

# JCPS Comprehensive Survey Responses and School-Level Achievement



*ANALYSES USING RESPONSES FROM THE  
JCPS COMPREHENSIVE SCHOOL SURVEYS,  
2007-2008*

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# JCPS Comprehensive School Surveys



- Surveys are administered annually to:
  - All students, grades 4-12
  - All parents
  - All teachers and other certified staff
  - All classified staff
- Surveys measure student, parent, and staff perceptions of a range of issues related to academic rigor and ***school climate***.

# What is school climate?



- **School climate definition:**
  - shared beliefs, values, and attitudes
  - interactions between students and adults
  - expectations for behavior(Koth, Bradshaw, & Leaf, 2008)
- **Components of school climate:**
  - Belonging
  - Sense of community
  - Connectedness
  - Teacher support
  - Student-student and student-teacher relationships

# School climate is associated with:



- Academic achievement
  - ✦ Higher test scores
  - ✦ Lower dropout rates
- Behavior
  - ✦ Lower internalizing and externalizing behavior
  - ✦ More prosocial behavior
- Attitudes
  - ✦ Higher motivation
  - ✦ More concern for others
  - ✦ Higher self-efficacy and self-esteem
  - ✦ More enjoyment from school

**Burgeoning research suggests that this is *most important* for students from lower SES backgrounds.**

# Achievement and School Climate in JCPS



- School-level CATS scores and school climate ratings from the CSS were analyzed
  - Linear regression analyses show associations between:
    - Student responses
    - Parent responses
    - Teacher responses
- AND School-level CATS scores

# Student Responses on the CSS and CATS Scores suggest:



- **Elementary** (beta = .16,  $p = .08$ ), **middle** (beta = .27,  $p = .004$ ), **and high schools** (beta = .41,  $p = .02$ ) may improve student achievement through increasing the number and type of **clubs and after-school activities** available for students.
- In addition, improving achievement in **elementary schools** may also be increased with programs designed to **promote students' prosocial behavior** (beta = .45,  $p = .001$ ).
- **Middle schools** may improve student achievement through initiatives (such as Care for Kids) designed to promote **students' feeling of support and belonging** (beta = .61,  $p = .003$ ).
- For **high school students**, achievement is associated with students' perceptions of **school safety** (beta = .32,  $p = .044$ ) suggesting that initiatives aimed at improving school safety would result in higher achievement.

## Parent Responses on the CSS and CATS Scores suggest:



- The extent to which schools can foster children's **feelings of support and belonging** (beta = .33,  $p = .002$ ) to school may promote students' achievement.
- A school's ability to demonstrate to parents **excellence in preparing students for the future** (beta = .30,  $p = .01$ ) may promote student achievement.
- The extent to which schools offer **opportunities for parents to engage in community service** (beta = .23,  $p = .001$ ) may lead to improved student academic performance.

## Teacher Responses on the CSS and CATS Scores suggest:



- Schools teachers rated as **operating effectively** (high levels of safety, effective communication, high quality curriculum and resources) (beta = .89,  $p < .001$ ) had students with higher academic achievement.
- Efforts to improve school operations and community and, by extension, teacher satisfaction, may improve student achievement.

# Conclusion



- These findings suggest associations between students', parents', and teachers' perceptions of school climate and student achievement.
- These are school-level findings. As with any research study, these findings should be interpreted with caution and generalizations to other school settings will need replication studies.