
Springton Lake Middle School - "Staff Survey" School Report - November 2021

Generated on March 16, 2022

YouthTruth

— STUDENT SURVEY —

A NATIONAL NONPROFIT

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The online version of this report can be accessed at youthtruth.surveyresults.org

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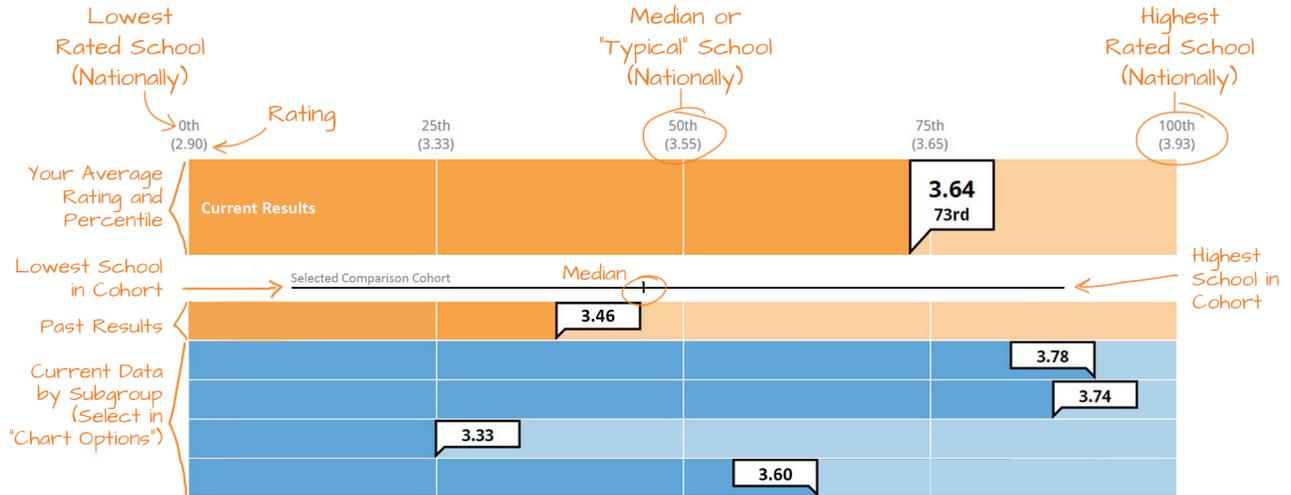
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Chart Types

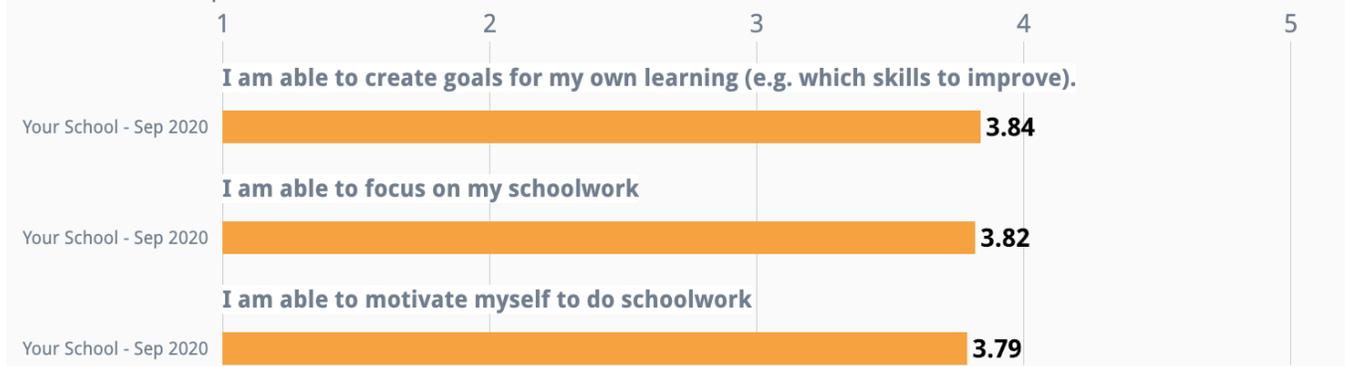
Percentile Charts



Average Ratings Bar Charts display an average score on a 1 to 5 scale.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree

Your School - Sep 2020



Percent Positive Charts show the percentage of respondents that chose either a 4 or a 5. This chart type allows you to share data at a school/district level by maneuvering to the right hand side of the chart and clicking on any of the share icons.

Question	Your School - Sep 2020	Share
Discipline in this school is fair	55%	 
My classmates want to do well in school	67%	 
Adults from my school treat students with respect	80%	 
Students from my school treat adults with respect	58%	 

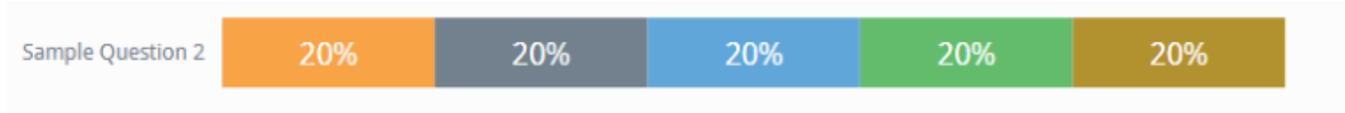
Response Distribution Charts show the proportion of respondents who chose each response option for questions on a scale of 1 to 5, where 1 is the most negative and 5 is the most positive response (known as a likert question). A variety of different response distributions can result in the same average rating, so this breakdown can help provide additional context.

For example, two very different response distributions could both have an average rating of '3'.

In sample question 1 below, the majority of respondents (70%) feel neutral about the question, with a handful of respondents having a more negative or more positive experience.



In sample question 2 below, there is a much greater variation in respondent experience.



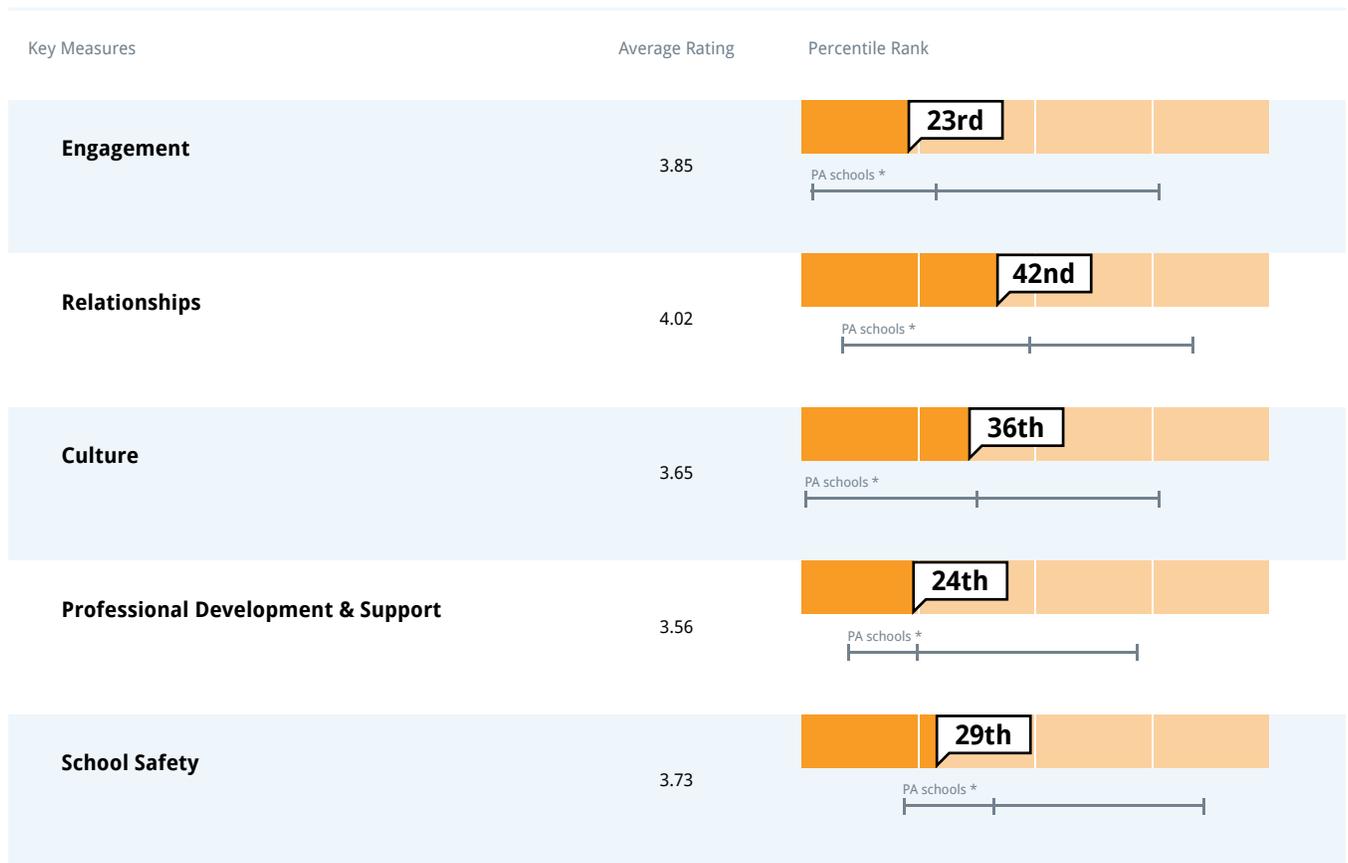
Average Ratings bar charts, Percent Positives, and Response Distributions are repeated twice per survey item. Once with an overall result displaying the school's/district's scores with the ability to compare results to other schools in a same cohort. They are also shown as subgroup charts, where data can be disaggregated by demographics.

KEY RATINGS

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Key Measures	Average Rating	Percentile Rank
Distance Learning	4.09	
Rating of overall experience with distance learning.		
Diversity, Equity & Inclusion (DEI)	4.09	
Degree to which adults value people of different backgrounds.		

The additional topics section of the key ratings page are summary measures of any additional topics your school added to the survey. Given that they are separate datasets (with fewer schools and responses than the core topics), we display these measures in a separate chart.

*Your school is in this cohort (*School Reports only*).

EXECUTIVE SUMMARY

Staff members at SLMS were surveyed in November 2021 about their perceptions of their school in terms of Culture, Engagement, Relationships, and Professional Development & Support and School Safety.

In order to put feedback into context, this report compares SLMS staff members' ratings to the ratings of staff members from **218** other middle schools across the country.

Compared to other participating middle schools, SLMS's **highest rated themes** were:

- Relationships
- Culture

and the **lowest rated themes** were:

- Engagement
- Professional Development and Support

Compared to other participating middle schools, SLMS's **highest rated question** within the key themes was:

- *Staff treat families with respect.* (which is in the Relationships theme)

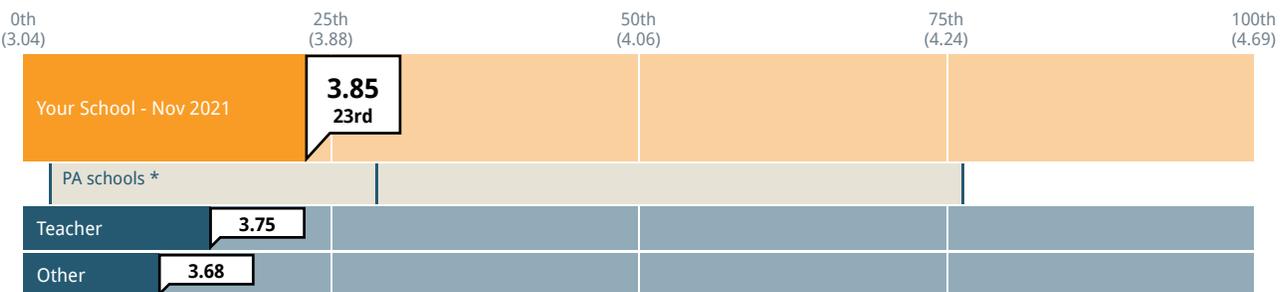
and the **lowest rated question** within the key themes was:

- *I feel comfortable speaking honestly to families about their child's progress.* (which is in the Relationships theme)

This report represents feedback from **133** staff members. **Based on the enrollment data provided, you had a 96% response rate.** Please refer to the Appendix section for more information about the demographics of the respondents.

Engagement Summary Measure

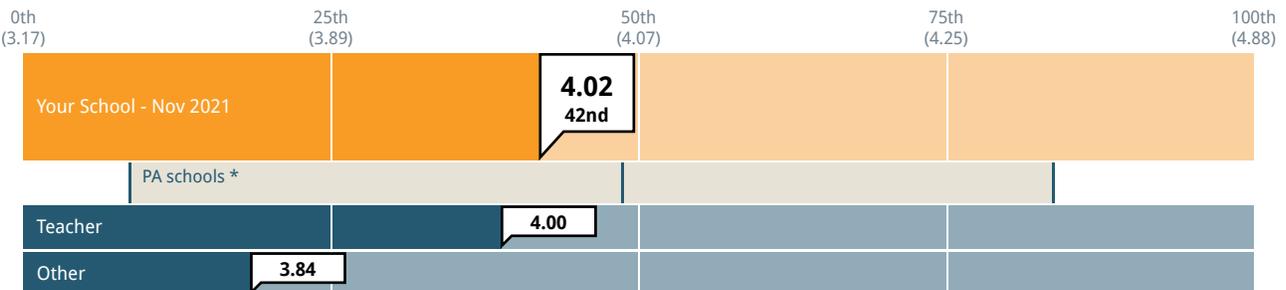
This summary measure describes the degree to which staff feel engaged in their work and empowered to influence their schools.



Cohort: PA schools * Past results: on Subgroup: Instructional role

Relationships Summary Measure

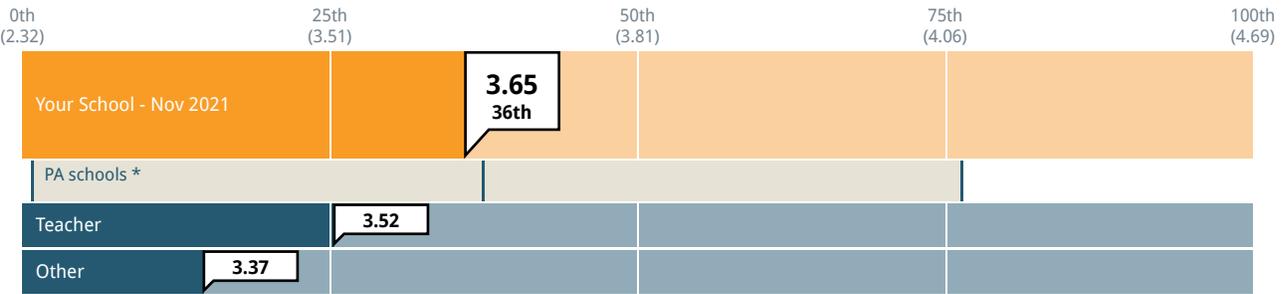
This summary measure describes the degree to which staff experience positive relationships in their school based on respect, care and approachability.



Cohort: PA schools * Past results: on Subgroup: Instructional role

Culture Summary Measure

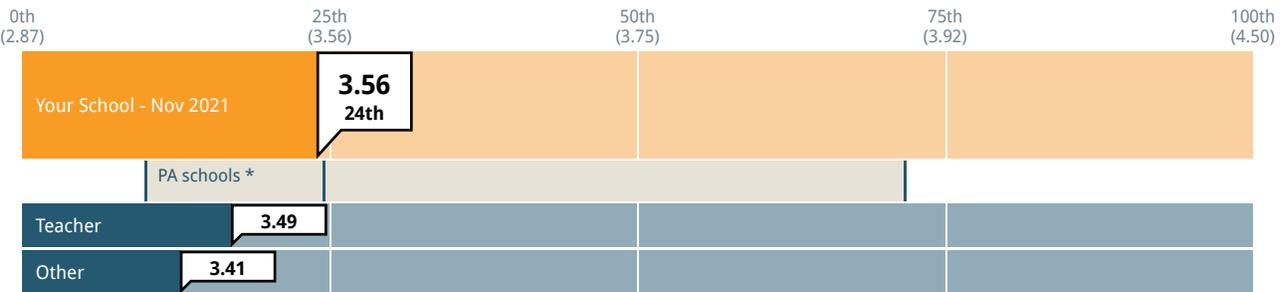
This summary measure describes the degree to which staff believe that their school fosters a culture of shared vision, respect, and effective communication.



Cohort: PA schools * Past results: on Subgroup: Instructional role

Professional Development & Support Summary Measure

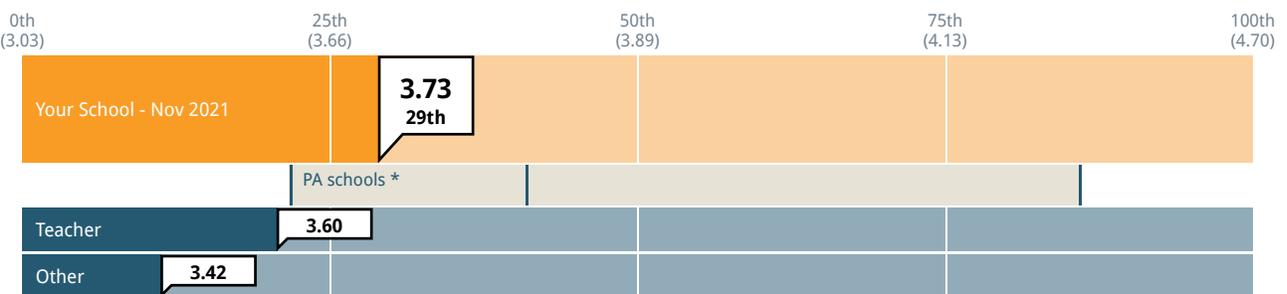
This summary measure describes the degree to which staff receive meaningful feedback, have opportunities to grow professionally and feel supported in their work.



Cohort: PA schools * Past results: on Subgroup: Instructional role

School Safety

This summary measure describes the degree to which staff feel the school is a safe learning environment.



Cohort: PA schools * Past results: on Subgroup: Instructional role

*Your school is in this cohort (School Reports only).

Executive Summary Percent Positives

Executive Summary Percent Positives: this table displays the percentage of respondents whose average rating across the questions in the theme was greater than 3.5 out of 5 - Overall

Selected Cohort: Typical PA school *			
Summary Measure	Your School - Nov 2021	Typical YouthTruth school	Typical PA school *
Engagement	64%	79%	69%
Relationships	85%	84%	87%
Culture	64%	67%	55%
Professional Development and Support	57%	66%	59%
School Safety	67%	74%	76%

Executive Summary Percent Positives: this table displays the percentage of respondents whose average rating across the questions in the theme was greater than 3.5 out of 5 - Subgroup

Selected Subgroup: Instructional role		
Summary Measure	Teacher	Other
Engagement	60%	45%
Relationships	89%	73%
Culture	62%	50%
Professional Development and Support	54%	36%
School Safety	61%	45%

LEARNING MODEL & COVID-19 EFFECT

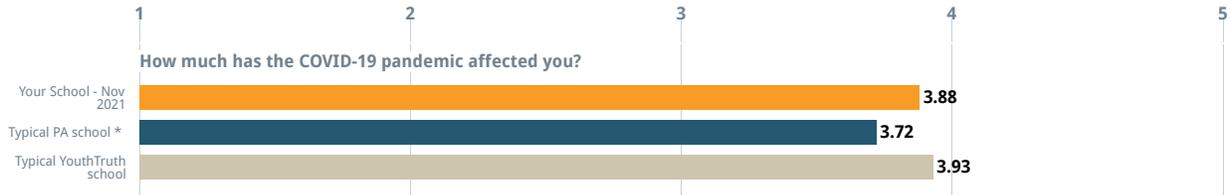
The COVID-19 pandemic has altered staff members' lives and how they experience aspects of their work. In light of this, YouthTruth Student Survey has collected data on staff members' perceptions on how much COVID-19 has affected their lives—we're calling this measurement "Covid Effect." Additionally, data was collected on where staff have primarily worked this year (virtually, in-person, or both). Data regarding these items is detailed in this section.

COVID-19 Effect Average Ratings

Average Ratings: This chart displays an average on a 1 to 5 scale. - Overall

1 = Not at all 3 = Somewhat 5 = Significantly

Your School - Nov 2021 Typical PA school * Typical YouthTruth school

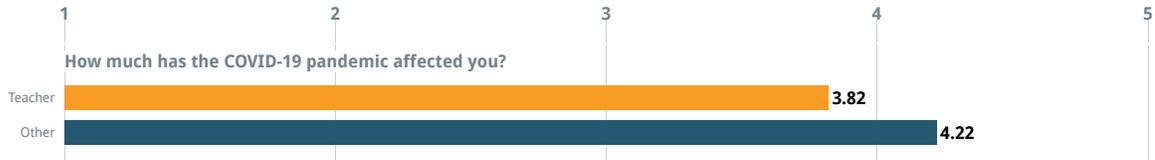


Cohort: Typical PA school * Past results: on

Average Ratings: This chart displays an average on a 1 to 5 scale. - Subgroup

1 = Not at all 3 = Somewhat 5 = Significantly

Teacher Other



Subgroup: Instructional role

COVID-19 Effect Percent 4's and 5's

1 = Not at all, 2 = A little bit, 3 = Somewhat, 4 = Moderately, 5 = Significantly.

Percent 4s and 5s : This table displays the percentage of respondents who chose a 4 or a 5 (4 = Moderately, 5 = Significantly). - Overall

Selected Cohort: Typical PA school *			
Question	Your School - Nov 2021	Typical YouthTruth school	Typical PA school *
How much has the COVID-19 pandemic affected you?	69%	69%	61%

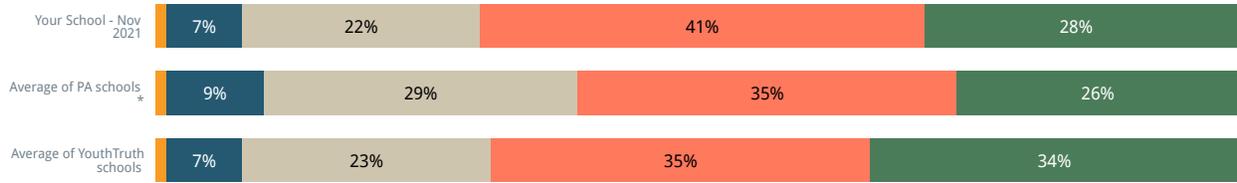
Percent 4s and 5s : This table displays the percentage of respondents who chose a 4 or a 5 (4 = Moderately, 5 = Significantly). - Subgroup

Selected Subgroup: Instructional role		
Question	Teacher	Other
How much has the COVID-19 pandemic affected you?	66%	78%

Learning Model & COVID-19 Effect Response Distributions

How much has the COVID-19 pandemic affected you? - Overall

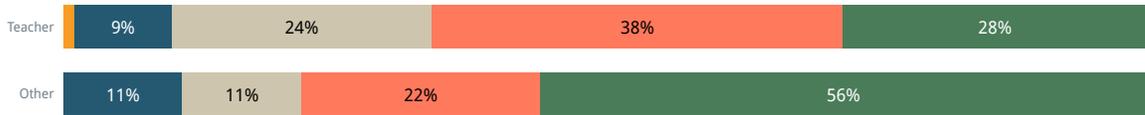
■ Not at all
 ■ A little bit
 ■ Somewhat
 ■ Moderately
 ■ Significantly



Cohort: Average of PA schools * Past results: on

How much has the COVID-19 pandemic affected you? - Subgroup

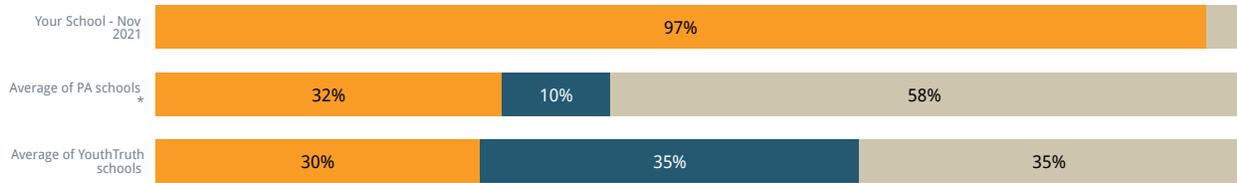
■ Not at all
 ■ A little bit
 ■ Somewhat
 ■ Moderately
 ■ Significantly



Subgroup: Instructional role

So far this school year, I work ... - Overall

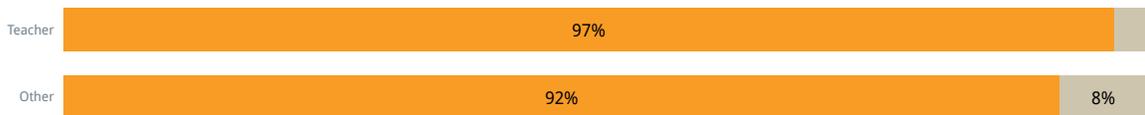
■ In-person
 ■ Virtually
 ■ Both in-person and Virtually



Cohort: Average of PA schools * Past results: on

So far this school year, I work ... - Subgroup

■ In-person
 ■ Virtually
 ■ Both in-person and Virtually



Subgroup: Instructional role

GENERAL

Within the General theme, compared to other participating middle schools, the **highest rated question** for SLMS was:

- *Students are getting a high quality education.*

and the **lowest rated question** was:

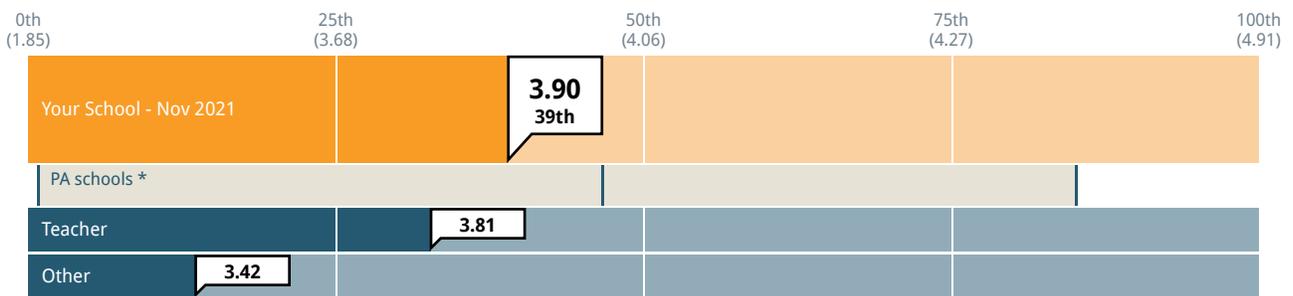
- *I would recommend this school to a friend or colleague.*

Here is the full list of questions in the General theme:

- I would recommend this school to a friend or colleague.
- I am not seriously considering leaving.
- Students are getting a high quality education.

I would recommend this school to a friend or colleague as a great place to work.

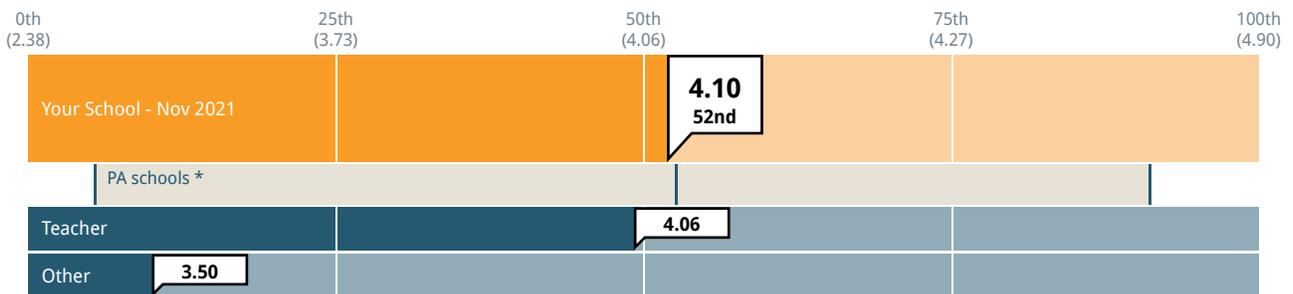
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

I am not seriously considering leaving this school next academic year.

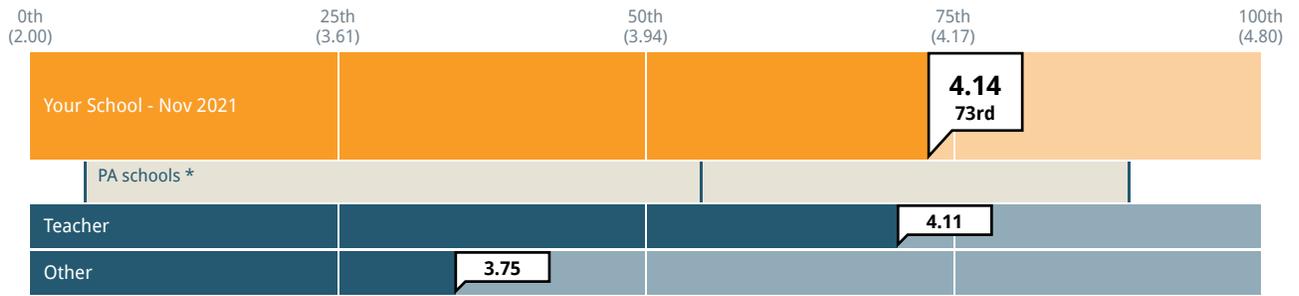
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

Students are getting a high quality education at this school.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

General Percent Positives

General Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4= Agree, 5 = Strongly Agree). - Overall

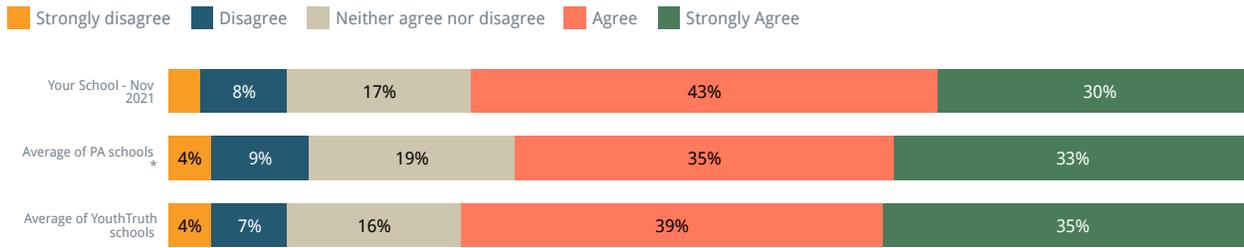
Selected Cohort: Typical PA school *			
Question	Your School - Nov 2021	Typical YouthTruth school	Typical PA school *
I would recommend this school to a friend or colleague.	73%	73%	68%
I am not seriously considering leaving.	76%	71%	74%
Students are getting a high quality education.	88%	75%	75%

General Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

Selected Subgroup: Instructional role		
Question	Teacher	Other
I would recommend this school to a friend or colleague.	71%	50%
I am not seriously considering leaving.	75%	58%
Students are getting a high quality education.	92%	67%

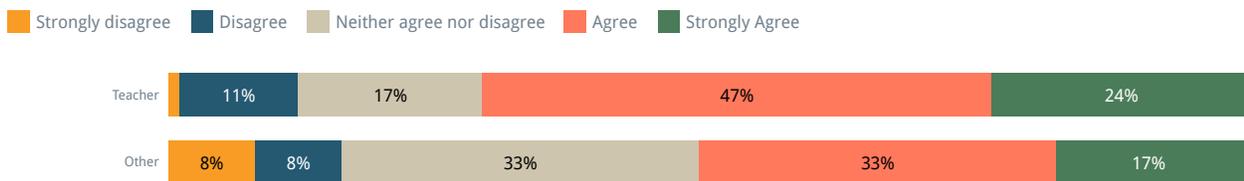
General Response Distributions

I would recommend this school to a friend or colleague as a great place to work. - Overall



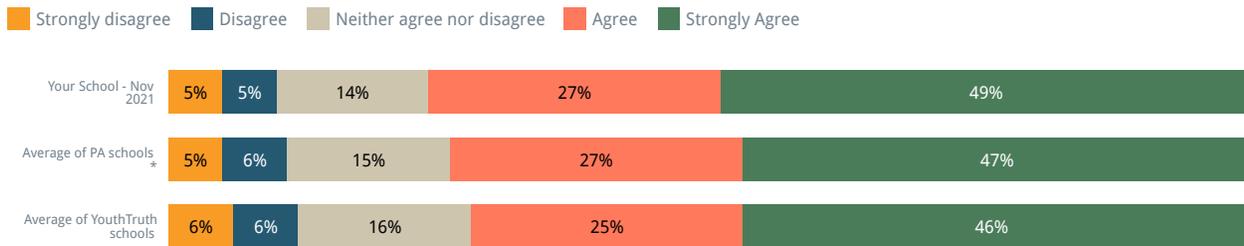
Cohort: Average of PA schools * Past results: on

I would recommend this school to a friend or colleague as a great place to work. - Subgroup



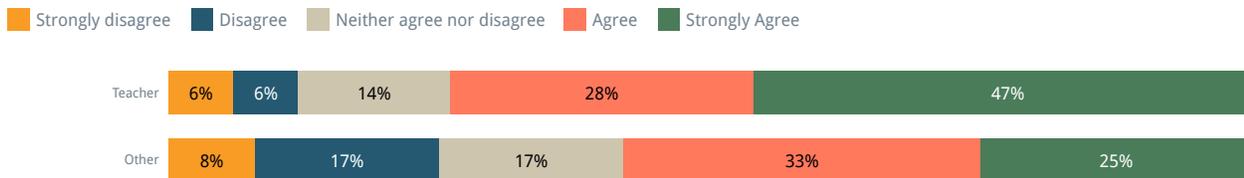
Subgroup: Instructional role

I am not seriously considering leaving this school next academic year. - Overall



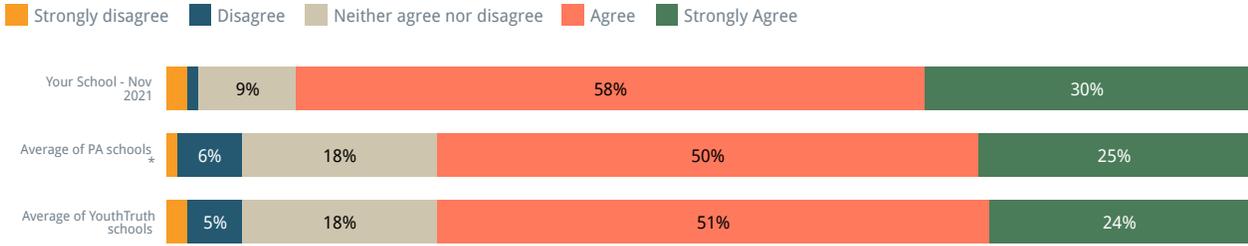
Cohort: Average of PA schools * Past results: on

I am not seriously considering leaving this school next academic year. - Subgroup



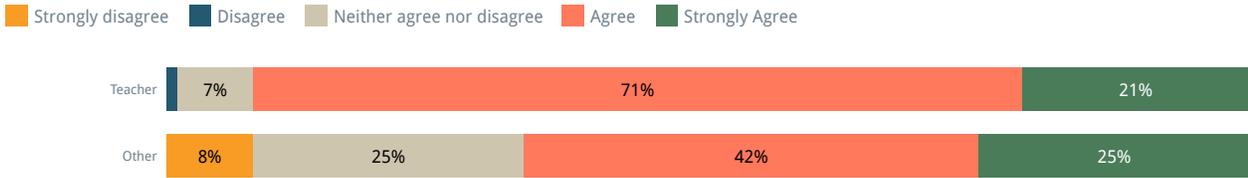
Subgroup: Instructional role

Students are getting a high quality education at this school. - Overall



Cohort: Average of PA schools * Past results: on

Students are getting a high quality education at this school. - Subgroup



Subgroup: Instructional role

ENGAGEMENT

Within the Engagement theme, compared to other participating middle schools, the **highest rated question** for SLMS was:

- *I understand my school's goals.*

and the **lowest rated question** was:

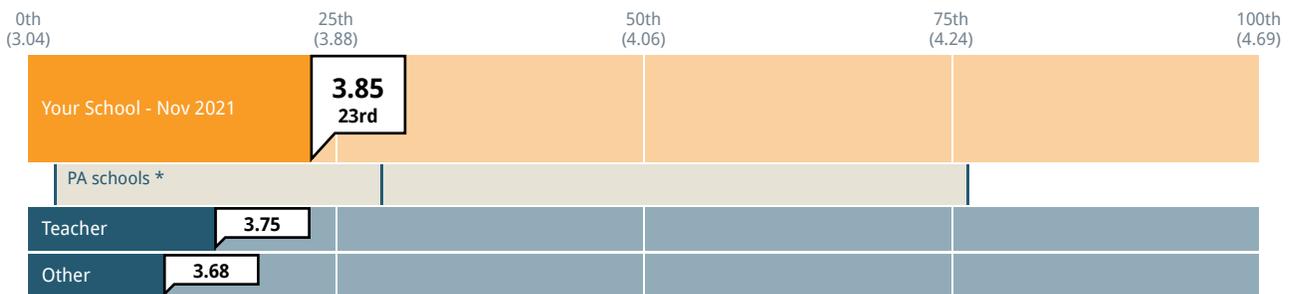
- *My school empowers me to use creativity in how I do my work.*

Here is the full list of questions in the Engagement theme:

- I am proud of my school.
- I feel that my work at my school is valued.
- My work gives me a feeling of personal accomplishment.
- My job makes good use of my skills and abilities.
- I understand my school's goals.
- I feel that my work contributes to the goals of my school.
- I feel empowered to play a meaningful role in decision-making at my school.
- My school empowers me to use creativity in how I do my work.

