

2022-2023

School City of Whiting

Staff Climate Survey

Results

Executive Summary

Online Survey

An online Qualtrics survey was offered between September 29, 2022 and October 17, 2022 to School City of Whiting stakeholders. Survey participants' confidentiality was maintained and only aggregated responses are shared. Respondent anonymity was not fully assured in that computer IP addresses were visible to the researcher only and not shared. This information will be destroyed at the conclusion of my work with the Corporation. Because one computer could be used to complete the survey multiple times, respondent IP addresses were checked for over usage. No issues were identified necessitating the deletion of responses. Survey activity was noted for the entire window of opportunity. A sampling of responses yielded an average survey completion time of 11 minutes. A survey limitation can exist when one respondent group is overly representative or underrepresented in comparison to other groups. In this case, there was a nice general distribution, save the middle school in which there were only seven respondents. A complete summary-of-survey results section may be found in the Appendix. A hard copy and electronic copy of survey disaggregated data by respondent group is also provided to complement this executive summary. Overall, 65 surveys were recorded. It should be noted that the proceeding stakeholder demographic information (i.e., what your affiliation is) could be a duplicate count (e.g., an elementary faculty member might also identify as a middle school faculty member), yielding potentially larger demographic totals than actual participants; however, no one selected more than one category.

Of the respondents, the following school-level affiliation was noted:

- Elementary School – 24 (37%)
- Middle School – 7 (11%)
- High School – 22 (34%)
- Crossover Staff – 12 (18%)

- Do you currently have children or grandchildren enrolled in the School City of Whiting?
 - Yes: 12.5%
 - No: 87.50%
- How would you rate the quality of education provided by the School City of Whiting?
 - Excellent: 23%
 - Good: 63%
 - Fair: 11%
 - Poor: 0%
 - Very Poor: 2%
 - Don't Know 2%

General Climate Strengths. In terms of the overall climate strengths, survey respondents overwhelmingly (80%+), in a form of agreement (i.e., Strongly Agree or Agree), responded positively to 21 question prompts from the 23-item section:

- *I am proud of this school (97%).*
- *The school is kept clean (90%).*
- *I consider this school safe (97%).*
- *The school has a bright future (88%).*
- *Student work is displayed in the school (86%).*
- *Teachers, administrators, and other adults in the school take pride in the school (90%).*
- *The student code of conduct is fair (90%).*
- *Phone calls and emails about children are responded to promptly (91%).*
- *Violence and student fighting is not a major problem (92%).*
- *Teachers, administrators and other adults in the school do a good job of dealing with students who misbehave (83%).*
- *I am aware of the school's safety and security procedures (98%).*
- *I am familiar with school systems for reporting threats or concerning behaviors, including those from social media, personal conversations, or observed behavior (92%).*
- *Teachers at the school care about all students (90%).*
- *Teachers at this school treat all students with respect (90%).*
- *If a teacher is told that someone is bullying, the teacher does something to help (98%).*
- *Teachers in this school have high expectations for student learning (97%).*
- *Teachers know the subjects they teach (95%).*
- *Classes are challenging for students (91%).*
- *Teachers are good at working with a diverse group of students (90%).*
- *Teachers are willing to collaborate and support each other (90%).*
- *Teachers support student outside of school with extra academic help and through extracurricular activities (87%).*

General Climate Challenges. There were no questions among the 21 items in which 50% or more did not agree (i.e., Disagree or Strongly Disagree).

School and District Administrator-Related Strengths. Overwhelmingly, survey respondents in a form of agreement (i.e., Strongly Agree or Agree) above 80% identified with eight of the 10-item question prompts in this section. The statements affirmed included:

- *School and district administrators are willing to speak to me when I approach them with my questions and concerns (92%).*
- *School and district administrators respond promptly to parental concerns (91%).*
- *School and district administrators communicate essential information using a variety of formats (e.g., email, call system, Google Classroom, etc.) (92%).*
- *School and district administrators recognize students for a job well-done (82%).*
- *School and district administrators seek out funding opportunities and community support for the benefit of our students and to provide special programs and opportunities (88%).*
- *School and district administrators have high expectations for themselves as they do others (92%).*
- *School and district administrators provide support to teachers, when requested (85%).*
- *I am able to reach out to my school and district administration to request curriculum, professional development, technology, and other tools to support my classroom instruction (89%).*

School and District Administrator-Related Challenges. There were no questions among the 11 items in which 50% or more did not agree (i.e., Disagree or Strongly Disagree).

21st Century Skills Question Strengths. Overwhelmingly, survey respondents in a form of agreement (i.e., Strongly Agree or Agree) above 80% responded positively to four question prompts from the 10-item section. The statements affirmed included:

- *Students are given opportunities to analyze and solve problems with others (93%).*
- *Students use technology regularly to accomplish course/instructional tasks (98%).*
- *The school is more student centered than teacher centered (83%).*
- *The school's overall curriculum is more integrated than fragmented (81%).*

21st Century Skills-Related Challenges. There were no questions among the 10 items in which 50% or more did not agree (i.e., Disagree or Strongly Disagree).

Literacy Question Strengths. Overwhelmingly, survey respondents in a form of agreement (i.e., Strongly Agree or Agree) above 80% responded positively to four question prompts from the four-item section. The statements affirmed included:

- *I feel competent in delivering instruction to support the development of reading, writing, speaking, and listening skills in my content area (100%).*
- *I have the tools and support I need in order to integrate content-area literacy development into my instruction (88%).*
- *In our school, literacy development occurs across all content areas (85%).*

Literacy Question Challenges. There were no questions among the four items in which 50% or more did not agree (i.e., Disagree or Strongly Disagree).

College and Career Readiness Questions. Overwhelmingly, survey respondents in a form of agreement (i.e., Strongly Agree or Agree) above 80% responded positively to 22 question prompts from the 27-item section. The statements affirmed included:

- *WHS students can identify post-secondary goals related to employment (93%).*
- *WHS students can identify post-secondary goals related to education (93%).*
- *Teachers analyze the effectiveness of instruction based on formative assessment data (92%).*
- *Teachers adjust instruction around students' learning strengths and needs (91%).*
- *The school district tracks students' academic, behavioral, career assessment, and post-secondary outcomes data (93%).*
- *A system is in place to identify students who may be at risk of academic failure (84%).*
- *Students explore career requirements for careers of interest (97%).*
- *Students are provided with opportunities for enrichment and engagement with volunteer and work experiences in the community (82%).*
- *Students participate in activities that support the development of independent living skills (Examples: finances, transportation, and health) (83%).*
- *Students learn effective learning strategies that they can apply across content areas (96%).*
- *Within their courses/instruction, students utilize current technology to complete their assignments and projects (98%).*
- *Within their courses, students experience cooperative learning (i.e., working in groups on course assignments) (98%).*
- *Within their courses/instruction, options are provided for students to demonstrate their learning in a variety of ways (91%).*
- *Students are able to reflect on the quality of their work and ways in which they could improve (90%).*
- *WHS students are supported in navigating the admissions process at the higher education Institute of their choice (100%).*
- *Curriculum is aligned vertically across grade levels to support student progression to a higher level coursework (81%).*
- *Curriculum is aligned horizontally across courses at the same grade level to support students in transferring knowledge (84%).*
- *Students participate in formal college and career guidance counseling (100%).*
- *Teachers communicate with families about the academic progress of their students (92%).*
- *Teachers regularly participate in professional development to continually build skills and teaching their content areas (91%).*
- *Partnerships are in place between the school and post-secondary institutions such as colleges vocational-technical schools to enhance opportunities for students (93%).*
- *Families are provided with resources/information to support college and career planning (93%).*

