
2016-17 Climate Survey

Data Use Guide

2016-17 Climate Survey Guide Content

Understanding the Data

[Climate Surveys in MMSD](#) – Provides background information on the climate surveys administered at MMSD, including the major dimensions: Safety, Relationships, Teaching & Learning, Institutional Environment, and Family Engagement.

Accessing the Data

[What resources are available?](#) – Details resources that are available, such as interactive scorecards, year-to-year trends, and open-ended comments.

[Where can I find them?](#) – Indicates where all of the climate survey resources can be found.

[Who can access these resources?](#) – Specifies who will be able to see and review these resources.

[How do I navigate these resources?](#) – A “how-to” on using the available resources.

Analyzing the Data

[Questions to Guide Analysis & Data Use](#) – Questions to guide the analysis of the climate survey that fall into five major categories: review the data, analyze the data, discuss root cause, consider actions, and implement a plan.

If you have questions regarding this resource, please contact:

Jill Brown (jabrown@madison.k12.wi.us; 608-663-1966)

Understanding the Data

Strategic Framework Goal #3 states that every student, family and employee experiences a positive school and district climate. To measure progress towards that goal, MMSD administers parent, staff, and student climate surveys. The first administration of these instruments was in spring 2015, with results available in May. This Quick Start Guide is designed to help school staff and Central Office department staff access and analyze the data resulting from these surveys to help school staff inform their School Improvement Plan (SIP) and to help Central Office department staff inform their Central Office Measures of Performance (COMP).

Climate Surveys in MMSD

Recent research has confirmed that a positive school climate is associated with a number of positive outcomes for students and teaching staff, including higher graduation rates, increased academic achievement, better health promotion and teacher retention. School climate reform has been identified as an evidence-based school improvement strategy that supports students, parents/guardians and school personnel to create safer, more supportive and engaging K–12 schools.

Research and input from students, parents, staff, and community members guided the development of the MMSD Climate Surveys. Questions in the MMSD Climate Surveys align to the essential dimensions of climate identified by research, including:

- **Safety** - rules and norms, physical safety, social-emotional safety;
- **Relationships** - respect for diversity, school connectedness/engagement, social support, leadership, and students' race/ethnicity and their perceptions of school climate;
- **Teaching and Learning** - social, emotional, ethical, and civic learning; service learning; support for academic learning; support for professional relationships; teachers' and students' perceptions of school climate;
- **Institutional Environment** - physical surroundings, resources, supplies; and
- **Family Engagement** (parent and staff surveys only) – experiences with and beliefs about school-home partnerships.

The dimensions of school climate are highly inter-related and a single question may be relevant to multiple dimensions of climate; however, for reporting purposes each question is associated only with the dimension that is most closely linked to the question. From time to time, the surveys are revised to increase clarity, reduce length, and ensure maximum utility from every question and dimension. For current information about climate survey development, please visit the [Data Dashboard](#).

[Back to Guide Content](#)

Accessing the Data

What resources are available?

There are several types of resources designed to help you access your climate survey data. These include:

- **Interactive Scorecards and Year-to-Year Trends** – one-page summaries that gives a quick review of the number of respondents, percent positive by dimension, and question distributions; these are provided for parent, staff, and student surveys and are filterable by school/department/district, demographics, level, and grade
- **Open-Ended Comments** – data files that contain the open-ended comments submitted by survey respondents

These resources can help you understand the data at the district, school, and department level. Whatever your needs for climate survey data are, there is an available resource that fits them, and all resources are designed to be used alone or in tandem.

[Back to Guide Content](#)

Where can I find them?

The interactive scorecards and comparisons can be found on the Principal Tab of the Data Dashboard. To access the Data Dashboard, go to mmsd.org and click "Staff Only." Then click on the "Data Dashboard" icon under "Logon Pages for Staff." Or, you can click on this link: dashboard.mmsd.org. In either instance, you will need to log in using your b number and password.

Once in Data Dashboard, you can find the climate survey resources by clicking on the "Principal" tab on the top, left of the screen. Within the Principal tab, click on the Reports link on the top, left side of the screen to access climate survey resources, then click on the reports under the header *Climate Survey (Tableau)* on the right side of the Reports screen. If nothing happens, make sure Java is updated.

Open-ended comment files for schools have been sent directly to principals via email and open-ended comment files for Central Office departments have been emailed to department managers and Senior Leadership Team members. All comments across schools and Central Office departments have also been shared with Chiefs of Schools, Human Resources, and Legal Services.

[Back to Guide Content](#)

Who can access these resources?

School staff with Principal tab user rights have access to all resources, including scorecards and comparisons. Access to school-specific open-ended comment files is restricted to the school principal, and Central Office department-specific open-ended comment files are restricted to department managers and Senior Leadership Team members.

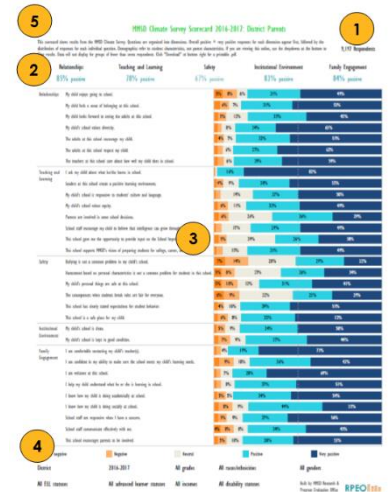
At their discretion, principals and Central Office department staff may share PDFs of their school's reports internally with staff prior to the public release of survey results in July. Results should be shared in the context of SIP/COMP planning.

[Back to Guide Content](#)

How do I navigate these resources?

