

School Community Index

School Community Network Just Connect™

The student **connects** with the family.

The teacher **connects** with the student.

The family **connects** with the teacher.

The principal **connects** with the family.

The staff **connects** with the teacher.

The teacher **connects** with other teachers.

The student **connects** with other students.

The staff **connects** with the principal.

The principal **connects** with the teacher.

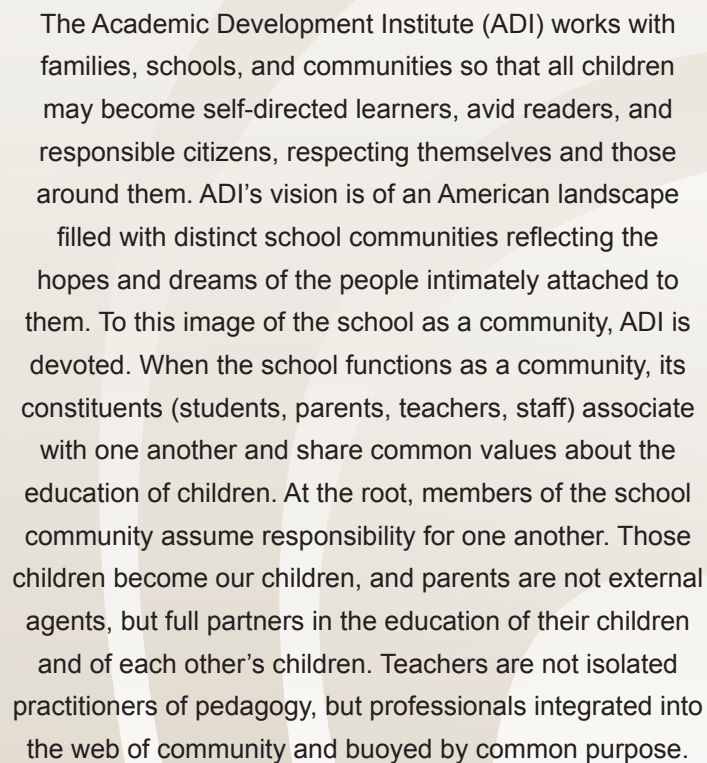
The family **connects** with other families.

The principal **connects** with the student.

The staff **connects** with the family.

Everyone **connects** with learning.

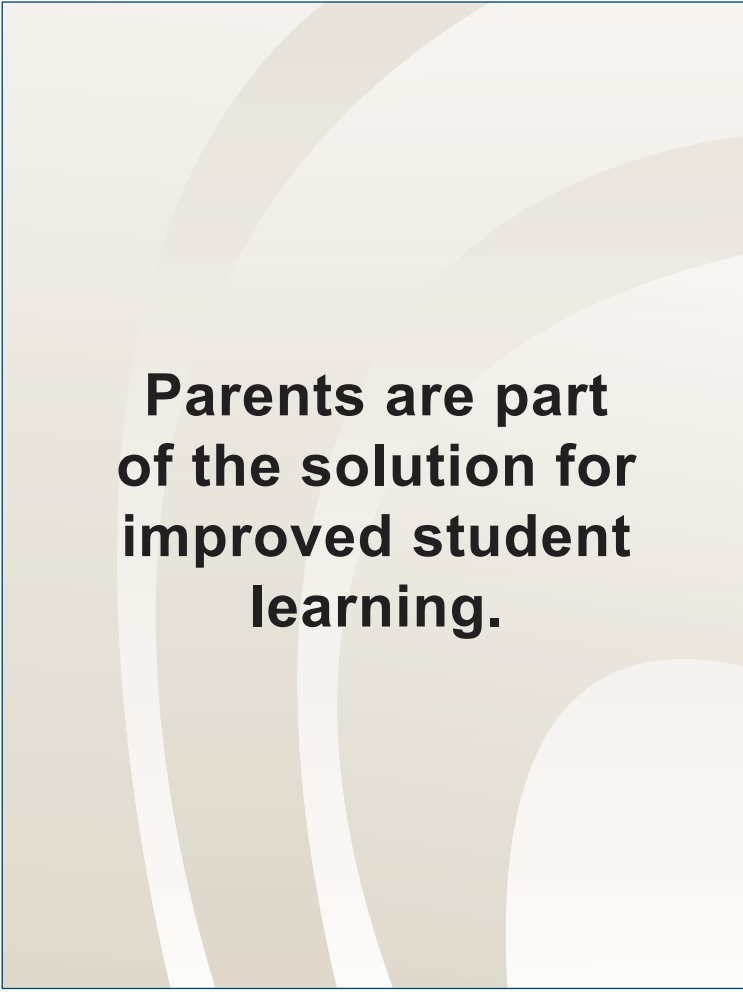
School Community Network
Academic Development Institute