Engagement Summary Measure

This summary measure describes the degree to which staff feel engaged in their work and empowered to influence their schools.

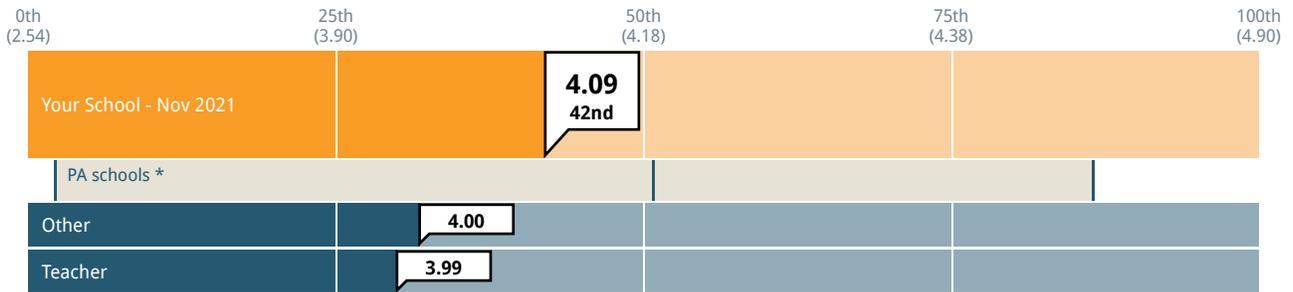


Cohort: PA schools * Past results: on Subgroup: Instructional role

Engagement Percentile Charts

I feel proud of my school.

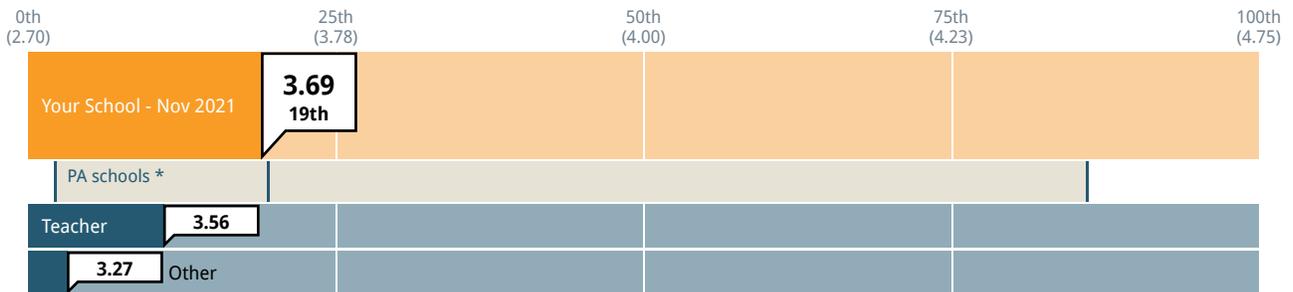
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

I feel that my work at my school is valued.

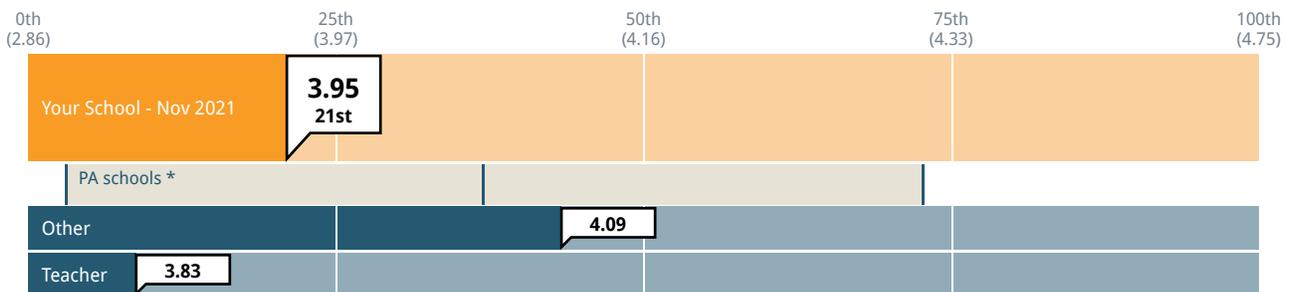
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

My work gives me a feeling of personal accomplishment.

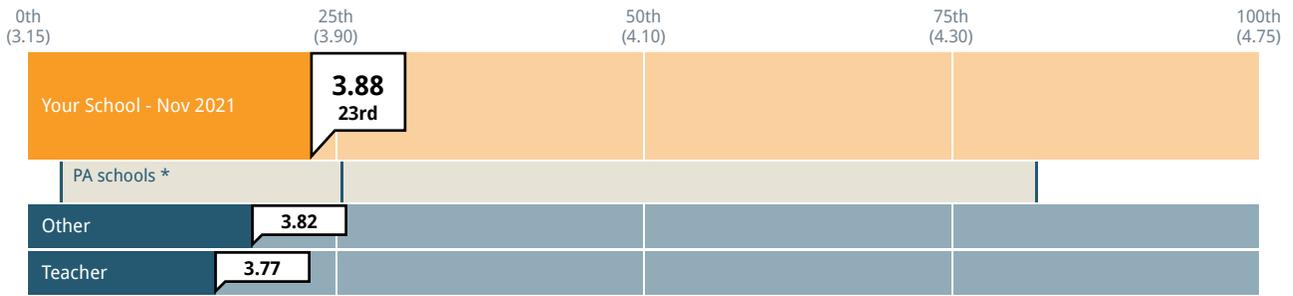
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

My job makes good use of my skills and abilities.

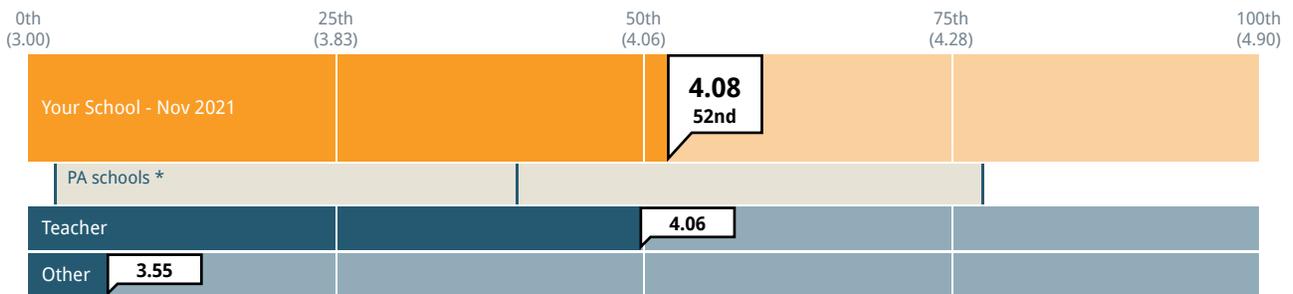
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

I understand my school's goals.

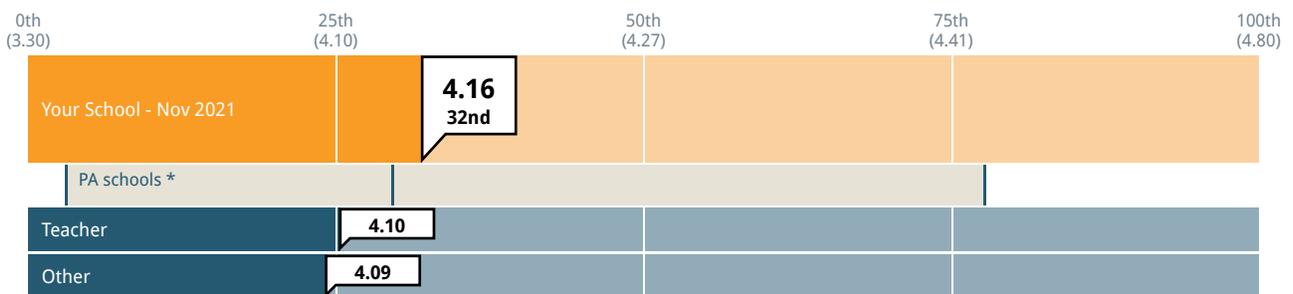
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

I feel that my work contributes to the goals of my school.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree

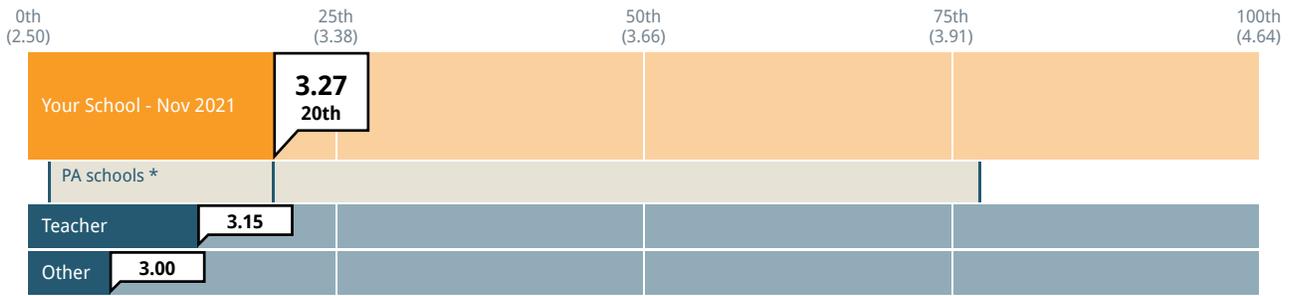


Cohort: PA schools * Past results: on Subgroup: Instructional role

The questions below focus specifically on **empowerment** as it relates to **engagement**.

I feel empowered to play a meaningful role in decision-making at my school.

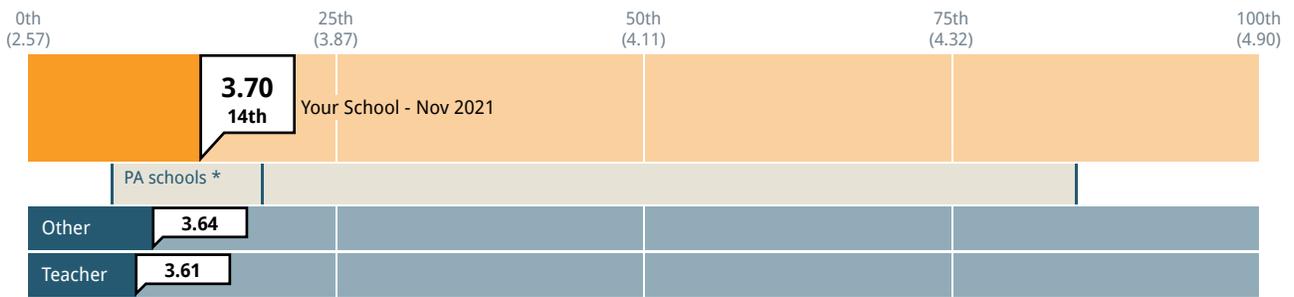
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

My school empowers me to use creativity in how I do my work.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

Engagement Percent Positives

Engagement Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Overall

Selected Cohort: Typical PA school *			
Question	Your School - Nov 2021	Typical YouthTruth school	Typical PA school *
I am proud of my school.	86%	81%	78%
I feel that my work at my school is valued.	65%	78%	69%
My work gives me a feeling of personal accomplishment.	78%	84%	80%
My job makes good use of my skills and abilities.	76%	83%	79%
I understand my school's goals.	78%	80%	73%
I feel that my work contributes to the goals of my school.	90%	88%	85%
I feel empowered to play a meaningful role in decision-making at my school.	50%	61%	46%
My school empowers me to use creativity in how I do my work.	65%	81%	73%

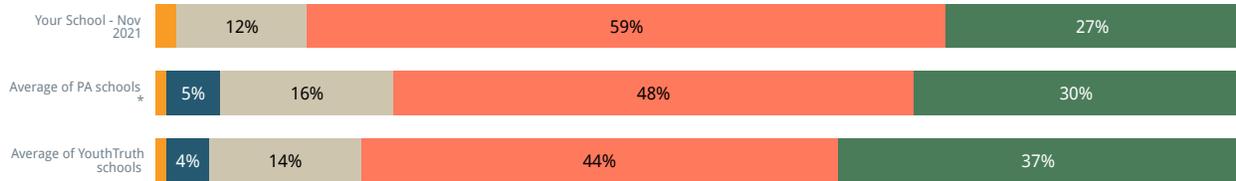
Engagement Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

Selected Subgroup: Instructional role		
Question	Teacher	Other
I am proud of my school.	83%	82%
I feel that my work at my school is valued.	63%	36%
My work gives me a feeling of personal accomplishment.	73%	82%
My job makes good use of my skills and abilities.	74%	55%
I understand my school's goals.	79%	45%
I feel that my work contributes to the goals of my school.	89%	82%
I feel empowered to play a meaningful role in decision-making at my school.	48%	27%
My school empowers me to use creativity in how I do my work.	63%	55%

Engagement Response Distributions

I am proud of my school. - Overall

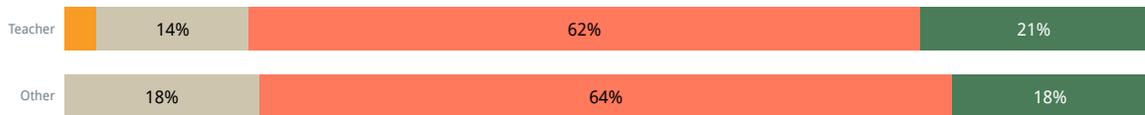
Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree



Cohort: Average of PA schools * Past results: on

I am proud of my school. - Subgroup

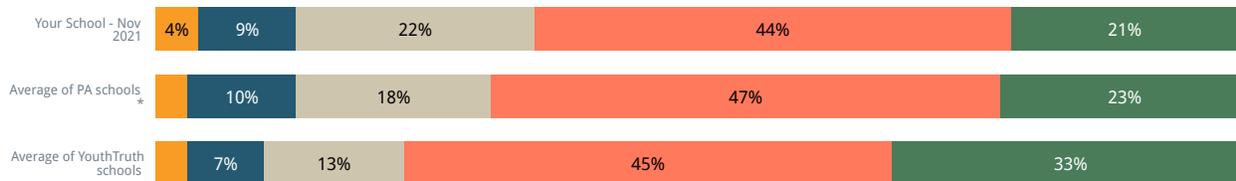
Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree



Subgroup: Instructional role

I feel that my work at my school is valued. - Overall

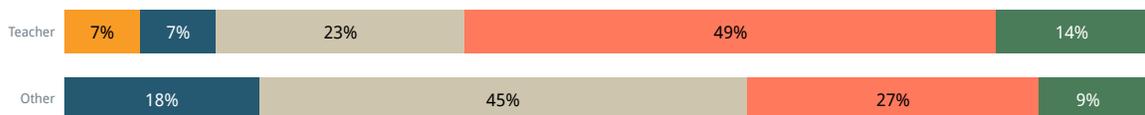
Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree



Cohort: Average of PA schools * Past results: on

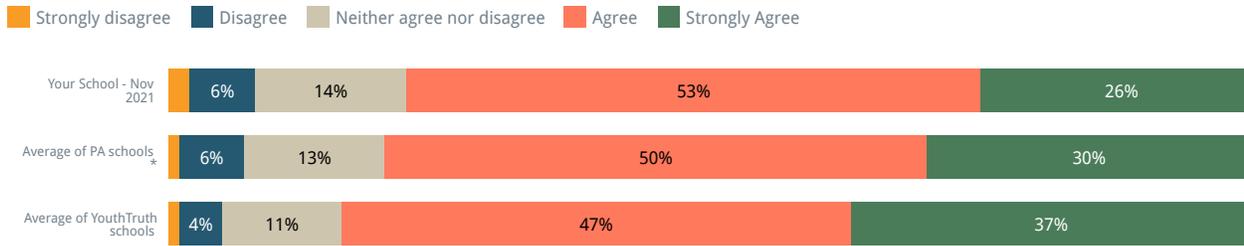
I feel that my work at my school is valued. - Subgroup

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree



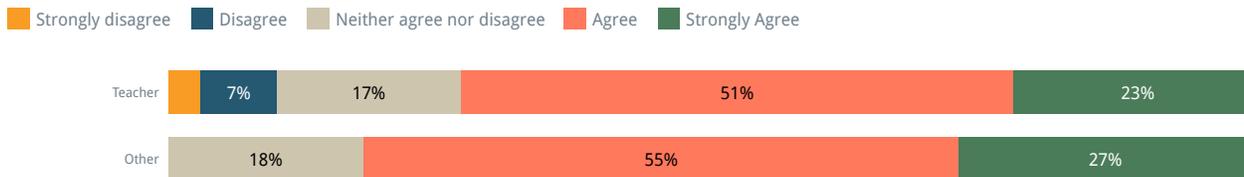
Subgroup: Instructional role

My work gives me a feeling of personal accomplishment. - Overall



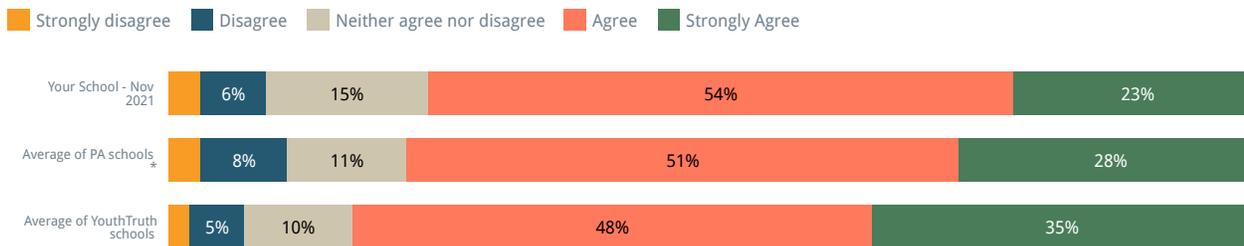
Cohort: Average of PA schools * Past results: on

My work gives me a feeling of personal accomplishment. - Subgroup



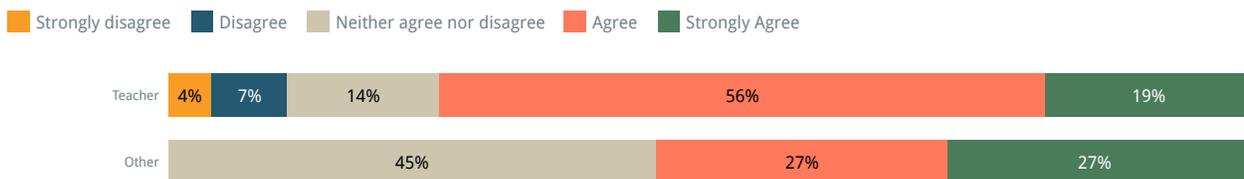
Subgroup: Instructional role

My job makes good use of my skills and abilities. - Overall



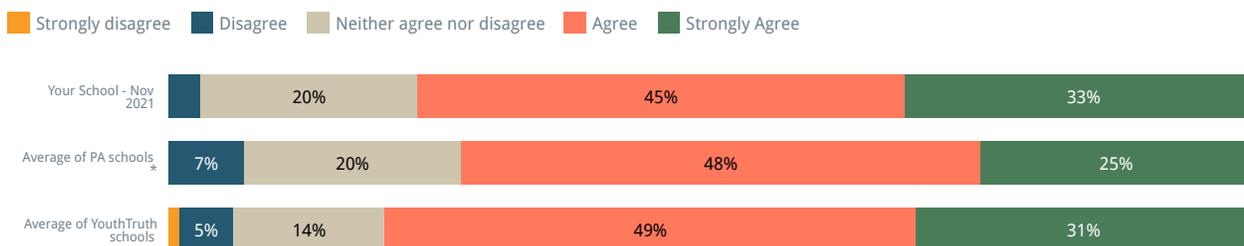
Cohort: Average of PA schools * Past results: on

My job makes good use of my skills and abilities. - Subgroup



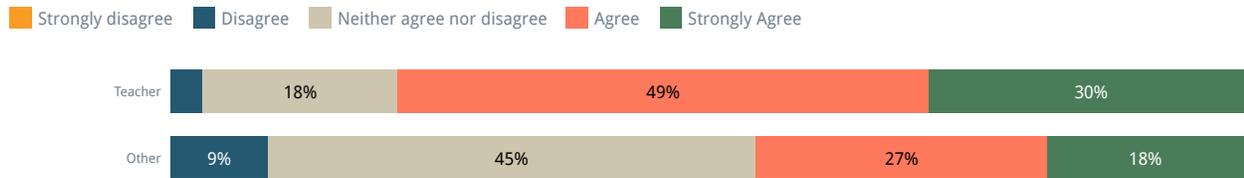
Subgroup: Instructional role

I understand my school's goals. - Overall



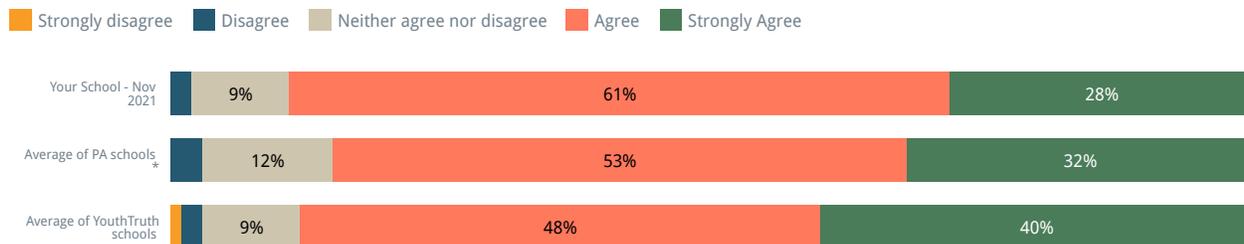
Cohort: Average of PA schools * Past results: on

I understand my school's goals. - Subgroup



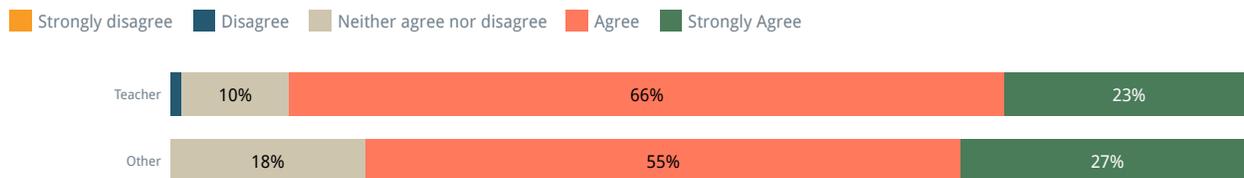
Subgroup: Instructional role

I feel that my work contributes to the goals of my school. - Overall



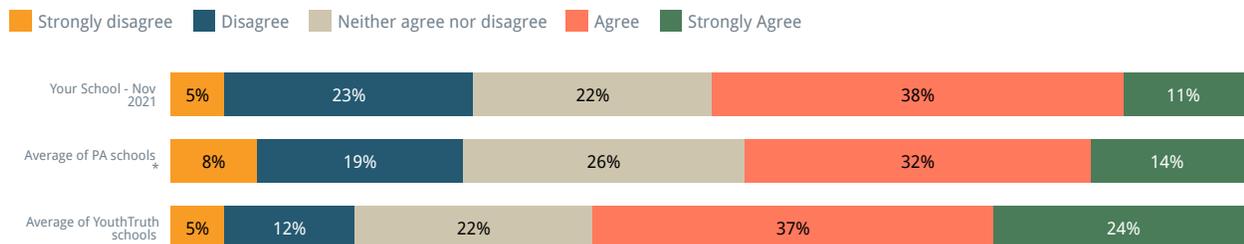
Cohort: Average of PA schools * Past results: on

I feel that my work contributes to the goals of my school. - Subgroup



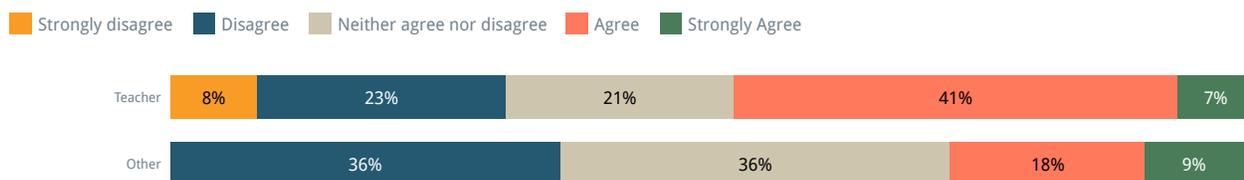
Subgroup: Instructional role

I feel empowered to play a meaningful role in decision-making at my school. - Overall



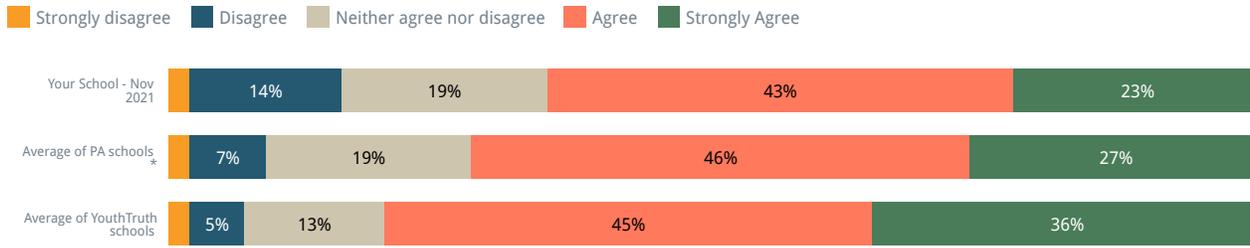
Cohort: Average of PA schools * Past results: on

I feel empowered to play a meaningful role in decision-making at my school. - Subgroup



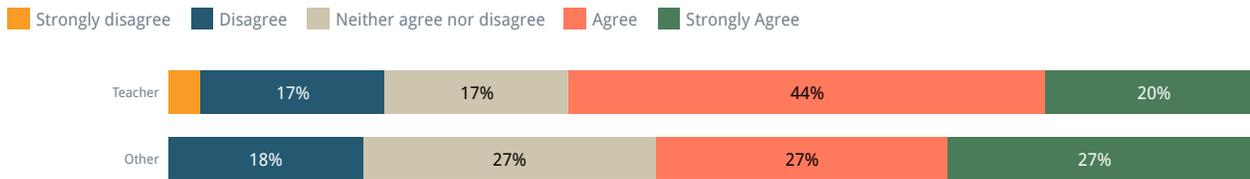
Subgroup: Instructional role

My school empowers me to use creativity in how I do my work. - Overall



Cohort: Average of PA schools * Past results: on

My school empowers me to use creativity in how I do my work. - Subgroup



Subgroup: Instructional role

RELATIONSHIPS

Within the Relationships theme, compared to other participating middle schools, the **highest rated question** for SLMS was:

- *Staff treat families with respect.*

and the **lowest rated question** was:

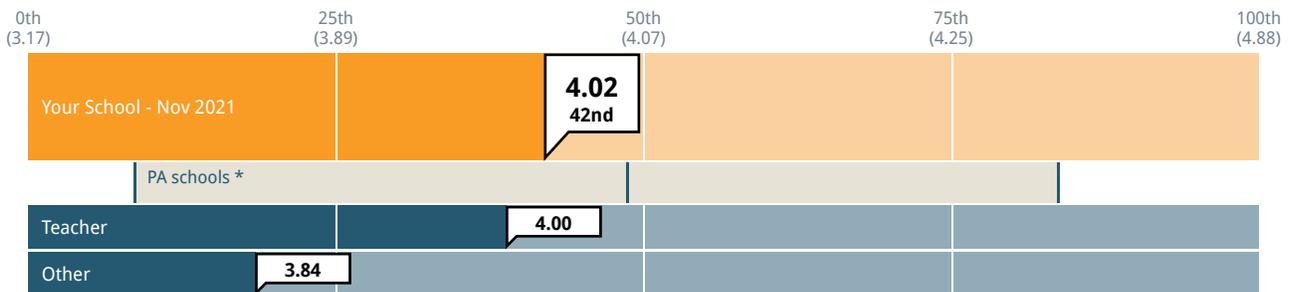
- *I feel comfortable speaking honestly to families about their child's progress.*

Here is the full list of questions in the Relationships theme:

- Administrators treat staff with respect.
- Staff treat administrators with respect.
- Staff treat families with respect.
- Families treat staff with respect.
- Staff treat each other with respect.
- Students treat staff with respect.
- Staff treat students with respect.
- Staff and students care about each other.
- Staff and administrators care about each other.
- Staff and families care about each other.
- Teachers in my school work together to improve instructional practice.
- I feel comfortable approaching the administration if I need help solving a problem.
- I feel comfortable approaching other staff members if I need help solving a problem.
- I feel comfortable speaking honestly to families about their child's progress.
- My school is cooperative and team-oriented.

Relationships Summary Measure

This summary measure describes the degree to which staff experience positive relationships in their school based on respect, care and approachability.

