

A TRADITION OF EXCELLENCE FOR ALL



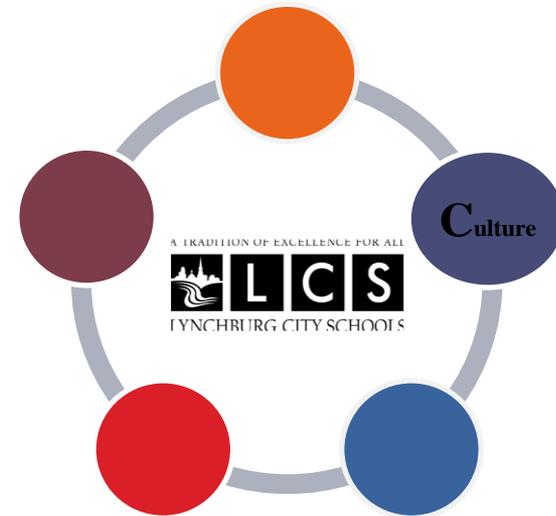
LYNCHBURG CITY SCHOOLS

Division-Level School Culture Survey Results

December 18, 2012

Presenter: Ethel Reeves-Coles, M.Ed.

- Purpose:
- To gather baseline data in an effort to determine our strengths and challenges surrounding school culture



VISION

A Tradition of
Excellence
for All

MISSION

Every child, by name
and by need, to
graduation

GOAL

Excellence in Achievement,
Behavior, **Culture**,
Operations and Personnel

SURVEY ADMINISTRATION

- VA Dept. of Education School Culture Self-Study (44 questions)
- Responses:
 - 4 Almost Always Occurs
 - 3 Frequently Occurs
 - 2 Sometimes Occurs
 - 1 Rarely Occurs
 - 0 Never occurs
- Online
- Hard copies available
- Conducted October 14th-29th, 2012
- Elementary: Students in Grade 5
- Middle: Students in Grades 7 and 8
- High: Students in Grades 10, 11, and 12
- All employees encouraged to participate