The background of the text box features a large, faint, stylized illustration of a group of people, likely a family or a community, holding hands in a circle. The figures are rendered in a light beige color, matching the background, and are positioned behind the text. The entire text box is enclosed in a teal border.

The Academic Development Institute (ADI) works with families, schools, and communities so that all children may become self-directed learners, avid readers, and responsible citizens, respecting themselves and those around them. ADI's vision is of an American landscape filled with distinct school communities reflecting the hopes and dreams of the people intimately attached to them. To this image of the school as a community, ADI is devoted. When the school functions as a community, its constituents (students, parents, teachers, staff) associate with one another and share common values about the education of children. At the root, members of the school community assume responsibility for one another. Those children become our children, and parents are not external agents, but full partners in the education of their children and of each other's children. Teachers are not isolated practitioners of pedagogy, but professionals integrated into the web of community and buoyed by common purpose.

School Community Index

The School Community Index is a tool offered through the School Community Network at Academic Development Institute. The School Community Network (SCN) provides resources, training and tools for building strong school communities focused on students learning. SCN is sponsored by the Academic Development Institute (ADI), a not-for-profit organization with more than 25 years of experience in family engagement. SCN's work draws from ADI's extensive research base. SCN considers anyone who benefits from its resources and services to be part of the Network.



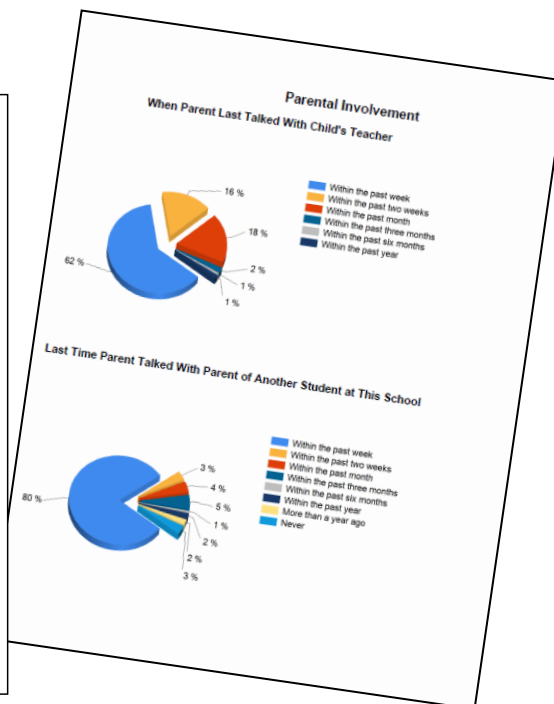
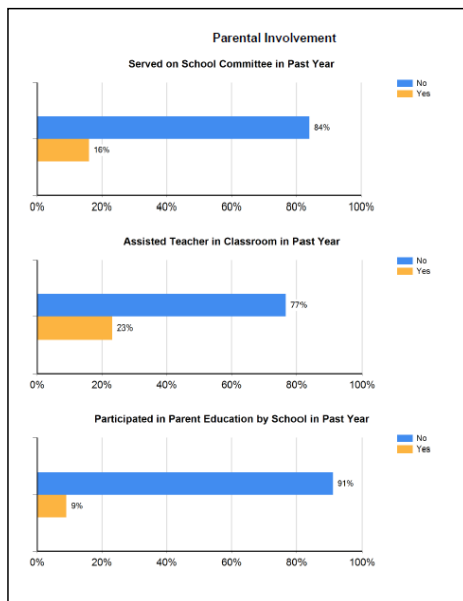
**Parents are part
of the solution for
improved student
learning.**

WHAT IS THE SCHOOL COMMUNITY INDEX?