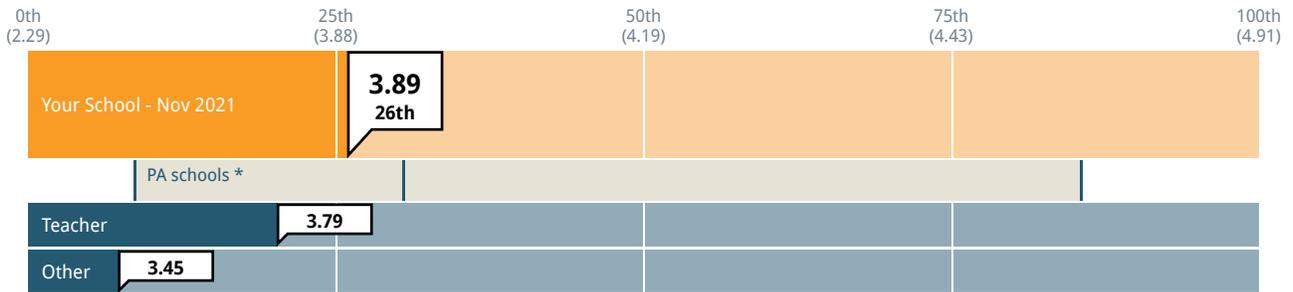


Cohort: PA schools * Past results: on Subgroup: Instructional role

Relationships Percentile Charts

Administrators treat staff with respect.

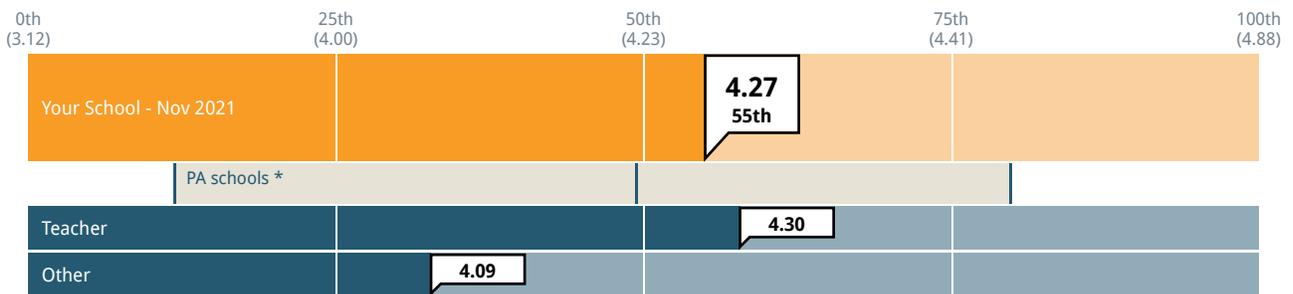
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

Staff treat administrators with respect.

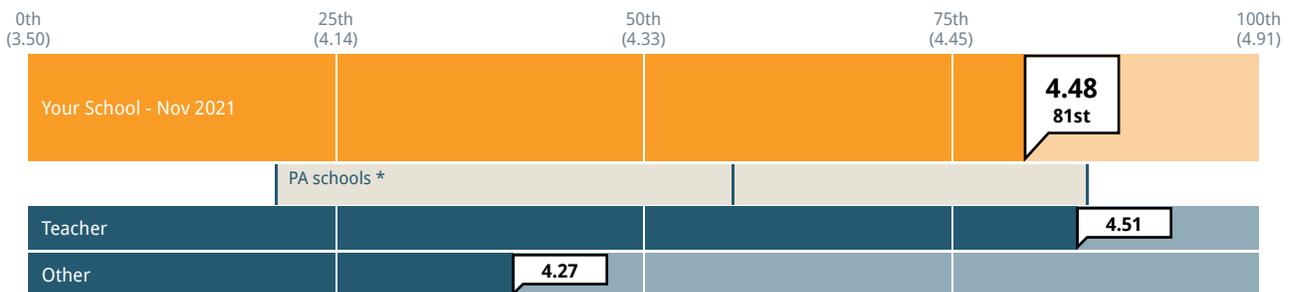
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

Staff treat families with respect.

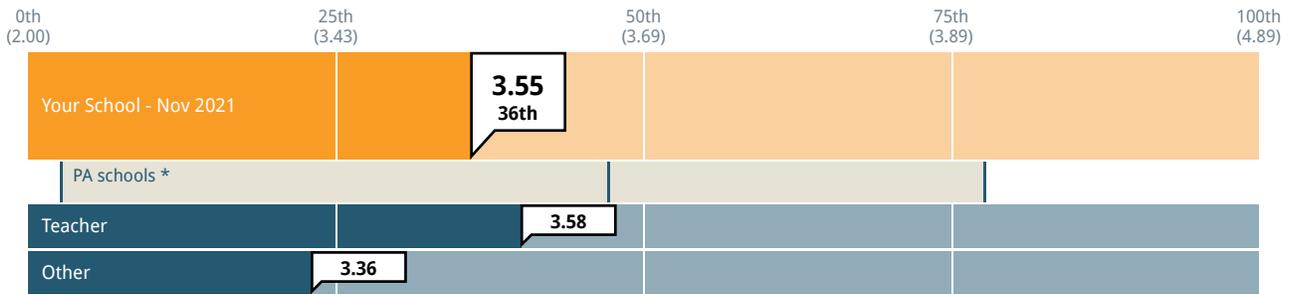
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

Families treat staff with respect.

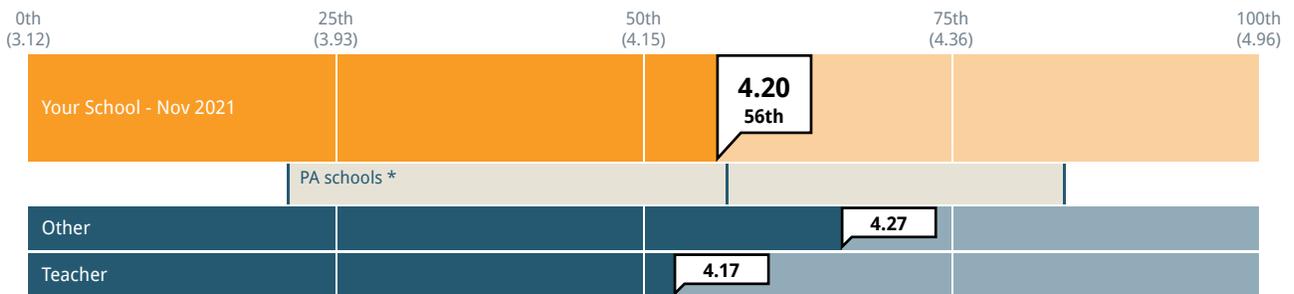
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

Staff treat each other with respect.

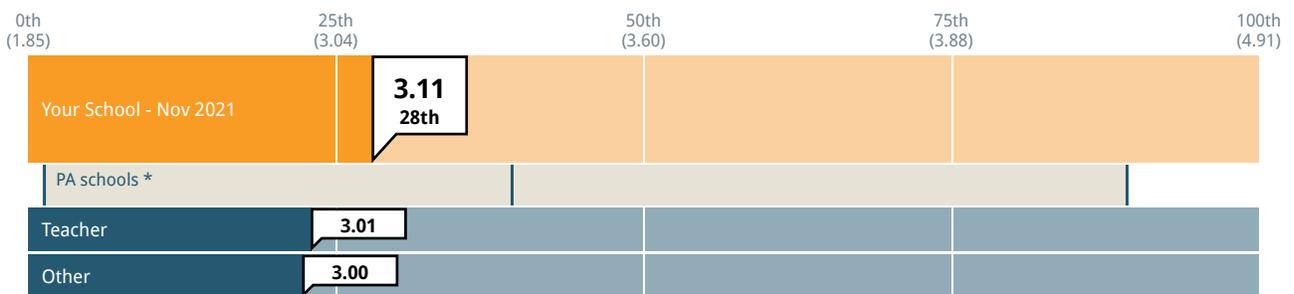
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

Students treat staff with respect.

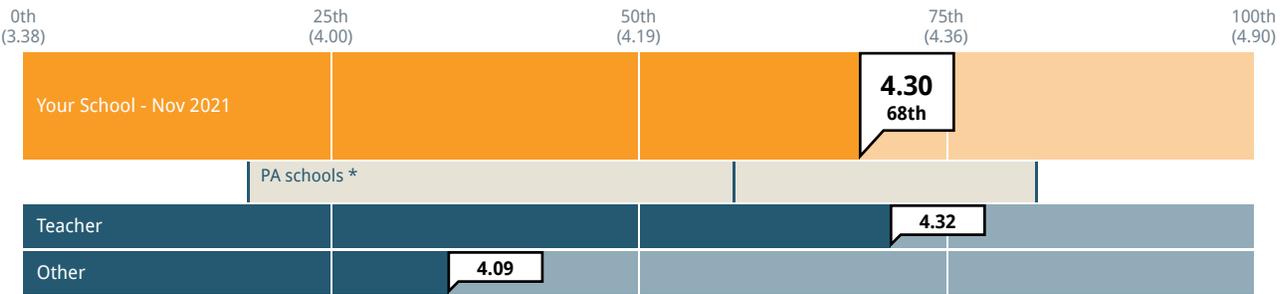
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

Staff treat students with respect.

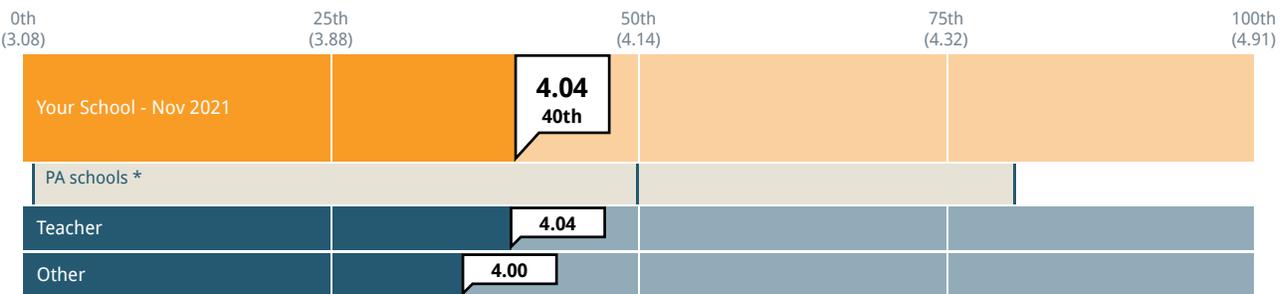
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

Staff and students care about each other.

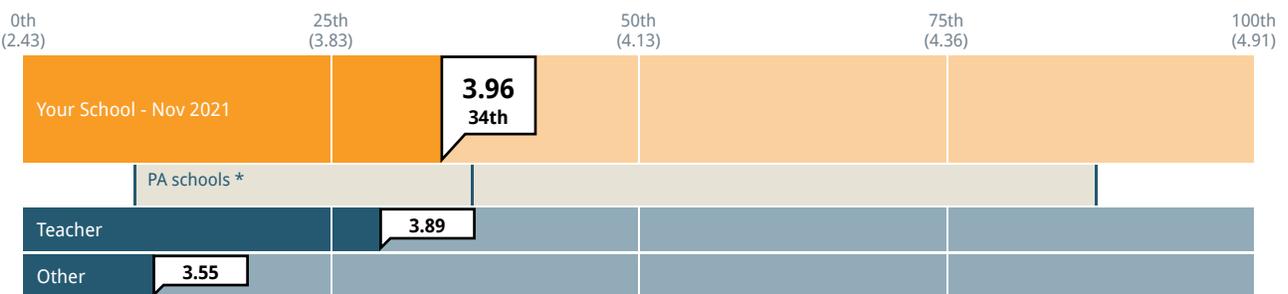
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

Staff and administrators care about each other.

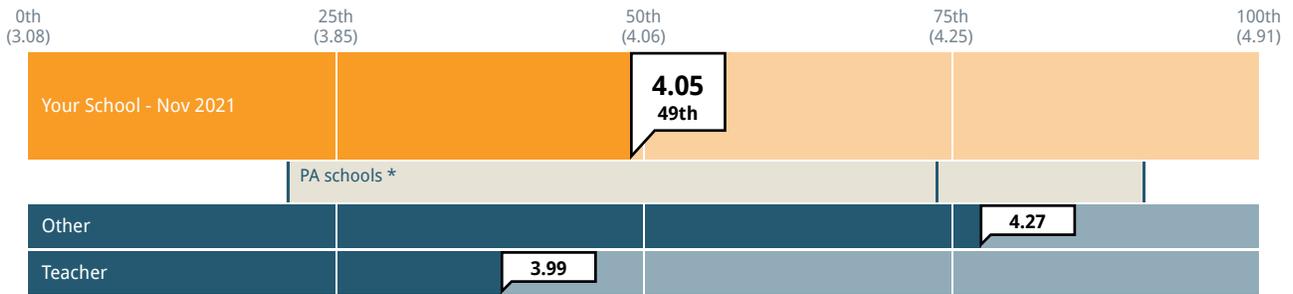
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

Staff and families care about each other.

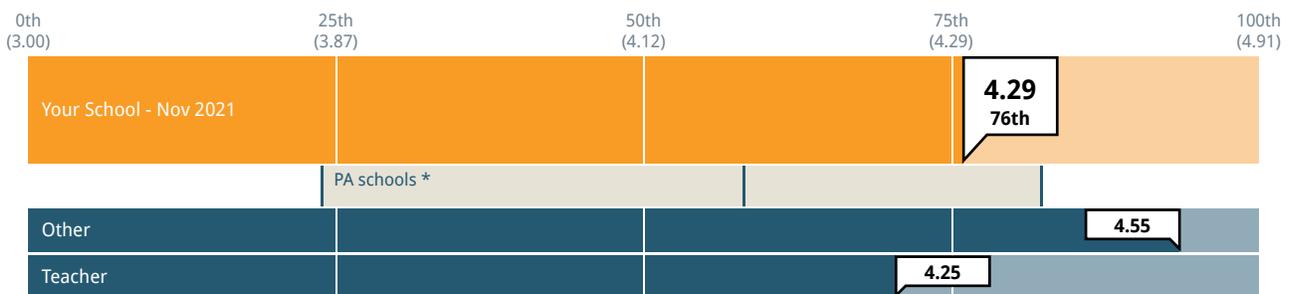
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

Teachers in my school work together to improve instructional practice.

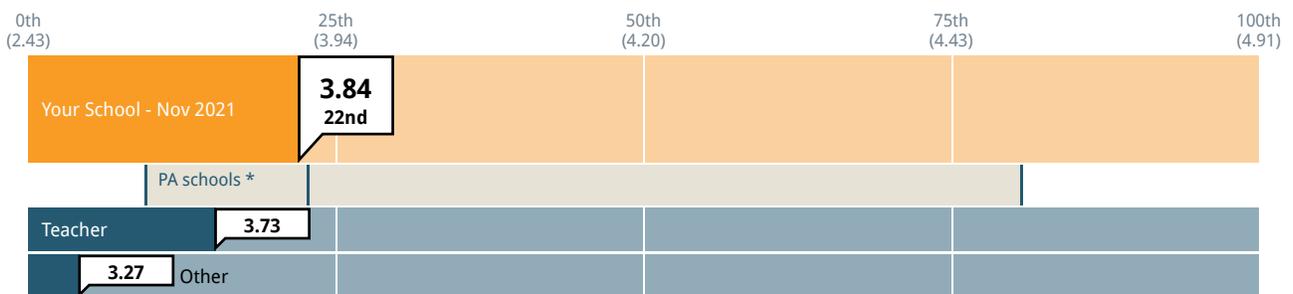
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

I feel comfortable approaching the administration if I need help solving a problem.

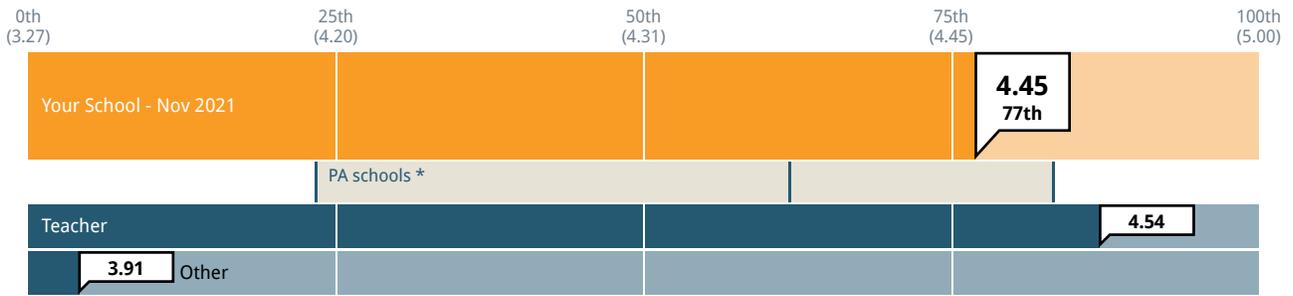
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

I feel comfortable approaching other staff members if I need help solving a problem.

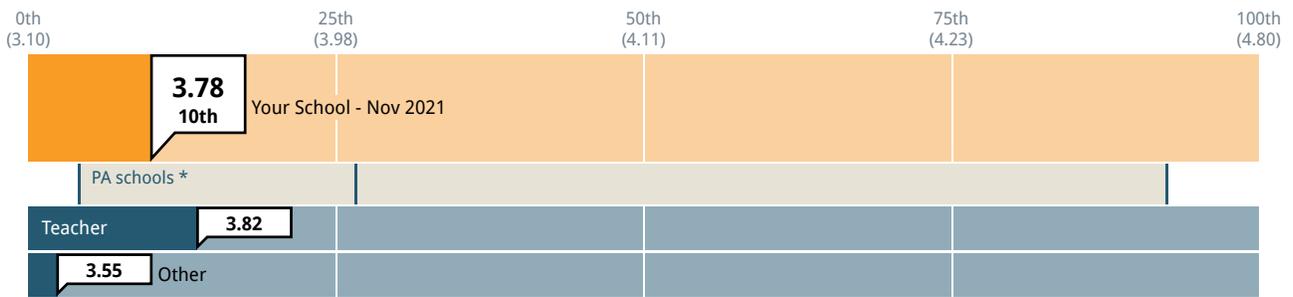
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

I feel comfortable speaking honestly to families about their child's progress.*

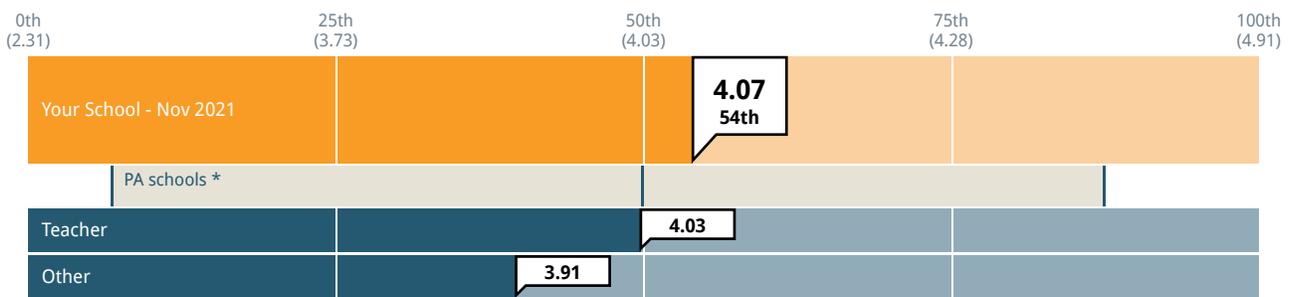
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role
 *Question asked to instructional staff ONLY.

My school is cooperative and team-oriented.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

Relationships Percent Positives

Relationships Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4= Agree, 5 = Strongly Agree). - Overall

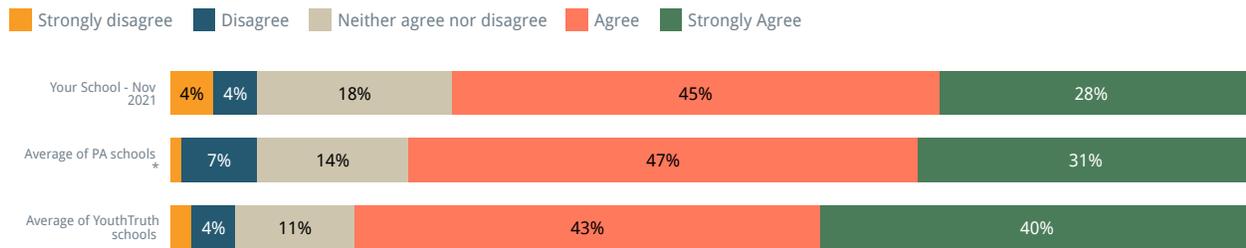
Selected Cohort: Typical PA school *			
Question	Your School - Nov 2021	Typical YouthTruth school	Typical PA school *
Administrators treat staff with respect.	73%	83%	78%
Staff treat administrators with respect.	90%	88%	88%
Staff treat families with respect.	97%	92%	94%
Families treat staff with respect.	59%	63%	60%
Staff treat each other with respect.	91%	83%	87%
Students treat staff with respect.	39%	58%	52%
Staff treat students with respect.	95%	88%	91%
Staff and students care about each other.	85%	84%	82%
Staff and administrators care about each other.	78%	80%	79%
Staff and families care about each other.	84%	80%	85%
Teachers in my school work together to improve instructional practice.	92%	81%	86%
I feel comfortable approaching the administration if I need help solving a problem.	69%	82%	79%
I feel comfortable approaching other staff members if I need help solving a problem.	93%	89%	92%
I feel comfortable speaking honestly to families about their child's progress.	67%	85%	80%
My school is cooperative and team-oriented.	86%	78%	75%

Relationships Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

Selected Subgroup: Instructional role		
Question	Teacher	Other
Administrators treat staff with respect.	76%	45%
Staff treat administrators with respect.	93%	82%
Staff treat families with respect.	99%	100%
Families treat staff with respect.	63%	64%
Staff treat each other with respect.	90%	100%
Students treat staff with respect.	34%	27%
Staff treat students with respect.	97%	73%
Staff and students care about each other.	86%	82%
Staff and administrators care about each other.	82%	55%
Staff and families care about each other.	80%	100%
Teachers in my school work together to improve instructional practice.	96%	100%
I feel comfortable approaching the administration if I need help solving a problem.	68%	45%
I feel comfortable approaching other staff members if I need help solving a problem.	96%	82%
I feel comfortable speaking honestly to families about their child's progress.	69%	55%
My school is cooperative and team-oriented.	86%	82%

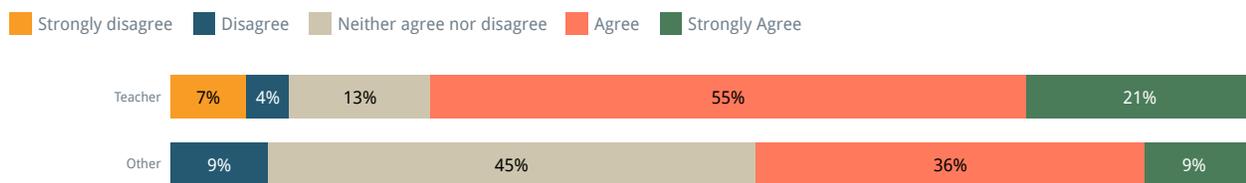
Relationships Response Distributions

Administrators treat staff with respect. - Overall



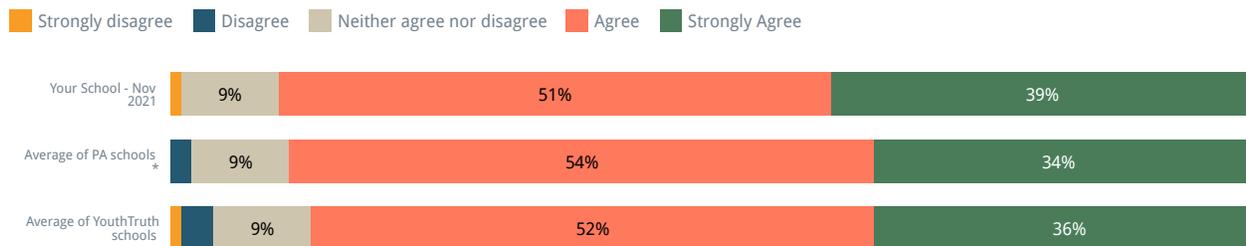
Cohort: Average of PA schools * Past results: on

Administrators treat staff with respect. - Subgroup



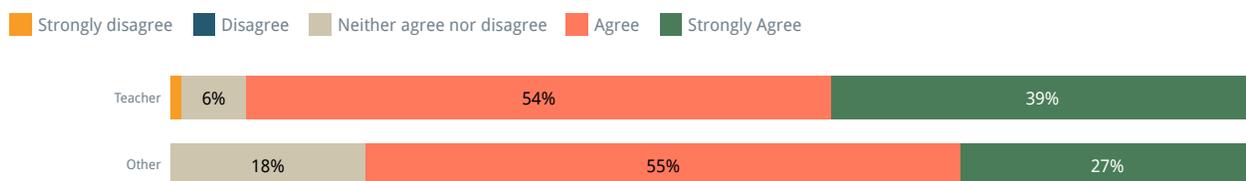
Subgroup: Instructional role

Staff treat administrators with respect. - Overall



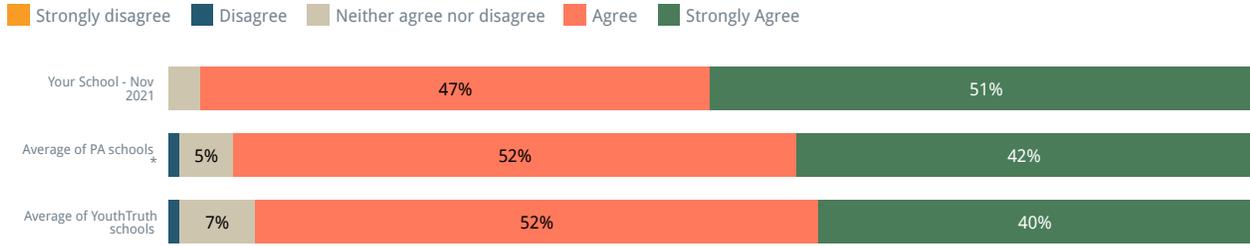
Cohort: Average of PA schools * Past results: on

Staff treat administrators with respect. - Subgroup



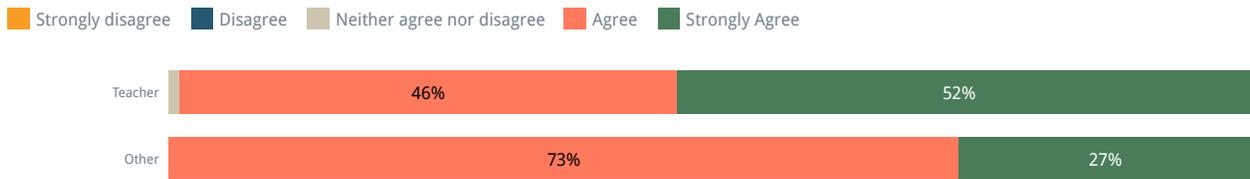
Subgroup: Instructional role

Staff treat families with respect. - Overall



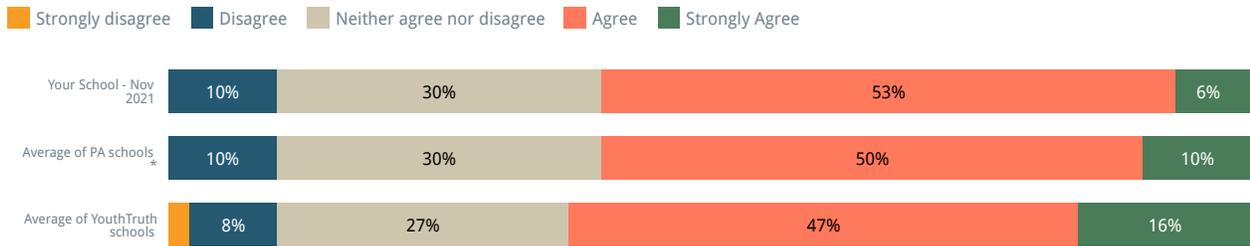
Cohort: Average of PA schools * Past results: on

Staff treat families with respect. - Subgroup



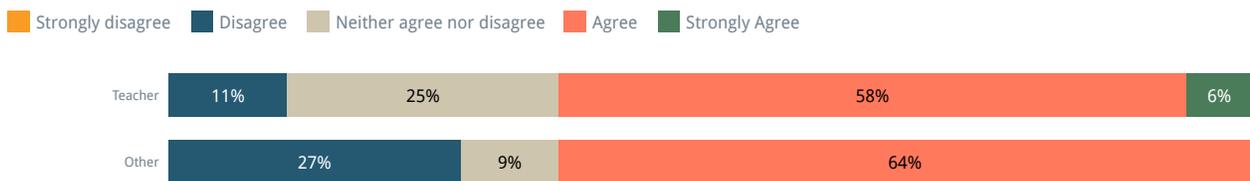
Subgroup: Instructional role

Families treat staff with respect. - Overall



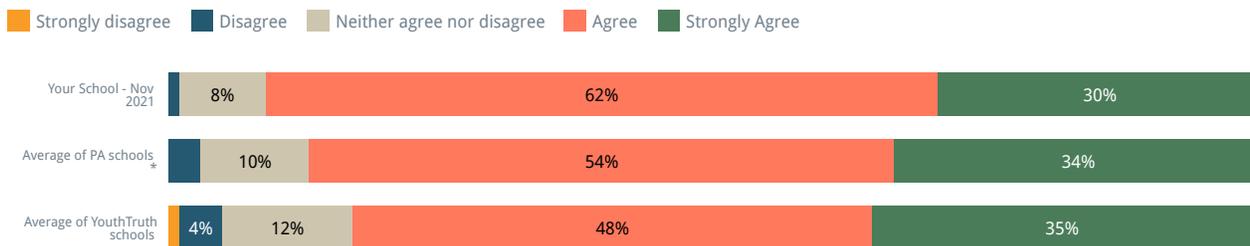
Cohort: Average of PA schools * Past results: on

Families treat staff with respect. - Subgroup



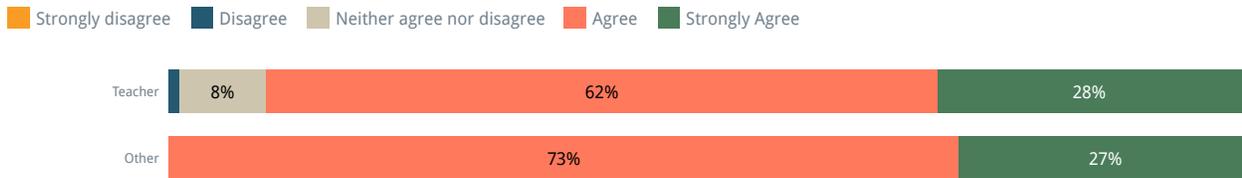
Subgroup: Instructional role

Staff treat each other with respect. - Overall



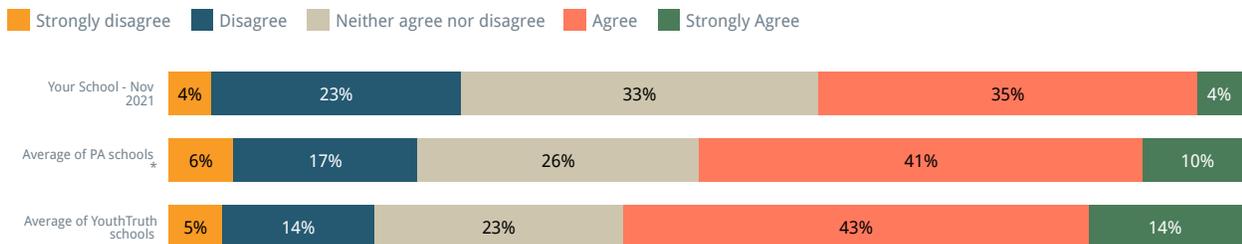
Cohort: Average of PA schools * Past results: on

Staff treat each other with respect. - Subgroup



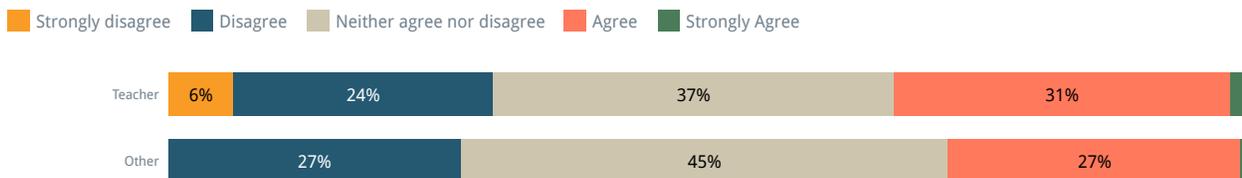
Subgroup: Instructional role

Students treat staff with respect. - Overall



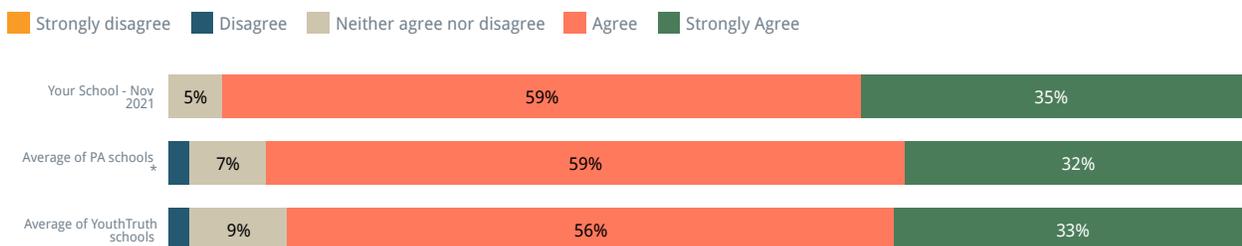
Cohort: Average of PA schools * Past results: on

