

2015 District Accountability Report

Tahoma School District

Quality Learning Every Day in Every Classroom for Every Child



All Students
Future Ready

Climate & Culture

positive learning-focused cultures promote shared responsibility and success for all students

		Measure	2010	2011	2012	2013	2014	2015
Climate & Culture	22.	% overall positive response to climate/culture (Gr 3-5)	--	--	84	84	83	93
	23.	% overall positive response to climate/culture (Gr 6-7)	--	--	--	--	--	90
	24.	% overall positive response to climate/culture (Gr 8-12)						59
	25.	% Parent overall satisfied with their child's experience						
	26.	% staff positive professional learning culture in building						

School Climate and Culture

Elementary Student Climate Survey Background

In 2007, the Tahoma School District began conducting student surveys at elementary to better understand our student climate to inform change efforts and evaluate progress on climate goals over time. From 2007-2011 the elementary survey consisted of questions from the My Voice Climate Survey, being administered in the secondary schools. Fifth grade students participated in the pencil and paper survey the spring. In Fall 2012, elementary principals and T&L identified the need to significantly revise the elementary climate survey and moved away from the My Voice climate survey construct. Revisions accomplished the following:

- Expanded population surveyed to grades 3-5 to better inform monitoring progress toward site plan goals
- Shorter survey length (~20 questions max)
- Change language to be more consistent with our Tahoma Future Ready Skills and focus and be more student friendly
- Personalize language to be from student's perspective (student ownership)

Feedback on the revised survey has led to some additional changes and a group of deans and social workers made changes in the 2014-15 school year. Revisions allowed for the following:

- Alignment with Positive Behavior Intervention Support (PBIS), an initiative active in all four elementary schools
- Grouping of questions into categories aligned with Hattie's research on effective schools
- Change in response scaling from a 5 point scale to a 4 point scale
- Additional small changes in question language to be more student friendly

All District - Survey Participation Spring 2015

Grade	# Students	# Students Responding	% Students
3	608	579	95%
4	637	615	97%
5	584	564	97%

Detail on Survey Data Treatment Questions are all written in the positive with 5 response options. Results are aggregated for the percent of students responding Almost Always + Often

(Almost Always ↔ Often ↔ Sometimes ↔ Seldom ↔ Never)*

Summary of Survey Results by Populations being Monitored for Equity

(Average % Almost Always + Often Across all Questions)

		2012	2013	2014	2015*
All Students	All Students	84	84	83	93
	Grade 3	85	83	84	93
	Grade 4	85	85	83	93
	Grade 5	83	84	82	94
Gender	Male	82	82	79	92
	Female	86	86	86	94
Ethnicity	White	84	84	83	93
	Nonwhite	84	83	83	93
Special Populations	Low Income Only	80	82	80	91
	ELL Only	81	84	81	95
	SE Only	75	78	77	92

*In 2015 the survey scale was changed to 4 response options.

Spring 2015 - Rank Order from High to Low of % Always + Almost Always

(n=1758 students in grades 3-5 across all elementary schools)

Optimism	27. Teachers and adults at school are positive.	96
	7. My school is a friendly place.	95
	5. I have someone to play with at recess.	94
	8. I feel like I belong at my school.	90
	2. I think other kids accept me for who I am.	88
	6. Teachers and adults at school compliment me.	83
	14. Teachers and adults at school reward me.	76
Respect	3. I am kind to the kids in my school.	99
	4. Respect is important at my school.	99
	13. My teachers respect me.	97
	10. Teachers and adults at school care about me.	95
	1. I feel respected by kids at my school.	89
Responsible	20. Being a good learner is important to me.	98
	9. I am a responsible student.	98
	18. I am persistent or try my best when my schoolwork is hard.	97
	23. I am a quality producer in my classroom.	96
	11. I can get teacher help with my classwork when I need it.	95
Safety	16. I can solve problems in a safe way.	97
	12. Teachers and adults help me when I have a problem.	94
	19. I can stand up for another student as a bystander.	93
	15. I feel safe at school.	93
	17. I feel safe to be a risk taker.	88

