



A Tradition of Excellence

TO: Dr. Bruce Law, Superintendent
FROM: Pam Bylsma, Assistant Superintendent for Academics
DATE: September 5, 2017
RE: School Climate Survey Results

During the 2017-16 school year, District 86 administered the biennial survey of school climate and learning conditions as required by the Illinois State Board of Education (ISBE) and Senate Bill 7. Results from the survey are included on the school report cards that are released in October. The learning conditions survey instrument that was used to provide feedback on Hinsdale Central and Hinsdale South was the Comprehensive School Climate Inventory (CSCI), which was approved by ISBE as one of the alternative tools districts could select in place of the state’s 5Essentials Survey. On November 17, 2014, the Board of Education supported the administration’s request to use the CSCI. The purpose of this memo is to describe the survey process and participation, to summarize the CSCI results, to contrast the results from the first survey given during the 2014-15 school year, to highlight how the survey data has informed the 2017-18 School Improvement Plans (SIPs) at each building, and to outline additional actions steps planned for the current academic year.

Survey Content

The CSCI refers to school climate as “the quality of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures. The school climate sets the tone for all the learning and teaching done in the school environment, and is predictive of students’ ability to learn and develop in healthy ways. All schools, like all people, have a range of strengths and weaknesses, as well as a distinctive vision for the kind of school they aspire to be.” In order to provide insight into the various components that contribute to school climate, the survey is structured into four major areas: Safety, Relationships, Teaching and Learning, and the External Environment. Within each of these four areas, more specific School Climate Dimensions are identified. The chart below shows the thirteen School Climate Dimensions and which survey participants they relate to. For example, all thirteen School Climate Dimensions impact school personnel, while only eleven affect the students and parents/guardians.

The 13 Dimensions of School Climate Measured by the CSCI

Dimensions	Major Indicators
Safety	
1 Rules and Norms	Clearly communicated rules about physical violence; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention.
2 Sense of Physical Security	Sense that students and adults feel safe from physical harm in the school.
3 Sense of Social-Emotional Security	Sense that students feel safe from verbal abuse, teasing, and exclusion.
Teaching and Learning	
4 Support for Learning	Use of supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention.
5 Social and Civic Learning	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making.
Interpersonal Relationships	
6 Respect for Diversity	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
7 Social Support—Adults	Pattern of supportive and caring adult relationships for students, including high expectations for students’ success, willingness to listen to students and to get to know them as individuals, and personal concern for students’ problems.
8 Social Support—Students	Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students.
Institutional Environment	
9 School Connectedness/Engagement	Positive identification with the school and norms for broad participation in school life for students, staff, and families.
10 Physical Surroundings	Cleanliness, order, and appeal of facilities and adequate resources and materials.
Social Media	
11 Social Media	Sense that students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices (for example, facebook, twitter, and other social media platforms, by an email, text messaging, posting photo/video, etc.).
Staff Only	
12 Leadership	Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.
13 Professional Relationships	Positive attitudes and relationships among school staff that support effectively working and learning together.

Last fall, National School Climate Center updated the CSCI to include an additional scale measuring Social Media. Safety is a basic need. Feeling unsafe naturally undermines learning and healthy development. This scale focuses on the degree to which people feel safe in social-emotional terms on social media. Questions on this scale, which probe experience and exposure to verbal abuse, harassment, and exclusion on social media, are shown below.

Many students in my school will try to stop other students from threatening or harassing others using social media.	In this school, students will seek help from an adult in the school if they have been harassed on social media.
Most students in my school do not share inappropriate information (including personal information) on social media.	I can use social media without being harassed by another student.
Most students in my school use social media in ways that support one another (e.g., emotionally, academically, etc.).	I have been threatened or harassed on social media more than once by a student in this school.*

Survey Process

In January 2017, a letter was sent home to all parents/guardians of District 86 students, explaining the purpose of the survey and inviting their participation. Participation in the 15-20 minute, online survey was confidential and voluntary for both adults and students. During February and March, the survey was open for parents/guardians to easily access by signing into Home Access Center (HAC), using their parent log-in and password. Multiple reminders were sent to parents to encourage participation. During that time, students took the survey through their Physical Education classes at Hinsdale Central and through their English classes at Hinsdale South. Finally, school personnel were invited to participate in the survey during first weeks of December 2016 at South and in the following months at Central.