Students treat staff with respect. - Subgroup



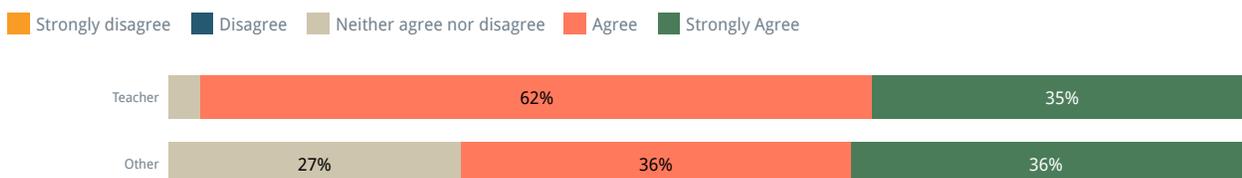
Subgroup: Instructional role

Staff treat students with respect. - Overall



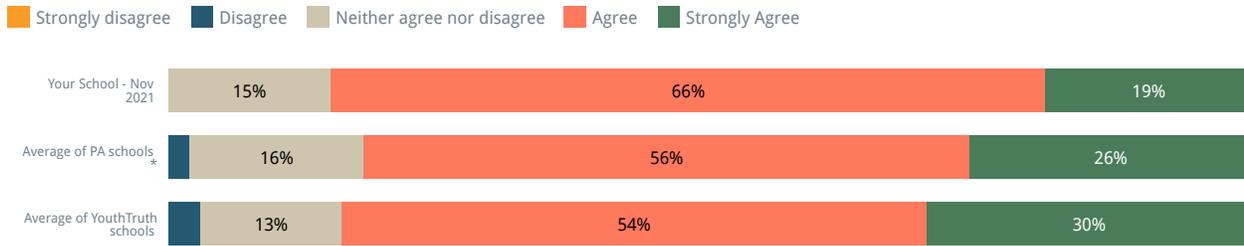
Cohort: Average of PA schools * Past results: on

Staff treat students with respect. - Subgroup



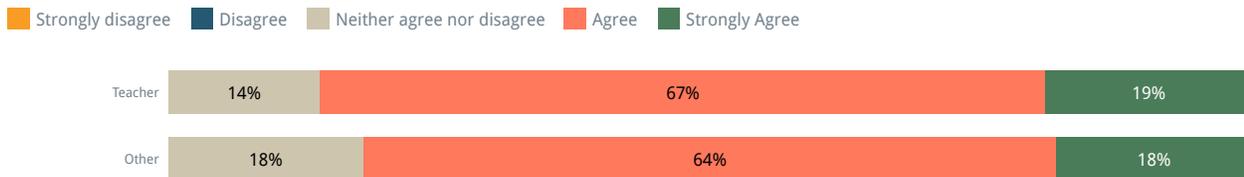
Subgroup: Instructional role

Staff and students care about each other. - Overall



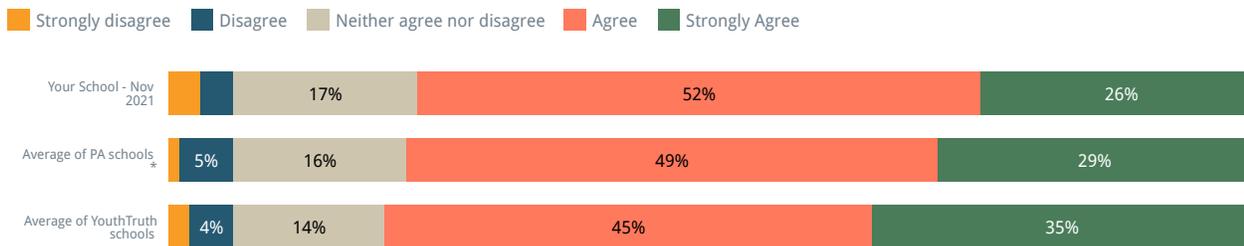
Cohort: Average of PA schools * Past results: on

Staff and students care about each other. - Subgroup



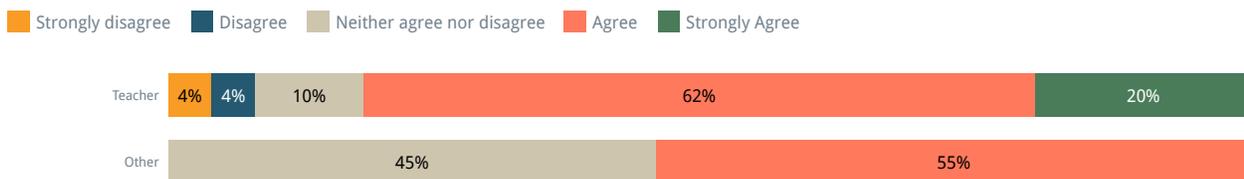
Subgroup: Instructional role

Staff and administrators care about each other. - Overall



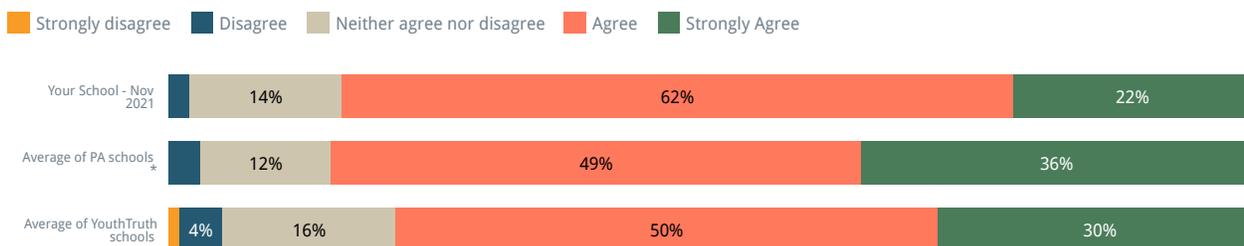
Cohort: Average of PA schools * Past results: on

Staff and administrators care about each other. - Subgroup



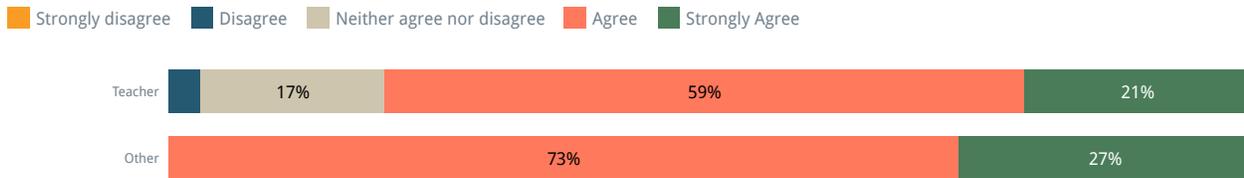
Subgroup: Instructional role

Staff and families care about each other. - Overall



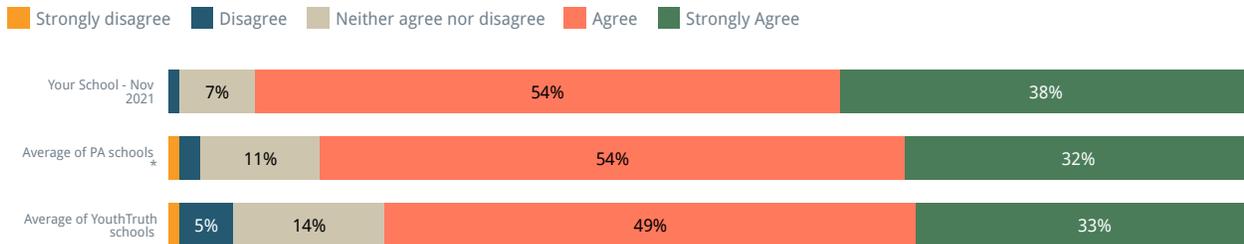
Cohort: Average of PA schools * Past results: on

Staff and families care about each other. - Subgroup



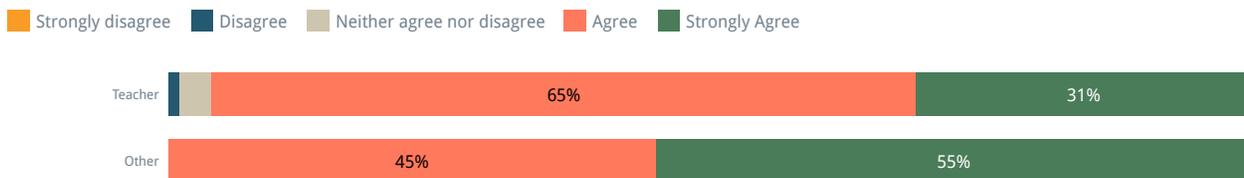
Subgroup: Instructional role

Teachers in my school work together to improve instructional practice. - Overall



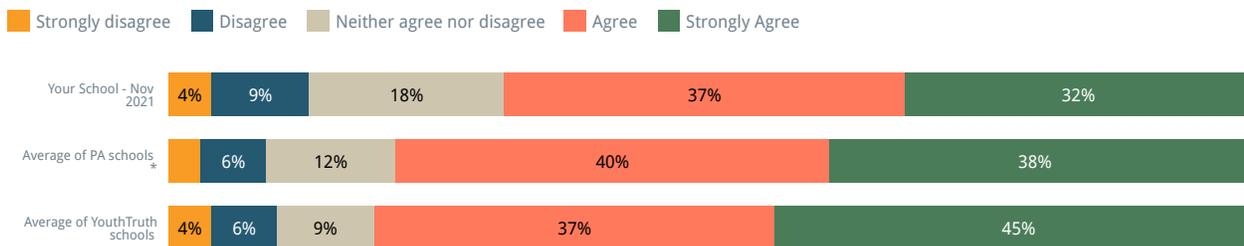
Cohort: Average of PA schools * Past results: on

Teachers in my school work together to improve instructional practice. - Subgroup



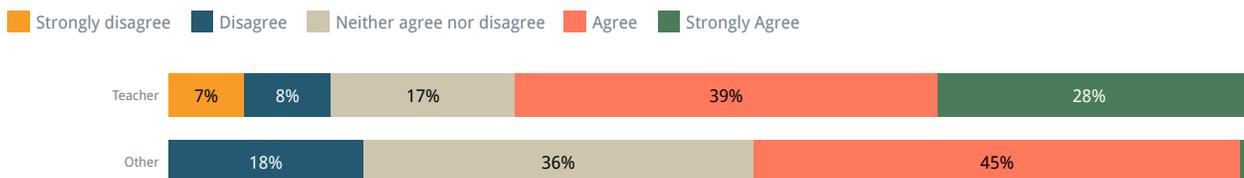
Subgroup: Instructional role

I feel comfortable approaching the administration if I need help solving a problem. - Overall



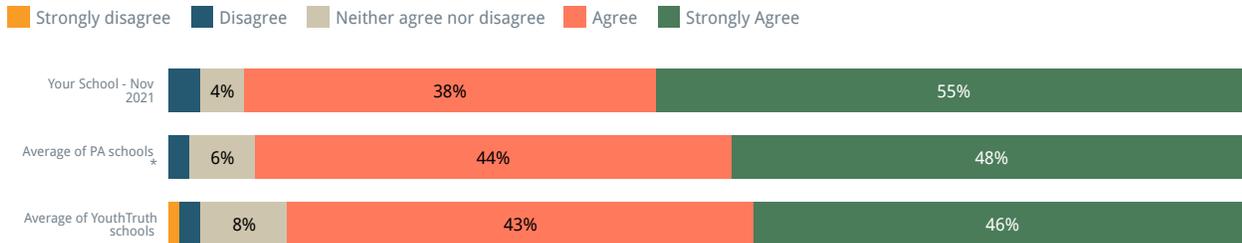
Cohort: Average of PA schools * Past results: on

I feel comfortable approaching the administration if I need help solving a problem. - Subgroup



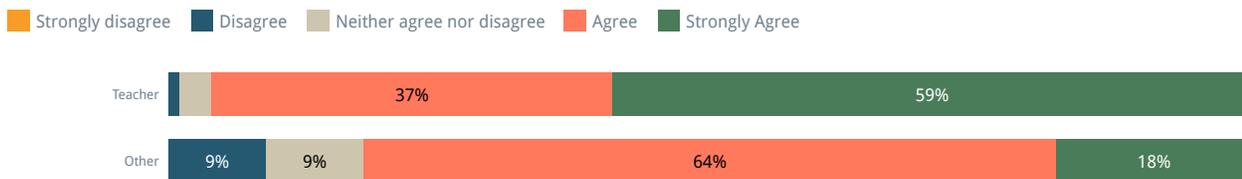
Subgroup: Instructional role

I feel comfortable approaching other staff members if I need help solving a problem. - Overall



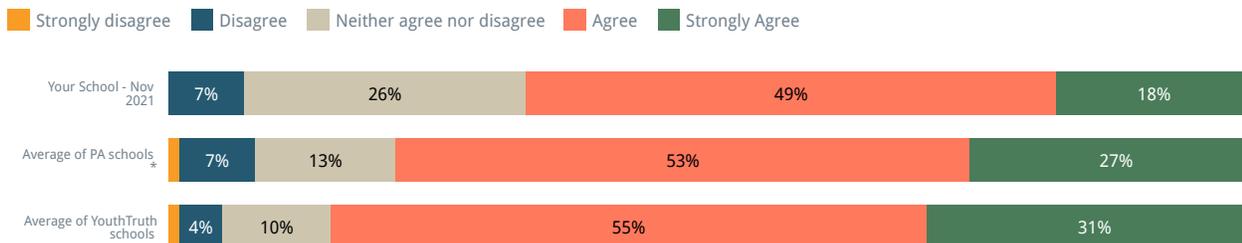
Cohort: Average of PA schools * Past results: on

I feel comfortable approaching other staff members if I need help solving a problem. - Subgroup



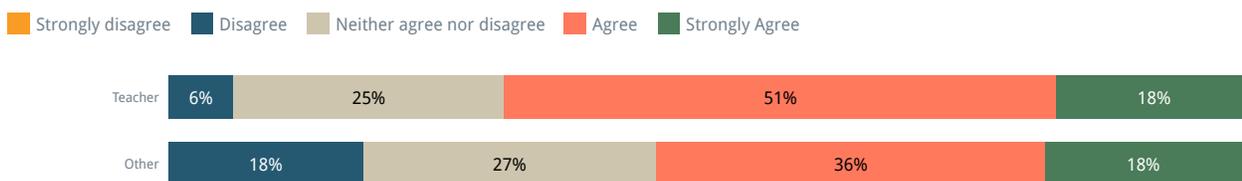
Subgroup: Instructional role

I feel comfortable speaking honestly to families about their child's progress.* - Overall



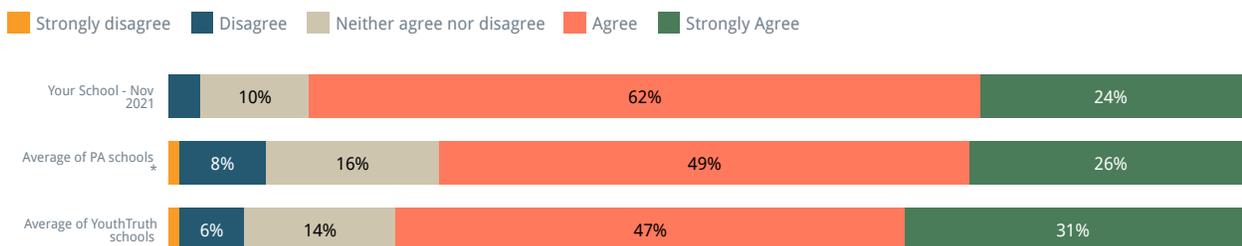
Cohort: Average of PA schools * Past results: on

I feel comfortable speaking honestly to families about their child's progress.* - Subgroup



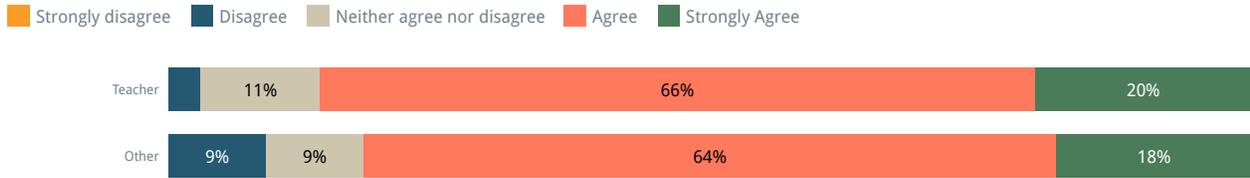
Subgroup: Instructional role

My school is cooperative and team-oriented. - Overall



Cohort: Average of PA schools * Past results: on

My school is cooperative and team-oriented. - Subgroup



Subgroup: Instructional role

CULTURE

Within the Culture theme, compared to other participating middle schools, the **highest rated question** for SLMS was:

- *My school communicates a clear direction for the future.*

and the **lowest rated question** was:

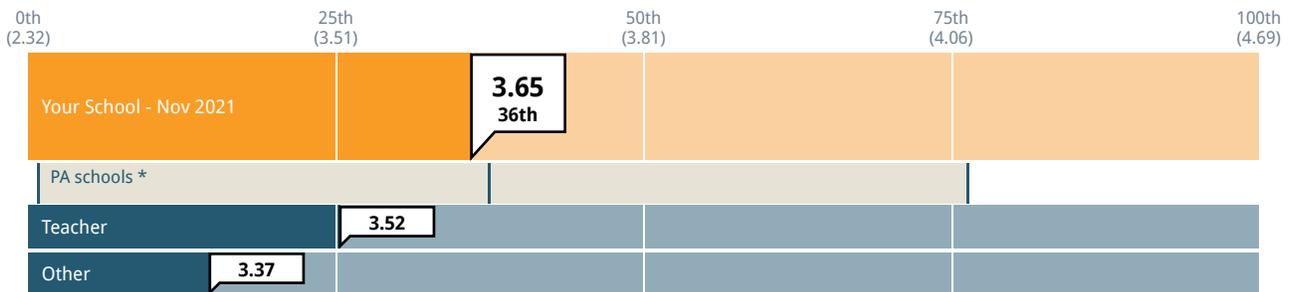
- *Discipline in this school is fair.*

Here is the full list of questions in the Culture theme:

- My school's policies are administered fairly and consistently.
- My school is managed effectively.
- My school runs smoothly.
- My school creates a positive work environment.
- Discipline in this school is fair.
- My school sets high expectations for students.
- My school's employees are committed to the success of my school.
- I feel informed about important decisions regarding my school.
- My school communicates a clear direction for the future.
- Information about school policies is disseminated to staff clearly.

Culture Summary Measure

This summary measure describes the degree to which staff believe that their school fosters a culture of shared vision, respect, and effective communication.

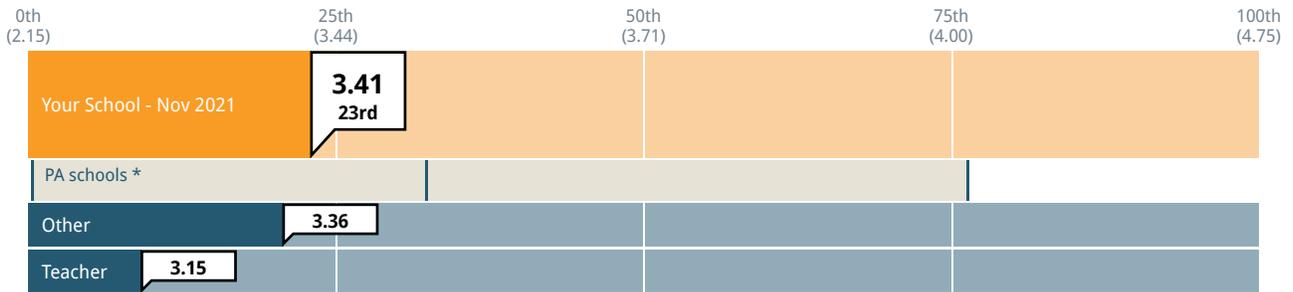


Cohort: PA schools * Past results: on Subgroup: Instructional role

Culture Percentile Charts

My school's policies are administered fairly and consistently.

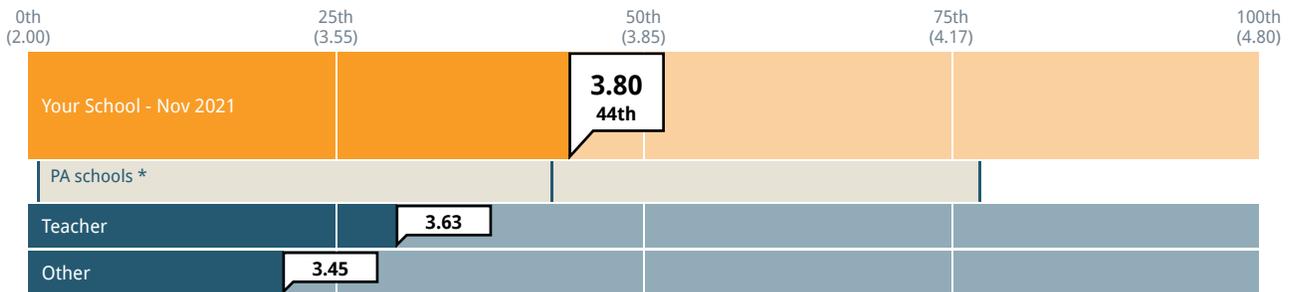
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

My school is managed effectively.

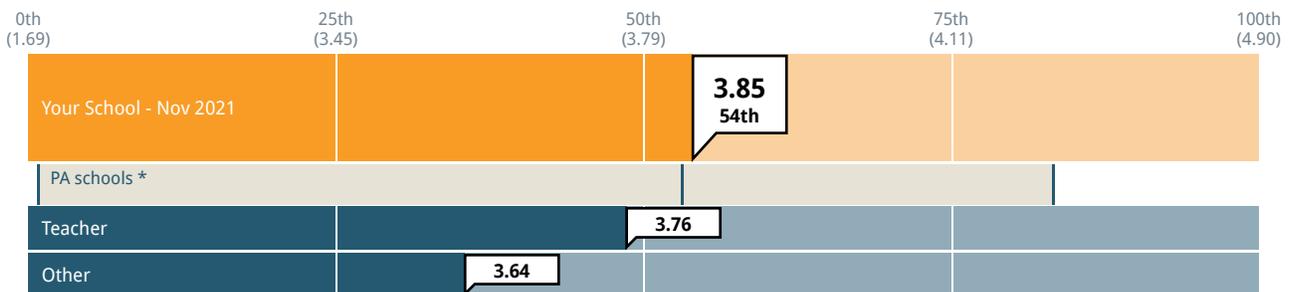
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

My school runs smoothly.

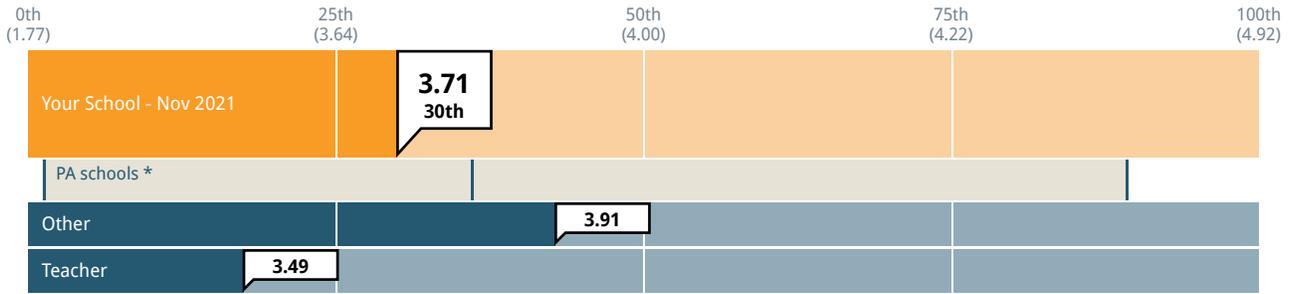
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

My school creates a positive work environment.

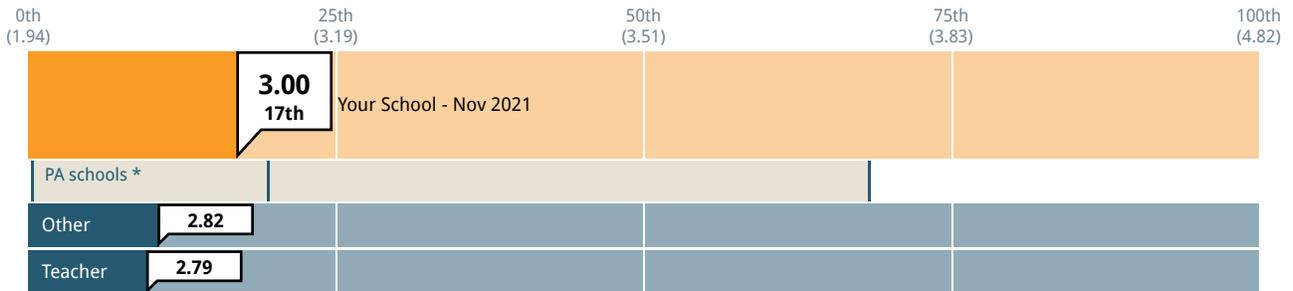
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

Discipline in this school is fair.

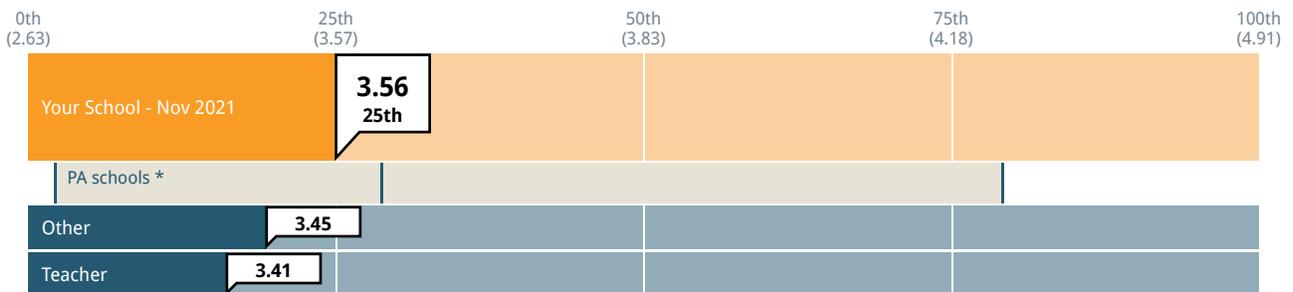
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

My school sets high expectations for students.

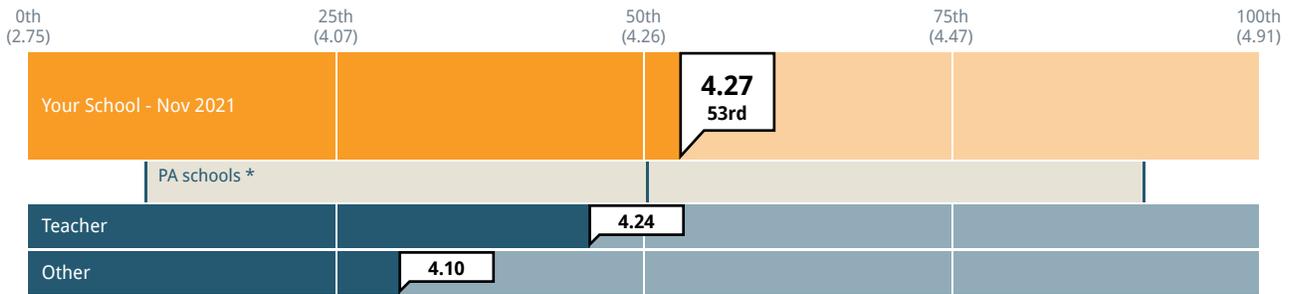
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

My school's employees are committed to the success of the school.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree

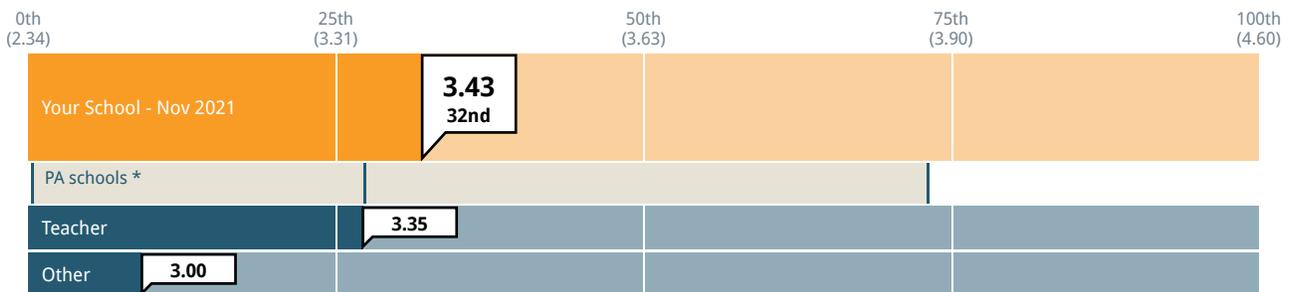


Cohort: PA schools * Past results: on Subgroup: Instructional role

The questions below focus specifically on **communication** as it relates to **culture**.

I feel informed about important decisions regarding my school.

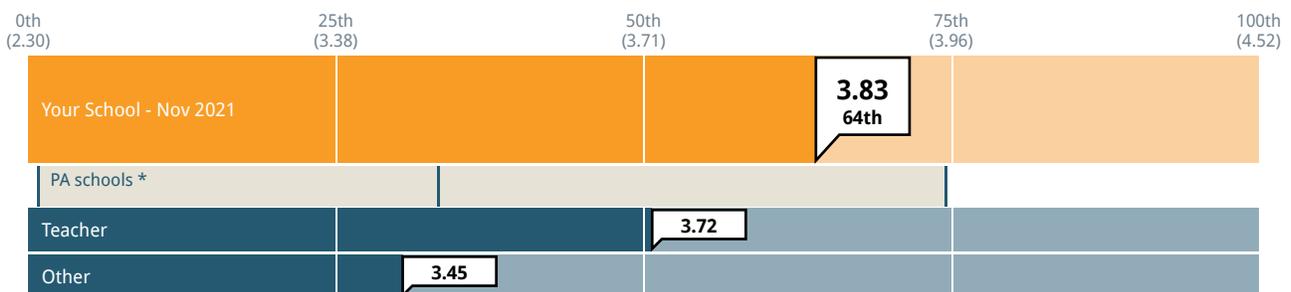
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

My school communicates a clear direction for the future.

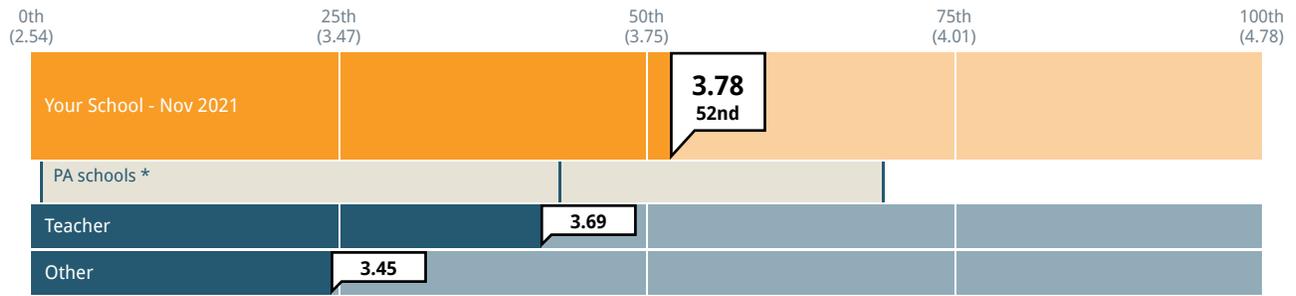
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

Information about school policies is disseminated to staff clearly.

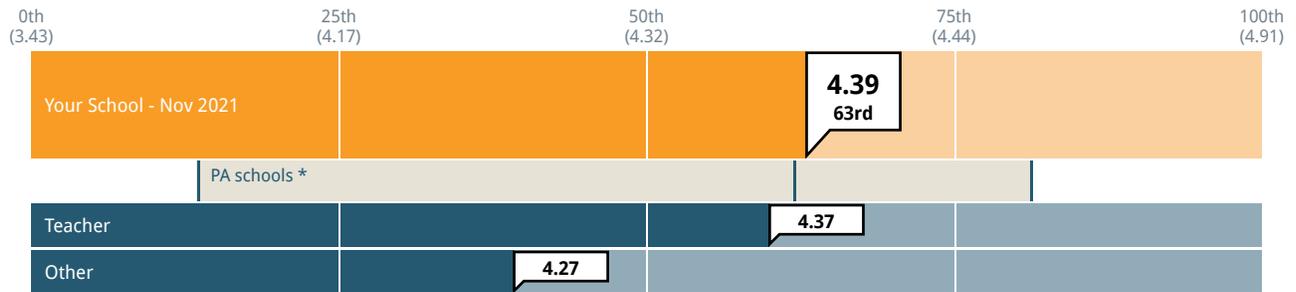
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

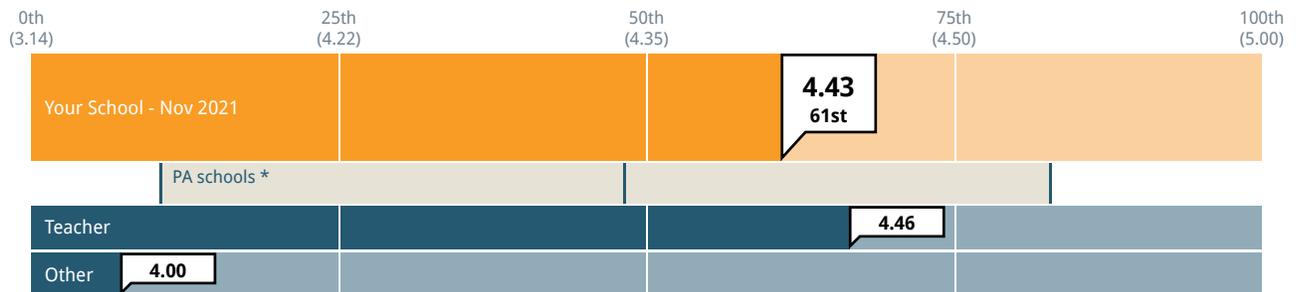
Different backgrounds questions.