College and Career Question Challenges. There were two questions among the 27 items in which 50% or more did not agree (i.e., Disagree or Strongly Disagree). The statements included:

- *Students actively participate in parent-teacher conferences and/or IEP meetings (56% disagree).*
- *Students' families are engaged in academic decision-making and planning (54% disagree).*



Figure I - Word Frequency Query

Based on the keyword “student,” I then generated a Word Tree to determine the keywords and phrases associated with “student” (see the proceeding Figure).

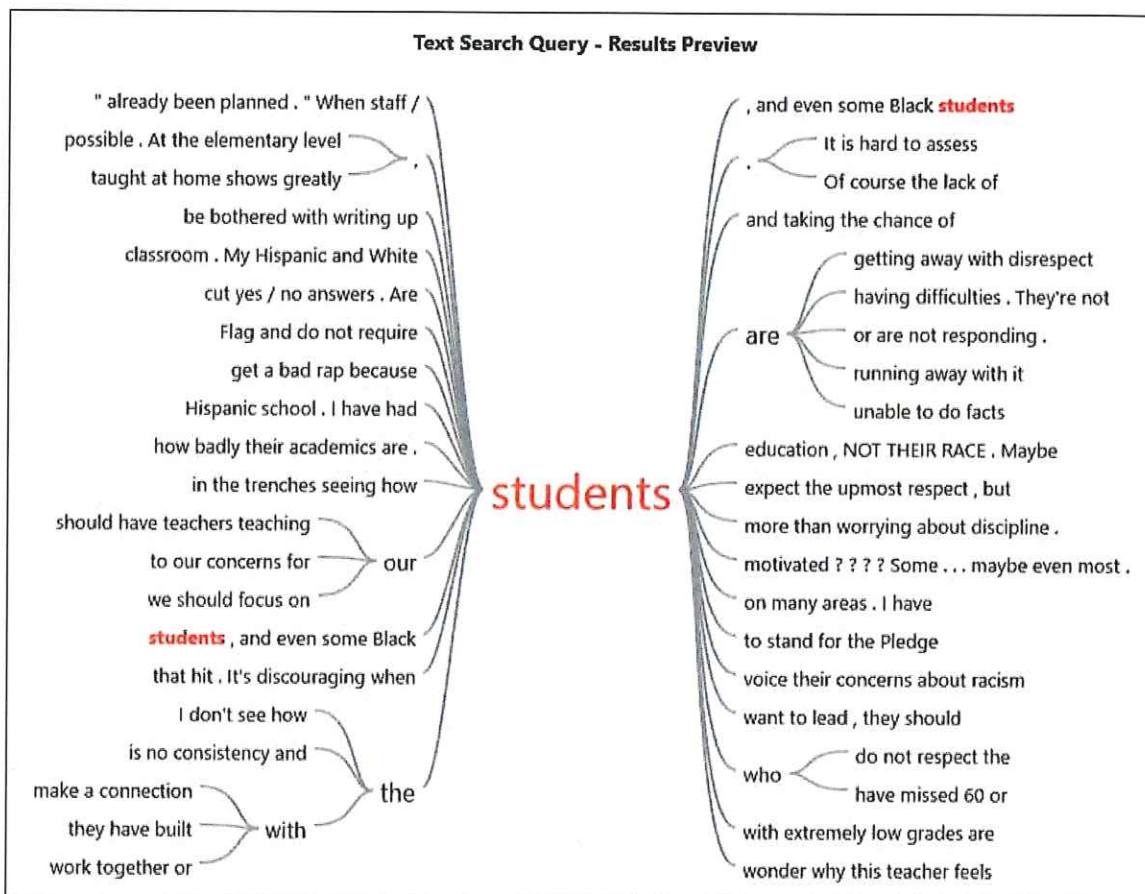


Figure 2 – Word Tree

Representative themes include:

- Transparency in decision-making might be an area of focus.
- Teacher morale is strained. Feelings of being valued and appreciated are straining morale.
- Improved communication at all levels might be an area of focus.
- Student discipline is an area of concern and partly perceived as due to teacher and administrative turnover.

Summary

An online Qualtrics survey was offered in September and October 2022 to School City of Whiting employees. The total survey window was 19 days. Overall, 65 surveys were recorded, including respondents from the elementary school, middle school, high school, and crossover staff. It is noteworthy that 88% of respondents indicated they do not have children or grandchildren enrolled in the District.

In terms of the overall climate, survey respondents overwhelmingly in a form of agreement (i.e., Strongly Agree or Agree) perceive the district to be healthy with emphases on taking pride in the school, high levels of safety and security awareness, dealing with bullying, and setting high expectations for learning. Among the 10 questions related to administrators, eight were affirmed as a strength. Of the 10 questions related, to 21st Century Skills, four

were listed as a strength. Questions related to literacy and college and career readiness were also overwhelmingly (80%+) affirmed (i.e., Strongly Agree or Agree) with four of 10 and 22 of 27 serving as strengths, respectively. Noteworthy strategic improvement opportunities include perceptions related to student discipline (i.e., equity in consequences for unwanted behaviors), communication, recognizing teachers for a job well done, and decision-making practices.