The School Community Index (SCI) is a 50-page report with charts, graphs, narratives and guidance for analysis. Report data is compiled from web-based surveys completed by parents, teachers, and high school students. Additional school information provided by the principal is also included.

The Index is organized in the following parts:

1. School Information Form
2. About Your School
3. Who Completed the Survey?
4. Parental Involvement
5. The Curriculum of the Home
6. Perceptions of Parents and Teachers (and Students in High Schools)
7. Summary: School Community Index
8. Threshold Analysis





How are we doing with
parents?

WHY USE THE SCHOOL COMMUNITY INDEX?

At one time or another, most schools ask themselves the questions: 1) How are we doing with parents? 2) What can we learn about our school by asking the people who know it best—teachers and parents, and in high schools the students themselves?

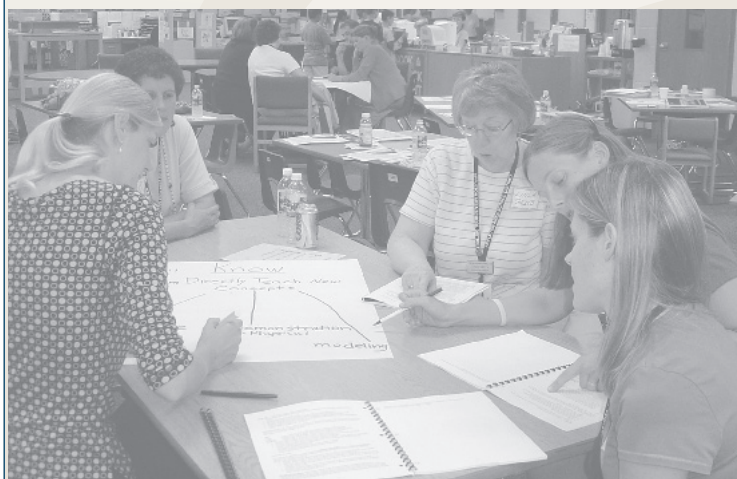
The School Community Index is a descriptive tool—describing the school community as seen through the eyes of its constituents, with additional information provided by the principal. The School Community Index is not designed to provide comparisons with other schools, but to help the school that uses it learn more about itself.

The parent surveys are available in both English and Spanish.

Our School Community Council used the School Community Index to set goals for the year. The discussion around the data was very productive and we used the information in many ways throughout our reform process. We're looking forward to getting the results of our next report and hope to see gains as we track our progress at Foster.

– Judy Baseman, Principal, Stephen Foster Elementary School





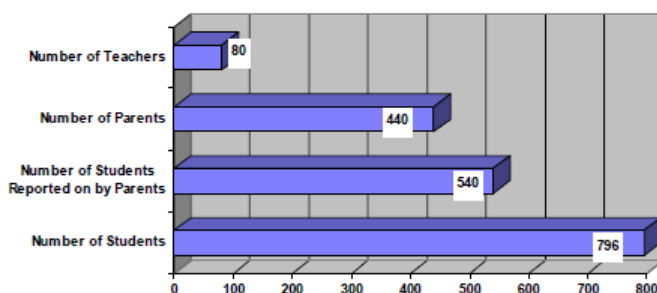
How will we administer
the survey?

HOW DOES A SCHOOL ADMINISTER SCI'S ONLINE SURVEYS?