OUTCOMES

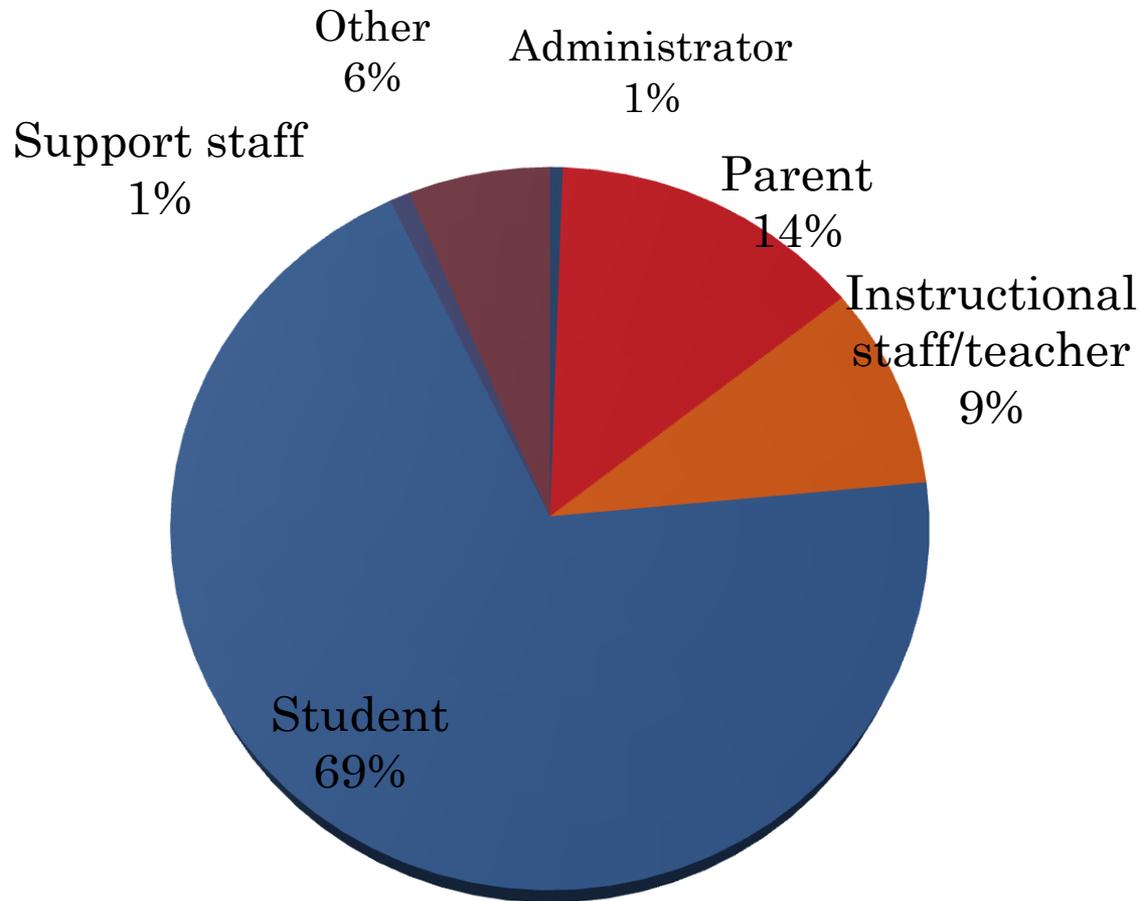
- 3,738 *Completed Surveys

*Completed surveys-those with a response for each question
Responders were from 20 sites/schools*

21	Administrator
517	Parent
340	Instructional staff/teacher
2,593	Student
34	Support staff
<u>233</u>	Other
3,738	Total



OUTCOMES BY PERCENTAGES



Responders

- Administrator
- Parent
- Instructional staff/teacher
- Student
- Support staff
- Other



COMMENTS

- Responders were able to enter comments to an open-ended question: “In the space below, please write any comments you wish to add concerning the culture of your school.”
- Comments and school specific information have been shared with principals. Principals will meet with the superintendent to discuss this information as part of the principal evaluation process.