Participation Rates

Overall, forty-seven percent of school personnel and sixty-eight percent students participated, as compared to forty-six to seventy-four percent in 2014-15. Fewer than two percent of parents opted to take the survey, as compared to eighteen percent in 2014-15. Due to the low participation rate of parents, extreme caution should be taken when drawing conclusions from the data. In addition, according to protocols established by ISBE, there must be a parent response rate of at least a thirty percent for inclusion of the data in the school report card. Therefore, District 86 schools is only required to display student and school personnel data without parent data. Nonetheless, all data will be shared since any feedback is highly valued and worthy of analysis. Finally, our student participation was lower than desired due to limited computer access. This issue will be resolved once the District is a fully 1:1 Chromebook educational setting.

Each school’s participation rates for this year’s survey administration, as well as the one in 2014-15, can be seen in the charts below:

Hinsdale South High School 2016-17 Survey			
Group	Population Size	# Respondents	% of Population Represented
Students	1600*	1035	64.69%
School Personnel	290*	137	47.24%
Parents	1300*	9	0.69%

*Figures received from school to represent potential number of respondents.

2014-15 Survey			
Group	Population Size	# Respondents	% of Population Represented
Students	1600*	986	61.62%
School Personnel	290*	136	46.90%
Parents	1300*	138	10.62%

*Figures received from school to represent potential number of respondents.

Hinsdale Central High School 2016-17 Survey			
Group	Population Size	# Respondents	% of Population Represented
Students	2700*	1885	69.81%
School Personnel	300*	138	46.00%
Parents	2300*	58	2.52%

*Figures received from school to represent potential number of respondents.

2014-15 Survey			
Group	Population Size	# Respondents	% of Population Represented
Students	2700*	1652	61.19%
School Personnel	300*	224	74.67%
Parents	2300*	519	22.57%

*Figures received from school to represent potential number of respondents.

Survey Reports

At the end of April, the survey results in the form of a summary report and a detailed report were available for the building leadership teams to review. All reports are posted by school on the District website under Academics/School Culture Survey. The fifty-three page reports can be accessed through these links: [Central's Comprehensive School Climate Inventory Summary, 2016-17](#) and [South's Comprehensive School Climate Inventory Summary, 2016-17](#).

The summary reports include:

- a school climate overview with median scores and rating patterns for students, parents, and school personnel;
- positive, negative and neutral school climate ratings for students, parents, and school personnel;
- rank order of relative strengths and weaknesses for students, parents, and school personnel;
- in-depth profiles of student climate perceptions by grade, gender, race/ethnicity, language status, and extra-curricular involvement;
- in-depth profiles of school personnel climate perceptions by position, department, gender, predominate grade level taught, years of experience, and years at the school;
- in-depth profiles of parent/guardian climate perceptions by child's grade, race/ethnicity, free/reduced meal status; and
- demographic profiles of survey participants.

A detailed, one hundred-fifty-five page report for Central and a one hundred-forty-six page report for South can be accessed through these links: [Central's Comprehensive School Climate Inventory Detailed, 2016-17](#) and [South's Comprehensive School Climate Inventory Detailed, 2016-17](#). These reports include all of the details of the summary presentation reports with the following additions:

- a detailed breakdown of how each group responded to each individual survey item, grouped by school climate dimension;
- the full text of each survey question;
- charts that show the percentage of respondents from each group who gave one of the five potential responses, or who didn't respond at all to that item;
- guidance on how to read and interpret the data and graphs;
- rating pattern bar charts on each of the thirteen dimension of school climate for all three participant groups;
- side-by-side comparison charts of the rating patterns on each of the thirteen dimension of school climate for all three participant groups; and
- recommended guidelines and resources for analyzing the CSCI results with action charts to assist with school improvement planning.

Survey Analysis

In the spring of 2017, the school administrative teams at South and Central reviewed their CSCI results, using them to refine their School Improvement Plans for the 2017-18 year. Both plans demonstrate responsiveness to the data by placing a building-wide focus on academic and behavioral Response to Intervention programs, on helping students develop the advocacy and verbal skills to articulate their learning and SEL needs, and on employing research-based instructional strategies that increase student motivation, enhance personal connections and engagement and improve academic and social outcomes. Their building analyses constitute the remainder of this report.