My school respects people of different religions or faiths.



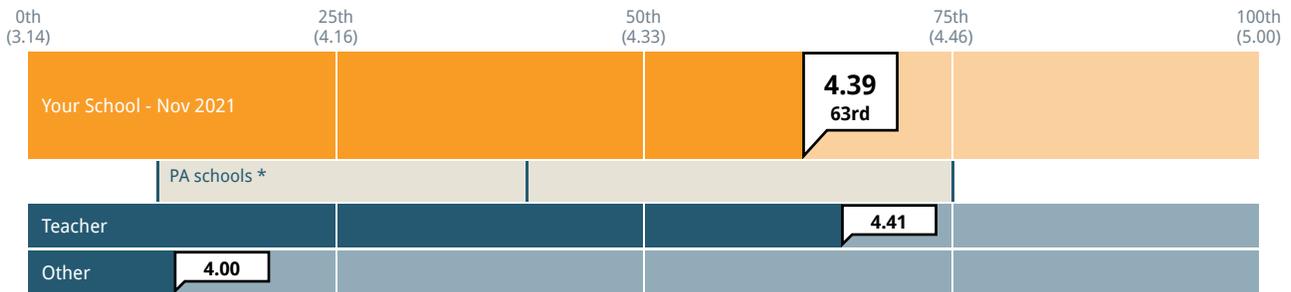
Cohort: PA schools * Past results: on Subgroup: Instructional role

My school respects people of different sexual orientations. (e.g. gay, straight, bisexual, etc.)



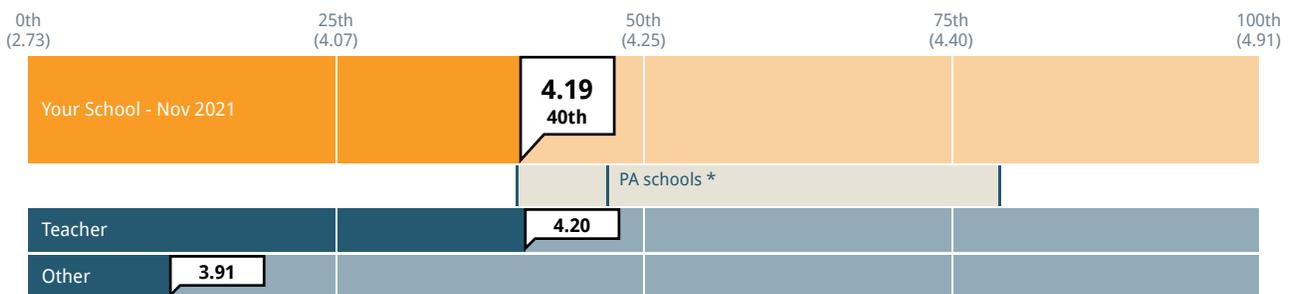
Cohort: PA schools * Past results: on Subgroup: Instructional role

My school respects people of different gender identities. (e.g. men, women, people who identify in a different way)



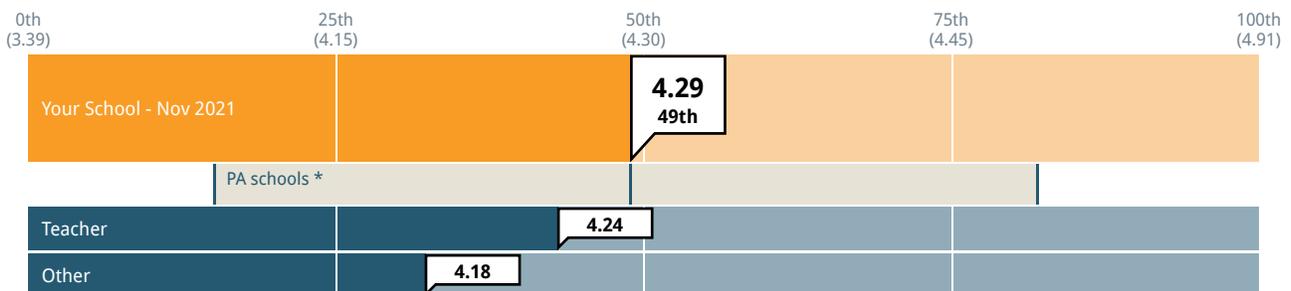
Cohort: PA schools * Past results: on Subgroup: Instructional role

My school respects people of different incomes. (how much money someone makes)



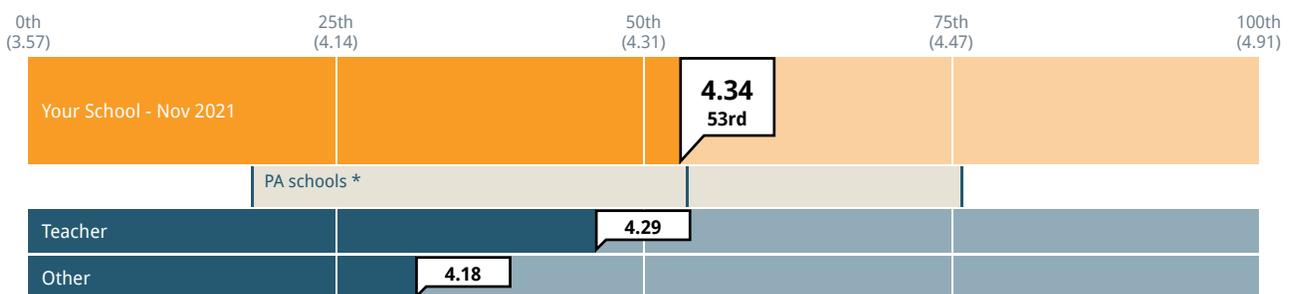
Cohort: PA schools * Past results: on Subgroup: Instructional role

My school respects people of different races or ethnicities.



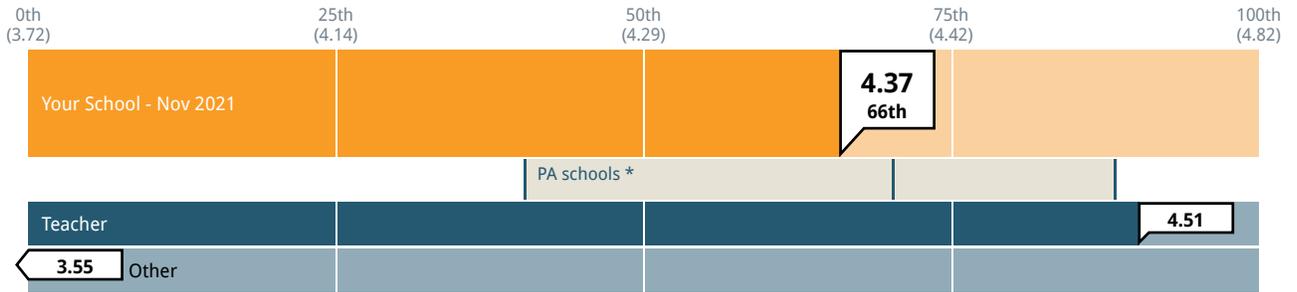
Cohort: PA schools * Past results: on Subgroup: Instructional role

My school respects people of different countries of origin.



Cohort: PA schools * Past results: on Subgroup: Instructional role

My school respects people of different abilities.



Cohort: PA schools * Past results: on Subgroup: Instructional role

Culture Percent Positives

Culture Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Overall

Selected Cohort: Typical PA school *			
Question	Your School - Nov 2021	Typical YouthTruth school	Typical PA school *
My school's policies are administered fairly and consistently.	51%	66%	54%
My school is managed effectively.	69%	72%	63%
My school runs smoothly.	75%	68%	64%
My school creates a positive work environment.	68%	74%	65%
Discipline in this school is fair.	35%	57%	39%
My school sets high expectations for students.	59%	71%	64%
My school's employees are committed to the success of my school.	92%	87%	91%
I feel informed about important decisions regarding my school.	53%	62%	46%
My school communicates a clear direction for the future.	68%	63%	53%
Information about school policies is disseminated to staff clearly.	71%	69%	61%

Culture Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

Selected Subgroup: Instructional role		
Question	Teacher	Other
My school's policies are administered fairly and consistently.	39%	55%
My school is managed effectively.	65%	55%
My school runs smoothly.	75%	55%
My school creates a positive work environment.	62%	73%
Discipline in this school is fair.	24%	27%
My school sets high expectations for students.	55%	55%
My school's employees are committed to the success of my school.	90%	90%
I feel informed about important decisions regarding my school.	51%	27%
My school communicates a clear direction for the future.	65%	55%
Information about school policies is disseminated to staff clearly.	70%	64%

The following questions are related to the Culture Summary Measure but are not included in the Summary Measure calculation.

Different Backgrounds Related Question Percent Positives: This table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Overall

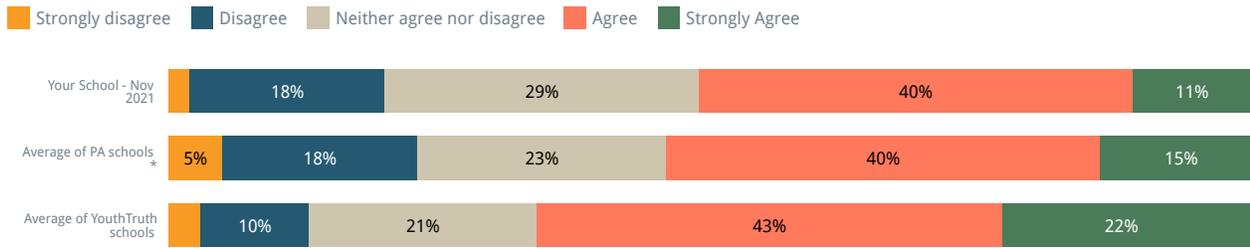
Selected Cohort: Typical PA school *			
Question	Your School - Nov 2021	Typical YouthTruth school	Typical PA school *
My school respects people of different religions and faiths.	90%	87%	90%
My school respects people of different sexual orientations (e.g. gay, straight, bisexual, etc.).	92%	88%	89%
My school respects people of different abilities.	90%	87%	91%
My school respects people of different gender identities (e.g. men, women, people who identify in a different way).	91%	86%	85%
My school respects people of different incomes (how much money someone makes).	85%	83%	86%
My school respects people of different races/ethnicities.	89%	87%	89%
My school respects people of different countries of origin.	90%	87%	89%

Different Backgrounds Related Question Percent Positives: This table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

Selected Subgroup: Instructional role		
Question	Teacher	Other
My school respects people of different religions and faiths.	90%	91%
My school respects people of different sexual orientations (e.g. gay, straight, bisexual, etc.).	94%	73%
My school respects people of different abilities.	94%	64%
My school respects people of different gender identities (e.g. men, women, people who identify in a different way).	93%	73%
My school respects people of different incomes (how much money someone makes).	87%	73%
My school respects people of different races/ethnicities.	86%	91%
My school respects people of different countries of origin.	87%	91%

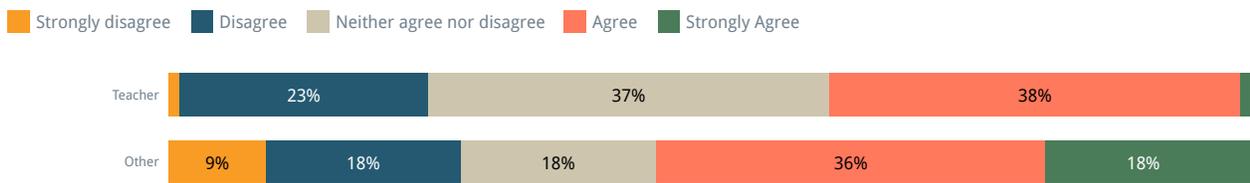
Culture Response Distributions

My school's policies are administered fairly and consistently. - Overall



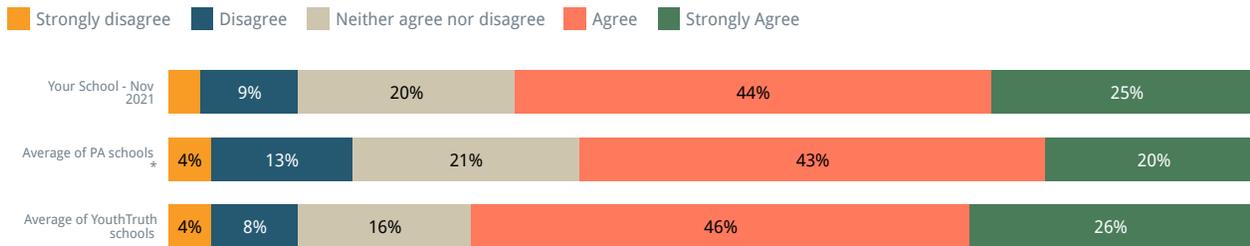
Cohort: Average of PA schools * Past results: on

My school's policies are administered fairly and consistently. - Subgroup



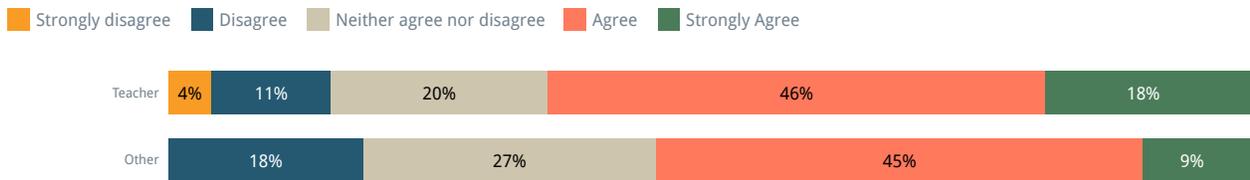
Subgroup: Instructional role

My school is managed effectively. - Overall



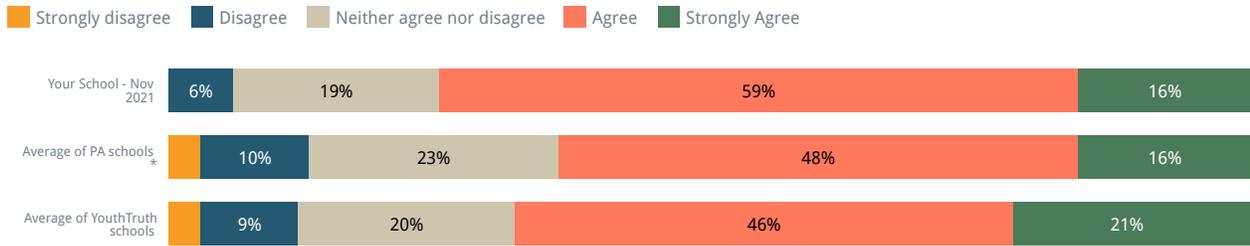
Cohort: Average of PA schools * Past results: on

My school is managed effectively. - Subgroup



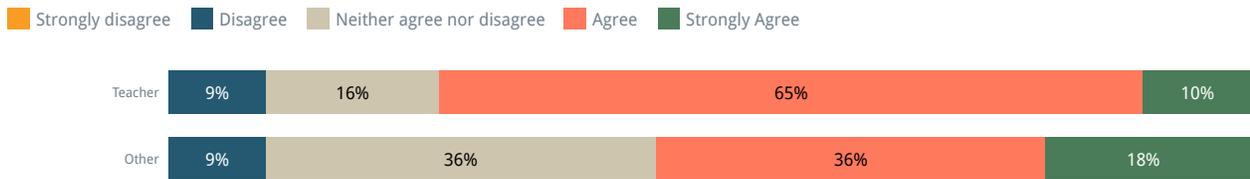
Subgroup: Instructional role

My school runs smoothly. - Overall



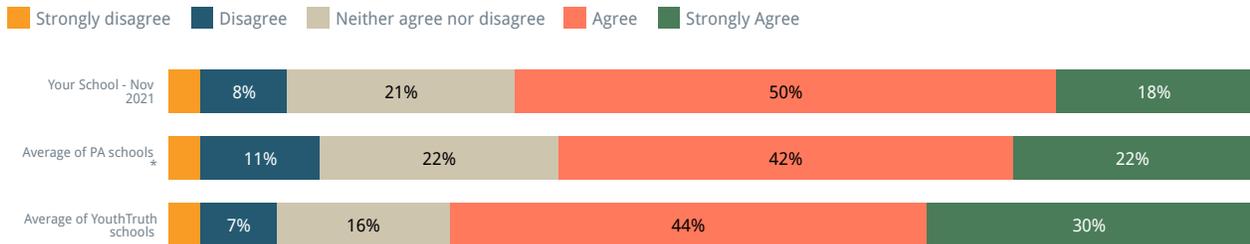
Cohort: Average of PA schools * Past results: on

My school runs smoothly. - Subgroup



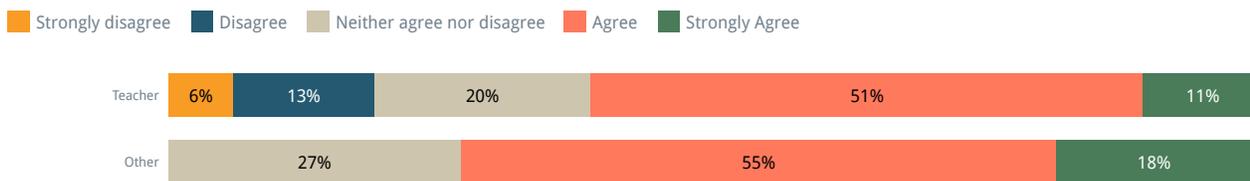
Subgroup: Instructional role

My school creates a positive work environment. - Overall



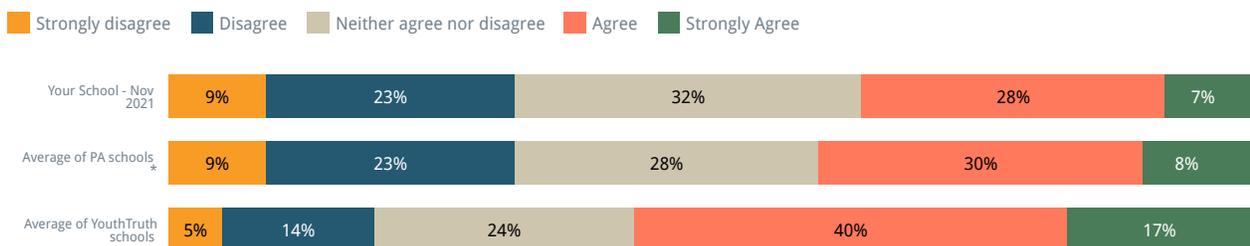
Cohort: Average of PA schools * Past results: on

My school creates a positive work environment. - Subgroup



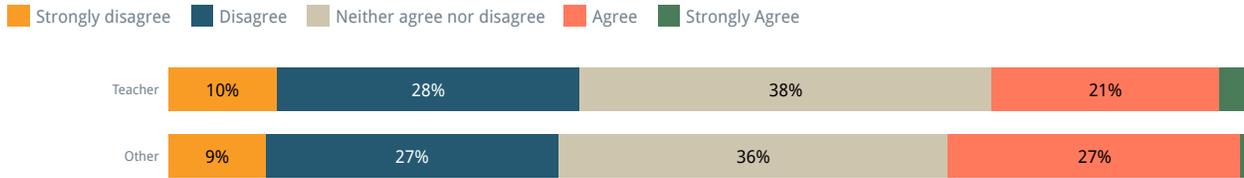
Subgroup: Instructional role

Discipline in this school is fair. - Overall



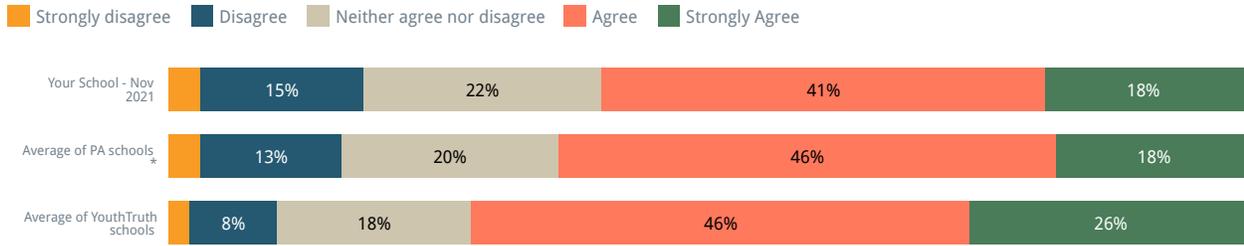
Cohort: Average of PA schools * Past results: on

Discipline in this school is fair. - Subgroup



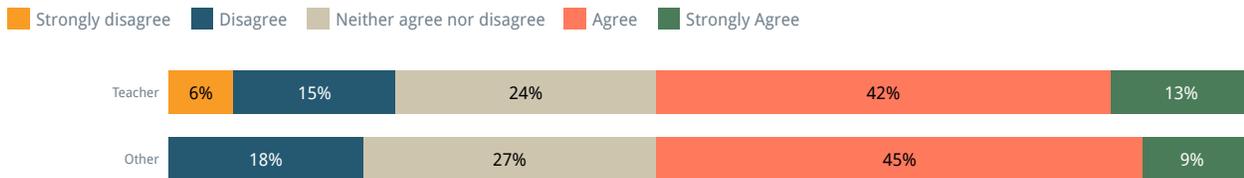
Subgroup: Instructional role

My school sets high expectations for students. - Overall



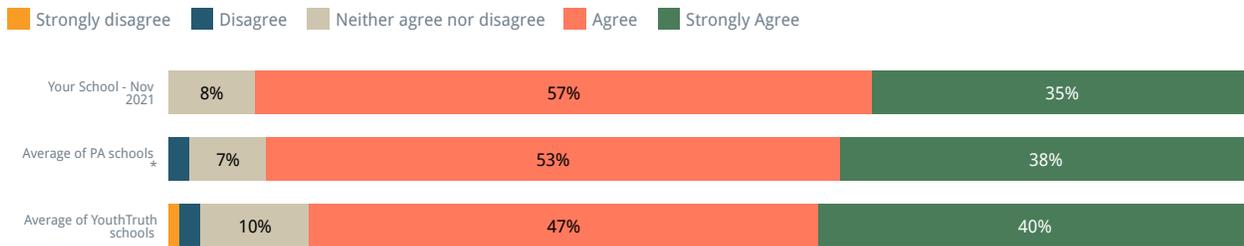
Cohort: Average of PA schools * Past results: on

My school sets high expectations for students. - Subgroup



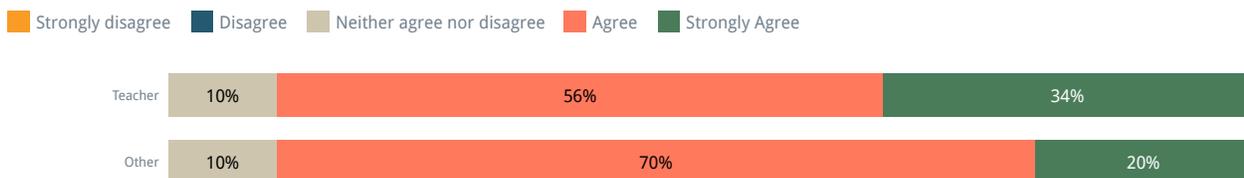
Subgroup: Instructional role

My school's employees are committed to the success of the school. - Overall



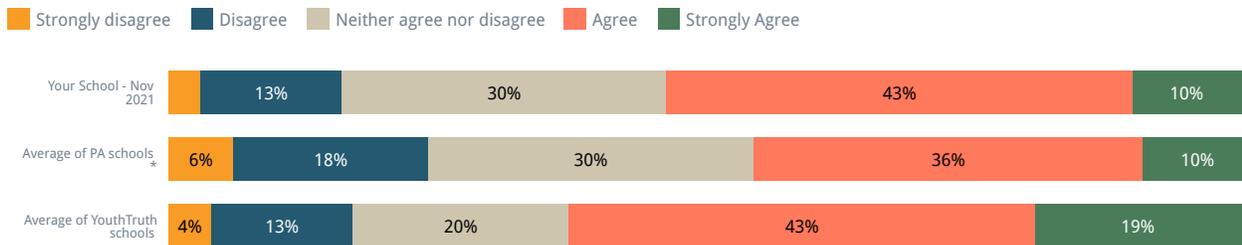
Cohort: Average of PA schools * Past results: on

My school's employees are committed to the success of the school. - Subgroup



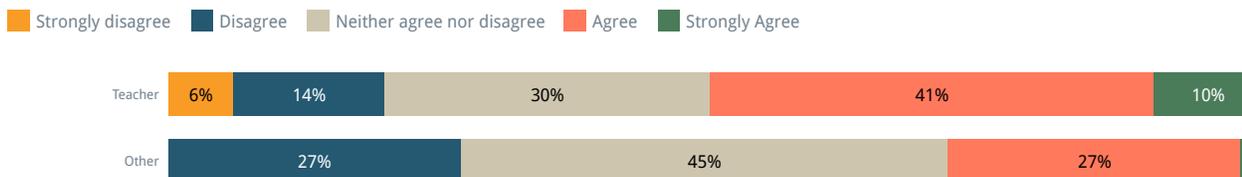
Subgroup: Instructional role

I feel informed about important decisions regarding my school. - Overall



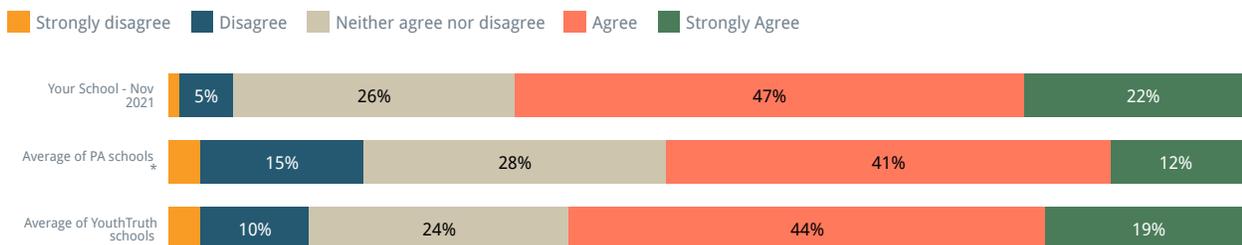
Cohort: Average of PA schools * Past results: on

I feel informed about important decisions regarding my school. - Subgroup



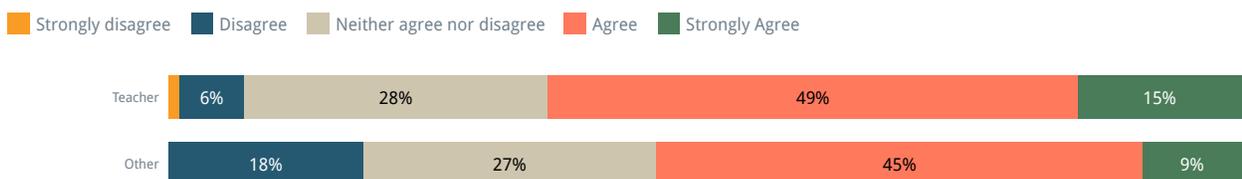
Subgroup: Instructional role

My school communicates a clear direction for the future. - Overall



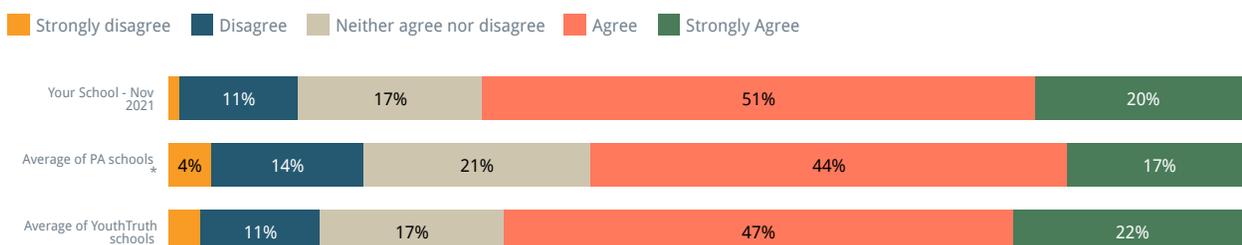
Cohort: Average of PA schools * Past results: on

My school communicates a clear direction for the future. - Subgroup



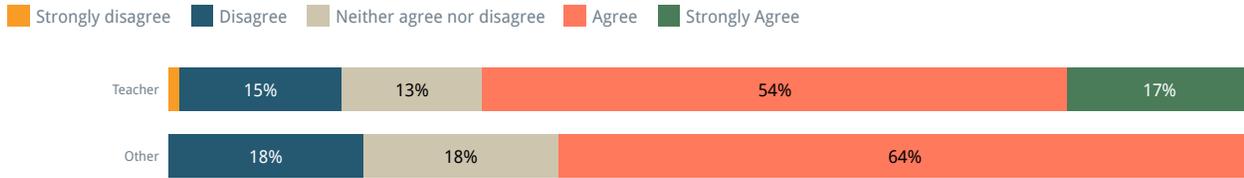
Subgroup: Instructional role

Information about school policies is disseminated to staff clearly. - Overall



Cohort: Average of PA schools * Past results: on

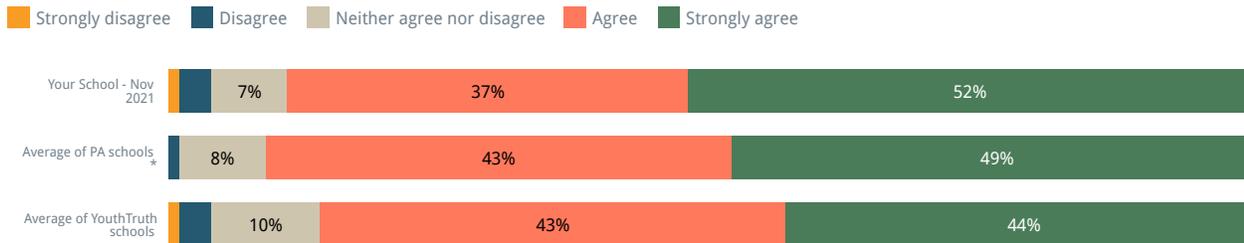
Information about school policies is disseminated to staff clearly. - Subgroup



Subgroup: Instructional role

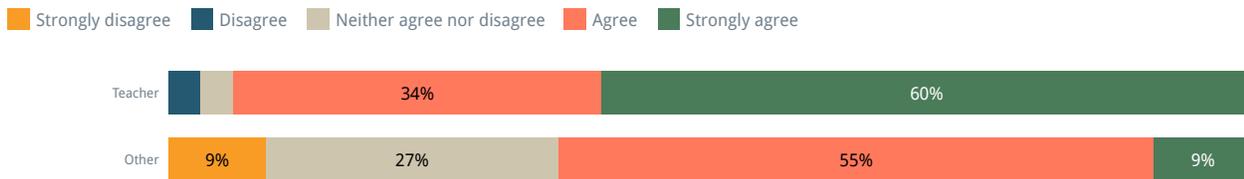
The following questions are related to the Culture Summary Measure but are not included in the Summary Measure calculation.