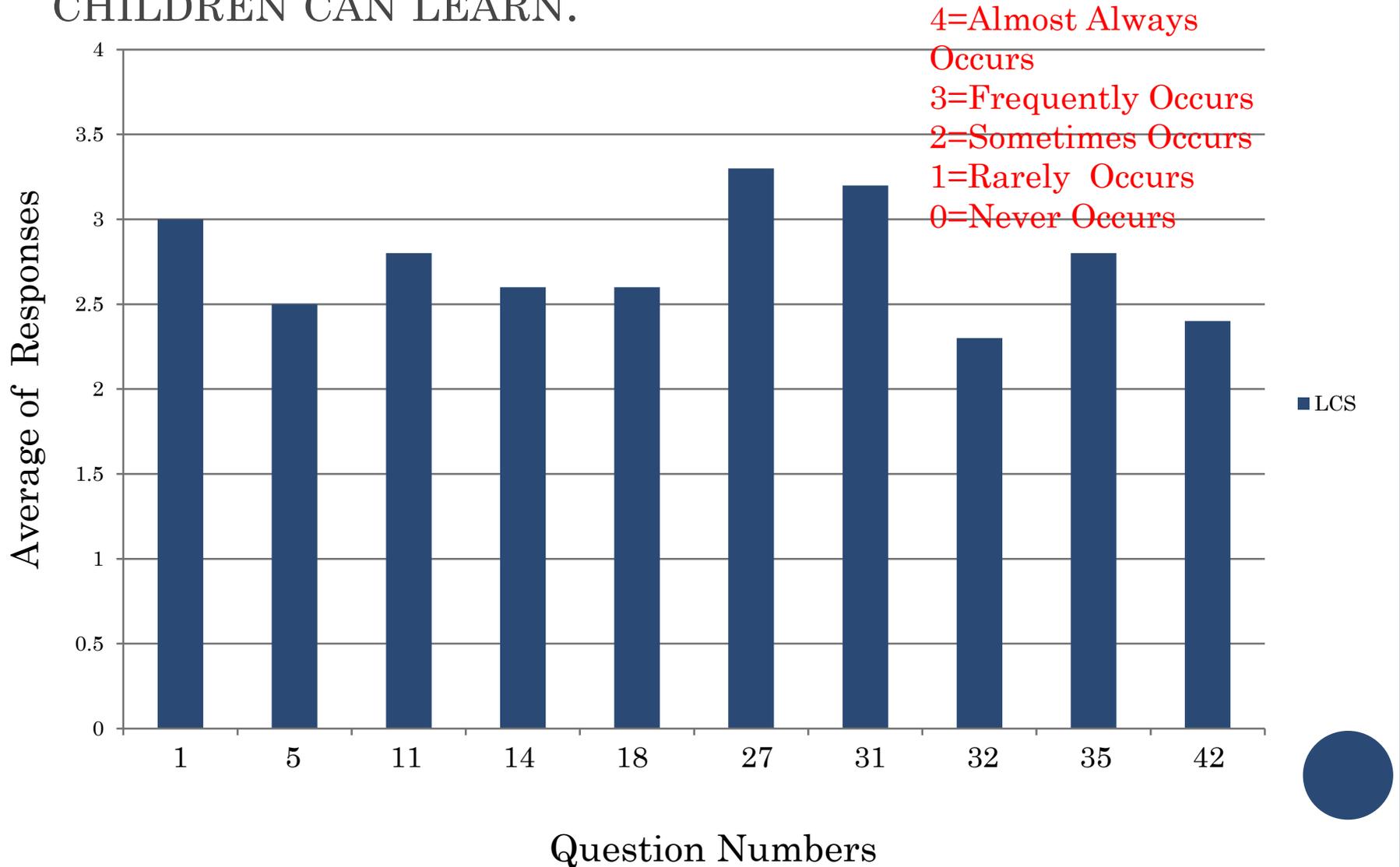


SCHOOL STAFF REFLECTS THE BELIEF THAT ALL CHILDREN CAN LEARN.

Average	Question	Statement
3.3	27.	Students are expected to be well-behaved.
3.2	31.	All students are expected to succeed.
3.0	1.	Teachers are enthusiastic about helping all students.
2.8	11.	Students receive support from school staff when they have problems.
2.8	35.	Students new to the school receive assistance in adjusting to the school community.
2.6	14.	School staff takes an active role in improving services to students.
2.6	18.	Students are treated with dignity and respect.
2.5	5.	School staff attempts to be in touch with the feelings of the students.
2.4	42.	Students are courteous and abide by school rules.
2.3	32.	Student input is sought in developing rules and regulations.



DIVISION-LEVEL AVERAGES: SCHOOL STAFF REFLECTS THE BELIEF THAT ALL CHILDREN CAN LEARN.



INSTRUCTIONAL PRACTICES SUPPORT THE BELIEF THAT ALL CHILDREN CAN AND WILL LEARN.

Average	Question	Statement
3.1	6.	Teachers encourage active student learning.
3.0	20.	Teachers help and support each other.
3.0	26.	Teachers regularly monitor student progress.
2.9	2.	Classroom instruction is student centered.
2.9	12.	Teachers utilize a variety of instructional strategies in their classrooms.
2.8	19.	Teaching strategies that encourage students to be thoughtful are emphasized.
2.7	15.	Teachers employ a variety of instructional techniques to accommodate different learning styles.
2.7	16.	Students in need of intervention or remediation are provided these opportunities during the school day.
2.7	39.	Teachers support all students, not just those students in their classes.



DIVISION-LEVEL AVERAGES: INSTRUCTIONAL PRACTICES SUPPORT THE BELIEF THAT ALL CHILDREN CAN AND WILL LEARN.

