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	66%	20%	45%	20%	6%	3%
National Results	62%	19%	43%	21%	8%	4%

49. School budgets should be based on the needs of students.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	85%	49%	36%	8%	1%	0%
National Results	81%	41%	39%	11%	3%	1%

53. There is adequate communication between the school/district and the community.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	67%	23%	44%	13%	9%	6%
National Results	58%	15%	43%	22%	11%	4%

56. I vote in school elections.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	70%	38%	32%	13%	10%	3%
National Results	63%	33%	30%	16%	11%	5%

58. The school board acts in the best interest of students.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	57%	16%	41%	19%	10%	9%
National Results	46%	14%	32%	31%	11%	7%

61. I know the goals the school/district is working on.	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Your Community's Perceptions	57%	13%	45%	19%	13%	7%
National Results	44%	13%	31%	25%	18%	7%

Implementation

USING THE WE™ SURVEY DATA

The WE SUPPORT™ Survey Report gives leaders a unique chance to look at their school through the eyes of the community. The report provides a context for exploring how parents and the community view the education of their children as school leaders refine the mission of the school.

By exploring and discussing these results, schools will gain valuable insights into the learning environment, effectiveness and overall “health” of the school as a learning community. These insights can then be used to identify issues, assess needs, and devise action plans aimed at improving rigor, relevance, and relationships for all students.

Here are some suggestions for understanding and using the data in your report:

- Working with the survey results is a process, not an event.
- Critical analysis is much more time consuming than taking the survey itself.
- Comparisons of items within each category are often instructive.
- Ongoing conversations among and between colleagues and students provide the best way to gain a deeper understanding of the data.
- Perceptions of the same data may differ. This is not only common, but also a healthy starting point for dialogue and growth.
- The purpose of the entire survey effort is to improve the teaching and learning environment in your school.

IMPLEMENTATION SERVICES FROM SPN

SPN offers a variety of options for helping you work with the WE Survey data. This support is easily accessible through the SPN website or by contacting our office directly at the phone number provided below. Whether you plan to use the data as part of a strategic planning process or as a school needs assessment, SPN can help.

Working through the implications of WE Survey data with stakeholders can be a challenge. Fortunately, SPN and its partners have more than 10 years of experience in assisting schools and districts provide a purposeful context and consistent message around the data. Beyond this report, SPN can provide an objective analysis and presentation of data that keeps the focus on the results and what they signify.

Please refer to the additional consulting options on this page, which can help you decide how to make the most of your WE Survey data.

For consultant and/or additional analysis information, please email Info@SPNet.us or call 518-723-2063.

DATA ANALYSIS

REMOTE OR ONSITE CONSULTATION

This WE Survey report represents the **TIER 1 – Standard** option of reporting. Below are a variety of additional consultation and reporting services to help you maximize your data to best suit your needs:

TIER 2 – Customized/Enhanced Off-site:

Includes augmentation to the standard administration procedure and/or reporting. Examples include:

- Additional Variable (e.g., grade level, years teaching, etc.)
- Comparison to historical national norms with qualitative data analysis
- Multi-year comparison with qualitative data analysis
- Changing the wording in a WE Survey
- Adding new items to a WE Survey

TIER 3 – Customized/Enhanced On-site or Virtual:

On-site or virtual consultation along with survey administration and reports. Best option for those interested in utilizing WE survey data in strategic planning for systemic school change.



Additional Surveys

GAIN MORE INSIGHT: OTHER **WE™** SURVEYS OFFERED BY SPN



WE LEAD™ WHOLE STAFF SURVEY

The WE LEAD™ Whole Staff Survey is used by schools to identify areas of leadership strength and areas to focus development. The WE LEAD™ survey helps model schools use qualitative data to monitor progress towards goals. Perceptions about

leadership are organized around five factors of effective leadership: Coherent Vision, Empowerment, Culture of Learning, Community Partnerships, and School Management. Survey items include:

- The mission statement promotes high expectations
- There is strong communication between administration and staff
- Staff are expected to adapt their practices to meet the needs of all students
- People in this school know their responsibilities



WE LEARN™ STUDENT SURVEY

The WE LEARN™ Student Survey is available in two versions: grades 3-5 or grades 6-12. This survey includes items related to rigor, relevance, relationships, and leadership and seeks to determine whether, for example, students feel challenged, see

the connection between school and the real world, etc. Sample items:

- This school has high expectations for all students
- My teachers present lessons in different ways
- My teachers know my academic interests and goals
- Students are involved in important decisions at school



WE TEACH™ INSTRUCTIONAL STAFF SURVEY

The WE TEACH™ Instructional Staff Survey is a companion to the WE LEARN™ Student Survey. Correlated items allow perceptions of teaching staff to be compared to students' perceptions around similar key topics. Items in the WE TEACH™ are categorized by

Rigor, Relationships, Relevance, and Leadership. For example,

- In my class students discuss and solve open-ended questions and problems.
- There is strong communication between school administration and staff.
- I am a source of encouragement for my students.

THE ONLINE SURVEYS

WE TEACH™ and **WE LEARN™** online surveys can be administered independently or used in tandem so teacher and student perceptions can be compared and gaps identified.

- Approximately 50 items on each survey
- 10-15 minutes to take
- Paper versions are available upon request
- Parallel items for students and instructional staff show comparisons



SPN | **Successful
Practices
Network**

1585 Route 146 | Rexford, New York 12148
P 518.723.2063 | F 518.723.2140 | info@SPNet.us