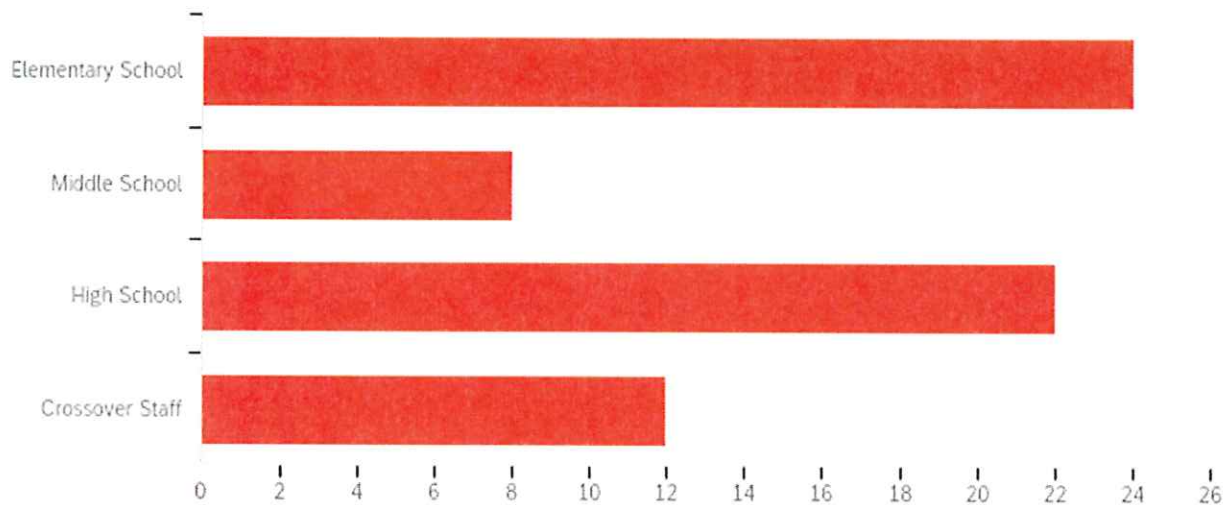
Appendix

Default Report

School City of Whiting 2022

October 28th 2022, 4:32 pm EDT

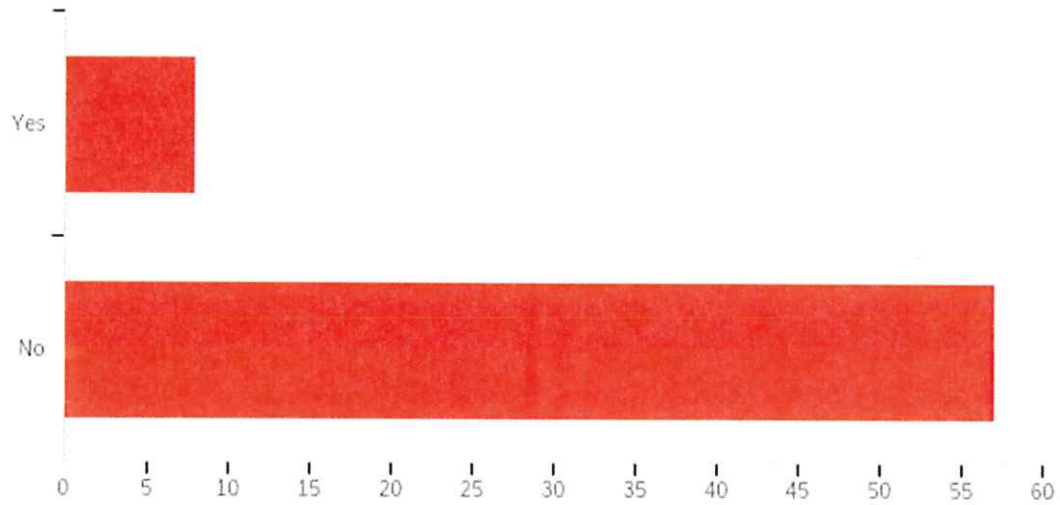
Q2 - In terms of completing this survey, what school do you most identify with? If more than one, select crossover staff.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In terms of completing this survey, what school do you most identify with? If more than one, select crossover staff.	1.00	4.00	2.33	1.15	1.31	66

#	Answer	%	Count
1	Elementary School	36.36%	24
2	Middle School	12.12%	8
3	High School	33.33%	22
4	Crossover Staff	18.18%	12
	Total	100%	66

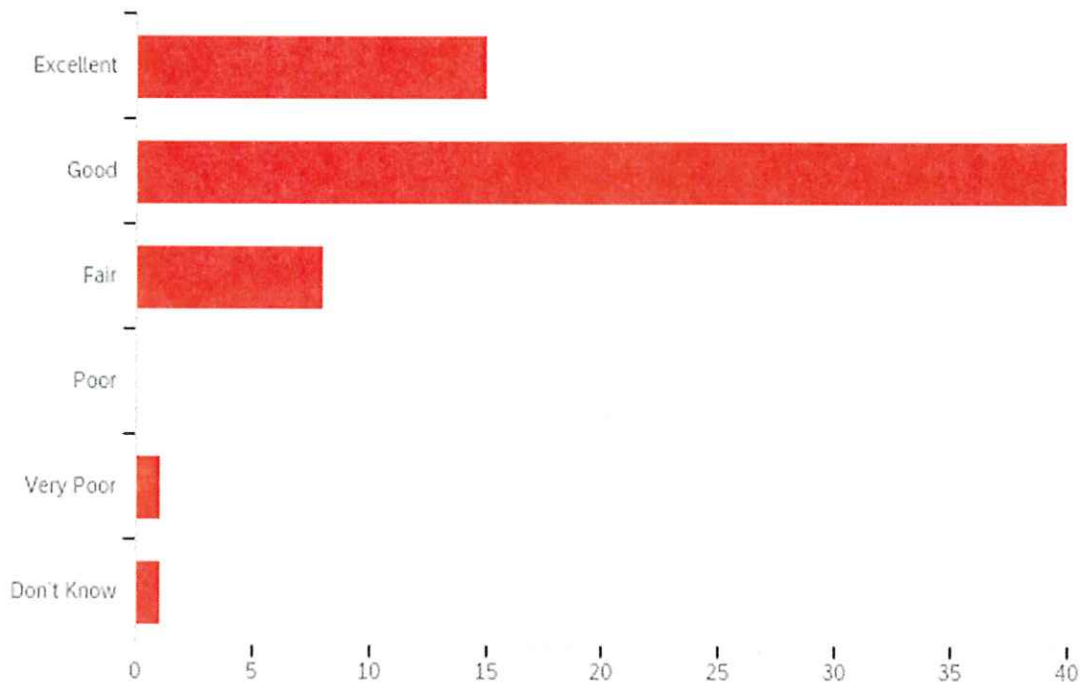
Q3 - Do you currently have children or grandchildren enrolled in the School City of Whiting?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you currently have children or grandchildren enrolled in the School City of Whiting?	1.00	2.00	1.88	0.33	0.11	65