Hinsdale South High School

In December, 2016, the Hinsdale South administered the Comprehensive School Climate Inventory was given to students, faculty/staff and parents. All parties completed this survey online. After receiving the results in February, 2017 the results were shared and discussed with our Building Leadership Team (BLT) on February 27. From this discussion, prep period meetings were hosted to share the data from the survey with teachers on March 8 and 9 so that they were aware of the challenges that surfaced in the data in the areas of "sense of social and emotional security" as well as plans we had moving forward around the work improving building culture. During the prep period meetings, we also shared the celebration of our high ranking from both students and staff in the areas of "embracing diversity". We then had a deeper discussion with our Curriculum Leadership Team on April 13 to take a deeper dive into the data and create next steps

The following are some of the areas of Strength, Future Focus, and proposed action plans to continue to address needs in these areas:

The overall results of the survey show generally positive responses from all three of the surveyed groups in terms of their perceptions of and experiences with Hinsdale South. This was evidenced by responses in their perceptions of safety and physical surroundings, school engagement, support of learning, and interpersonal relationships as they relate to respect for diversity, social support of students of staff. These responses to the survey allow us not only to zero in on and refine what we are doing well, but also focus on areas where we received a neutral result, specifically in Social-Emotional Security. In general, the survey gives South many things to celebrate, and affirms many of the goals and efforts that are already underway.

Below, you will find a list of celebrations and future focus areas from the surveys administered, along with a narrative that explains the plans currently, or soon to be, put in place.

South Student/Parent/Faculty Surveys

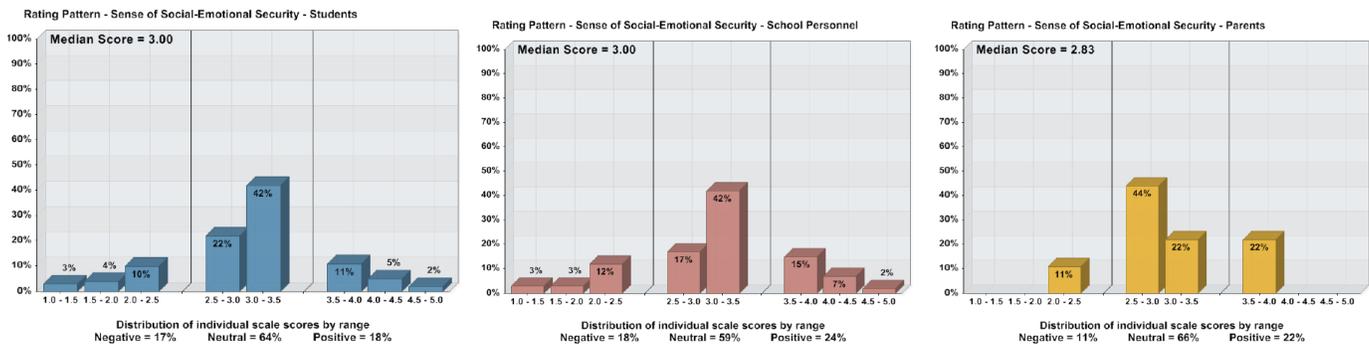
Celebrations

It is an area of celebration that none of the median school climate ratings for the thirteen School Climate Dimensions were rated as negative by the students, school personnel and parents. All dimensions were rated positive with only four rated neutral by each of the three participant groups. Overall, the results indicated that students and staff have a positive perception of the school and specifically, with regard to school safety, and social support of adults and students. Highlights include:

- Robust awareness of Safety Rules & Norms throughout the building
- Institutional environment is safe and supportive from all stakeholder groups
- There is a strong sense of Respect for Diversity at Hinsdale South
- The Professional Relationships among the adults in the building is positive
- Students feel that there is social support for them at South from adults and peers
- Being active and connected members of the school is a strong positive for all stakeholders