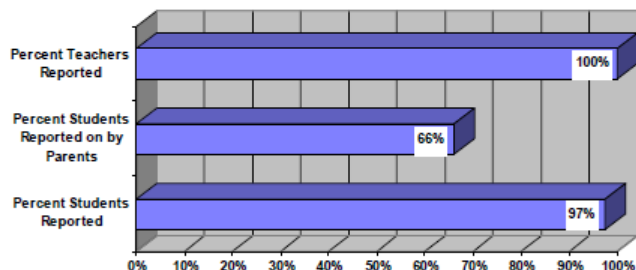
The School Community Index is a powerful tool for a thorough self-assessment based on surveys administered to parents and teachers (and students in high schools). The school principal receives links to each survey via email. The links are posted on the school's website for easy access. ADI suggests strategies for administering the surveys for a maximum return. Survey completion requirements have to be met before a report is generated by the system. For elementary schools, a minimum return of 90% of the teachers and 40% of the parents is required to complete a report. In high schools, a return of 90% of the teachers, 40% of the parents, and 80% of the students is required to complete a report.

Who Completed the Survey?

Number of Teachers, Parents, and Students Who Completed Survey



Percent of Teachers and Students Completing Surveys
Percent of Students Reported on by Parents





How do we sort through
the data?

WHAT IS THE THRESHOLD ANALYSIS?

The Threshold Analysis, included in the SCI report, helps a school improvement team sort through the data in the report, draw conclusions, set priorities, and develop an action plan. The Threshold Analysis is a valuable tool in continuous school improvement.

With the Threshold Analysis and needs assessment, the school team identifies areas of strength and makes plans to publicize and celebrate these accomplishments. The team also focuses on areas that need improvement and develops action steps for inclusion in the school improvement plan.

The School Community Index contained important information regarding the school community that was used to identify areas of weakness, strength, success, concern, goals, and objectives. The index helped us identify how parents can make an academic and social difference in their child's life at home and school. I would recommend this tool to anyone who is interested in improving their school community. Expect real results.

– Tony Brooks, Principal, Centerville Elementary School



APPENDIX



SAMPLE PAGES FROM INDEX REPORTS

The School Community Index (SCI) is a 50-page report with charts, graphs, narratives and guidance for analysis. Report data is compiled from web-based surveys completed by parents, teachers, and high school students. Additional school information provided by the principal is also included.

The sections of the report are:

1. School Information Form
2. About Your School
3. Who Completed the Survey?
4. Parental Involvement
5. The Curriculum of the Home
6. Perceptions of Parents and Teachers (and Students in High Schools)
7. Summary: School Community Index
8. Threshold Analysis

Sample pages from some of the sections are included on the following pages.



Curriculum of the Home

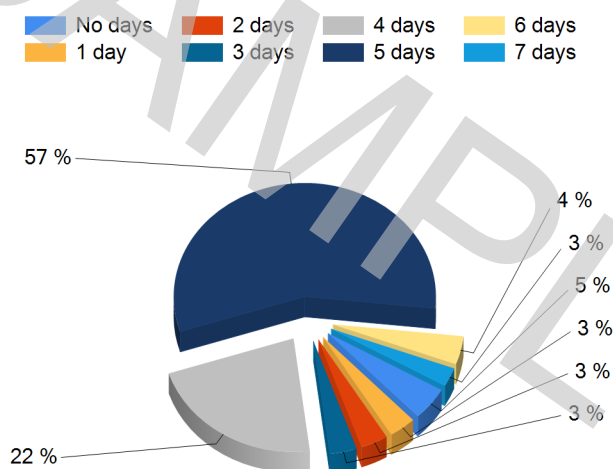
The Curriculum of the Home part of the School Community Index is based on questions asked of parents on the Parent Survey.