#	Answer	%	Count
1	Yes	12.31%	8
2	No	87.69%	57
	Total	100%	65

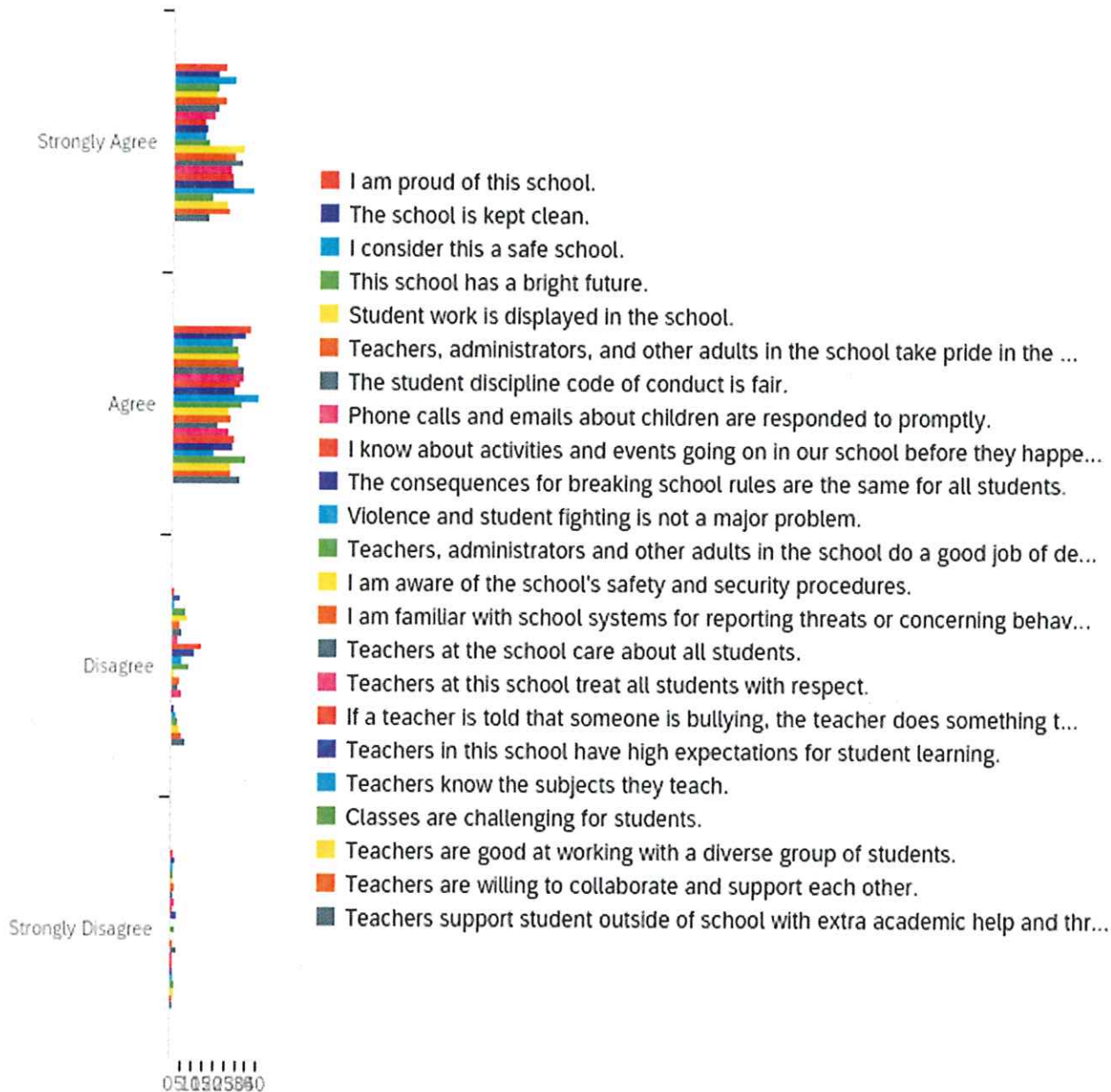
Q4 - How would you rate the quality of education provided by the School City of Whiting?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate the quality of education provided by the School City of Whiting?	1.00	6.00	2.00	0.86	0.74	65

#	Answer	%	Count
1	Excellent	23.08%	15
2	Good	61.54%	40
3	Fair	12.31%	8
4	Poor	0.00%	0
5	Very Poor	1.54%	1
6	Don't Know	1.54%	1
	Total	100%	65

Q5 - Thinking about the school you most identify with, please answer the following:



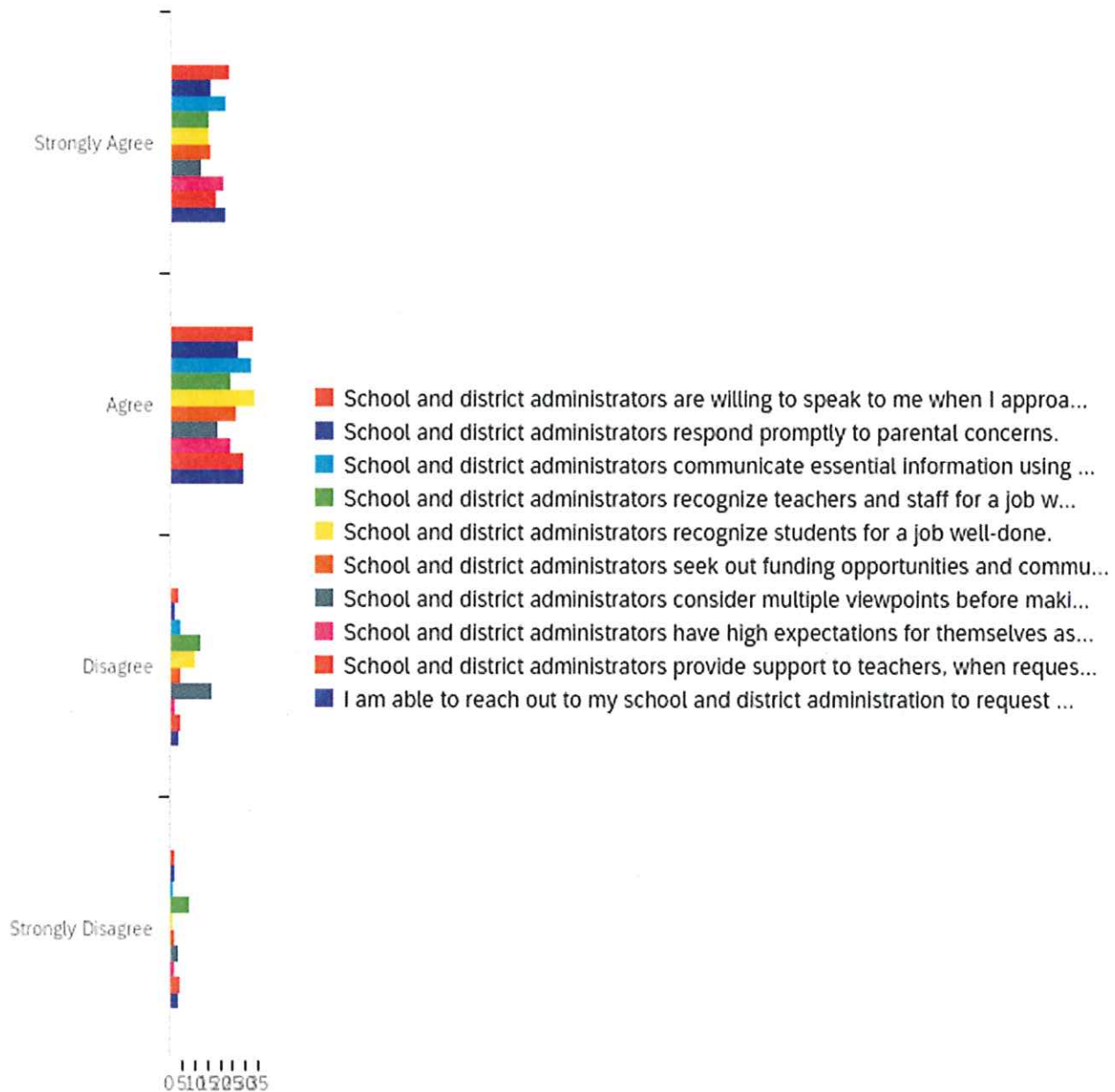
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am proud of this school.	1.00	4.00	1.66	0.59	0.35	62
2	The school is kept clean.	1.00	4.00	1.79	0.70	0.50	61
3	I consider this a safe school.	1.00	4.00	1.56	0.62	0.38	59
4	This school has a bright future.	1.00	4.00	1.78	0.70	0.48	58
5	Student work is displayed in the school.	1.00	4.00	1.81	0.70	0.49	59

