Student and Instructional Staff Surveys

- Over the past month, students and instructional staff have taken 30-minute surveys.

- The surveys focus on four key components:
  - Social Emotional Learning (SEL)
  - Engagement
  - Safety
  - Environment

- The research-based surveys combine the effective components of the American Institutes for Research Conditions for Learning Survey and the U.S. Department of Education School Climate Survey.
Developing students’ social and emotional skills is directly related to the EASD Life Ready Graduate program.

Social Emotional Learning (SEL) has a direct impact on learning, attendance, grades, and student engagement.

Engagement, safety, and environment components are all conditions to promote learning.

- Relationships, emotional and physical safety, as well as physical and mental health are sometimes overlooked in education.
- These factors are just as important to learning as curriculum and instruction.

Data from these surveys will inform District practices and provide insight into the changing needs of our students.

Why is this information important?
Baseline EASD Data – High-Level View

• The District is able to get a high-level view of the data to assess the current responses from a District-level perspective.

• This level of data is good for establishing District-wide trends and overall areas of strength and need. No individual student responses are available.

• The data can be filtered so each building can get a high-level view of their overall data.
Baseline EASD Data – High-Level View

**SEL**
- **Your Students**: 19% Most Favorable, 63% Favorable, 14% Least Favorable
- **Your Staff**: 20% Most Favorable, 75% Favorable, 5% Least Favorable

**Engagement**
- **Your Students**: 37% Most Favorable, 59% Favorable, 4% Least Favorable
- **Your Staff**: 25% Most Favorable, 70% Favorable, 5% Least Favorable

**Safety**
- **Your Students**: 41% Most Favorable, 47% Favorable, 12% Least Favorable
- **Your Staff**: 13% Most Favorable, 82% Favorable, 5% Least Favorable

**Environment**
- **Your Students**: 38% Most Favorable, 53% Favorable, 7% Least Favorable
- **Your Staff**: N/A

*Staff responses are not applicable to the Social Emotional Learning domain*
• Each component is expandable to view sub-components.

• Both the District and individual buildings can drill down to view sub-component results differentiated between teacher responses and student responses.

• This data can be isolated to a building, grade-level, or individual student.
Baseline EASD Data – Component View

COMPONENT → ENGAGEMENT → RELATIONSHIPS

WHY THIS MATTERS
Within an educational context, relationships are the positive connections between students and adults and their peers that allow for positive social interactions and establish environments of trust and support. In 2017, the National Center for Education Evaluation and Regional Assistance found that students who feel connected to faculty and peers within their social environment are more likely to succeed academically and less likely to use harmful substances.
• Each question can be isolated to determine the response data.
• This can be filtered per building, per grade-level, or per instructional staff member.
• Individual responses are not reported.
• The data is presented in both a single percentage of favorable responses as well as a graph of all responses.
# Baseline EASD Data – Item View

<table>
<thead>
<tr>
<th>Statement</th>
<th>Grade</th>
<th>Percentage</th>
<th>Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers make me feel good about myself.</td>
<td>3-4</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>My teachers are interested in my ideas.</td>
<td>3-4</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>Teachers understand my problems.</td>
<td>5-8</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Teachers are available when I need to talk with the</td>
<td>5-8</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>It is easy to talk with teachers at this school.</td>
<td>5-8</td>
<td>71%</td>
<td></td>
</tr>
</tbody>
</table>
## Baseline EASD Data – Item View

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers care about me.</td>
<td>89%</td>
</tr>
<tr>
<td>Grades 5-8</td>
<td></td>
</tr>
<tr>
<td>My teachers make me feel good about myself.</td>
<td>81%</td>
</tr>
<tr>
<td>Grades 5-8</td>
<td></td>
</tr>
<tr>
<td>Students respect one another.</td>
<td>51%</td>
</tr>
<tr>
<td>Grades 5-8</td>
<td></td>
</tr>
<tr>
<td>Students like one another.</td>
<td>57%</td>
</tr>
<tr>
<td>Grades 5-8</td>
<td></td>
</tr>
</tbody>
</table>
Moving Forward

• Ephrata High School students just finished up a second window to complete the surveys.

• Principals continue to analyze this data to determine specific building needs and interventions.

• The District plans on utilizing these surveys annually as an added measure of effective practices and LRG dispositions.