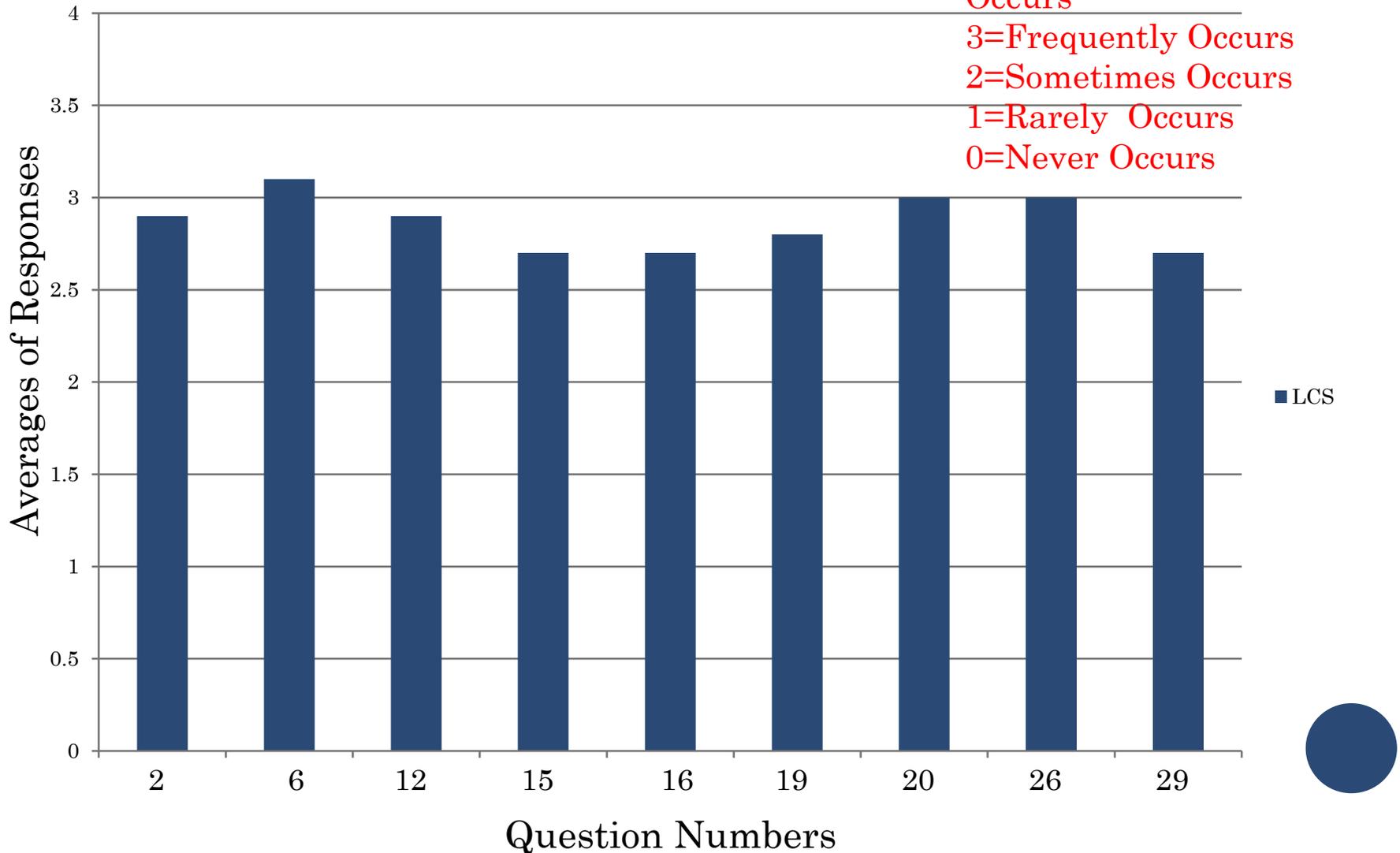
4=Almost Always
Occurs

3=Frequently Occurs

2=Sometimes Occurs

1=Rarely Occurs

0=Never Occurs



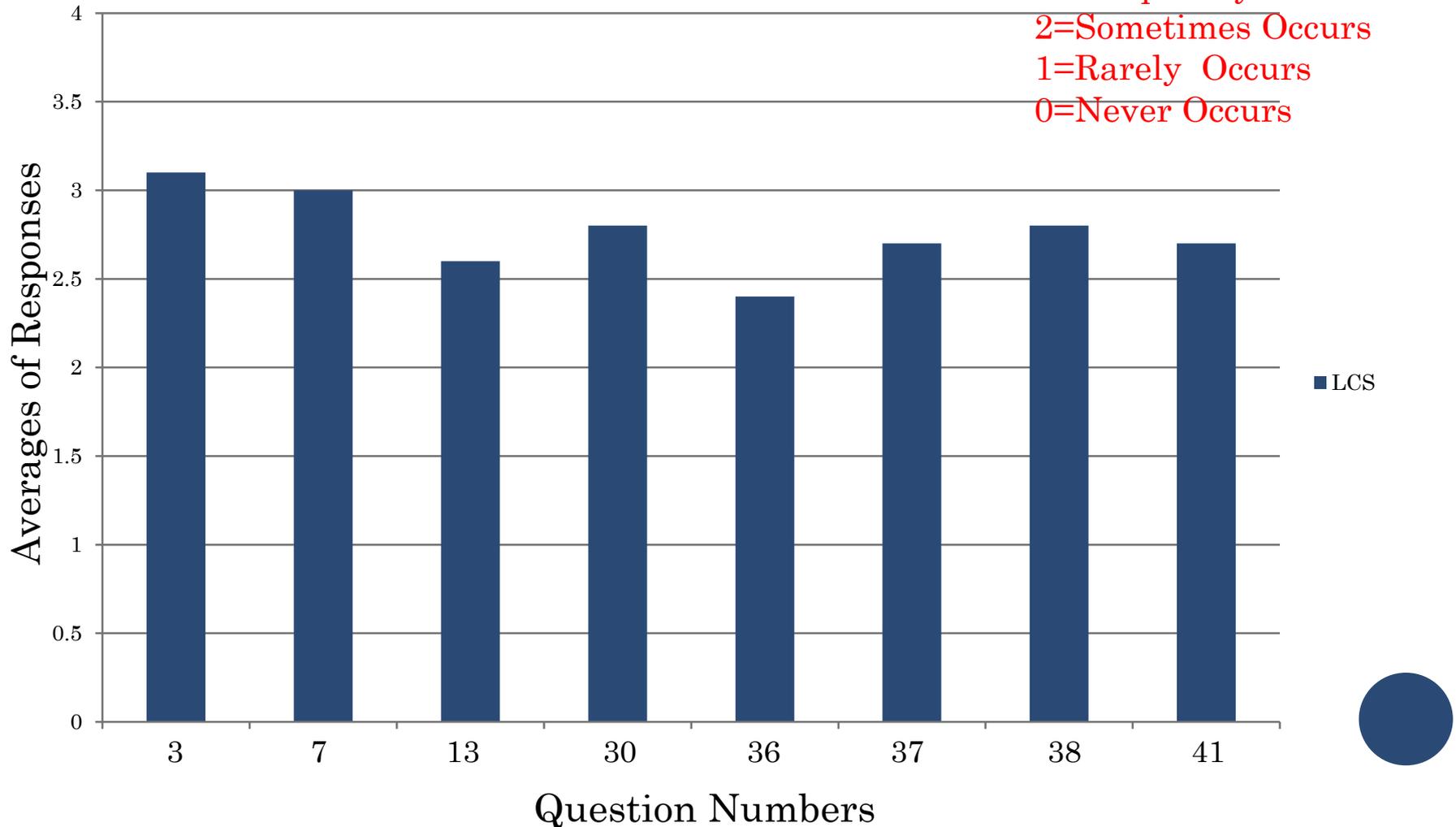
THE SCHOOL INVOLVES PARENTS AND THE COMMUNITY IN THE EDUCATIONAL PROGRAM.

Average	Question	Statement
3.1	3.	The community expects high academic achievement.
3.0	7.	Parents are encouraged to be involved in their child's education.
2.8	30.	Parents feel comfortable expressing concerns to professional staff.
2.8	38.	School administrative staff is available to students and parents to answer questions and provide resources.
2.7	37.	Parents support the school program by preparing their children for learning.
2.7	41.	Parents are actively involved with their child's education.
2.6	13.	Beyond regularly scheduled parent conferences and report cards, teachers communicate with parents about their child's progress.
2.4	36.	School staff communicates "good news" to parents about their children.



DIVISION-LEVEL AVERAGES: THE SCHOOL INVOLVES PARENTS AND THE COMMUNITY IN THE EDUCATIONAL PROGRAM.