6	Teachers, administrators, and other adults in the school take pride in the school.	1.00	4.00	1.73	0.73	0.53	60
7	The student discipline code of conduct is fair.	1.00	4.00	1.77	0.67	0.45	60
8	Phone calls and emails about children are responded to promptly.	1.00	4.00	1.79	0.69	0.48	57
9	I know about activities and events going on in our school before they happen.	1.00	4.00	2.02	0.74	0.54	61
10	The consequences for breaking school rules are the same for all students.	1.00	4.00	2.02	0.81	0.66	59
11	Violence and student fighting is not a major problem.	1.00	3.00	1.83	0.55	0.31	60
12	Teachers, administrators and other adults in the school do a good job of dealing with students who misbehave.	1.00	4.00	1.92	0.74	0.55	59
13	I am aware of the school's safety and security procedures.	1.00	3.00	1.47	0.53	0.28	60
14	I am familiar with school systems for reporting threats or concerning behaviors, including those from social media, personal conversations, or observed behavior.	1.00	4.00	1.62	0.68	0.46	61
15	Teachers at the school care about all students.	1.00	4.00	1.61	0.80	0.64	59
16	Teachers at this school treat all students with respect.	1.00	4.00	1.66	0.70	0.50	59
17	If a teacher is told that someone is bullying, the teacher does something to help.	1.00	4.00	1.55	0.59	0.35	58
18	Teachers in this school have high expectations for student learning.	1.00	4.00	1.57	0.62	0.38	58
19	Teachers know the subjects they teach.	1.00	4.00	1.44	0.64	0.42	59
20	Classes are challenging for students.	1.00	4.00	1.81	0.69	0.47	57
21	Teachers are good at working with a diverse group of students.	1.00	4.00	1.71	0.74	0.55	58
22	Teachers are willing to collaborate and support each other.	1.00	4.00	1.68	0.70	0.49	59
23	Teachers support student outside of school with extra academic help and through extracurricular activities.	1.00	4.00	1.84	0.68	0.46	55

#	Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	I am proud of this school.	38.71%	24	58.06%	36	1.61%	1	1.61%	1	62
2	The school is kept clean.	34.43%	21	55.74%	34	6.56%	4	3.28%	2	61

3	I consider this a safe school.	49.15%	29	47.46%	28	1.69%	1	1.69%	1	59
4	This school has a bright future.	36.21%	21	51.72%	30	10.34%	6	1.72%	1	58
5	Student work is displayed in the school.	33.90%	20	52.54%	31	11.86%	7	1.69%	1	59
6	Teachers, administrators, and other adults in the school take pride in the school.	40.00%	24	50.00%	30	6.67%	4	3.33%	2	60
7	The student discipline code of conduct is fair.	35.00%	21	55.00%	33	8.33%	5	1.67%	1	60
8	Phone calls and emails about children are responded to promptly.	33.33%	19	57.89%	33	5.26%	3	3.51%	2	57
9	I know about activities and events going on in our school before they happen.	24.59%	15	50.82%	31	22.95%	14	1.64%	1	61
10	The consequences for breaking school rules are the same for all students.	27.12%	16	49.15%	29	18.64%	11	5.08%	3	59
11	Violence and student fighting is not a major problem.	25.00%	15	66.67%	40	8.33%	5	0.00%	0	60
12	Teachers, administrators and other adults in the school do a good job of dealing with students who misbehave.	28.81%	17	54.24%	32	13.56%	8	3.39%	2	59
13	I am aware of the school's safety and security procedures.	55.00%	33	43.33%	26	1.67%	1	0.00%	0	60
14	I am familiar with school systems for reporting threats or concerning behaviors, including those from social media, personal conversations, or observed behavior.	47.54%	29	44.26%	27	6.56%	4	1.64%	1	61
15	Teachers at the school care about all students.	54.24%	32	35.59%	21	5.08%	3	5.08%	3	59
16	Teachers at this school treat all students with respect.	45.76%	27	44.07%	26	8.47%	5	1.69%	1	59
17	If a teacher is told that someone is bullying, the teacher does something to help.	48.28%	28	50.00%	29	0.00%	0	1.72%	1	58
18	Teachers in this school have high expectations for student learning.	48.28%	28	48.28%	28	1.72%	1	1.72%	1	58
19	Teachers know the subjects they teach.	62.71%	37	32.20%	19	3.39%	2	1.69%	1	59
20	Classes are challenging for students.	31.58%	18	59.65%	34	5.26%	3	3.51%	2	57
21	Teachers are good at working with a diverse group of students.	43.10%	25	46.55%	27	6.90%	4	3.45%	2	58
22	Teachers are willing to collaborate and support each other.	44.07%	26	45.76%	27	8.47%	5	1.69%	1	59
23	Teachers support student outside of school with extra academic help and through extracurricular activities.	30.91%	17	56.36%	31	10.91%	6	1.82%	1	55

Q6 - Thinking about school and district administrators and directors, please answer the following:



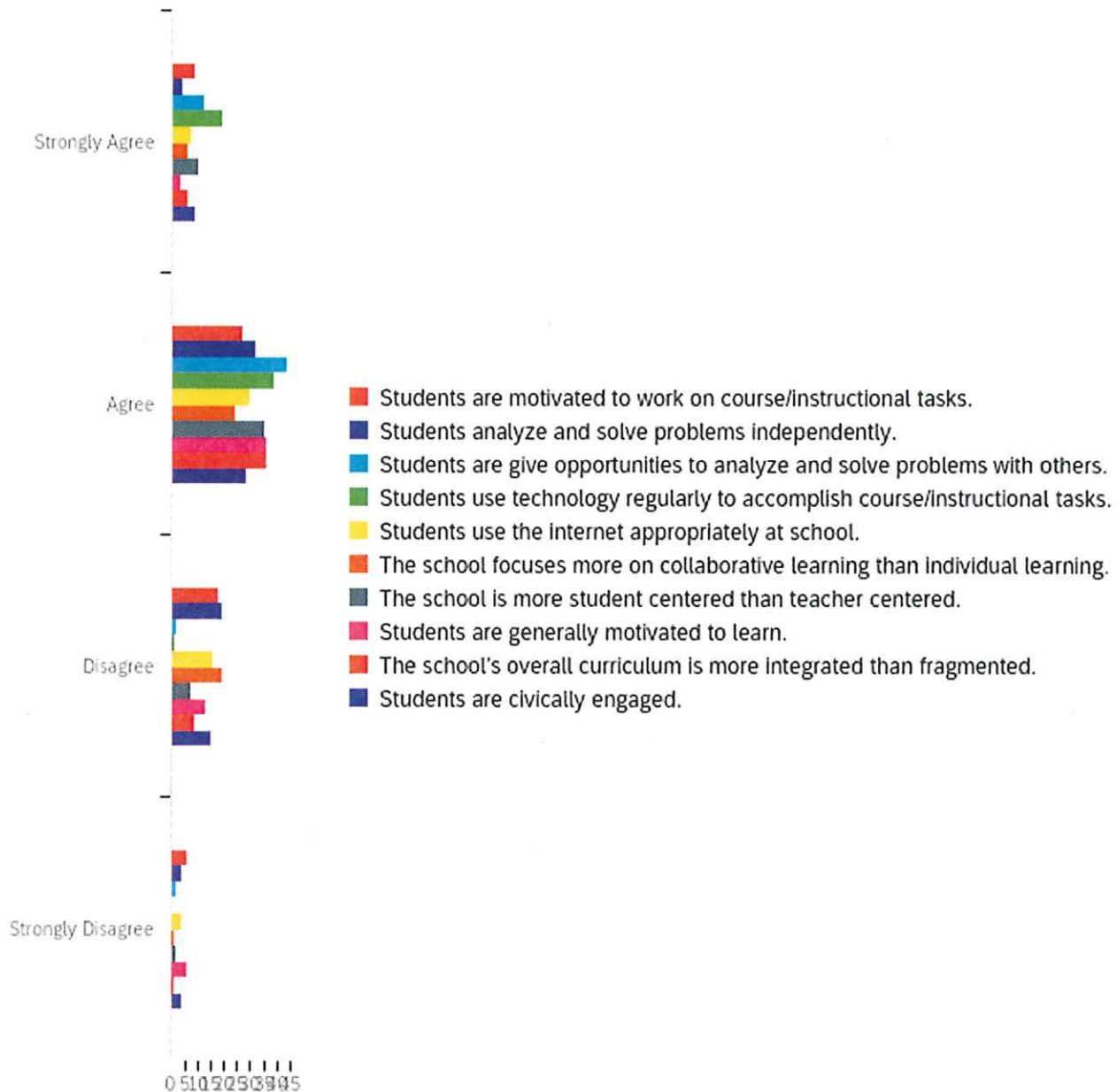
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	School and district administrators are willing to speak to me when I approach them with my questions and concerns.	1.00	4.00	1.74	0.70	0.49	61
2	School and district administrators respond promptly to parental concerns.	1.00	4.00	1.79	0.71	0.51	47
3	School and district administrators	1.00	4.00	1.73	0.66	0.43	59

	communicate essential information using a variety of formats (e.g., email, call system, Google Classroom, etc.).						
4	School and district administrators recognize teachers and staff for a job well-done.	1.00	4.00	2.22	0.98	0.95	59
5	School and district administrators recognize students for a job well-done.	1.00	4.00	1.95	0.69	0.48	60
6	School and district administrators seek out funding opportunities and community support for the benefit of our students and to provide special programs and opportunities.	1.00	4.00	1.83	0.75	0.56	48
7	School and district administrators consider multiple viewpoints before making decisions that impact our students.	1.00	4.00	2.22	0.87	0.76	51
8	School and district administrators have high expectations for themselves as they do others.	1.00	4.00	1.69	0.73	0.54	49
9	School and district administrators provide support to teachers, when requested.	1.00	4.00	1.89	0.82	0.68	55
10	I am able to reach out to my school and district administration to request curriculum, professional development, technology, and other tools to support my classroom instruction.	1.00	4.00	1.77	0.77	0.60	57

#	Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	School and district administrators are willing to speak to me when I approach them with my questions and concerns.	37.70%	23	54.10%	33	4.92%	3	3.28%	2	61
2	School and district administrators respond promptly to parental concerns.	34.04%	16	57.45%	27	4.26%	2	4.26%	2	47
3	School and district administrators communicate essential information using a variety of formats (e.g., email, call system, Google Classroom, etc.).	37.29%	22	54.24%	32	6.78%	4	1.69%	1	59
4	School and district administrators recognize teachers and staff for a job well-done.	25.42%	15	40.68%	24	20.34%	12	13.56%	8	59
5	School and district administrators recognize students for a job well-done.	25.00%	15	56.67%	34	16.67%	10	1.67%	1	60
6	School and district administrators seek out funding opportunities and community support for the benefit of our students and to provide special	33.33%	16	54.17%	26	8.33%	4	4.17%	2	48

	programs and opportunities.									
7	School and district administrators consider multiple viewpoints before making decisions that impact our students.	23.53%	12	37.25%	19	33.33%	17	5.88%	3	51
8	School and district administrators have high expectations for themselves as they do others.	42.86%	21	48.98%	24	4.08%	2	4.08%	2	49
9	School and district administrators provide support to teachers, when requested.	32.73%	18	52.73%	29	7.27%	4	7.27%	4	55
10	I am able to reach out to my school and district administration to request curriculum, professional development, technology, and other tools to support my classroom instruction.	38.60%	22	50.88%	29	5.26%	3	5.26%	3	57

Q7 - Thinking about the school you most identify with, please answer the following questions related to 21st Century Skills:

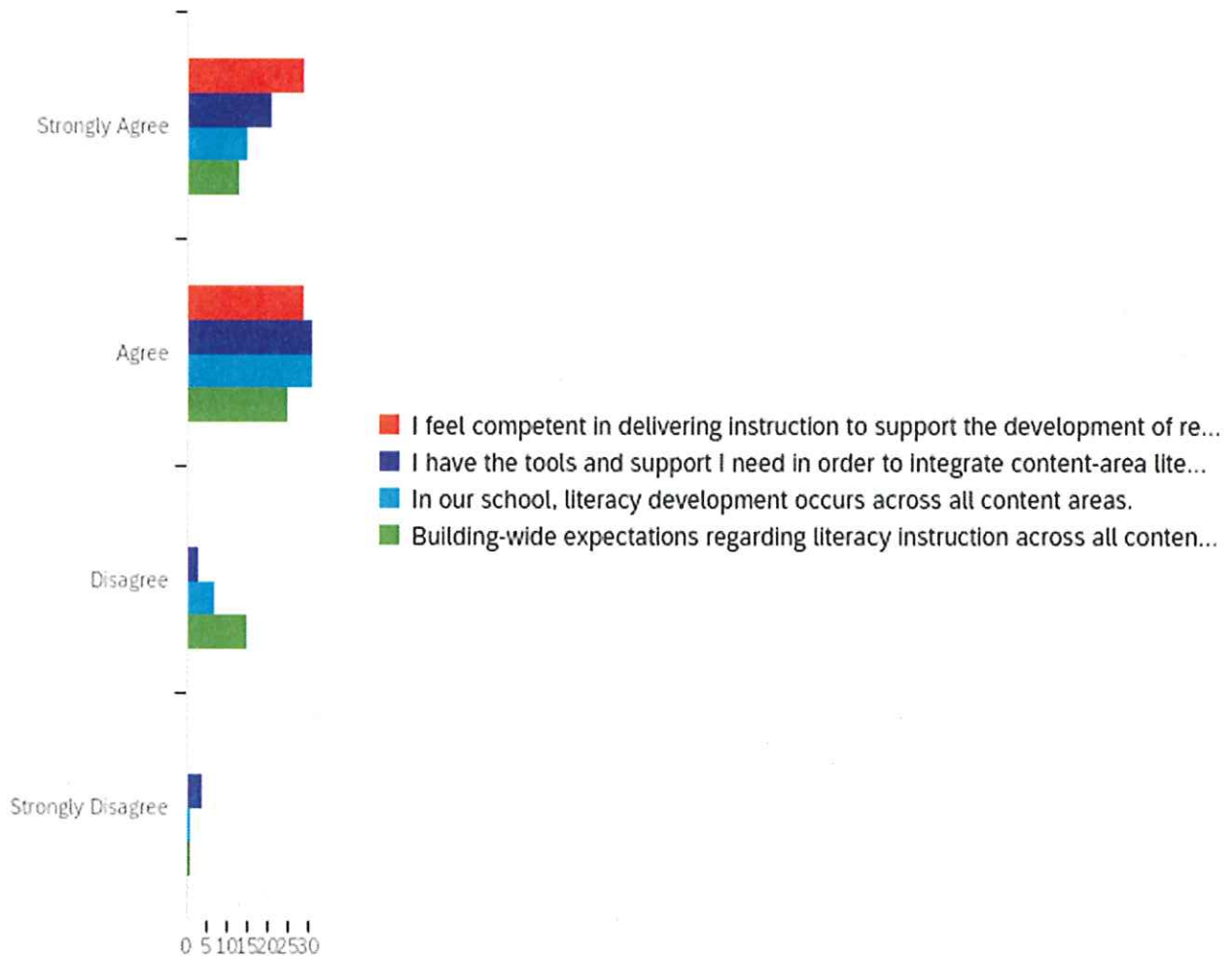


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Students are motivated to work on course/instructional tasks.	1.00	4.00	2.35	0.85	0.73	60
2	Students analyze and solve problems independently.	1.00	4.00	2.39	0.71	0.51	59
3	Students are give opportunities to analyze and solve problems with others.	1.00	4.00	1.90	0.60	0.36	60

4	Students use technology regularly to accomplish course/instructional tasks.	1.00	3.00	1.69	0.50	0.25	59
5	Students use the internet appropriately at school.	1.00	4.00	2.30	0.77	0.60	57
6	The school focuses more on collaborative learning than individual learning.	1.00	4.00	2.30	0.70	0.49	50
7	The school is more student centered than teacher centered.	1.00	4.00	2.02	0.68	0.46	54
8	Students are generally motivated to learn.	1.00	4.00	2.38	0.74	0.55	58
9	The school's overall curriculum is more integrated than fragmented.	1.00	4.00	2.10	0.60	0.36	52
10	Students are civically engaged.	1.00	4.00	2.25	0.81	0.65	56

#	Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	Students are motivated to work on course/instructional tasks.	15.00%	9	45.00%	27	30.00%	18	10.00%	6	60
2	Students analyze and solve problems independently.	6.78%	4	54.24%	32	32.20%	19	6.78%	4	59
3	Students are give opportunities to analyze and solve problems with others.	20.00%	12	73.33%	44	3.33%	2	3.33%	2	60
4	Students use technology regularly to accomplish course/instructional tasks.	32.20%	19	66.10%	39	1.69%	1	0.00%	0	59
5	Students use the internet appropriately at school.	12.28%	7	52.63%	30	28.07%	16	7.02%	4	57
6	The school focuses more on collaborative learning than individual learning.	12.00%	6	48.00%	24	38.00%	19	2.00%	1	50
7	The school is more student centered than teacher centered.	18.52%	10	64.81%	35	12.96%	7	3.70%	2	54
8	Students are generally motivated to learn.	5.17%	3	62.07%	36	22.41%	13	10.34%	6	58
9	The school's overall curriculum is more integrated than fragmented.	11.54%	6	69.23%	36	17.31%	9	1.92%	1	52
10	Students are civically engaged.	16.07%	9	50.00%	28	26.79%	15	7.14%	4	56

Q10 - Thinking about the school you most identify with, please answer the following questions regarding literacy:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel competent in delivering instruction to support the development of reading, writing, speaking, and listening skills in my content area.	1.00	2.00	1.50	0.50	0.25	58
2	I have the tools and support I need in order to integrate content-area literacy development into my instruction.	1.00	4.00	1.83	0.81	0.65	59
3	In our school, literacy development occurs across all content areas.	1.00	4.00	1.89	0.68	0.47	54
4	Building-wide expectations regarding literacy instruction across all content areas have been made clear.	1.00	4.00	2.07	0.77	0.59	54

#	Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	I feel competent in delivering instruction to support the development of reading, writing, speaking, and listening skills in my content area.	50.00%	29	50.00%	29	0.00%	0	0.00%	0	58
2	I have the tools and support I need in order to integrate content-area literacy development into my instruction.	35.59%	21	52.54%	31	5.08%	3	6.78%	4	59
3	In our school, literacy development occurs across all content areas.	27.78%	15	57.41%	31	12.96%	7	1.85%	1	54
4	Building-wide expectations regarding literacy instruction across all content areas have been made clear.	24.07%	13	46.30%	25	27.78%	15	1.85%	1	54