Curriculum of the Home: Studying (Parents)

Days Spent with Homework and Studying at Home in Past Week

Grade	No days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
K	11%	26%	16%	16%	11%	11%	5%	5%
1	0%	0%	0%	5%	19%	71%	5%	0%
2	0%	0%	0%	0%	17%	75%	4%	4%
3	0%	0%	0%	0%	60%	27%	7%	7%
4	5%	0%	0%	0%	25%	65%	0%	5%
5	0%	0%	4%	4%	4%	79%	8%	0%
6	12%	0%	4%	0%	28%	56%	0%	0%

Days Studied at Home in Past Week, All Students

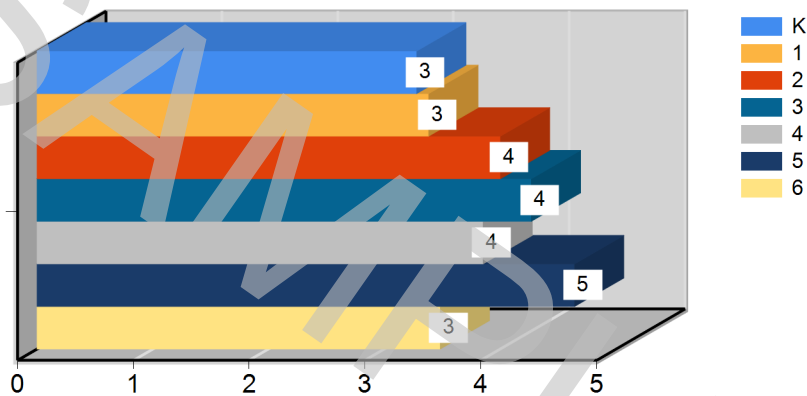


Curriculum of the Home: Studying (Parents)

Time Spent with Homework and Studying at Home on Typical Day in Past Week

Grade	None	Less than 15 minutes	16 to 30 minutes	31 to 45 minutes	46 to 1 hour	1 hour to 1 1/2 hours	1 1/2 hours to 2 hours	More than 2 hours
K	11%	11%	39%	22%	11%	6%	0%	0%
1	0%	19%	43%	29%	0%	10%	0%	0%
2	0%	13%	38%	25%	8%	4%	4%	8%
3	0%	0%	27%	40%	20%	7%	7%	0%
4	0%	5%	45%	30%	10%	5%	0%	5%
5	0%	0%	32%	24%	12%	20%	4%	8%
6	12%	4%	28%	40%	12%	4%	0%	0%

Time Child Spent Studying at Home On Typical Day During Past Week (Mean for Grade Level)



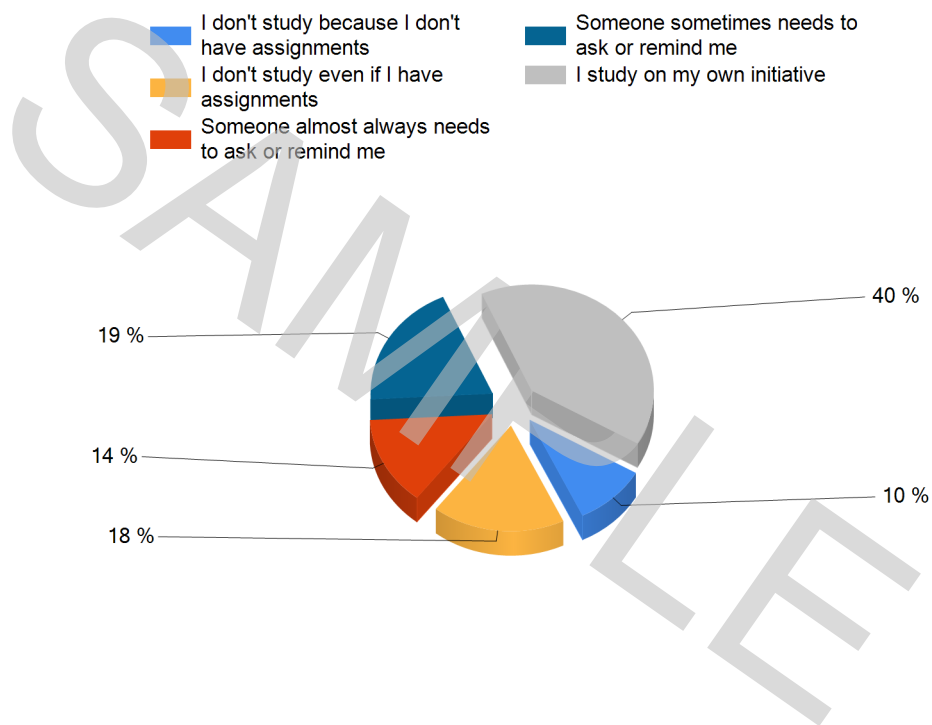
- 1 = None
- 2 = Less than 15 minutes
- 3 = 16 to 30 minutes
- 4 = 31 to 45 minutes
- 5 = 46 to 1 hour
- 6 = 1 hour to 1 1/2 hours
- 7 = 1 1/2 hours to 2 hours
- 8 = More than 2 hours