Scorecards

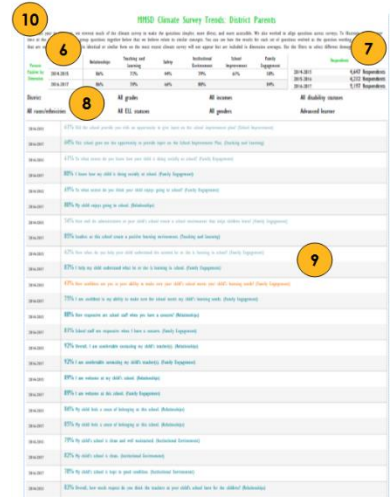
Each scorecard contains several pieces of relevant information. The Total Respondents are listed at the top right **(1)**. Next, the Percent Positive by Dimension is listed for each of the relevant dimensions **(2)**. The Responses by Question section **(3)** shows the distribution of responses (from very negative to very positive) for each question asked of that survey group. From left to right, the table shows the dimension, the question wording and the distribution of responses by percentages. At the bottom of the page are drop down menus **(4)** that allow data to be filtered by: district/school/department, year, level, grade, gender, race, ELL, advanced learner, income, and disability. Data for Central Office departments can be filtered by year, gender and race. To print a copy of the report, click on the File button **(5)** in the upper left corner of the Scorecard, choose Print, select your print options, then choose Print again.



All questions are scaled from 1 to 5, with 5 being the highest possible response and 3 corresponding to neutral. Responses that are negative are shown in orange, neutral responses are in white, and positive responses are in teal.

Comparisons

Each comparison provides a year-to-year overview of school/department results by survey group. The Percents Positive by Dimension and Year **(6)** are shown at the top left. Respondents by Year **(7)** are listed at the top right. Drop down menus **(8)** allow the data to be filtered by: district/school/department, year, level, grade, gender, race, ELL, advanced learner, income, and disability. Central Office department data can be filtered by year, gender and race. The Responses by Question **(9)** with the corresponding dimension in parenthesis shows the question's wording and combined percent positive responses year-to-year. The color gradient used for the percentages goes from teal to orange based on 0-99. Percentages above 50 are shown in teal while percentages of 50 or below are shown in orange.



To print a copy of the report, click on the File button **(10)** in the upper left corner of the Scorecard, choose Print, select your print options, then choose Print again.

Open-Ended Comments

Each school principal and some Central Office department staff will have access to the responses to open-ended questions posed on each survey. The Excel file contains two worksheets: Greatest Challenge and Greatest Strength. The comments from each question can be filtered by survey group: parents, staff and students **(11)**. Comments have been redacted such that swearing, names of individuals, or positions that could identify a person, are removed. Some comments sent to the Chiefs of Schools, Human Resources, and Legal Services for review have been redacted as well. Redacted text is indicated by bracketed ellipses [...]. Blanks indicate no response.

Location	Survey Group	What do you feel is this school's/department's greatest strength?
XYZ Elementary	Staff	Providing fun, engaging environments for learning overall.
XYZ Elementary	Staff	Our greatest strength is our shared focus on 4K-2nd grade education. We understand the needs of our 4- to 8-year-olds.
XYZ Elementary	Staff	Our leadership team, led by an amazing [...].
XYZ Elementary	Staff	Staff working toward the same goals.
XYZ Elementary	Staff	instructional grade level teacher teams
XYZ Elementary	Staff	the community
XYZ Elementary	Staff	Embracing the young learner in a nurturing, stimulating, and creative environment.
XYZ Elementary	Staff	Cooperative work.
XYZ Elementary	Staff	We have an amazing leader and a fantastic IRT. We have a SBLT that takes into account many viewpoints. Our Caring Committee works to celebrate all staff. I feel that we really rally around each other.
XYZ Elementary	Staff	Strong staff

For Central Office departments where less than seven individuals responded to the survey, an open-ended comments file will not be available.

[Back to Guide Content](#)

Analyzing the Data

Questions to Guide Analysis & Data Use

The Data Analysis Protocol (located in the [SBLT Toolkit](#) and [Teacher Team Toolkit](#)) provides an excellent structure to analyze any data, including climate survey data. Questions on the Data Analysis Protocol will help guide your discussion.

Consider the questions below as needed as you review your data. These questions, which are specific to the type of data discussed in this Data Use Guide, are designed to be paired with the questions in the Data Analysis Protocol to help you dig deeper into your data.

Review the Data

- What were our school's response rates by survey type (i.e., parent, staff, student)?
- What were our percent positive for each climate dimension? How did these vary by survey type?
- Which climate dimension areas were rated highest and lowest for our school/department?

Analyze the Data

- Considering each survey type (i.e., parent, staff, student), which specific climate dimension is a potential celebration? Which climate dimension may be an area for improvement?
- What patterns or trends emerge across survey types?
- Are specific student groups (e.g., English language learners, students in a specific grade) showing a different pattern or trend?
- How do these data connect with your SIP/COMP?

Discuss Root Cause

- What are our beliefs about each of the climate dimensions and how might this be impact the data?
- What curricular or instructional successes or challenges might be contributing to our overall climate data, as well as each specific climate dimension?
- What student engagement successes or challenges might explain current climate data?
- What implications do the climate data have for our school's universal practices or for teams involved with planning and monitoring school climate?

Consider Actions

- What systems could our school/department put into place that might positively impact one or more of the climate dimensions?
- How might school teams or departmental teams (e.g., teacher teams, student services teams) use the climate data to identify areas in need of adjustment (e.g., tiered support)?
- Are there specific strategies for identified focus groups that need to be implemented?

Implement a Plan

- Based on our analysis of the climate data, what actions do we need to stop doing? What actions should we continue doing or do more of? What actions do we need to start doing?
- On what date will we come back and check on the progress of our action steps?

[Back to Guide Content](#)