My school respects people of different: Abilities (e.g. people with disabilities). - Overall



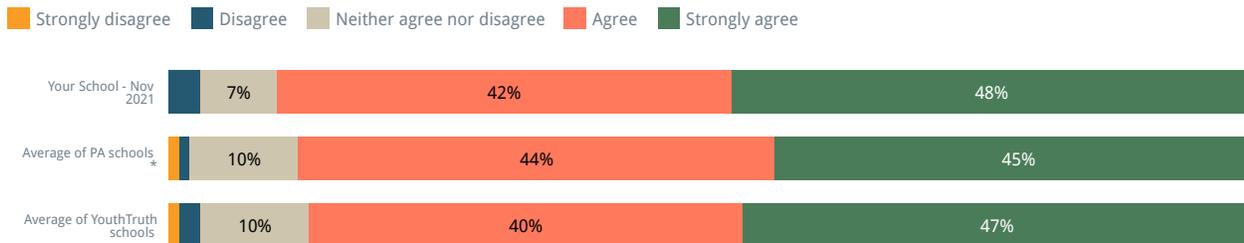
Cohort: Average of PA schools * Past results: on

My school respects people of different: Abilities (e.g. people with disabilities). - Subgroup



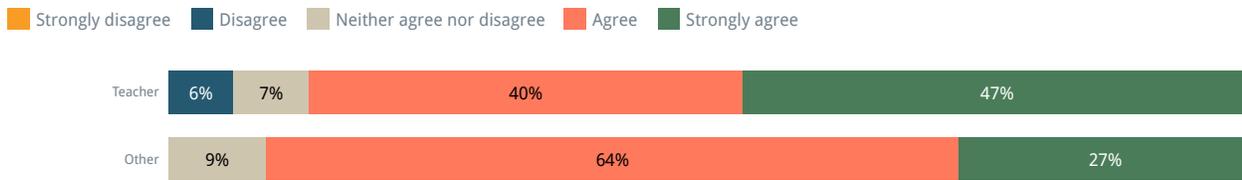
Subgroup: Instructional role

My school respects people of different: Countries of origin. - Overall



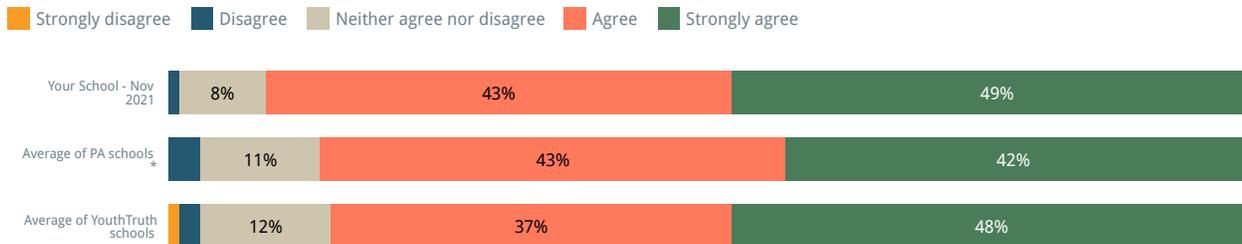
Cohort: Average of PA schools * Past results: on

My school respects people of different: Countries of origin. - Subgroup



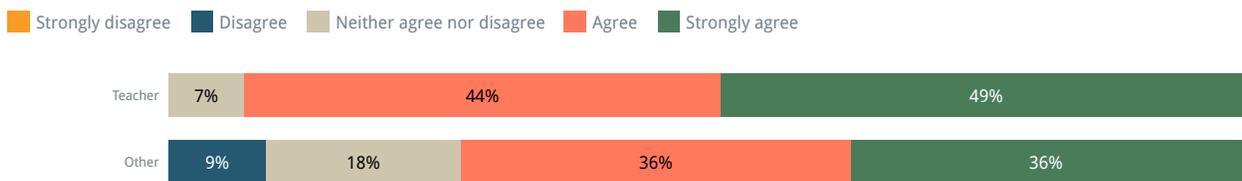
Subgroup: Instructional role

My school respects people of different: Gender identities (e.g. men, women, people who identify in a different way). - Overall



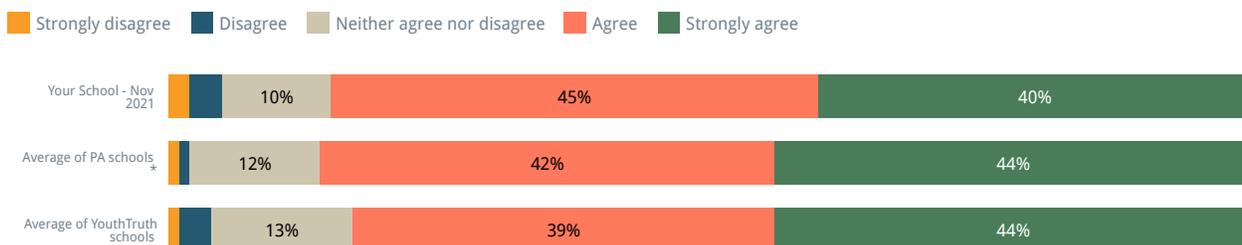
Cohort: Average of PA schools * Past results: on

My school respects people of different: Gender identities (e.g. men, women, people who identify in a different way). - Subgroup



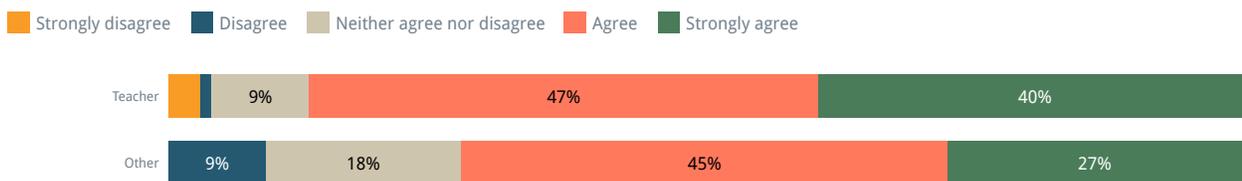
Subgroup: Instructional role

My school respects people of different: Incomes (how much money someone makes) - Overall



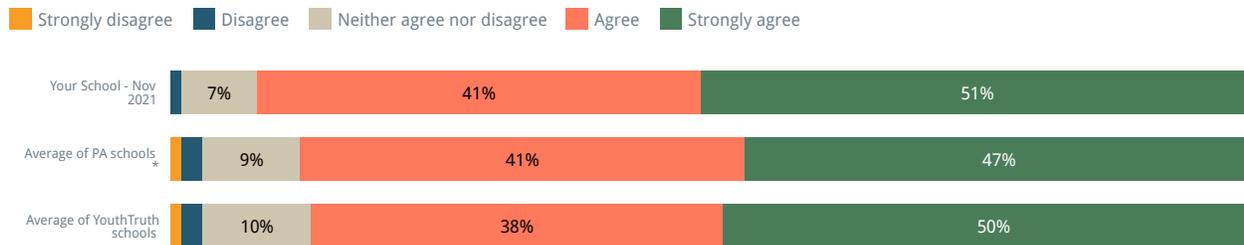
Cohort: Average of PA schools * Past results: on

My school respects people of different: Incomes (how much money someone makes) - Subgroup



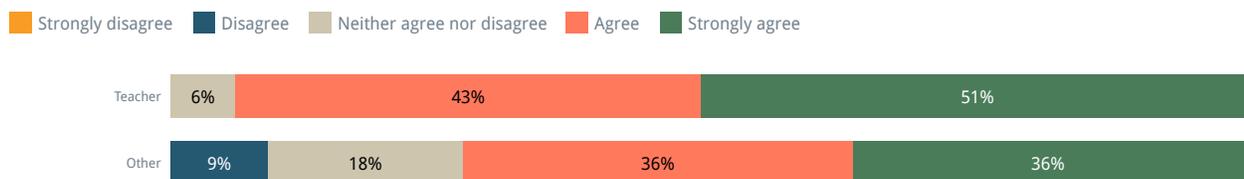
Subgroup: Instructional role

My school respects people of different: Sexual orientations (e.g. gay, straight, bisexual, etc.). - Overall



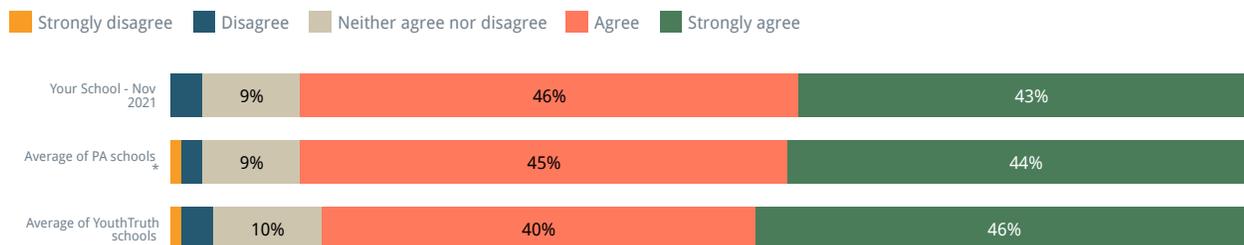
Cohort: Average of PA schools * Past results: on

My school respects people of different: Sexual orientations (e.g. gay, straight, bisexual, etc.). - Subgroup



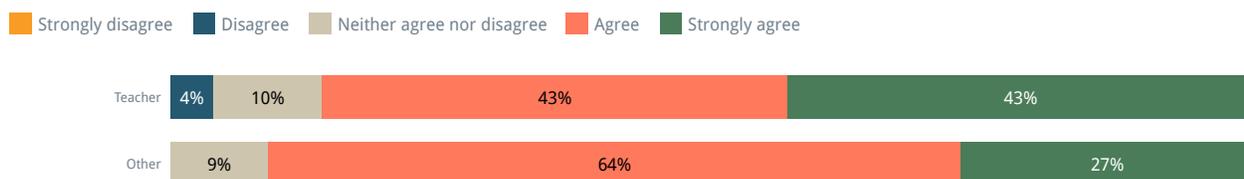
Subgroup: Instructional role

My school respects people of different: Races/ethnicities. - Overall



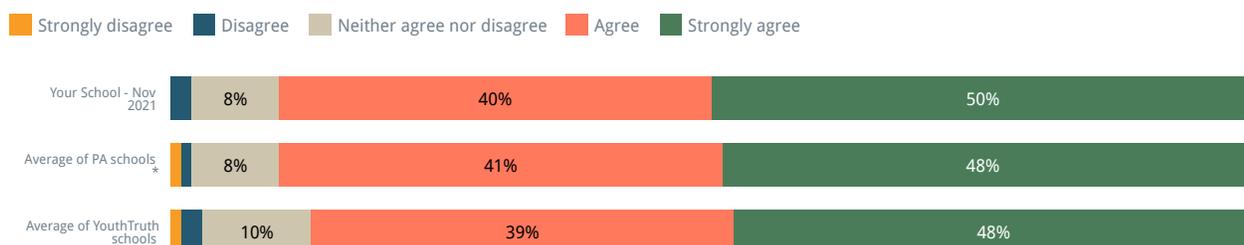
Cohort: Average of PA schools * Past results: on

My school respects people of different: Races/ethnicities. - Subgroup



Subgroup: Instructional role

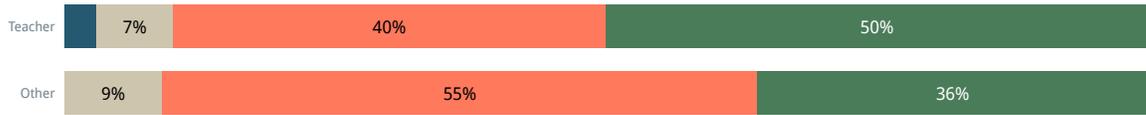
My school respects people of different: Religions and faiths. - Overall



Cohort: Average of PA schools * Past results: on

My school respects people of different: Religions and faiths. - Subgroup

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



Subgroup: Instructional role

PROFESSIONAL DEVELOPMENT & SUPPORT

Within the Professional Development & Support theme, compared to other participating middle schools, the **highest rated question** for SLMS was:

- *I receive regular feedback from my supervisors.*

and the **lowest rated question** was:

- *I have opportunities to learn at work.*

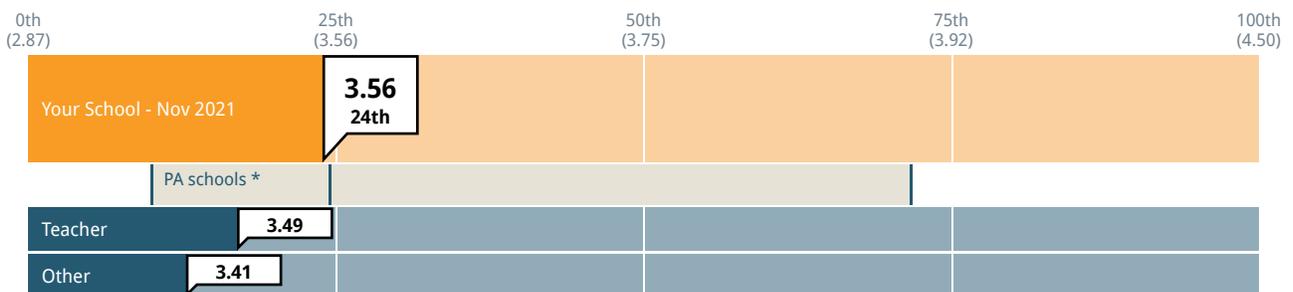
Here is the full list of questions in the Professional Development & Support theme:

- I have opportunities to learn at work.
- I have opportunities to grow professionally at work.
- My school supports me in implementing what I have learned in professional development
- I have the necessary resources to do my job well
- My school encourages me to seek professional development opportunities to improve my practice.
- I have access to meaningful professional development.
- My professional development over the last year has been closely connected with my school's priorities.
- My professional development over the last year has provided me with teaching strategies to better meet my students' needs.
- My professional development over the last year has provided me with content support.
- I receive regular feedback from my supervisors.
- I receive regular feedback from my colleagues.
- The feedback I receive from my supervisors helps me improve my work.
- The feedback I receive from my colleagues helps me improve my work.

Note: The feedback in this section is directed to whoever provides professional development for instructional staff members, either the school or the district/network.

Professional Development & Support Summary Measure

This summary measure describes the degree to which staff receive meaningful feedback, have opportunities to grow professionally and feel supported in their work.

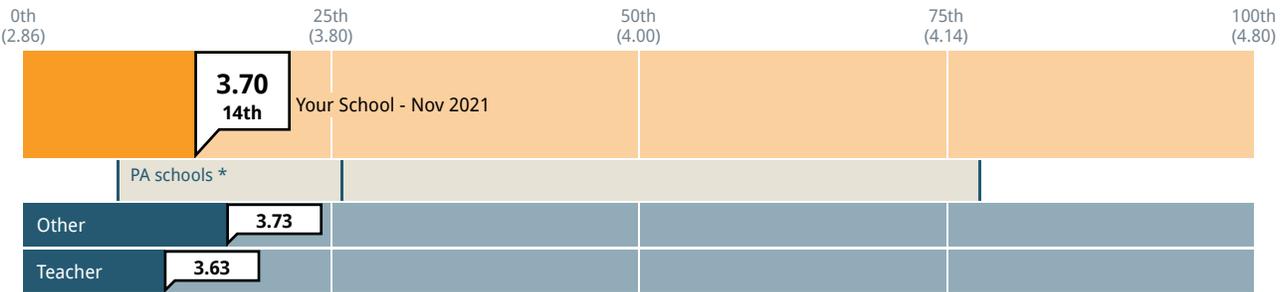


Cohort: PA schools * Past results: on Subgroup: Instructional role

Professional Development & Support Percentile Charts

I have opportunities to learn at work.

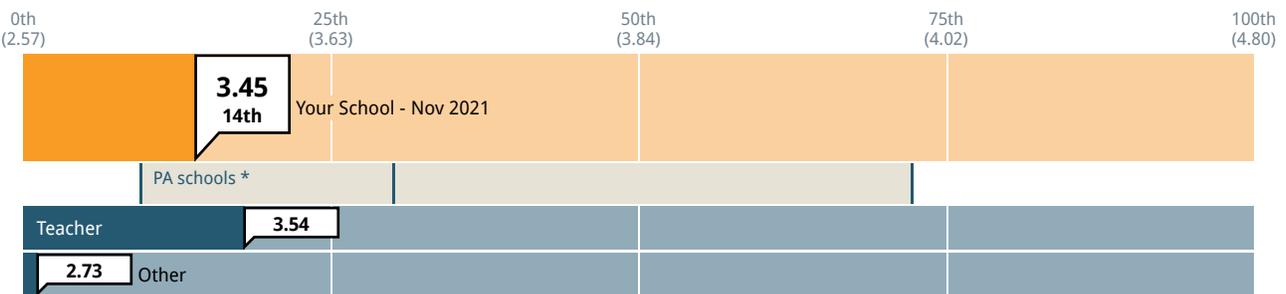
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

I have opportunities to grow professionally at work.

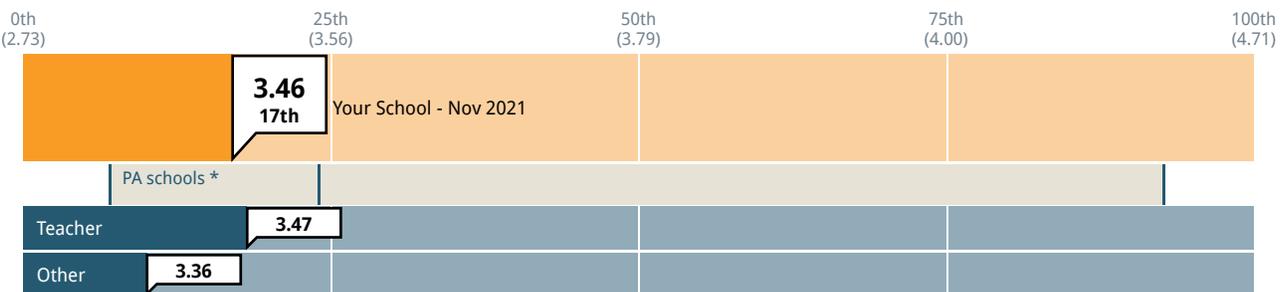
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

My school supports me in implementing what I have learned in professional development.*

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree

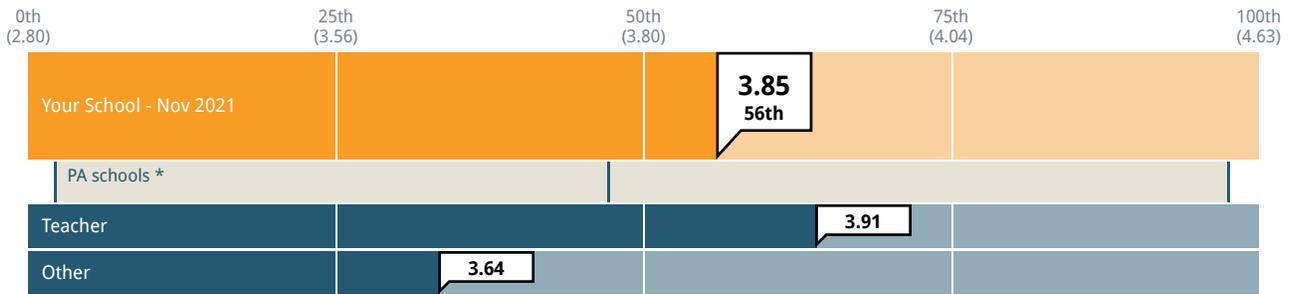


Cohort: PA schools * Past results: on Subgroup: Instructional role

*Question asked to instructional staff ONLY.

I have the necessary resources to do my job well.

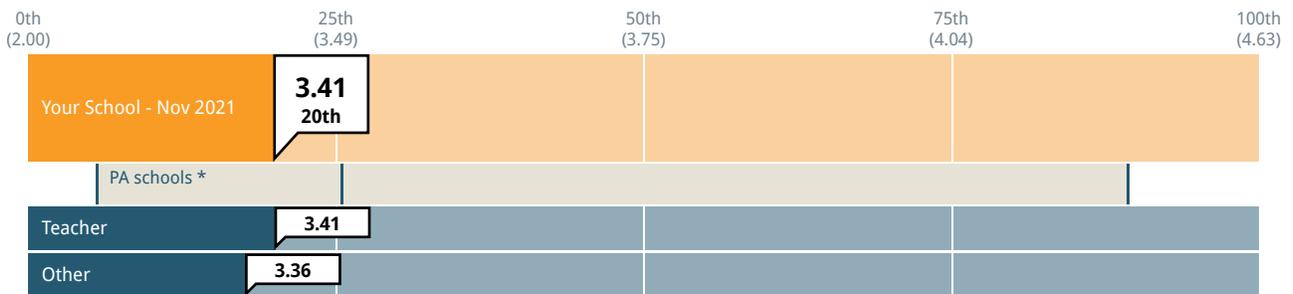
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

My school encourages me to seek professional development opportunities to improve my practice.*

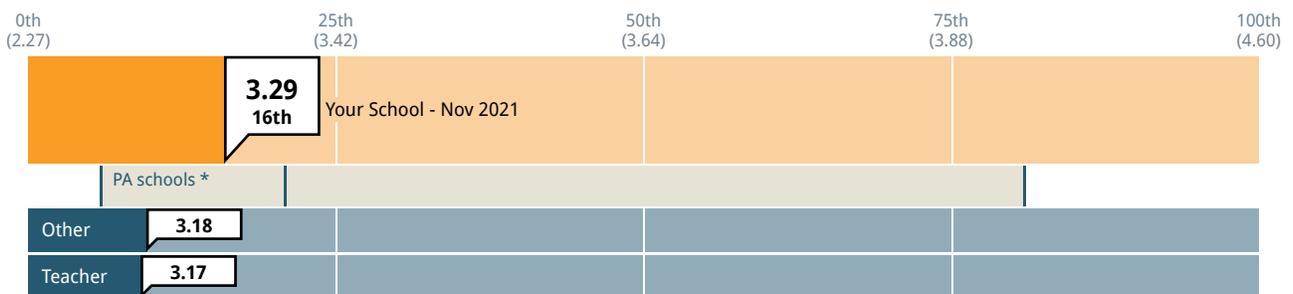
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role
 *Question asked to instructional staff ONLY.

I have access to meaningful professional development.

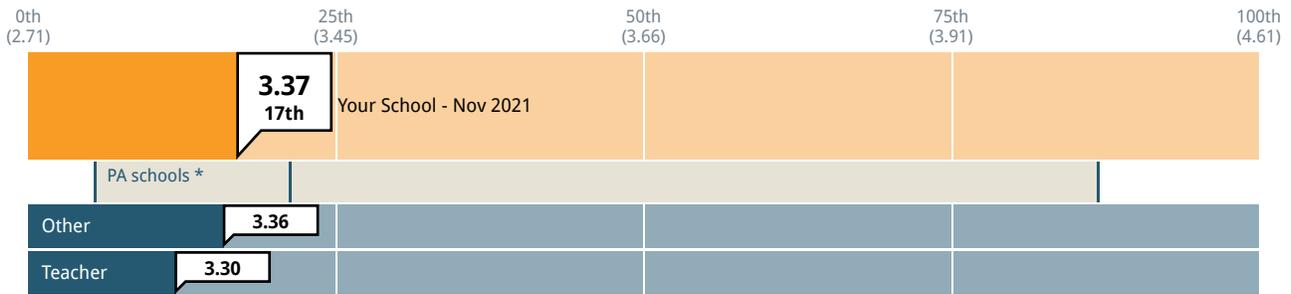
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Cohort: PA schools * Past results: on Subgroup: Instructional role

My professional development over the last year has been closely connected with my school's priorities.

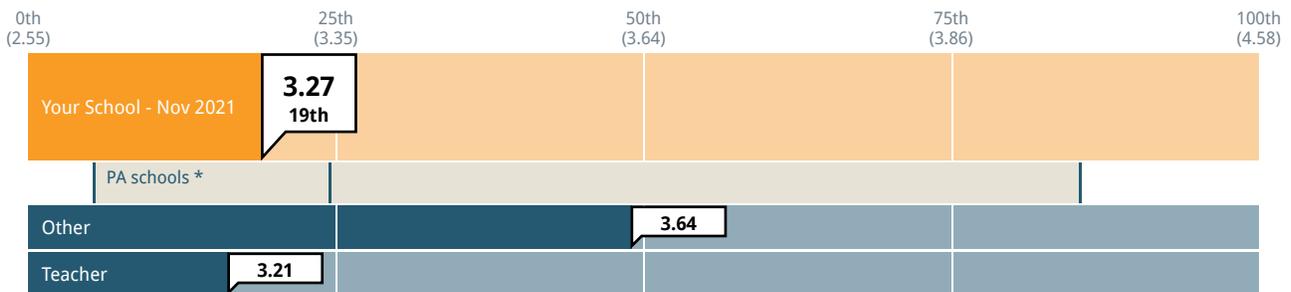
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

My professional development over the last year has provided me with teaching strategies to better meet my students' needs.*

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree

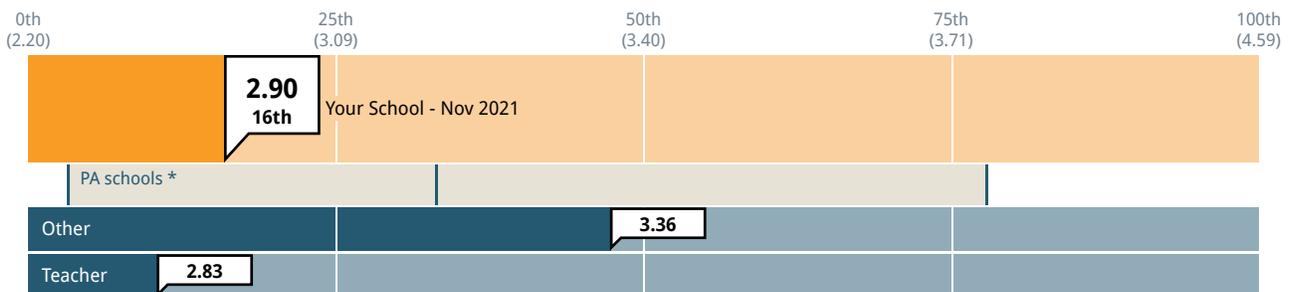


Cohort: PA schools * Past results: on Subgroup: Instructional role

*Question asked to instructional staff ONLY.

My professional development over the last year has provided me with content support.*

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree

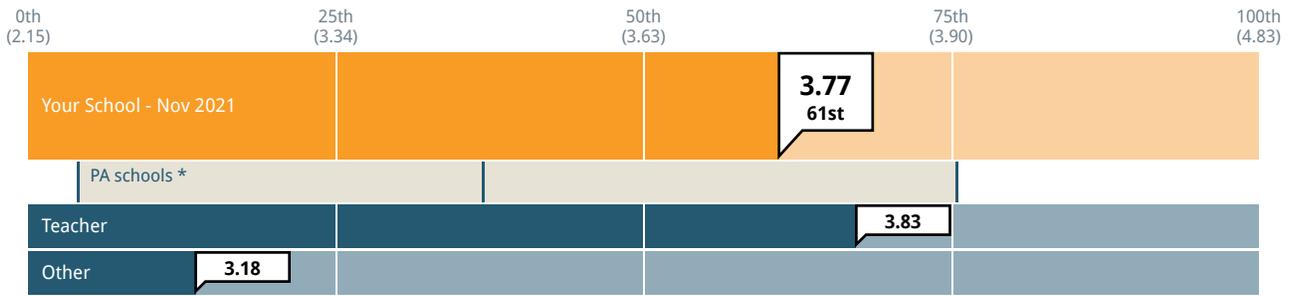


Cohort: PA schools * Past results: on Subgroup: Instructional role

*Question asked to instructional staff ONLY.

I receive regular feedback from my supervisors.

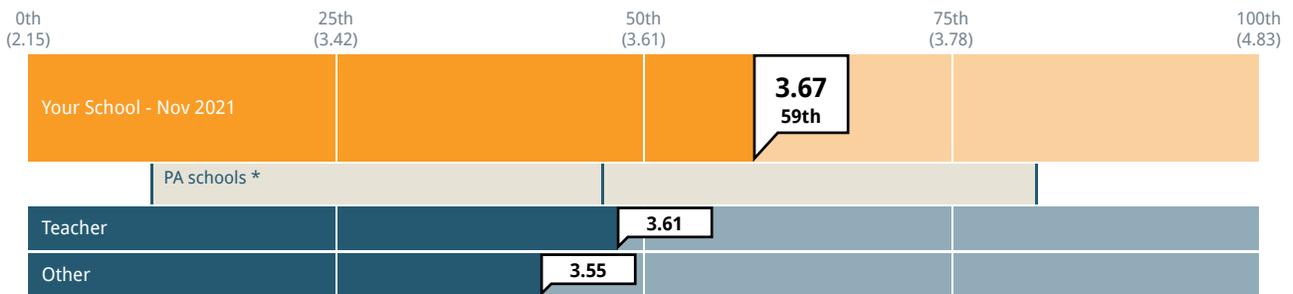
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Cohort: PA schools * Past results: on Subgroup: Instructional role

I receive regular feedback from my colleagues.

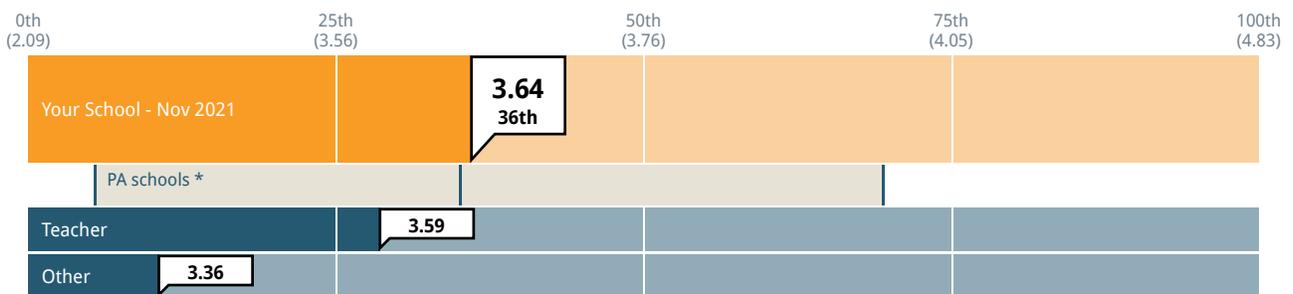
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

The feedback I receive from my supervisors helps me improve my work.