Spring 2015 Climate Survey Aggregate Categories by Subgroup

		Gender		Ethnicity	
# students	1758	903	855	1446	303
	All Elementary	Males Only	Females Only	White	Nonwhite
Optimism	89%	88%	90%	89%	89%
Respect	96%	95%	97%	96%	96%
Responsible	97%	96%	98%	97%	96%
Safety	93%	92%	94%	93%	92%

		Poverty		English Language		Special Education	
# students	1758	327	1431	48	1710	237	1521
	All Elementary	Low income	Not low income	ELL	Not ELL	SPED	Not SPED
Optimism	89%	86%	90%	91%	89%	89%	89%
Respect	96%	95%	96%	97%	96%	95%	96%
Responsible	97%	96%	97%	98%	97%	94%	97%
Safety	93%	91%	93%	94%	93%	90%	93%

➔ There are no significant differences among subgroups across categories.

Middle School Student Climate Survey Background

In 2007, the Tahoma School District began conducting student surveys at the middle school level to better understand our student climate, to inform change efforts and evaluate progress on climate goals over time. From 2007-2011 the middle school survey consisted of questions from the My Voice Climate Survey being administered in grades 6-12.

In Fall 2014, middle school principals and T&L identified the need to significantly revise the middle level climate survey and moved away from the My Voice climate survey construct. Revisions accomplished the following:

- Alignment with Positive Behavior Intervention Support (PBIS), an initiative active in both middle schools
- Shorter survey length (~25 questions)
- Change language to be more consistent with our Tahoma Future Ready Skills and focus and be more student friendly
- Change in response scaling from a 5 point scale to a 4 point scale
- Grouping of questions into categories aligned with Hattie’s research on effective schools
- Personalize language to be from student's perspective (student ownership)

Grade	# Students	# Students Responding	% Students
6	657	638	97%
7	621	595	96%

Summary of Survey Results by Populations being Monitored for Equity (Average % Always + Almost Always Across all Questions)

		2015
All Students	All Students	90
	Gr 6	91
	Gr 7	88
Gender	Male	88
	Female	91
Ethnicity	White	89
	Nonwhite	92
Special Populations	Low Income Only	89
	ELL Only	95
	SE Only	87

		Gender		Ethnicity	
# students	1233	599	634	1032	197
	All Middle	Males Only	Females Only	White	Nonwhite
Safety	91%	90%	92%	91%	93%
Respect	94%	93%	96%	94%	96%
Optimism	83%	82%	84%	82%	89%
Responsible	90%	87%	92%	89%	91%
BEARS	81%	76%	85%	80%	83%

		Poverty		English Language		Special Education	
	1233	217	1016	13	1220	137	1096
	All Middle	Low income	Not low income	ELL	Not ELL	SPED	Not SPED
Safety	91%	90%	91%	95%	91%	87%	92%
Respect	94%	95%	94%	99%	94%	93%	95%
Optimism	83%	84%	83%	90%	83%	82%	83%
Responsible	90%	87%	90%	96%	90%	87%	90%
BEARS	81%	78%	81%	92%	81%	77%	81%

➔ Females, Nonwhite, Not low income, ELL and Not Sped answer slightly more positively than their subgroup counterparts. None are significantly different.

Secondary Student (8-12) Climate Survey Background

When students have high aspirations, they have the ability to dream about the future and take steps in the present to reach those goals. Whether their goal is to learn algebra or a trade, get good grades or go to college, today's students want to be successful. Too often, however, students can't reach their future goals and dreams because the conditions around them may not be supportive. As a result, their aspirations can flounder and achievement wanes. In order for students to have and sustain high aspirations, the conditions that enable them to reach their goals must be in place. These conditions are known as the **8 Conditions that Make a Difference** and are a critical, part of education and school improvement initiatives.