Q8 - Thinking about the school you most identify with, please answer the following questions related to College and Career Readiness:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	WHS students can identify post-secondary goals related to employment.	1.00	3.00	1.93	0.44	0.20	30
2	WHS students can identify post-secondary goals related to education.	1.00	3.00	1.86	0.51	0.26	29
3	Teachers analyze the effectiveness of instruction based on formative assessment	1.00	4.00	1.84	0.61	0.37	50

	data.						
4	Teachers adjust instruction around students are learning strengths and needs.	1.00	4.00	1.89	0.60	0.36	54
5	The school district tracks students' academic, behavioral, career assessment, and post-secondary outcomes data.	1.00	4.00	1.88	0.60	0.36	40
6	A system is in place to identify students who may be at risk of academic failure.	1.00	4.00	1.98	0.71	0.51	45
7	Students explore career requirements for careers of interest.	1.00	3.00	1.85	0.43	0.19	33
8	Students are provided with opportunities for enrichment and engagement with volunteer and work experiences in the community.	1.00	4.00	1.97	0.71	0.50	34
9	Students participate in activities that support the development of independent living skills (Examples: finances, transportation, and health).	1.00	3.00	1.97	0.60	0.37	30
10	Students learn effective learning strategies that they can apply across content areas.	1.00	4.00	1.88	0.52	0.27	50
11	Within their courses/instruction, students utilize current technology to complete their assignments and projects.	1.00	4.00	1.73	0.55	0.30	56
12	Within their courses, students experience cooperative learning (i.e., working in groups on course assignments).	1.00	4.00	1.78	0.53	0.28	54
13	Within their courses/instruction, options are provided for students to demonstrate their learning in a variety of ways.	1.00	4.00	1.87	0.67	0.45	54
14	Students are able to reflect on the quality of their work and ways in which they could improve.	1.00	4.00	1.94	0.64	0.41	51
15	Supports such as tutoring, intensity/remedial courses, and mentoring are matched with students needs to keep all students on track for graduation.	1.00	4.00	2.25	0.79	0.63	36
16	Supports such as counseling and support groups that focus on students' social/interpersonal skills are matched the student needs.	1.00	4.00	2.08	0.73	0.53	48
17	WHS students are supported in navigating the admissions process at the higher education Institute of their choice.	1.00	2.00	1.78	0.41	0.17	23
18	Curriculum is aligned vertically across grade levels to support student progression to a higher level coursework.	1.00	4.00	2.09	0.68	0.46	47
19	Curriculum is aligned horizontally across courses at the same grade level to support students in transferring knowledge.	1.00	4.00	2.05	0.67	0.45	44

20	Students participate in formal college and career guidance counseling.	1.00	2.00	1.81	0.39	0.15	27
21	Students actively participate in parent-teacher conferences and/or IEP meetings.	1.00	4.00	2.53	0.81	0.65	45
22	Students' families are engaged in academic decision-making and planning.	1.00	4.00	2.54	0.67	0.45	39
23	Teachers communicate with families about the academic progress of their students.	1.00	3.00	1.88	0.51	0.26	52
24	Teachers regularly participate in professional development to continually build skills and teaching their content areas.	1.00	4.00	1.81	0.70	0.48	54
25	Partnerships are in place between the school and local employers to enhance opportunities for students.	1.00	4.00	2.34	0.88	0.78	29
26	Partnerships are in place between the school and post-secondary institutions such as colleges vocational-technical schools to enhance opportunities for students.	1.00	3.00	1.93	0.47	0.22	27
27	Families are provided with resources/information to support college and career planning.	1.00	3.00	1.83	0.52	0.27	30

#	Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	WHS students can identify post-secondary goals related to employment.	13.33%	4	80.00%	24	6.67%	2	0.00%	0	30
2	WHS students can identify post-secondary goals related to education.	20.69%	6	72.41%	21	6.90%	2	0.00%	0	29
3	Teachers analyze the effectiveness of instruction based on formative assessment data.	26.00%	13	66.00%	33	6.00%	3	2.00%	1	50
4	Teachers adjust instruction around students are learning strengths and needs.	22.22%	12	68.52%	37	7.41%	4	1.85%	1	54
5	The school district tracks students' academic, behavioral, career assessment, and post-secondary outcomes data.	22.50%	9	70.00%	28	5.00%	2	2.50%	1	40
6	A system is in place to identify students who may be at risk of academic failure.	22.22%	10	62.22%	28	11.11%	5	4.44%	2	45
7	Students explore career requirements for careers of interest.	18.18%	6	78.79%	26	3.03%	1	0.00%	0	33
8	Students are provided with opportunities for enrichment and engagement with volunteer and work	23.53%	8	58.82%	20	14.71%	5	2.94%	1	34

	experiences in the community.									
9	Students participate in activities that support the development of independent living skills (Examples: finances, transportation, and health).	20.00%	6	63.33%	19	16.67%	5	0.00%	0	30
10	Students learn effective learning strategies that they can apply across content areas.	18.00%	9	78.00%	39	2.00%	1	2.00%	1	50
11	Within their courses/instruction, students utilize current technology to complete their assignments and projects.	30.36%	17	67.86%	38	0.00%	0	1.79%	1	56
12	Within their courses, students experience cooperative learning (i.e., working in groups on course assignments).	25.93%	14	72.22%	39	0.00%	0	1.85%	1	54
13	Within their courses/instruction, options are provided for students to demonstrate their learning in a variety of ways.	25.93%	14	64.81%	35	5.56%	3	3.70%	2	54
14	Students are able to reflect on the quality of their work and ways in which they could improve.	19.61%	10	70.59%	36	5.88%	3	3.92%	2	51
15	Supports such as tutoring, intensity/remedial courses, and mentoring are matched with students needs to keep all students on track for graduation.	16.67%	6	47.22%	17	30.56%	11	5.56%	2	36
16	Supports such as counseling and support groups that focus on students' social/interpersonal skills are matched the student needs.	18.75%	9	58.33%	28	18.75%	9	4.17%	2	48
17	WHS students are supported in navigating the admissions process at the higher education Institute of their choice.	21.74%	5	78.26%	18	0.00%	0	0.00%	0	23
18	Curriculum is aligned vertically across grade levels to support student progression to a higher level coursework.	14.89%	7	65.96%	31	14.89%	7	4.26%	2	47
19	Curriculum is aligned horizontally across courses at the same grade level to support students in transferring knowledge.	15.91%	7	68.18%	30	11.36%	5	4.55%	2	44
20	Students participate in formal college and career guidance counseling.	18.52%	5	81.48%	22	0.00%	0	0.00%	0	27
21	Students actively participate in parent-teacher conferences and/or IEP meetings.	11.11%	5	33.33%	15	46.67%	21	8.89%	4	45

22	Students' families are engaged in academic decision-making and planning.	5.13%	2	41.03%	16	48.72%	19	5.13%	2	39
23	Teachers communicate with families about the academic progress of their students.	19.23%	10	73.08%	38	7.69%	4	0.00%	0	52
24	Teachers regularly participate in professional development to continually build skills and teaching their content areas.	31.48%	17	59.26%	32	5.56%	3	3.70%	2	54
25	Partnerships are in place between the school and local employers to enhance opportunities for students.	13.79%	4	51.72%	15	20.69%	6	13.79%	4	29
26	Partnerships are in place between the school and post-secondary institutions such as colleges vocational-technical schools to enhance opportunities for students.	14.81%	4	77.78%	21	7.41%	2	0.00%	0	27
27	Families are provided with resources/information to support college and career planning.	23.33%	7	70.00%	21	6.67%	2	0.00%	0	30