Curriculum of the Home: Studying (<]] \ `GW cc``Students)

Study Habits

Grade	Number of Responses	I don't study because I don't have assignments	I don't study even if I have assignments	Someone almost always needs to ask or remind me	Someone sometimes needs to ask or remind me	I study on my own initiative
9	3Í	1 %	2F%	13%	2€%	4Ø%
10	3F	1Ø%	2I %	1F%	2Ø%	3Ø%
11	4€	10%	12%	2H%	1Ì %	1 €%
12	2Í	14%	14%	1 %	1Î %	1 J%

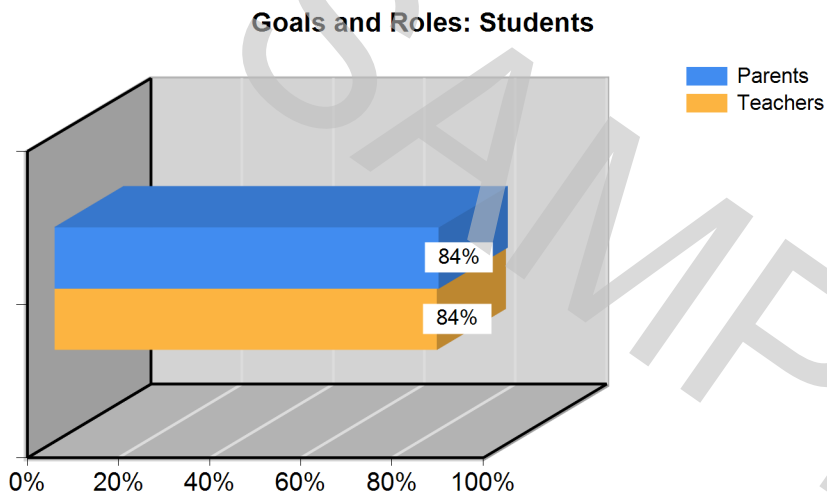
Study Habits, All Grades



Goals and Roles: Students

<u>Percent Agree / Strongly Agree</u>		
	Parents	Teachers
1. Students are encouraged to do their best work.	95%	81%
2. Students are expected to behave properly.	95%	91%
3. Students receive help when they need it.	81%	85%
4. Students know exactly what is expected of them.	81%	100%
5. A wide range of activities is offered for students.	61%	65%
6. All students are encouraged to participate in activities.	71%	71%

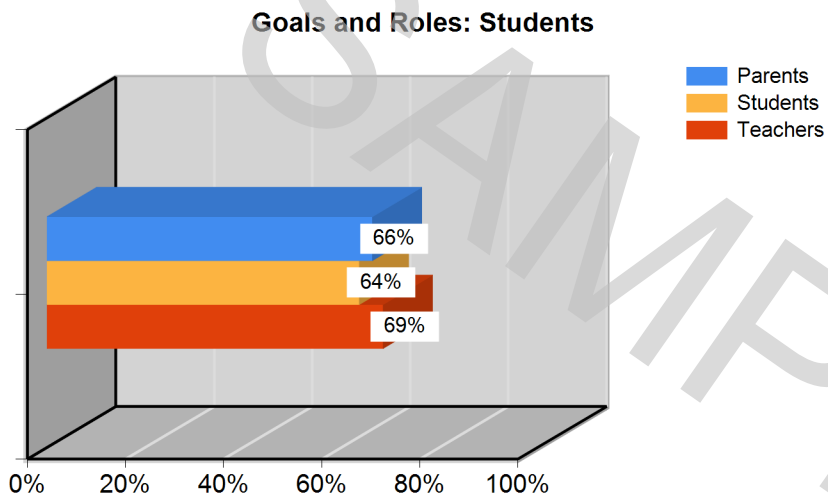
Percent Agree or Strongly Agree Responses / All Questions Combined