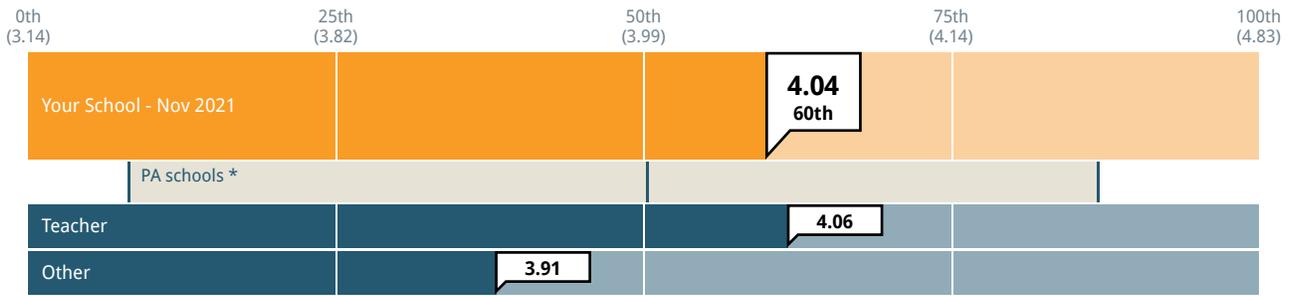
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

The feedback I receive from my colleagues helps me improve my work.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Cohort: PA schools * Past results: on Subgroup: Instructional role

Professional Development & Support Percent Positives

Professional Development & Support Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Overall

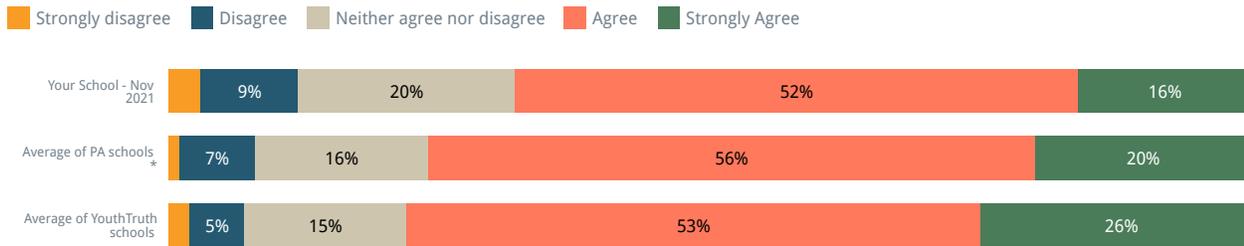
Selected Cohort: Typical PA school *			
Question	Your School - Nov 2021	Typical YouthTruth school	Typical PA school *
I have opportunities to learn at work.	68%	79%	75%
I have opportunities to grow professionally at work.	53%	71%	64%
My school supports me in implementing what I have learned in professional development	59%	68%	61%
I have the necessary resources to do my job well	76%	71%	69%
My school encourages me to seek professional development opportunities to improve my practice.	54%	65%	59%
I have access to meaningful professional development.	48%	61%	53%
My professional development over the last year has been closely connected with my school's priorities.	47%	61%	53%
My professional development over the last year has provided me with teaching strategies to better meet my students' needs.	44%	62%	50%
My professional development over the last year has provided me with content support.	35%	53%	46%
I receive regular feedback from my supervisors.	69%	62%	54%
I receive regular feedback from my colleagues.	65%	60%	59%
The feedback I receive from my supervisors helps me improve my work.	60%	68%	59%
The feedback I receive from my colleagues helps me improve my work.	84%	77%	78%

Professional Development & Support Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

Selected Subgroup: Instructional role		
Question	Teacher	Other
I have opportunities to learn at work.	66%	73%
I have opportunities to grow professionally at work.	56%	18%
My school supports me in implementing what I have learned in professional development	61%	45%
I have the necessary resources to do my job well	79%	64%
My school encourages me to seek professional development opportunities to improve my practice.	56%	45%
I have access to meaningful professional development.	44%	27%
My professional development over the last year has been closely connected with my school's priorities.	46%	36%
My professional development over the last year has provided me with teaching strategies to better meet my students' needs.	43%	55%
My professional development over the last year has provided me with content support.	33%	45%
I receive regular feedback from my supervisors.	75%	36%
I receive regular feedback from my colleagues.	63%	55%
The feedback I receive from my supervisors helps me improve my work.	61%	36%
The feedback I receive from my colleagues helps me improve my work.	83%	82%

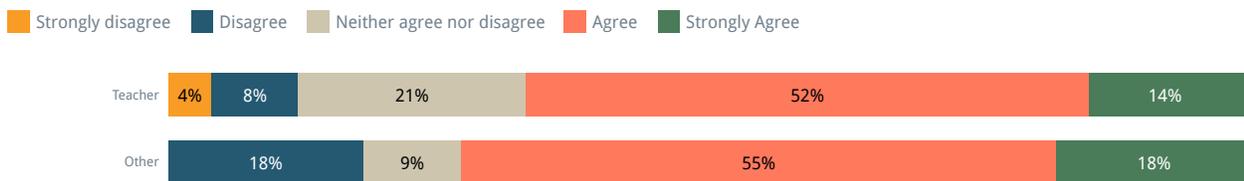
Professional Development & Support Response Distributions

I have opportunities to learn at work. - Overall



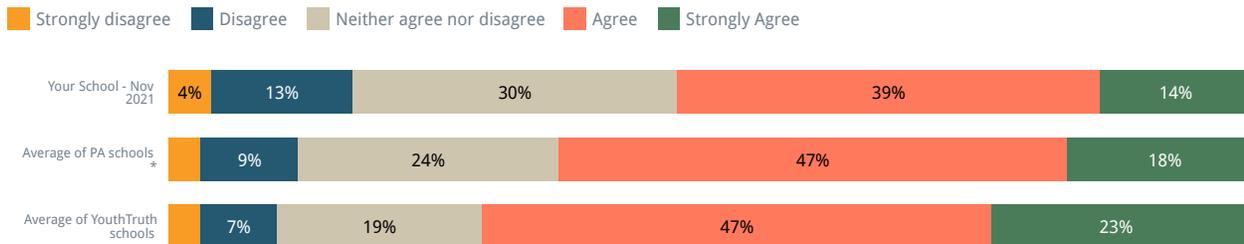
Cohort: Average of PA schools * Past results: on

I have opportunities to learn at work. - Subgroup



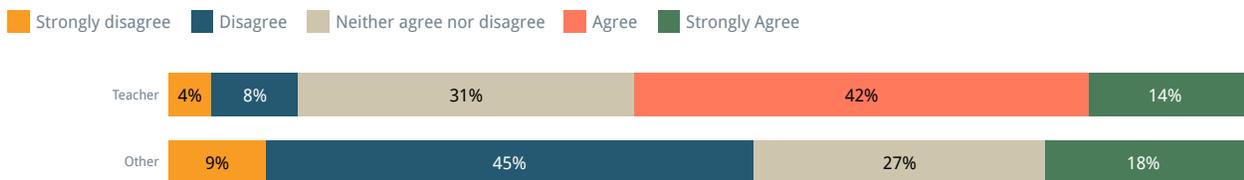
Subgroup: Instructional role

I have opportunities to grow professionally at work. - Overall



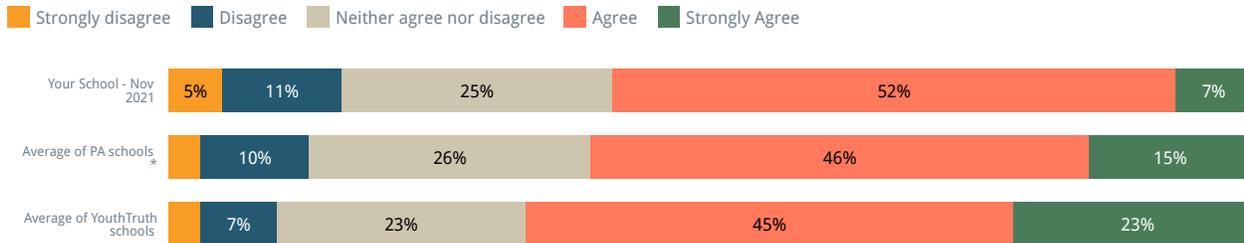
Cohort: Average of PA schools * Past results: on

I have opportunities to grow professionally at work. - Subgroup



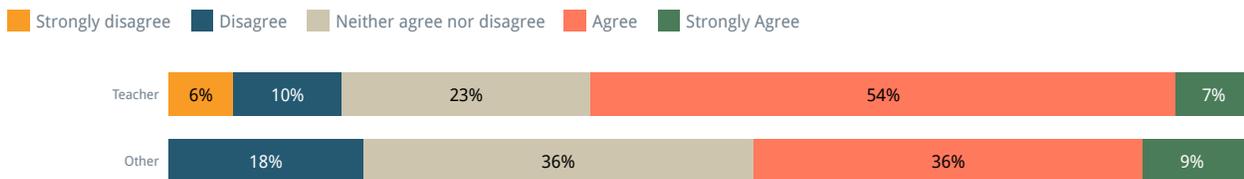
Subgroup: Instructional role

My school supports me in implementing what I have learned in professional development.* - Overall



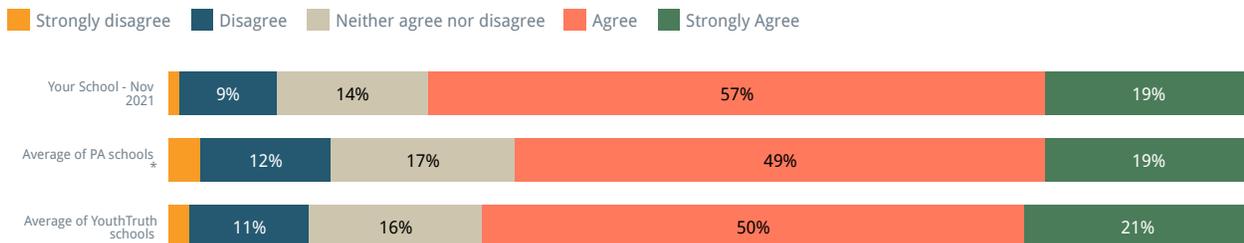
Cohort: Average of PA schools * Past results: on

My school supports me in implementing what I have learned in professional development.* - Subgroup



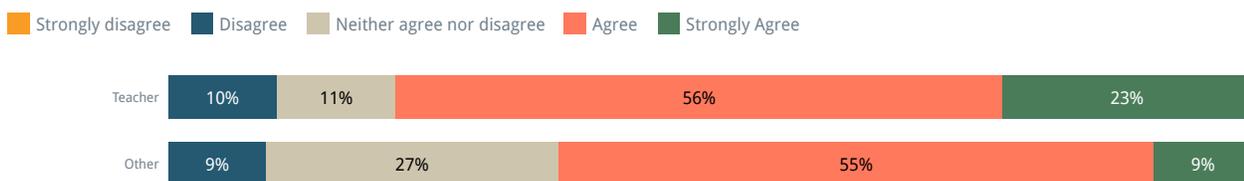
Subgroup: Instructional role

I have the necessary resources to do my job well. - Overall



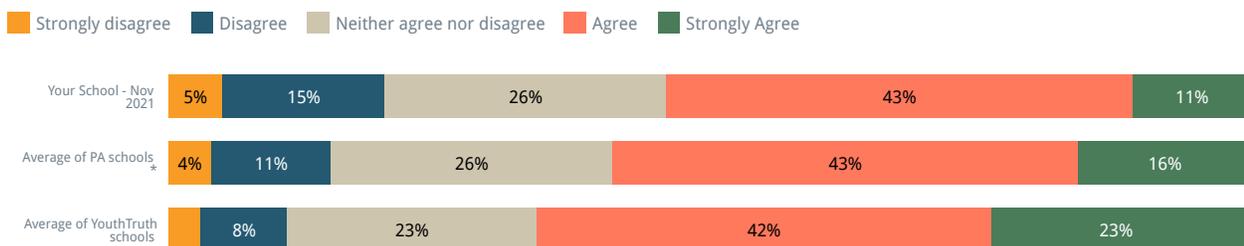
Cohort: Average of PA schools * Past results: on

I have the necessary resources to do my job well. - Subgroup



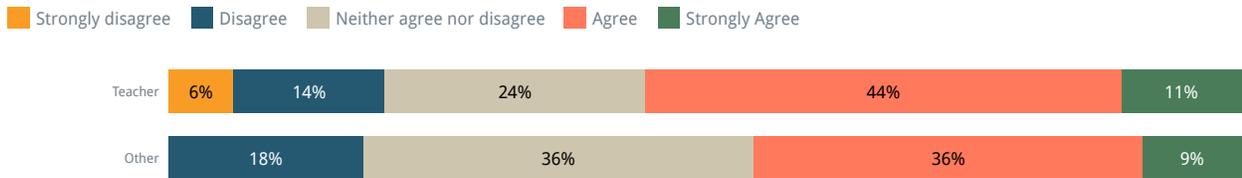
Subgroup: Instructional role

My school encourages me to seek professional development opportunities to improve my practice.* - Overall



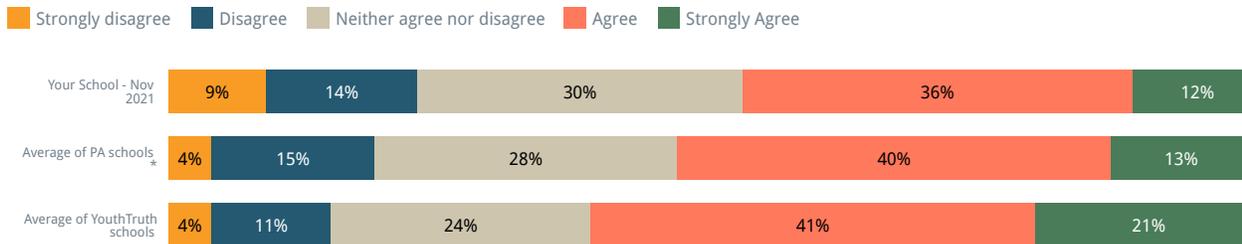
Cohort: Average of PA schools * Past results: on

My school encourages me to seek professional development opportunities to improve my practice.* - Subgroup



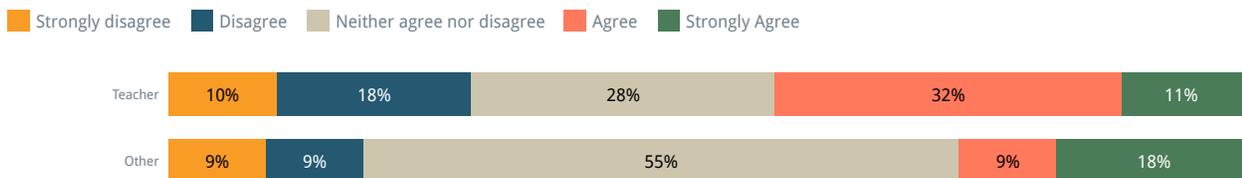
Subgroup: Instructional role

I have access to meaningful professional development. - Overall



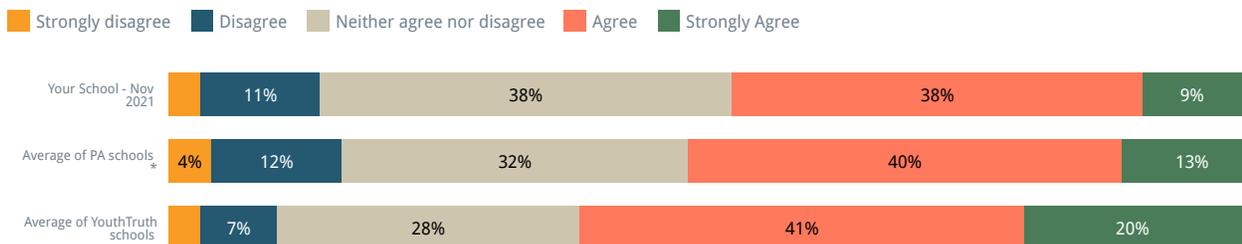
Cohort: Average of PA schools * Past results: on

I have access to meaningful professional development. - Subgroup



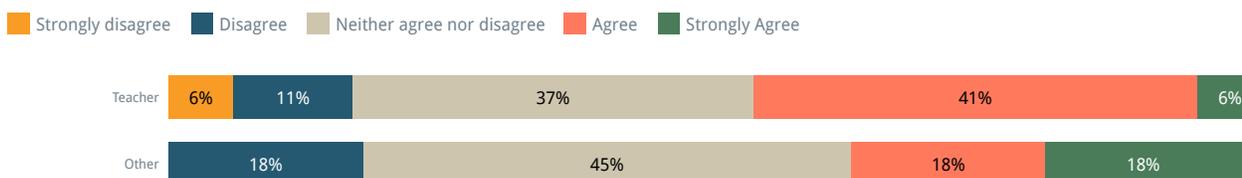
Subgroup: Instructional role

My professional development over the last year has been closely connected with my school's priorities. - Overall



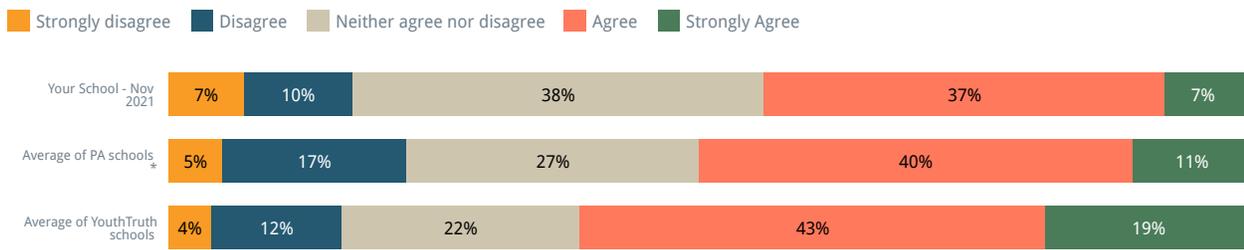
Cohort: Average of PA schools * Past results: on

My professional development over the last year has been closely connected with my school's priorities. - Subgroup



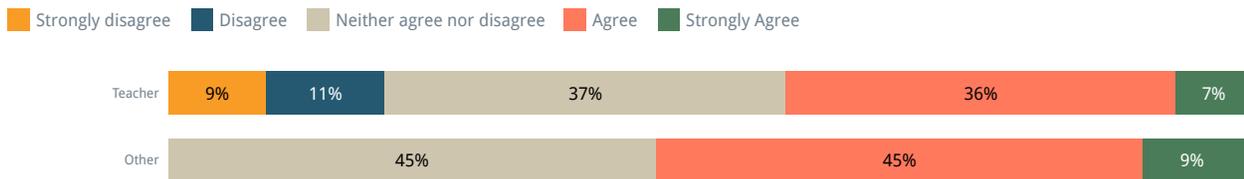
Subgroup: Instructional role

My professional development over the last year has provided me with teaching strategies to better meet my students' needs.* - Overall



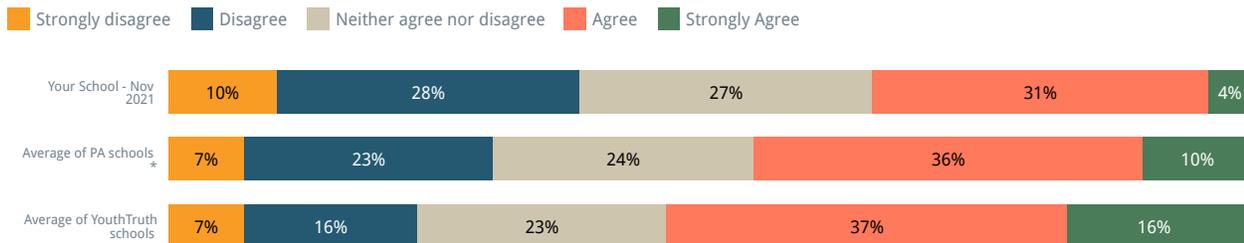
Cohort: Average of PA schools * Past results: on

My professional development over the last year has provided me with teaching strategies to better meet my students' needs.* - Subgroup



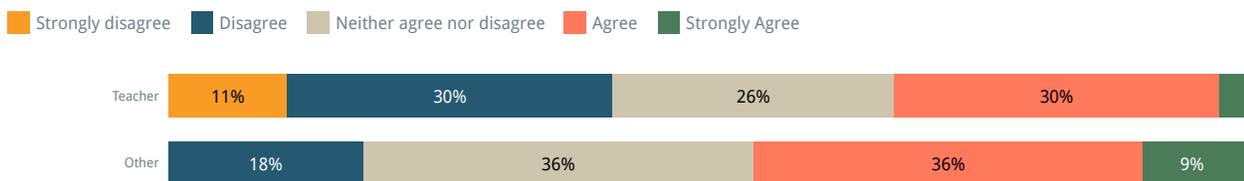
Subgroup: Instructional role

My professional development over the last year has provided me with content support.* - Overall



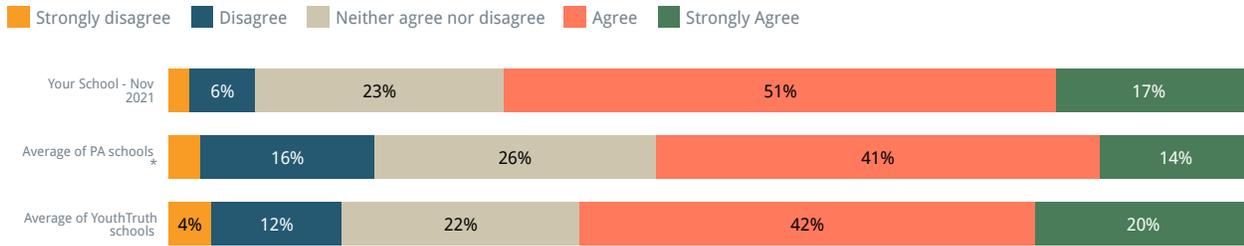
Cohort: Average of PA schools * Past results: on

My professional development over the last year has provided me with content support.* - Subgroup



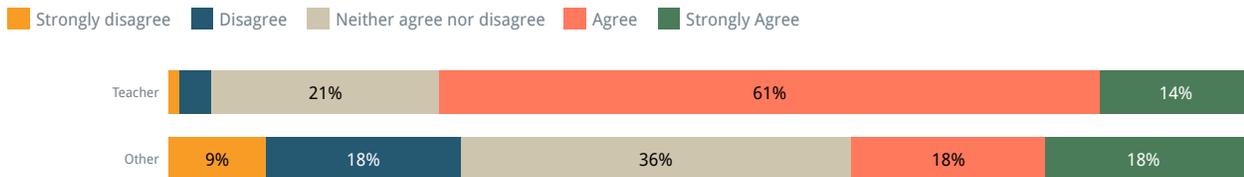
Subgroup: Instructional role

I receive regular feedback from my supervisors. - Overall



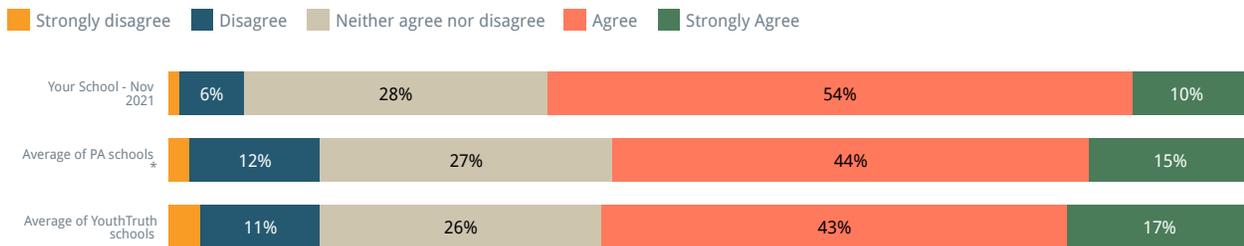
Cohort: Average of PA schools * Past results: on

I receive regular feedback from my supervisors. - Subgroup



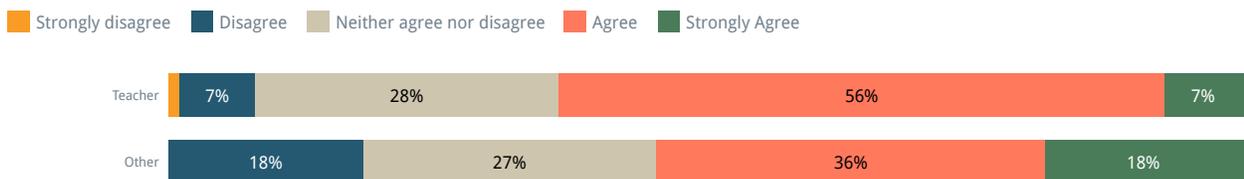
Subgroup: Instructional role

I receive regular feedback from my colleagues. - Overall



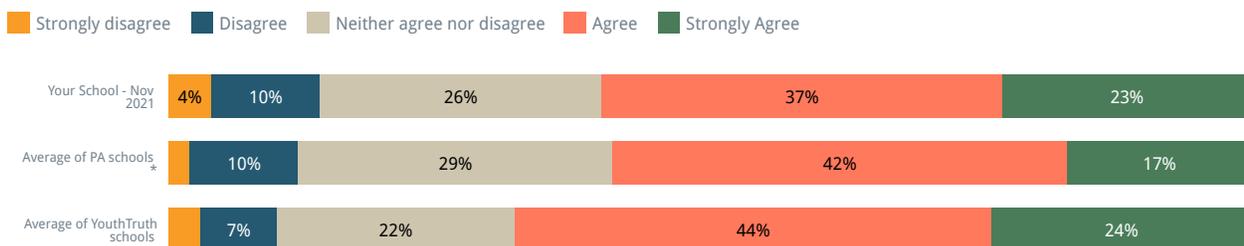
Cohort: Average of PA schools * Past results: on

I receive regular feedback from my colleagues. - Subgroup



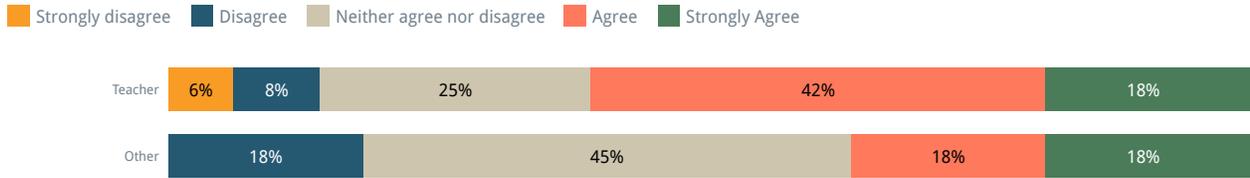
Subgroup: Instructional role

The feedback I receive from my supervisors helps me improve my work. - Overall



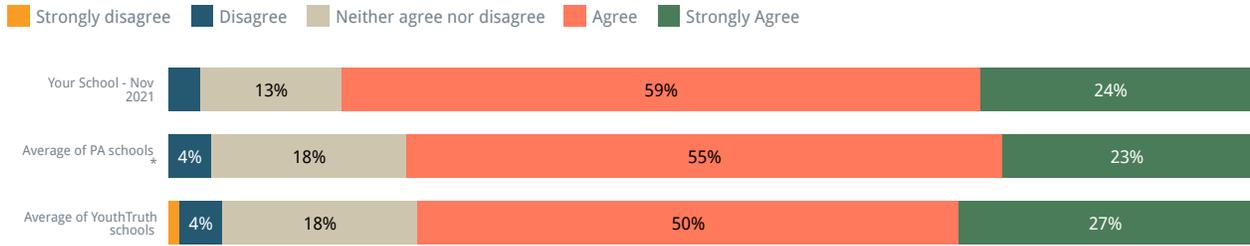
Cohort: Average of PA schools * Past results: on

The feedback I receive from my supervisors helps me improve my work. - Subgroup



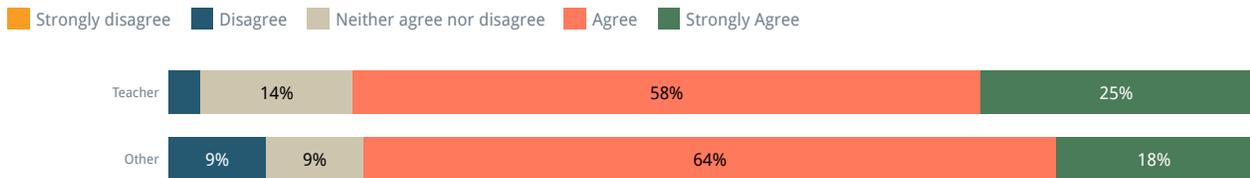
Subgroup: Instructional role

The feedback I receive from my colleagues helps me improve my work. - Overall



Cohort: Average of PA schools * Past results: on

The feedback I receive from my colleagues helps me improve my work. - Subgroup



Subgroup: Instructional role

SCHOOL SAFETY

Within the School Safety theme, compared to other participating middle schools, the **highest rated question** for SLMS was:

- Adults at my school try to stop bullying and harassment.

and the **lowest rated question** was:

- In my school, there are clear rules for students against hurting other people.

Here is the full list of questions in the School Safety theme:

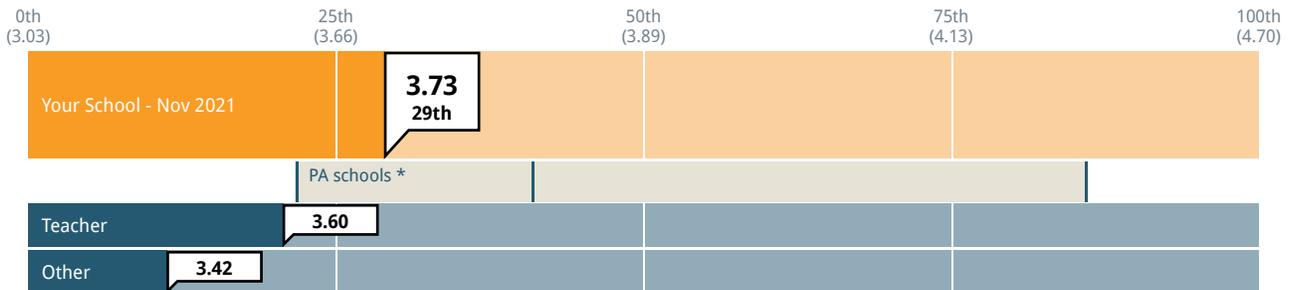
- Students are safe from bullying at my school.
- Adults at my school try to stop bullying and harassment.
- In my school, there are clear rules for students against hurting other people.
- I feel safe from harm while at my school.

Here are the related questions in the school Safety Theme:

- Students are safe from violence at my school.

School Safety

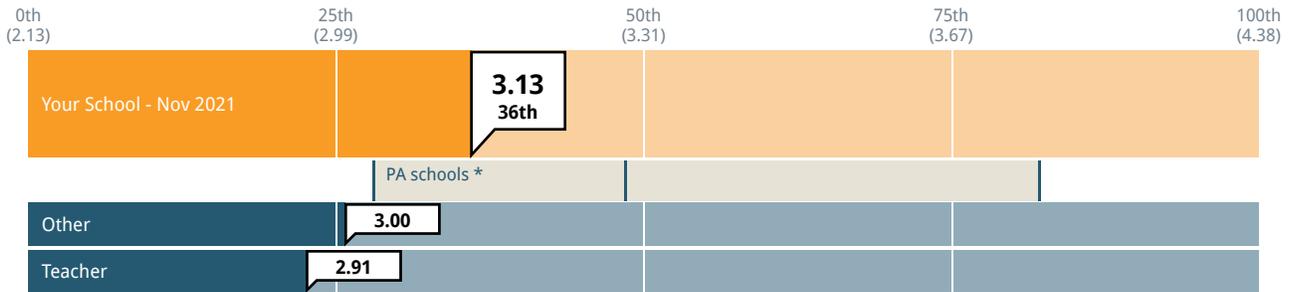
This summary measure describes the degree to which staff feel the school is a safe learning environment.



Cohort: PA schools * Past results: on Subgroup: Instructional role

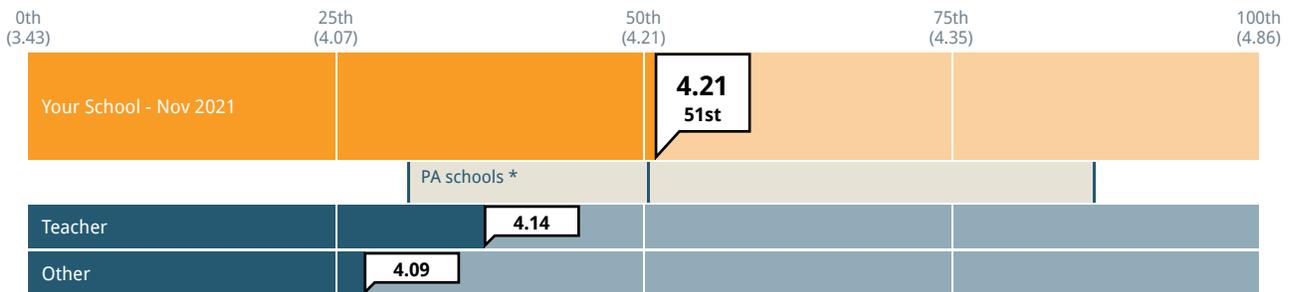
School Safety Percentile Charts

Students are safe from bullying at my school.



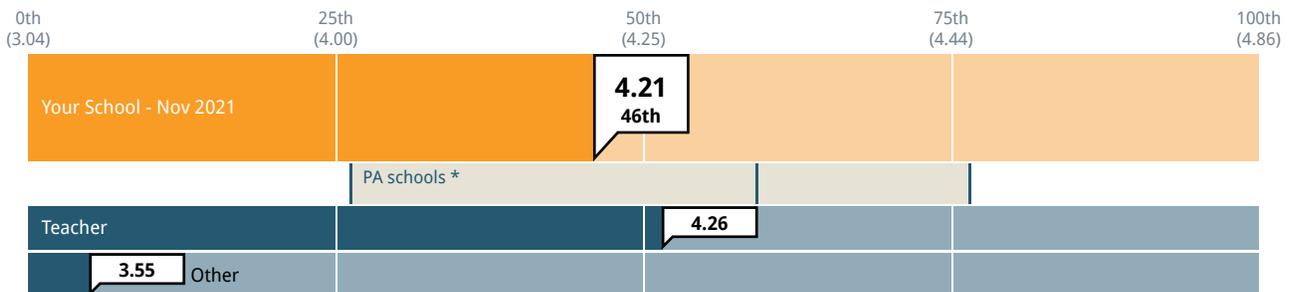
Cohort: PA schools * Past results: on Subgroup: Instructional role

Adults at my school try to stop bullying and harassment.



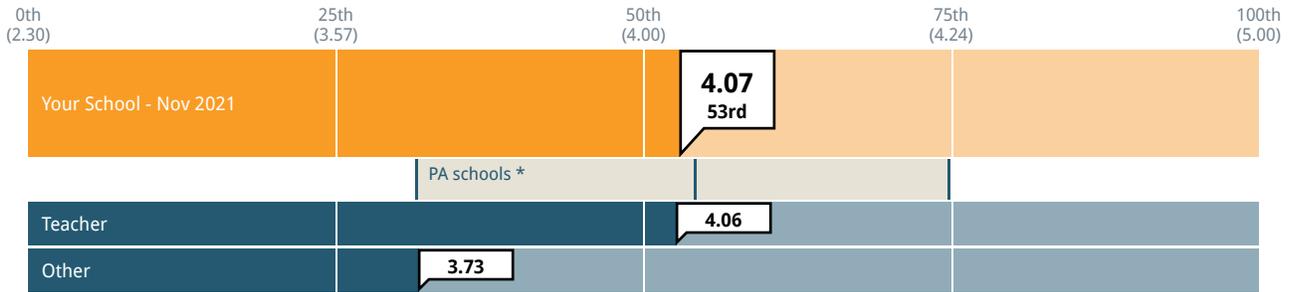
Cohort: PA schools * Past results: on Subgroup: Instructional role

I feel safe from harm while at my school.



Cohort: PA schools * Past results: on Subgroup: Instructional role

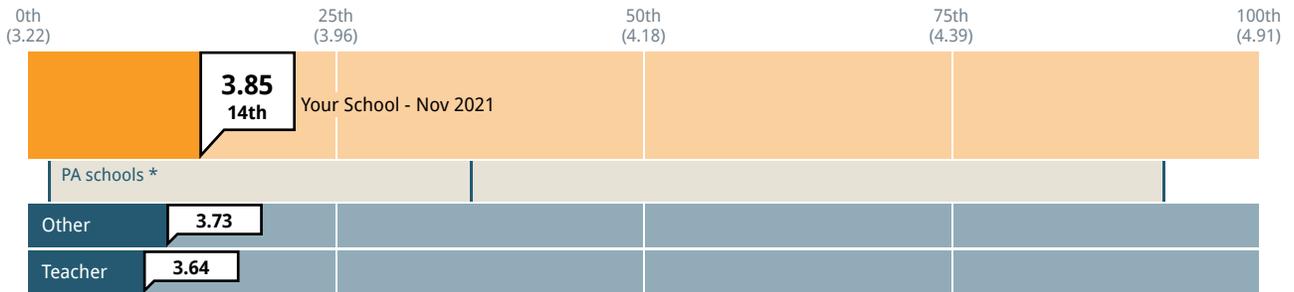
Students are safe from violence at my school.



Cohort: PA schools * Past results: on Subgroup: Instructional role

The following question is not included in the School Safety theme because it is only asked of staff who teach in-person.

In my school, there are clear rules for students against hurting other people.



Cohort: PA schools * Past results: on Subgroup: Instructional role

School Safety Percent Positives

School Safety Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Overall

Selected Cohort: Typical PA school *			
Question	Your School - Nov 2021	Typical YouthTruth school	Typical PA school *
Students are safe from bullying at my school.	39%	48%	50%
Adults at my school try to stop bullying and harassment.	91%	88%	89%
In my school, there are clear rules for students against hurting other people.	69%	84%	81%
I feel safe from harm while at my school.	83%	86%	90%

School Safety Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Subgroup

Selected Subgroup: Instructional role		
Question	Teacher	Other
Students are safe from bullying at my school.	31%	27%
Adults at my school try to stop bullying and harassment.	89%	100%
In my school, there are clear rules for students against hurting other people.	59%	73%
I feel safe from harm while at my school.	87%	45%

The following question is not included in the School Safety theme because it is only asked of staff who teach in-person.