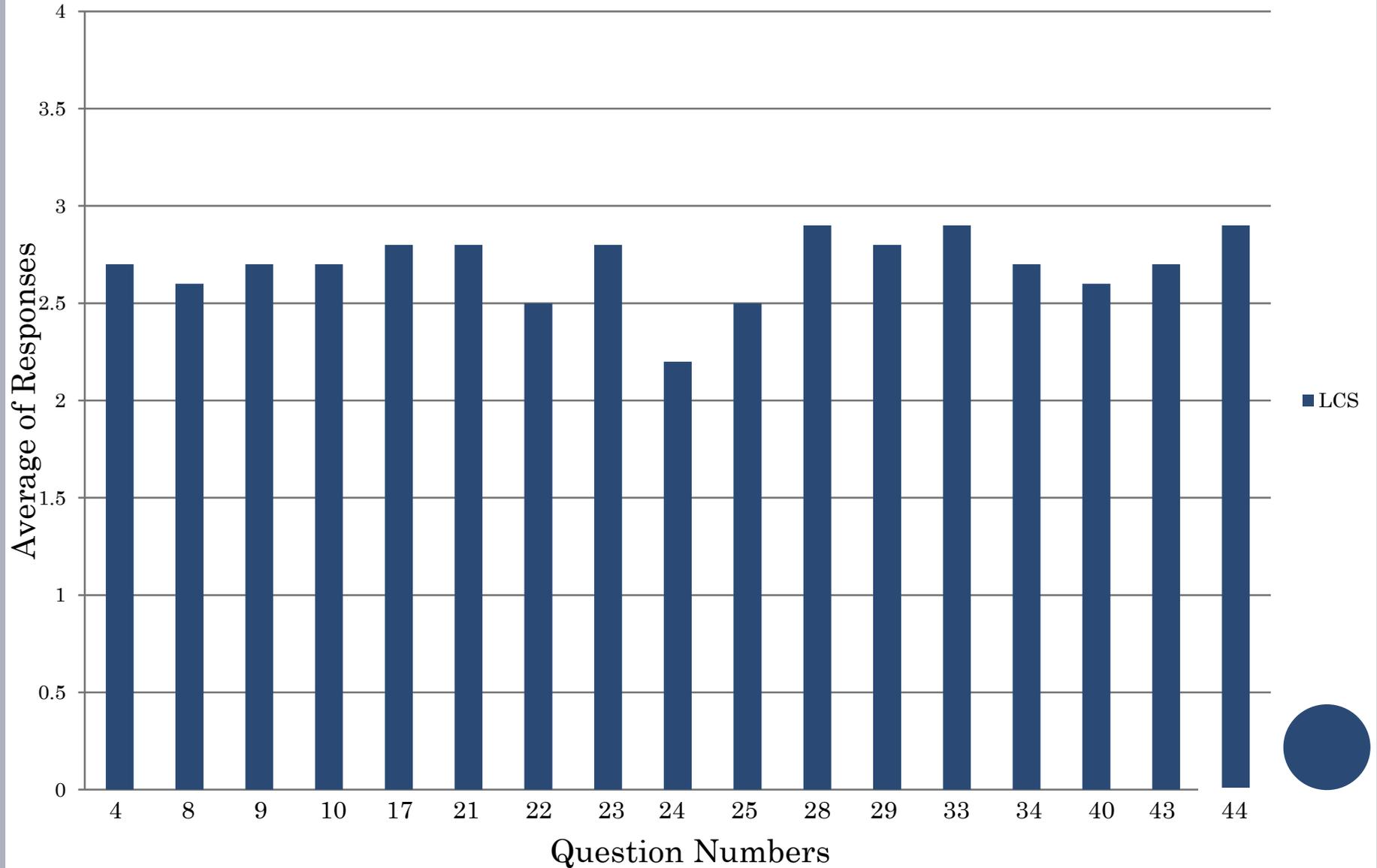
4=Almost Always Occurs
3=Frequently Occurs
2=Sometimes Occurs
1=Rarely Occurs
0=Never Occurs



PROFESSIONAL STAFF ENGAGES IN COLLABORATIVE LEADERSHIP.

Average	Question	Statement
2.9	28.	Professional growth is important to teachers.
2.9	33.	Consequences for inappropriate student behavior are handled in a timely and consistent manner.
2.9	44.	There is a common vision and clearly identified goals and priorities.
2.8	17.	New teachers are mentored and made to feel a part of the school community.
2.8	21.	Professional staff acknowledges and addresses conflict.
2.8	23.	School staff are respected and appreciated by the school community.
2.8	29.	Teachers are involved in the instructional decision making process. (2.8)
2.7	4.	The principal involves students, parents and staff with meaningful roles in decision making processes that foster a sense of responsibility and ownership. (2.7)
2.7	9.	The principal takes an active leadership role in directing instruction. (2.7)
2.7	10.	The principal is accessible to discuss instructional concerns. (2.7)
2.7	34.	The school facilitates sound decision making at the classroom level by helping teachers obtain needed information in a timely fashion. (2.7)
2.7	43.	Leadership functions are shared by school staff. (2.7)
2.6	8.	A strong emphasis is placed on collaboration and shared decision-making. (2.6)
2.6	40.	Teachers are provided with a formal role in school-wide decision-making. (2.6)
2.5	22.	A positive feeling permeates the school. (2.5)
2.5	25.	The school building is maintained in a neat, clean and orderly fashion. (2.5)
2.2	24.	When something is broken, repairs are made quickly. (2.2)

DIVISION-LEVEL AVERAGES: PROFESSIONAL STAFF ENGAGES IN COLLABORATIVE LEADERSHIP.