Goals and Roles: Students

	<u>Percent Agree / Strongly Agree</u>		
	Parents	Teachers	Students
1. Students are encouraged to do their best work.	78%	81%	76%
2. Students are expected to behave properly.	82%	78%	84%
3. Students receive help when they need it.	70%	89%	58%
4. Students know exactly what is expected of them.	72%	52%	54%
5. A wide range of activities is offered for students.	44%	52%	48%
6. All students are encouraged to participate in activities.	52%	59%	60%

Percent Agree or Strongly Agree Responses / All Questions Combined



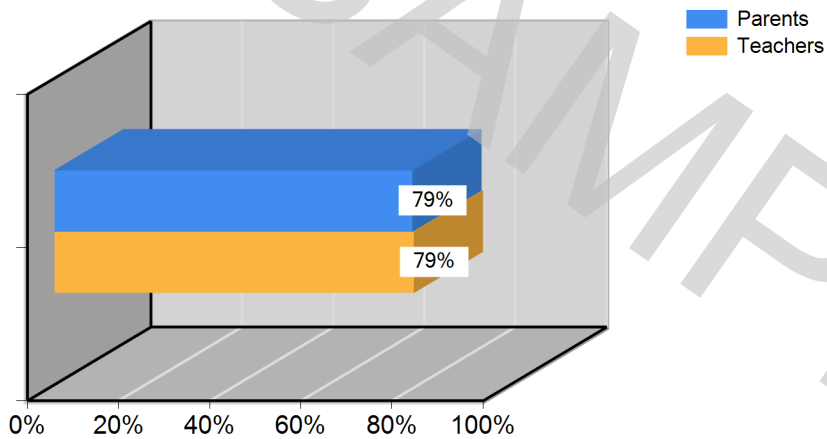
Education: Character Development

Percent Agree / Strongly Agree

	Parents	Teachers
1. Students are treated with respect.	94%	91%
2. Students are taught to behave respectfully and responsibly.	96%	100%
3. Discipline at the school is consistent and fair.	100%	94%
4. Students generally treat each other with respect.	100%	91%
5. Students generally treat teachers with respect.	100%	100%
6. Most teachers are models of respectful and responsible behavior.	94%	94%
7. Most parents are models of respectful and responsible behavior.	91%	100%