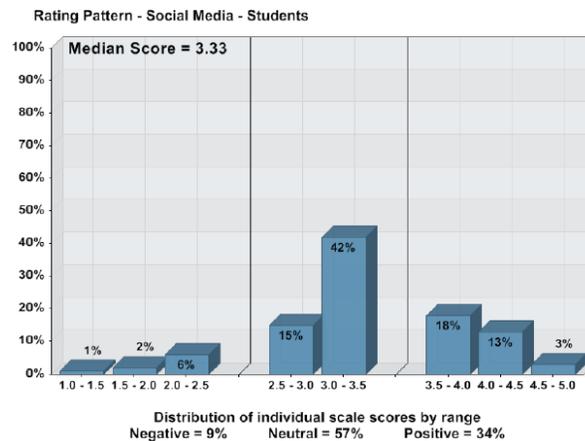
Areas of Future Focus

It was noted through the survey results and through discussions that students still perceive there to be an issue with Social Emotional Security. The two questions eliciting the largest neutral or negative responses were, "There are groups of students in my school who exclude others and make them feel bad for not being a part of the group" and "I have seen other students insulted, teased, or otherwise verbally abused more than once by other students in my school." The various leadership teams suggest continued work in our SEL initiatives being conducted at the district and building level, as well as a revitalization of our Positive Behavior Interventions & Supports (PBIS) program at South. These efforts appear to be in line with the desired focus area from all three stakeholder groups, as shown in the charts below.



South students also identified Social Media as an area of concern. The responses were consistent across all grades, races/ethnicities, both genders, co-curricular involvement or not, as well as Special Ed or regular education status. The questions that resulted in the largely neutral responses were:

- "Many students in my school will try to stop other students from threatening or harassing others using social media"
- "Most students in my school do not share inappropriate information (including personal information) on social media."
- "Most students in my school use social media in ways that support one another (e.g., emotionally, academically, etc.)."
- "In this school, students will seek help from an adult in the school if they have been harassed on social media."



Action Plan and Steps

South and District Steps Currently or To-Be Taken:

- A District 86 SEL Committee has done significant work and training with faculty on SEL and the RULER approach during the 2016-17 year.
- The District-wide implementation of the RULER lessons in Freshmen PE, along with a greater staff awareness, should continue to help in the area of SEL
- South SEL committee reconvened in the summer of 2015 to develop SEL South Pride assemblies for all student

- The South Response-to-Intervention (RtI) team is working to continue to address the needs of students who are struggling academically and behaviorally. There have been more frequent team meetings to collect student information, and intervene as early as possible to help South students
- The use of the Scholarcentric Resiliency Survey and academic indicators have helped to intervene with struggling students before they are in crisis
- A team of building leaders, clinicians and teachers has been formed to continue our work that began in the spring of 2017 with Trauma-Informed Schools
- A Unity Council was convened, and is ongoing, to discuss school climate issues, and to empower students to be part of the solutions by offering a forum for their concerns allowing them to lead school change
- A team of building leaders will attend the National Courageous Conversations Conference in the fall of 2017 to continue to look at ways to foster positive relationships in the school
- The expectation of teacher web presence will enhance parent-teacher and student-teacher communication and collaboration

Hinsdale Central High School

In January and February of 2017, Hinsdale Central High School administered a school climate survey to students, faculty/staff, and parents. All parties completed the survey on-line. After receiving the results in April, 2017 the results were shared with the Building Leadership Team (BLT) and the School Improvement Team (SIP) for input and analysis.

The following are some of the areas of Strength, Future Focus, and proposed action plans to continue to address needs in these areas:

The overall results of the survey show positive responses from all three of the surveyed groups in terms of their perceptions of, experiences with, and communication from Hinsdale Central. There are several overarching examples that highlight these points. First, the staff and student perceptions of safety, student engagement and support of learning, culture of ethics, acceptance of diversity, culture of excellence, and life balance are very similar in nearly all instances. This indicates positive student and staff collaboration along with frequent and clear two-way communication. Second, there appears to be clear leadership and support from teachers which is promoting a strong relationship with Central families and the community. These are evidenced in the student and community surveys that indicate overall sense of physical security, clear safety rules and norms, respect for diversity, social supports, and engagement/connectedness with the school community. These global positives from the survey allow us to hone in on a few areas for school improvement, which are already underway in many respects. These focus areas tend to be in the area of the social emotional health in terms of helping students manage stress and become resilient along with communicating with parents on how they can support this area. Similarly, perceptions of workload going home among students, staff, and parents appear to show some disconnect, and this is an area that relates to the first focus area. This can be addressed through collaborative efforts with all stakeholders and clearer communication. In general, the survey gives Central many things to celebrate, and affirms many of the goals and efforts that are already underway.

Below, you will find a list of celebrations and future focus areas from the surveys administered, along with a narrative that explains the plans currently, or soon to be, put in place.