Related Safety Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4 = Agree, 5 = Strongly Agree). - Overall

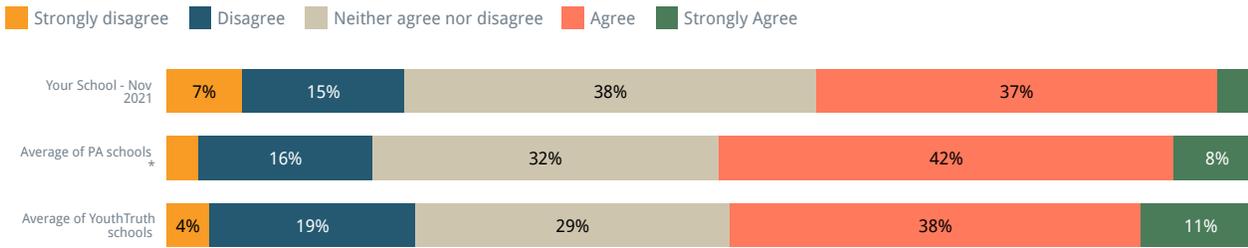
Selected Cohort: Typical PA school *			
Question	Your School - Nov 2021	Typical YouthTruth school	Typical PA school *
Students are safe from violence at my school.	81%	74%	81%

Related Safety Percent Positives: this table displays the percentage of respondents who chose a 4 or a 5 (4= Agree, 5 = Strongly Agree). - Overall

Selected Subgroup: Instructional role		
Question	Teacher	Other
Students are safe from violence at my school.	80%	73%

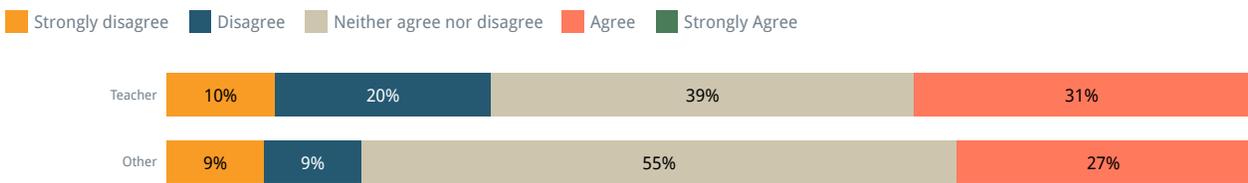
School Safety Response Distributions

Students are safe from bullying at my school. - Overall



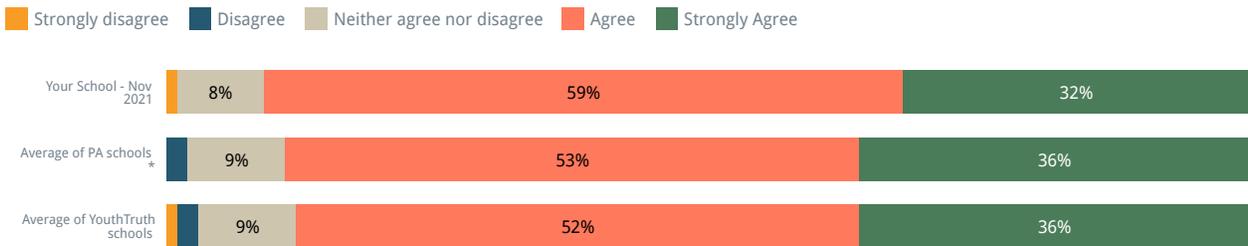
Cohort: Average of PA schools * Past results: on

Students are safe from bullying at my school. - Subgroup



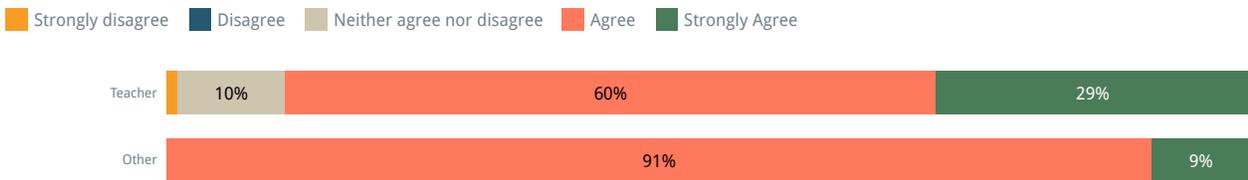
Subgroup: Instructional role

Adults at my school try to stop bullying and harassment. - Overall



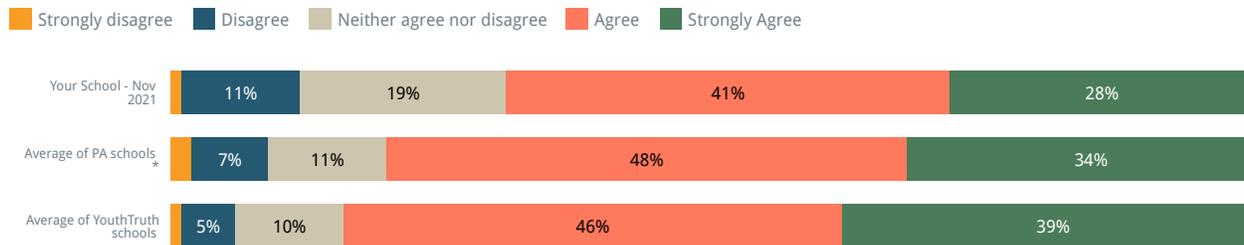
Cohort: Average of PA schools * Past results: on

Adults at my school try to stop bullying and harassment. - Subgroup



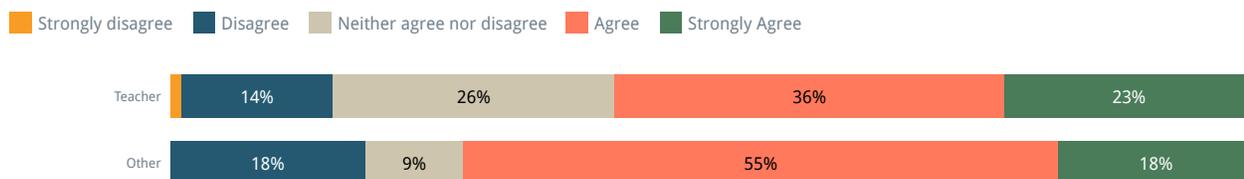
Subgroup: Instructional role

In my school, there are clear rules for students against hurting other people. - Overall



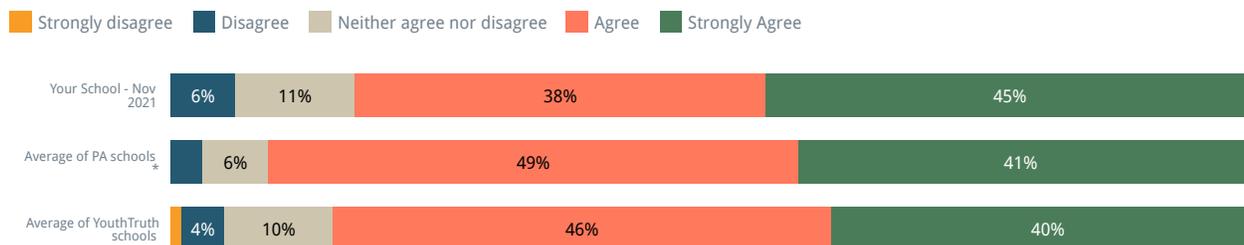
Cohort: Average of PA schools * Past results: on

In my school, there are clear rules for students against hurting other people. - Subgroup



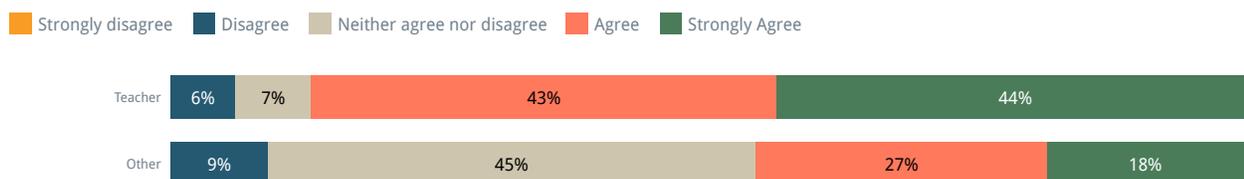
Subgroup: Instructional role

I feel safe from harm while at my school. - Overall



Cohort: Average of PA schools * Past results: on

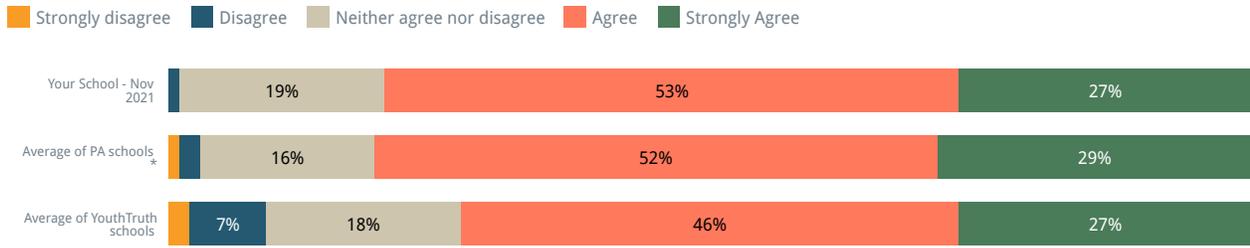
I feel safe from harm while at my school. - Subgroup



Subgroup: Instructional role

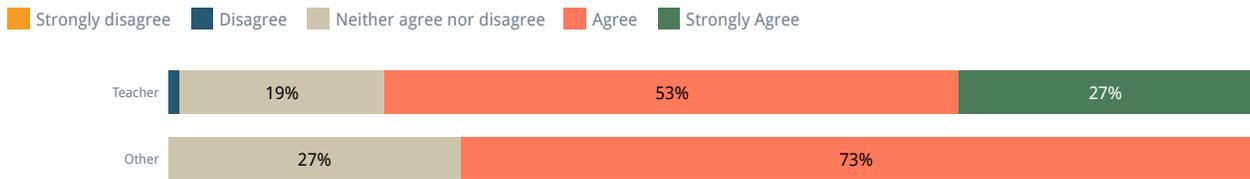
The following question is not included in the School Safety theme because it is only asked of staff who teach in-person.

Students are safe from violence at my school. - Overall



Cohort: Average of PA schools * Past results: on

Students are safe from violence at my school. - Subgroup

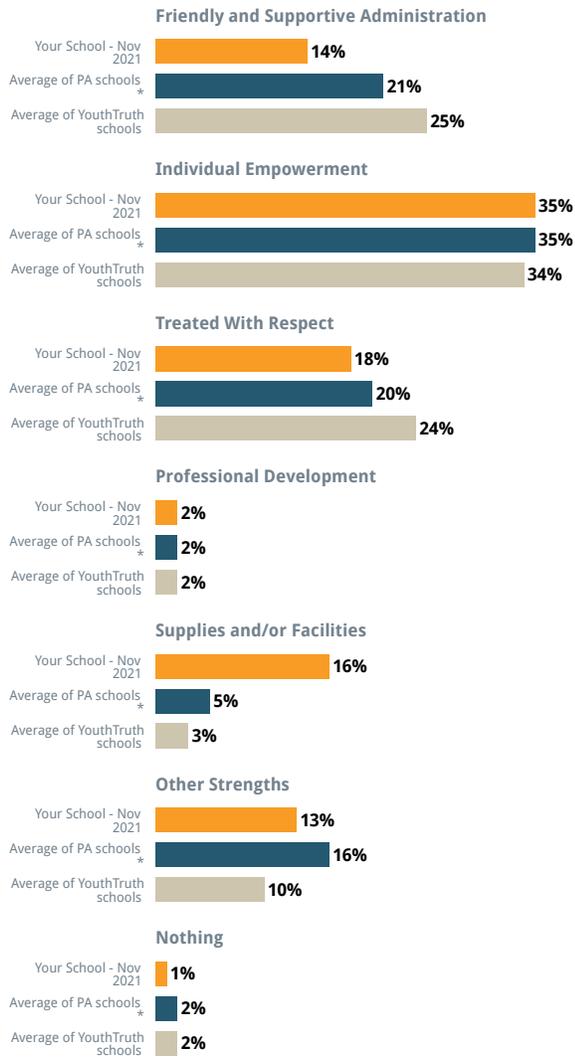


Subgroup: Instructional role

Strengths

What do you like most about your school?

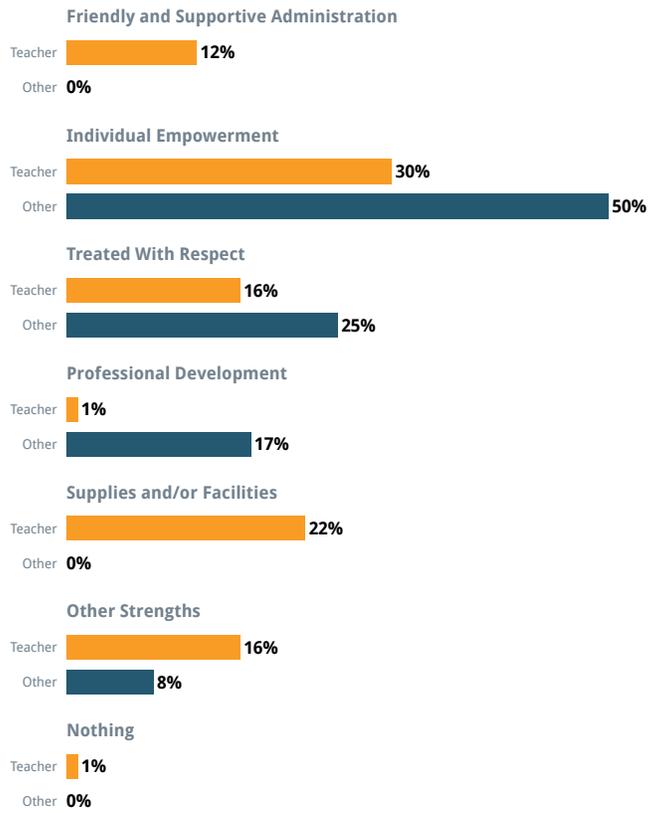
■ Your School - Nov 2021
 ■ Average of PA schools *
 ■ Average of YouthTruth schools



Cohort: Average of PA schools * Past results: on

What do you like most about your school? - Subgroup

Teacher Other

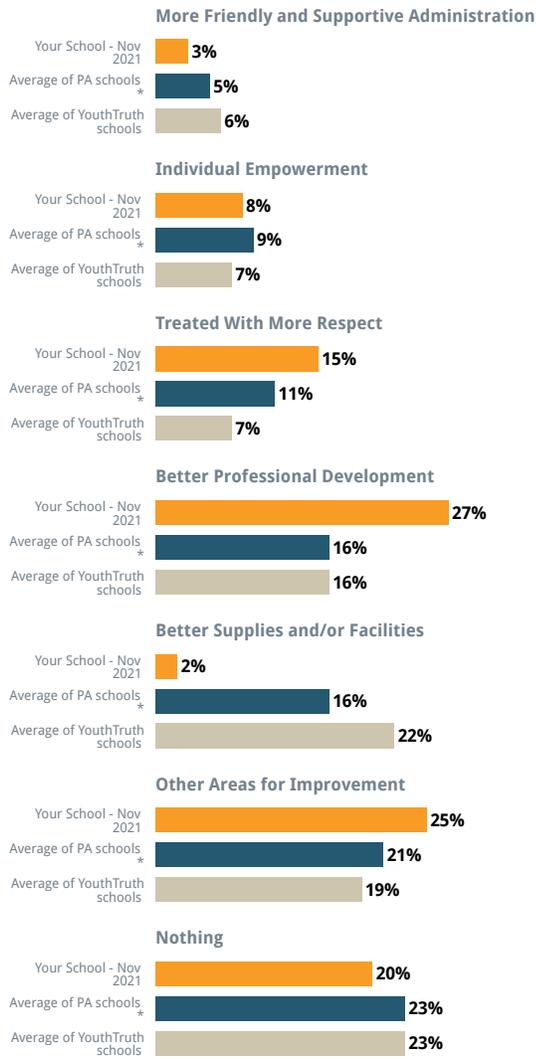


Subgroup: Instructional role

Areas for Improvement

What is one area in which your school could improve?

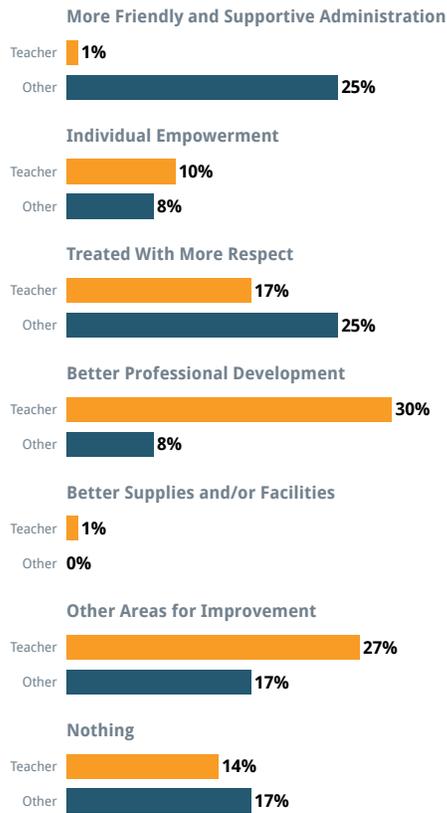
■ Your School - Nov 2021
 ■ Average of PA schools *
 ■ Average of YouthTruth schools



Cohort: Average of PA schools * Past results: on

What is one area in which your school could improve? -Subgroup

Teacher Other



Subgroup: Instructional role

APPENDIX

YouthTruth gathers candid staff feedback through a confidential online survey. YouthTruth conducts rigorous analysis on the quantitative data and qualitative comments. This is designed to be an actionable report, and compares your results to those of other schools across the country.

The details of your survey are:

Survey Fielded	Survey Population	Number of Responses Received	Survey Response Rate
November 2021	138	133	96%

Comparative Dataset

INTERPRETING YOUR RESULTS

This report reflects perceptions in your school as captured by the YouthTruth survey instrument. The dataset to which we compare you contains only schools that have participated in YouthTruth. Therefore, we consider this report to be an informative, though not comprehensive, source of data. The comparative data included in this report offers a helpful point of reference for interpreting feedback from family members in your school, but does not comprise a representative sample of U.S. middle schools.

We encourage you to interpret this feedback in light of your own goals, strategies, and context, and to review it in conjunction with other data sources that you use to monitor your school's progress.

COMPARATIVE DATASET

YouthTruth's middle school comparative dataset includes 218 schools, and the average response rate is 128% percent.

The number of schools in the table below may be slightly different than the number of schools in the comparative dataset because: 1) the comparative dataset includes international schools, and 2) schools are occasionally double counted in this table if they participated in YouthTruth once through their district and once through a network of which they are a part, or if they participated through two different networks.

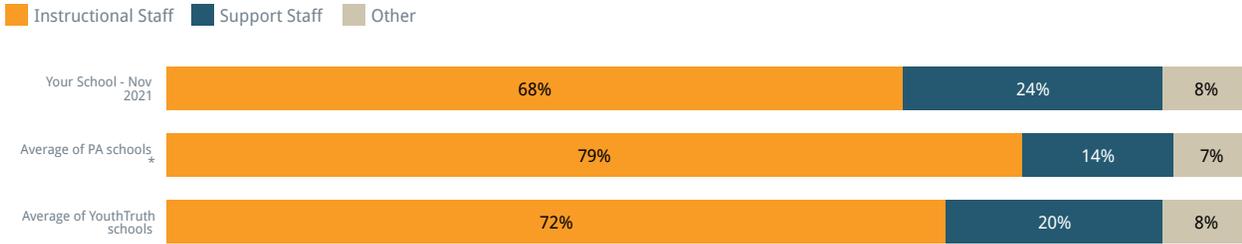
Schools from the following districts and charters networks comprise the comparative dataset for this report:

District	Number of Schools
California	
Amethod Public Schools	3
Azusa Unified School District	3
Cloverdale Unified School District (through Sonoma County Schools)	1
Cotati-Rohnert Park Unified School District (through Sonoma County Schools)	2
Davis Joint Unified School District	4
Evergreen School District	3
Fullerton School District	5
Harmony Union School District (through Sonoma County Schools)	1
Healdsburg Unified School District (through Sonoma County Schools)	1
High Tech High	5
Ingenium Schools	2
Kentfield School District	1
Lancaster School District (CA)	5
Lincoln Unified School District	8
Lynwood Unified School District	3
Mesa Union School District	1
Monterey Peninsula Unified School District	5
Novato Unified School District	3
Oak Grove Union School District (through Sonoma County Schools)	1
Pajaro Valley Unified School District	7
Petaluma City Schools (through Sonoma County Schools)	2
Red Bluff Union Elementary School District	1
Reed Union School District	1
Rincon Valley Union School District (through Sonoma County Schools)	1
Rio School District	4
San Diego Unified School District	2

District	Number of Schools
San Leandro Unified School District	2
San Luis Coastal Unified School District	2
San Rafael City Schools	2
Santa Rosa City Schools (through Sonoma County Schools)	6
Sausalito Marin City School District	1
Sebastopol Union School District (through Sonoma County Schools)	1
Shoreline Unified School District	2
Sonoma County Office of Education (through Sonoma County Schools)	2
Sonoma Valley Unified School District (through Sonoma County Schools)	2
Teach Public Schools	1
Twin Hills Union School District (through Sonoma County Schools)	2
University Preparatory Public Charter	1
West Contra Costa Unified School District	8
Wilsona School District	1
Youth Policy Institute Charter Schools	2
Hawaii	
Mid-Pacific Institute	1
Michigan	
Bay City Public Schools	2
Cornerstone Education Group (through Michigan Department of Education)	2
Creative Urban Education, Inc. (through Michigan Department of Education)	1
Detroit 9090 (through Michigan Department of Education)	1
Detroit Public Schools (through Michigan Department of Education)	8
National Heritage Academies (through Michigan Department of Education)	2
University Prep Schools	3
Minnesota	
Hopkins Public Schools	1
Mississippi	
Oxford School District	2
North Carolina	
McDowell County Schools	1
New Jersey	
Ramsey School District	1
Westwood Regional School District	1
New York	
Kenmore-Tonawanda Union Free School District	2
Ohio	

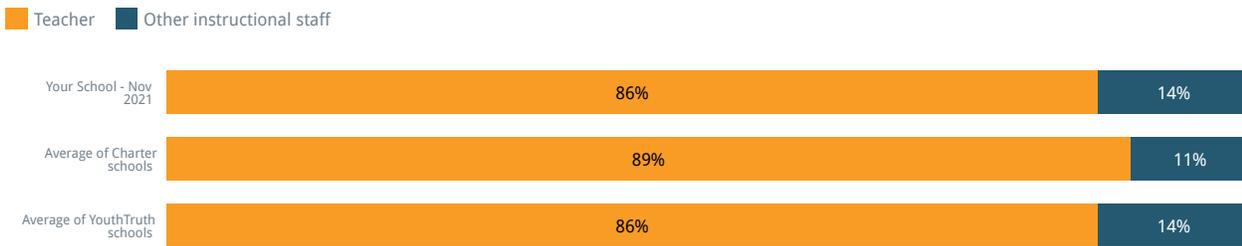
District	Number of Schools
Clinton-Massie Local Schools	1
Urban Community School	1
Westlake City School District	2
Oregon	
14-J Jefferson School District	1
Ashland School District	1
Bend-La Pine School District	8
Eagle Point School District 9	3
Gervais School District	1
Gladstone School District	1
Grants Pass School District 7	2
Junction City School District (through Linn Benton Lincoln Education Service District)	1
Lake Oswego School District	2
Molalla River School District	1
North Bend School District	1
North Clackamas School District	4
Riverdale 51J	1
Silver Falls School District	8
Siuslaw School District (through Linn Benton Lincoln Education Service District)	1
South Lane School District (through Linn Benton Lincoln Education Service District)	1
Pennsylvania	
Big Spring School District	1
Bristol Township School District	2
Centennial School District	2
Downingtown Area School District	3
Great Valley School District	1
Penn-Delco School District	1
Ridley School District	1
Rose Tree Media School District	1
Texas	
Clear Creek Independent School District	10
Huntsville Independent School District	1
Lancaster Independent School District	2
Midlothian Independent School District	3
Terrell Independent School District	1
Washington	
Bethel School District	7
Woodland Public Schools	2

Role of Respondents



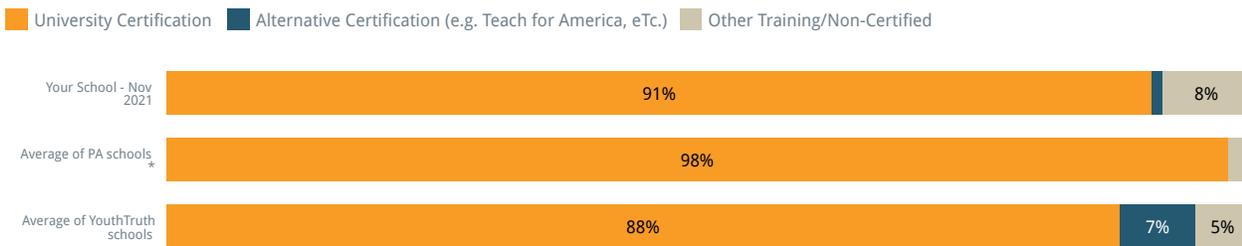
Cohort: Average of PA schools * Past results: on

Instructional Staff Role (if applicable)



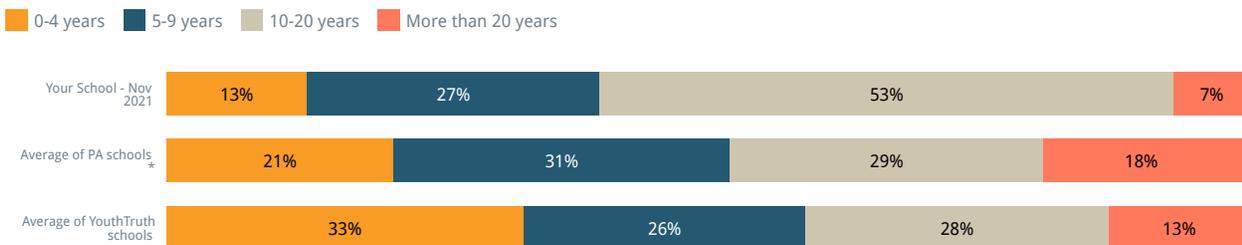
Cohort: Average of Charter schools Past results: on

Teacher Training



Cohort: Average of PA schools * Past results: on

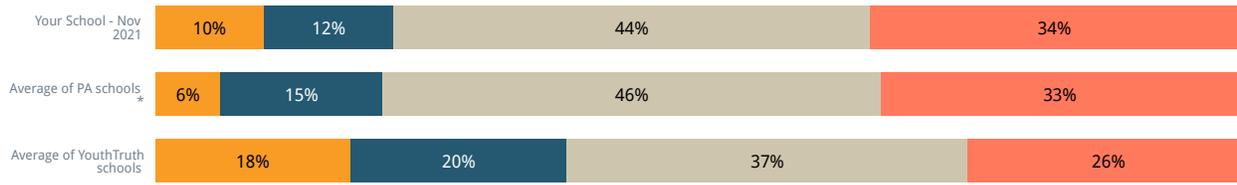
Years of Experience in Role



Cohort: Average of PA schools * Past results: on

Years of Teaching Experience

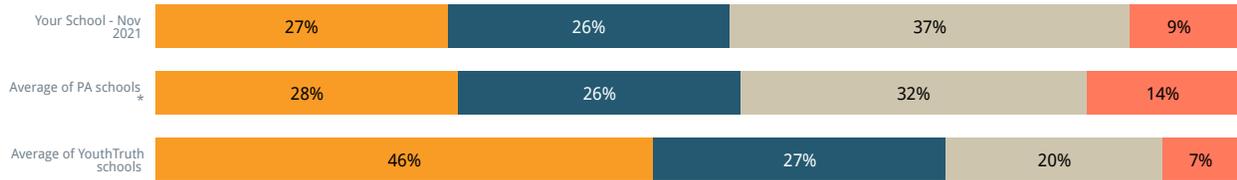
0-4 years 5-9 years 10-20 years More than 20 years



Cohort: Average of PA schools * Past results: on

Years Employed at School

0-4 years 5-9 years 10-20 years More than 20 years



Cohort: Average of PA schools * Past results: on

Methodology

SURVEY ADMINISTRATION

Staff members participated in the YouthTruth Staff Survey during a multi-week survey window. The survey was administered online, with administration coordinated by school personnel.

REPORTING THRESHOLD

Throughout this report, we remove any results reflecting responses from fewer than five respondents in order to preserve respondent confidentiality. If fewer than five respondents of any given subgroup at your school respond to a particular question, the average rating of that particular subgroup for that question will not appear in your report. If fewer than five respondents of any given subgroup at your school respond to the entire survey, the average ratings of that particular subgroup will not appear separately for any questions, although they will contribute to your overall ratings.

ABSOLUTE VS. RELATIVE RATINGS

Throughout this report, you will see a number of references to the "typical" YouthTruth school. These guidelines describe our approach to characterizing schools' results relative to the "typical" school.

- **For likert questions (1-3 or 1-5 scale):** Results are described as "higher than typical" when they fall at or above the 60th percentile in the comparative dataset – that is, higher than 60 percent of other middle schools that have participated in YouthTruth. Conversely, results are described as "lower than typical" when they falls below the 40th percentile – or, lower than 60 percent of other participating middle schools.
- **For questions allowing multiple responses (e.g., Do any of the following make it hard for you to do your best in school? – Home life; extracurricular commitments; etc.):** Results are considered "higher than typical" when they are at least 8 percentage points higher than the results for the median school in the comparative dataset, and "lower than typical" when they are at least 8 percentage points lower than the median.
- **For categorical questions allowing only one response (e.g., Do you want to go to college? – Yes; No; Maybe; I'm not sure):** Results are considered "higher than typical" when they are at least 8 percentage points higher than the results for the average YouthTruth school, and "lower than typical" when they are at least 8 percentage points lower than the average.

COHORT AND SUBGROUP COMPARISONS

To help make comparisons more contextually meaningful, you can toggle to compare your results to a subset of participants with similar characteristics. Groups that are similar to your school's characteristics are marked with an asterisk. Most schools participate in the YouthTruth surveys alongside other schools within their local school district or network. When this is the case, schools can compare their results to those of other schools in their district or network. Reports also include a set of comparison groups that allow for comparisons across school-level indicators related to poverty, school size, school type, and geography. These groups include:

Cohort Name	Description	Number of schools
PA schools *	Schools located in this state.	12
Alternative schools	Schools that (1) address needs of students that typically cannot be met in a regular school, (2) provide nontraditional education, (3) serve as adjuncts to regular school, or (4) fall outside the categories of regular, special education, or vocational education.	3
Charter schools	Publicly funded, independently managed schools established under the terms of a charter with a local or national authority.	29
COVID-19 schools *	Schools that fielded surveys in the time of COVID-19 (after March 2020).	141
High poverty schools	Greater than or equal to 70% of a district or school's students receiving free or reduced price lunch.	67
Large city schools	Schools located in an urbanized area and in a principal city with a population greater than or equal to 250,000.	35
Large size schools *	Greater than or equal to 800 students.	43
PBL schools	Schools utilizing project-based-learning models as part of curriculum.	25
Rural schools	Schools not located in an urbanized area.	46
Small city schools	Schools located in an urbanized area and in a principal city with a population of less than 250,000.	25
Small size schools	Less than or equal to 200 students.	41
STEM schools	Schools utilizing a curriculum focusing primarily on science, technology, engineering, and math.	11

Cohort Name	Description	Number of schools
Suburban schools *	Schools located in an urbanized area, but outside a principal city.	96
2020-21 Distance learning schools	Schools that fielded surveys in the 20-21 school year while operating under a distance learning model.	64
2020-21 Hybrid learning schools	Schools that fielded surveys in the 20-21 school year while operating under a hybrid learning model (with students engaged in both distance learning and in-person learning).	33
2020-21 In-person learning schools	Schools that fielded surveys in the 20-21 school year while operating under an in-person learning model.	2

*Your school is in this cohort (*School Reports only*).

The four geographic cohorts are defined based on collapsed categories using NCES locale codes. For more information on NCES methodology, please visit http://nces.ed.gov/ccd/rural_locales.asp.

Respondents are also asked a series of demographic questions, the responses from which are used to create subgroup comparisons that you can toggle throughout your report.

SUMMARY MEASURES

YouthTruth survey questions are grouped into summary measures, each of which captures data from statistically related questions. To identify these summary measures, YouthTruth uses factor analysis, a statistical tool that analyzes underlying patterns in the data.

In your report, subsections titled, for example, "Engagement Questions" include the survey questions that comprise the summary measure, or factor, describing Engagement. Subsections titled "Related Questions" contain survey questions that are thematically but not statistically related to the factor.

For the middle and high school Overall School Experience surveys, certain summary measures were developed after the launch of the survey. Therefore the number of schools in the comparative dataset for those questions. For more information about the development of summary measures and the analytical techniques used, please refer to the YouthTruth Design and Methodology Report [here](#).