Percent Agree or Strongly Agree Responses / All Questions Combined

Character Development

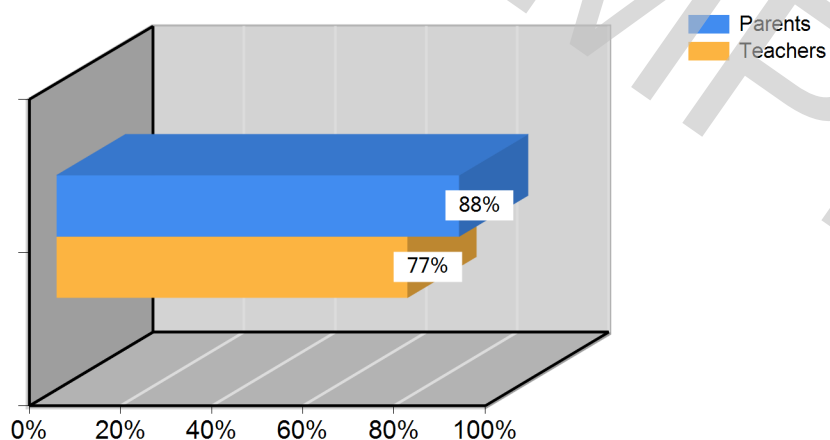


Connection: Common Experience / School Climate

<u>Percent Agree / Strongly Agree</u>		
	Parents	Teachers
1. Parents feel welcome when they visit the school.	86%	90%
2. The office staff greets visitors warmly.	81%	86%
3. Administrators at the school are helpful.	86%	81%
4. The support staff at the school - custodians, clerks, cafeteria staff - seem to care about the students.	86%	84%
5. The school building is kept clean.	82%	81%
6. The school building is in good repair and is well-maintained.	86%	82%
7. Teachers seem to enjoy teaching at the school.	81%	61%
8. The school is safe and orderly.	92%	81%
9. Students are proud to be at this school.	86%	81%
10. Parents are happy their children are enrolled at this school.	71%	42%

Percent Agree or Strongly Agree Responses / All Questions Combined

Common Experience



Threshold Analysis: Curriculum of the Home

Now we are getting to the heart of what children need most from their parents. Look at the following thresholds. Then begin thinking about how you can help more parents put into place a strong "curriculum of the home."

13. Days child studied at home in past week.

- Threshold for days studied at home in past week: 100% of students studied 4 or more days.
- What percent of children studied 4 or more days per week?

Parents report: 11%

If less than 100% of students study at home 4 or more days per week, what can be done to improve?

14. Time student studied at home in past week.

The desirable amount of time students study at home on a typical day increases as the students grow older. So we have set a different threshold for each year in school.

% on Survey at or Above Threshold		
<u>Year in School</u>	<u>Threshold</u>	<u>Parents Report</u>
K	100% any amount more than None	81%
1	100% 15 minutes or more	86%
2	100% 15 minutes or more	83%
3	100% 31 minutes or more	76%
4	100% 46 minutes or more	21%
5	100% 46 minutes or more	41%
6	100% 1 hour or more	18%

School Average for Time: 51 %

- Threshold for time studied at home on typical school day: 100% of students meet threshold for their year in school.
- The school average for time: Parents report: 51 %

If the school average is less than 100%, what can be done to bring all students up to the threshold in the amount of time they spend studying at home?

Threshold Analysis: Perceptions of Teachers, Students, and Parents

In the Perceptions section of the survey, parents, students, and teachers are asked to rate the level of their agreement or disagreement with 65 statements. Ideally, every parent, student, and teacher would agree or strongly agree with every statement. So the threshold for each statement is 100%.

Over time, you may want to address everyone of the 65 statements, but it may be helpful to begin with a few priority areas. See SCI 46-SCI 54 for the following.

27. Areas of strength.

On which statements did the highest percent of parents, students, and teachers agree? The top ten are listed below by statement number.

Goals and Roles: Students
Students are encouraged to do their best work.
Students are expected to behave properly.
Education: Studying and Homework
Teachers regularly assign homework.
Education: Reading
Teachers encourage students to read for pleasure.
Education: Character Development
Students are treated with respect.
Students are taught to behave respectfully and responsibly.
Most teachers are models of respectful and responsible behavior.
Connection: Common Experience/School Climate
Parents feel welcome when they visit the school.
The support staff at the school - custodians, clerks, cafeteria staff - seem to care about the students.
The school building is kept clean.

28. Areas that need attention.

Now, let's look at areas that need some attention. The top ten are listed below by statement number.

Communication: School-Home
Teachers visit the homes of students.
Education: Studying and Homework
Students are taught how to study.
Education: Academic Development
Students have the opportunity to learn more about topics of interest to them.
Students who graduate from this school are well-prepared for the challenges that lie ahead of them.
All students are sufficiently challenged to learn the most they can.

FOR MORE INFORMATION ABOUT
SCHOOL COMMUNITY INDEX

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