The 8 Conditions that Make a Difference in promoting student aspirations have been identified and defined by Dr. Russell J. Quaglia, an internationally known leader in the study of student aspirations. The 8 Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action. All members of the school community can foster the 8 Conditions, making a positive difference in the lives of today's students by supporting the goals those students set and strive to reach.

- **Belonging** means that a student is a valued member of a community, while still maintaining his or her uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is a necessary condition for a student's feeling of well-being, social engagement, and competence. The condition of Belonging increases intrinsic motivation, for it fosters self-confidence and investment in the community. Teachers have the opportunity to establish a culture of Belonging in the classroom, one that promotes students' sense of well-being, connection, and self-belief.
- **Heroes** are the everyday people - teachers, friends, family - in a student's life who inspire them to excel and to make positive changes in attitudes and lifestyles. Heroes are those a student can connect with, those who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. As a teacher, you can be a hero to your students. They can look up to you as someone to learn from and communicate with about many things. Building relationships with students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.
- **Sense of Accomplishment** recognizes effort, perseverance, and citizenship as signs of a student's success. Educators have traditionally used a narrow view of accomplishment that refers to academic achievement, innate ability, or who is "best in class". Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just through measurable outcomes and countable successes. As a teacher, you have the opportunity to celebrate students' accomplishments in visible ways. Taking time to recognize and support students' effort will result in students who are motivated to persevere through difficult tasks and to create a healthy classroom environment through hard work and dedication.
- **Fun & Excitement** is characterized by students being inspired. They are actively engaged and emotionally involved in their school work. Students who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Teachers who foster Fun & Excitement provide new opportunities, initiate challenges, and respect individual interests. After the first three conditions - Belonging, Heroes, and Sense of Accomplishment - are established, you can motivate your students through a fun and exciting classroom environment.
- **Curiosity & Creativity** is characterized by inquisitiveness, eagerness, a strong desire to learn new or interesting things, and a desire to satisfy the mind with new discoveries. Curiosity triggers students to ask "Why?" while creativity gives them the initiative to ask "Why not?" The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Therefore, as a teacher you must pay careful attention to creating a classroom environment that promotes questioning and creative exploration in order to maintain student motivation.
- **Spirit of Adventure** is characterized by a student's ability to take on positive, healthy challenges at school and home, with family and friends. Students experience the Spirit of Adventure when they tackle something new without the fear of failure or success. As a teacher you can encourage and support your students' Spirit of Adventure by urging them to explore new things. By creating an atmosphere that allows for healthy decision making and healthy risk taking, student become more confident and resilient. Students with the Spirit of Adventure see life as full of opportunities worth exploring for their own sake.
- **Leadership and Responsibility** means students are able to express their ideas and are willing to accept consequences for their actions. It cultivates accountability for the classroom environment and school community. Fostering leadership empowers students to make just and appropriate decisions and to take pride in their actions. Teachers who promote this condition teach and expect their students to be good decision makers. They provide legitimate decision making opportunities, seek student input, and expect students to be accountable for their actions and words. Students are trusted to make the right decisions and are recognized for doing so.
- **Confidence to Take Action** is the extent to which students believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This condition is what we strive for; all other conditions must be established and supported for students to attain this level of aspiration. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Teachers have the ability to help build their students Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking. By enhancing the quality of academic and personal growth, teacher empower their students to become active and involved members of their learning environments.

History of the Use of the Survey in Tahoma

Tahoma Senior High School used the student aspirations survey as part of the data collection in their school study when they were identified as one of the Promising High Schools in 2005. Interest on the part of the other administrators in the district was expressed as the high school began to share their data from the survey in the first years of the study. In 2007 the survey began to be administered across schools in grades 5-12.

Data Analysis

Analysis of the survey data has evolved over time and in 2012 the data from the 8 conditions is being collapsed to get an overall view by each of the 8 conditions. The survey asks students to respond by their level of agreement with statements. Students select from 5 levels: strongly disagree → disagree → neutral → agree → strongly agree. Data is compiled for students in agreement with a statement (strongly agree + agree) and reported as a % agreement using the total number of students responding to that question.

