

National Center for School Leadership
School Climate and Culture Survey of Staff—Highlights of Results
March 2016

A Few Introductory Notes

- The full results report is over 300 pages long. I have reported here:
- The top dozen favorable results (at least 67% favorable responses, with biggest gaps compared to national results, and no more than 15% unfavorable results. I have excluded results concerning parent involvement and support. Those are nearly universally very positive compared to national results, but our control over them is limited.
- The top dozen unfavorable results (biggest gap compared to national results and at least 20% unfavorable).
- A selected few other results that touch on areas of focus this year, including communication and teacher evaluation .

	Favorable %	Unfavorable %	Gap to Nation
The Top Positive Dozen in Order of Gap to Nation			
28. The students in my school show respect for our teachers	87	2	+34
6. My school/school district is well regarded in the community	98	0	+31
59. I consider my school/school district to be an excellent school/district	94	2	+23
8. I am able to share my ideas and opinions with school/department leadership	86	7	+19
44. I have ready access to student achievement data for my students	82	7	+16
47. School/district procedures and practices support student achievement	84	2	+14
70. School/department leadership listens to my concerns	78	11	+13
64. I have trust/confidence in our school/department leadership	79	7	+13
30. I am given a fair opportunity to succeed in my school/department	89	2	+12
3. I plan to be with my school/department two years from now.	87	2	+12
67. School/department leadership is accessible	82	11	+11
46. My school/district makes meeting student needs its highest priority	84	7	+11

The Top Negative Dozen in Order of Gap to Nation			
	Favorable %	Unfavorable %	Gap to Nation
61. My school/district has a high-quality plan for improving student achievement over the next three year.	18	25	-26
56. Staff development opportunities at my school/district are very relevant to my work.	18	55	-25
48. Teachers actively use student achievement data in collaboration with peers on a regular basis	20	28	-23
52. My school/department has a highly effective school/department improvement planning process	27	32	-22
39. I know precisely how my/our students performed last year on standardized tests compared to other students in the school, district, and state	32	25	-21
12. Information is shared openly throughout my school/department	39	26	-19
9. I am kept up-to-date on school/department level changes in procedure or practice	50	20	-18
50. I am satisfied with the professional development opportunities that are available to me.	29	50	-17
55. Our school/district improvement planning process is inclusive and considers feedback from a wide group of teachers/employees within our school/district	30	27	-17
58. I believe student achievement in my school/district will improve significantly over the next three years.	34	18	-16
60. I know the specifics of how my school/district intends to improve student achievement in the coming year	31	31	-15
42. My school/department does a good job of holding people accountable for results.	41	20	-13

Trends in areas of focus—Communication/Evaluation

Good news: The unfavorables on leadership keeping staff informed have declined from 26% to 13% over 3 years although the favorables remain stuck at 57% (Q69); teachers reporting getting adequate feedback on the work they do has gone from favorable of 53% to 60% over 3 years (with gap to nation declining from -17 to -3)(Q37); The favorables on teachers believing principal has a good understanding of my strengths and weaknesses has gone up from 64% to 71% over 3 years (Q41)

Concerning news: Department and faculty meetings are not seen as good use of time (although our gap to nation over 3 years has gone from -25 to -7!)(Q14); Questions 12 and 9 above as among leading negatives in gap to nation remain a communication concern