DIVISION-LEVEL RANKING OF CATEGORIES

- (1) Instructional practices support the belief that all children can and will learn.
- (2) The school involves parents and the community in the educational program.
- (3) School staff reflects the belief that all children can learn.
- (4) Professional staff engages in collaborative leadership.



DIVISION-LEVEL STRENGTHS: INSTRUCTIONAL PRACTICES SUPPORT THE BELIEF THAT ALL CHILDREN CAN AND WILL LEARN.

- Teachers encourage active student learning. (3.1)
- Teachers help and support each other. (3.0)
- Teachers regularly monitor student progress. (3.0)



DIVISION-LEVEL CHALLENGES: INSTRUCTIONAL PRACTICES SUPPORT THE BELIEF THAT ALL CHILDREN CAN AND WILL LEARN.

- Teachers employ a variety of instructional techniques to accommodate different learning styles. (2.7)
- Students in need of intervention or remediation are provided these opportunities during the school day. (2.7)
- Teachers support all students, not just those students in their classes.(2.7)



DIVISION-LEVEL STRENGTHS: THE SCHOOL INVOLVES PARENTS AND THE COMMUNITY IN THE EDUCATIONAL PROGRAM.

- The community expects high academic achievement. (3.1)
- Parents are encouraged to be involved in their child's education. (3.0)



DIVISION-LEVEL CHALLENGES: THE SCHOOL INVOLVES PARENTS AND THE COMMUNITY IN THE EDUCATIONAL PROGRAM.

- School staff communicates “good news” to parents about their children. (2.4)
- Beyond regularly scheduled parent conferences and report cards, teachers communicate with parents about their child’s progress. (2.6)
- Parents support the school program by preparing their children for learning. (2.7)
- Parents are actively involved with their child’s education. (2.7)



DIVISION-LEVEL STRENGTHS: SCHOOL STAFF REFLECTS THE BELIEF THAT ALL CHILDREN CAN LEARN.

- Students are expected to be well-behaved. (3.3)
- All students are expected to succeed. (3.2)
- Teachers are enthusiastic about helping all students. (3.0)



DIVISION-LEVEL CHALLENGES: SCHOOL STAFF REFLECTS THE BELIEF THAT ALL CHILDREN CAN LEARN.

- Student input is sought in developing rules and regulations. (2.3)
- Students are courteous and abide by school rules. (2.4)
- School staff attempts to be in touch with the feelings of the students. (2.5)
- School staff takes an active role in improving services to students. (2.6)
- Students are treated with dignity and respect. (2.6)



DIVISION-LEVEL STRENGTHS: PROFESSIONAL STAFF ENGAGES IN COLLABORATIVE LEADERSHIP.

All averages were below a 3.0 however, the three statements below have a 2.9 average.

- Professional growth is important to teachers.
- Consequences for inappropriate student behavior are handled in a timely and consistent manner.
- There is a common vision and clearly identified goals and priorities.



DIVISION-LEVEL CHALLENGES: PROFESSIONAL STAFF ENGAGES IN COLLABORATIVE LEADERSHIP.

- When something is broken, repairs are made quickly. (2.2)
- The school building is maintained in a neat, clean and orderly fashion. (2.5)
- A positive feeling is present in the school. (2.5)
- Teachers are provided with a formal role in school-wide decision-making. (2.6)
- A strong emphasis is placed on collaboration and shared decision-making. (2.6)



SCHOOL CULTURE: WHAT'S NEXT

- Communication to all stakeholders
- Division-level discussions regarding our strengths and challenges
- Building-level discussions regarding strengths and challenges
- Developing commonalities between division-level and building-level strengths and challenges
- Development and implementation of division-level professional development by Spring 2013
- Development and implementation of school-level professional development by Summer 2013