The amount of data from the My Voice survey can be overwhelming with 54 questions over the 8 conditions. To give staff a way to view the information based on the 8 conditions and see relative areas of strength in each of the conditions, radar charting is being used to display an average of the % agreement across each of the individual questions in a condition. For a limited number of questions the desired response is actually a negative response. An example of that would be question 3: I have difficulty fitting in at school and question 7: I think bullying is a problem at school. Both of these questions are under the condition of Belonging. For consistency in data analysis in collapsing an overall score by condition the number of students who responded in the negative (strongly disagree + disagree) were compiled and the % of disagreement was used in the averaging for the condition of belonging.

Understanding and Using the Data

The My Voice survey report gives educators a unique chance to look at their school, student aspirations, and the 8 Conditions through the eyes of students. This provides a context for exploring how students view the teaching and learning they experience in their school and how those views align with the school's mission and vision. By exploring and discussing these results, schools will gain insights into the relationship between student aspirations and school culture. Those insights can lead to actions aimed at fostering teaching and learning environments in which all students are inspired, and able, to reach their goals. Data from the survey is used to inform building site plan goals and monitoring of change in culture over time.

All District - Survey Participation Spring 2015

Grade	# Students	# Students Responding	% Students
8	616	598	97%
9	611	578	95%
10	554	528	95%
11	509	436	86%
12	530	399	75%

Summary of Survey Results by Populations being Monitored for Equity

(Average % Strongly Agree + Agree Across all Questions)

		2015
All Students	All Students	59
	Gr 8	60
	Gr 9	60
	Gr 10	56
	Gr 11	56
	Gr 12	63
Gender	Male	58
	Female	60
Ethnicity	White	59
	Nonwhite	59
Special Populations	Low Income Only	55
	ELL Only	71
	SE Only	59

Spring 2015- All Secondary 8-12 Students by 8 Conditions (% Agreement = strongly agree + agree)

	2015 N=2539
Belonging	63%
Heroes	52%
Sense of Accomplishment	62%
Fun & Excitement	44%
Curiosity & Creativity	59%
Spirit of Adventure	62%
Leadership & Responsibility	50%
Confidence to Take Action	73%
Role of Parents	62%

Data by Subgroup – All Secondary Students

Spring 2015 - All Secondary Students by 8 Conditions (% Agreement = strongly agree + agree)

	Gender		Ethnicity		Poverty	
# students	1312	1227	2143	393	410	2129
	Male	Female	White	Nonwhite	Free & Reduced	Not Free & Reduced
Belonging	65%	62%	64%	62%	59%	64%
Heroes	52%	53%	53%	51%	49%	53%
Sense of Accomplishment	60%	64%	62%	63%	59%	63%
Fun & Excitement	45%	44%	44%	44%	41%	45%
Curiosity & Creativity	59%	58%	59%	60%	57%	59%
Spirit of Adventure	59%	65%	62%	61%	57%	63%
Leadership & Responsibility	49%	51%	50%	48%	47%	51%
Confidence to Take Action	71%	76%	73%	73%	69%	74%
Role of Parents	61%	64%	62%	63%	60%	63%

	English Language		Special Education	
# students	10	2529	269	2270
	ELL	Not ELL	SE	Not SE
Belonging	81%	63%	65%	63%
Heroes	59%	52%	56%	52%
Sense of Accomplishment	83%	62%	62%	62%
Fun & Excitement	59%	44%	44%	44%
Curiosity & Creativity	70%	59%	62%	58%
Spirit of Adventure	70%	62%	57%	62%
Leadership & Responsibility	60%	50%	49%	50%
Confidence to Take Action	81%	73%	67%	74%
Role of Parents	80%	62%	66%	62%

- ➔ Three lowest areas across all subgroups is similar.
- ➔ Three areas are Fun & Excitement, Heroes, and Leadership and Responsibility.

Climate & Culture #24

Overall Positive Student Response Gr 8-12