Central Student/Parent/Faculty Surveys

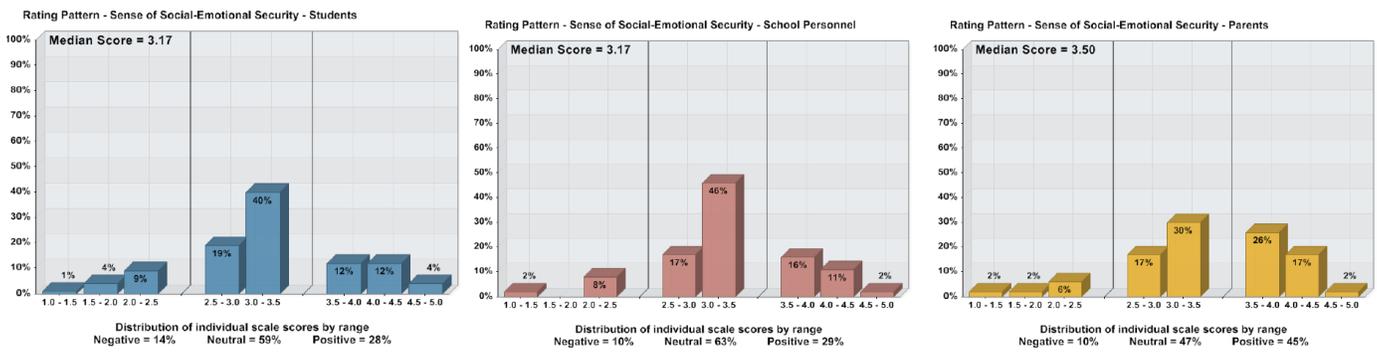
Celebrations

It is an area of celebration that none of the median school climate ratings for the thirteen School Climate Dimensions were rated as negative by the students, school personnel and parents. All dimensions were rated positive with only three rated neutral by students and staff and four rated as neutral by parents. Overall, the results indicated that students and staff have a positive perception of the school and specifically, with regard to school safety, and communication with parents.

- Overall the environment is safe and supportive from all stakeholder groups.
- Familiarity and a sense of engrained Safety Rules & Norms throughout the building.
- There is a healthy Respect for Diversity at Hinsdale Central.
- There appears to be strong support for the Adults in the organization along with parents working with them.
- Students seemed to feel that there is a lot of social support for them at Central.
- Being active and connected members of the school is a strong positive for the entire climate.

Areas of Future Focus

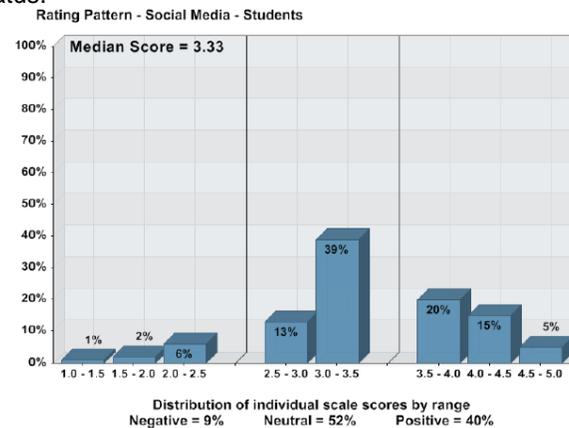
It was noted through the survey results and through discussions that students still perceive there to be an issue with Social Emotional Security. The students and leadership teams suggest continued work related to *Character Counts!* and Respect, especially the LGBTQ safe spaces initiatives. Working to create a common language of respect and help is something that students and staff are particularly interested in pursuing. Additionally, the school and district are working to improve physical spaces and to continue to improve and enhance supports for learning and assessment. Finally, the SEL initiatives being conducted at the district and building levels appear to be right in line with the desired focus area from all three stakeholder groups. The charts below illustrate this point.



The four questions eliciting the largest neutral or negative responses were:

- “Students at my school will try to stop students from insulting or making fun of others.”
- “Very few students in my school make fun of other students.”
- “There are groups of students in my school who exclude others & make them feel bad for not being a part of the group”
- “Most students in my school try to treat other students the way they’d want to be treated.”

Consistent with their peers at South, Central students also identified Social Media as an area of concern. Again, the responses were consistent across all grades, races/ethnicities, both genders, co-curricular involvement or not, as well as Special Ed or regular education status.



The four questions eliciting the largest neutral or negative responses were:

- “Many students in my school will try to stop other students from threatening or harassing others using social media”
- “Most students in my school do not share inappropriate information (including personal information) on social media.”
- “Most students in my school use social media in ways that support one another (e.g., emotionally, academically, etc.).”
- “In this school, students will seek help from an adult in the school if they have been harassed on social media.”

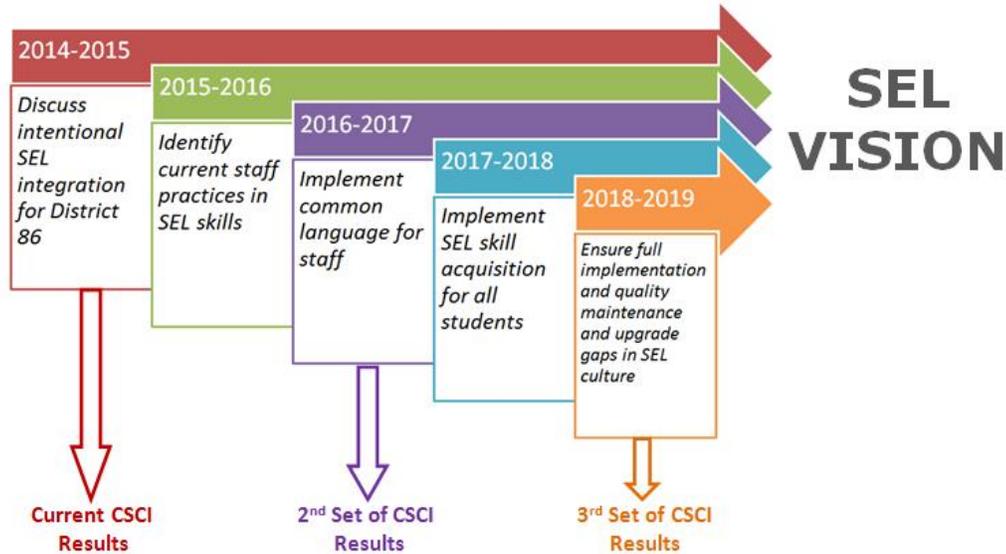
Action Plan and Steps

Central & District Steps Currently or To-Be Taken:

- A District 86 and Central SEL committee was reconvened in the summer of 2015 and there has been significant work and training done with faculty.
- The implementation of the RULER lessons in PE coupled with a greater staff awareness should continue to help in the area of SEL.
- The Master Facility Plan teams are working to address short and long term needs throughout the building as they relate to student safety, support, needs, and the aesthetics of the building.
- The Central Response-to-Intervention (RtI) team is working to continue to address the needs of students who are struggling academically and behaviorally. There have been more frequent team meetings to collect student information, and intervene as early as possible to help Central students.
- The use of the Scholarcentric Resiliency Survey and academic indicators have helped to intervene with struggling students before they are in crisis.
- There are a number of clubs and athletic teams working to promote positive school climate, anti-bullying, and student leadership.
- A student advisory team was convened, and is ongoing, to discuss school climate issues, and to empower students to be part of the solutions by offering a forum for their concerns allowing them to lead school change.
- Many staff were trained by the Illinois Safe Schools Alliance on how to promote an open and safe environment for students who are LGBTQ.
- The expectation of teacher web presence will enhance parent-teacher and student-teacher communication and collaboration.
- The new Blackboard Connect has been a vehicle to enhance timely communication of emergencies and exciting events at the school.

District SEL Action Steps

The District SEL team continues its work on developing materials to address the Social-Emotional Security issue, following through on their five-year comprehensive plan, which was established in 2014. The following schematic summarizes the key objectives of each year that are aimed at bringing the District 86 SEL Vision to fruition. The stated vision for SEL is that “each member of the District 86 community will exhibit the motivation and social-emotional skills to achieve academic and professional goals.” With an intentional, targeted plan that is responsive to the social-emotional security concerns of our students, parents, and school personnel, as well as the social/civic learning and social media needs of our students, we should see an improvement in these School Climate Dimensions when the CSCI is next administered in 2018-19.



Conclusion

The intent in administering a school culture survey is to assess how our stakeholders view our schools. Analyzing the social, emotional, civic, and intellectual information provided by the survey data is helping us identify our strengths and recognize the gaps between where our school culture is and where our aspirations say it ought to be. Thus, the foundation for our school climate improvement efforts will be rooted in the experiences, attitudes, and impressions of real District 86 people. The students we serve, the families we partner with, and the colleagues we work alongside all deserve a healthy, energizing, productive, and supportive environment that will help all members thrive and reach their potential. These survey results move us closer to achieving that goal.

