

SCHOOL CLIMATE AND EQUITY SURVEY ANALYSIS

Prepared for Hatboro-Horsham School District

July 2017



In the following report, Hanover Research presents the results of the School Climate and Equity Survey. This survey is intended to provide Hatboro-Horsham School District with insight into the perceptions of students, parents, and staff members regarding the District's efforts to promote educational equity.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In this report, Hanover Research (Hanover) presents findings from an analysis of Hatboro-Horsham School District's School Climate and Equity Survey. The survey evaluates stakeholders' perceptions of the general school climate, support services and resources available to students, and the extent to which the District provides an equitable education to all students. The analysis reflects responses from 2,004 middle and high school students, 753 parents of students across all grade levels, and 357 staff members.

In addition to presenting the overall results for each stakeholder group (i.e., students, parents, and staff members), Hanover provides additional insights based on data segmented in the following ways:

- *By school level* for parent and staff responses (i.e., elementary school, secondary school)¹
- *By race* for student and parent responses (i.e., white, non-white)²
- *By staff role* for staff responses (i.e., professional staff, support staff, school and district administrators)³
- *By participation in student programs* for student and parent responses (e.g., English as a Second Language, Advanced Placement classes, Special Education)⁴

The **Overall Figures** section contains visualizations for every question in the survey organized by topic area. In the **Segmented Figures** section, Hanover presents segmented results that have both *statistical and practical* significance. A confidence level of 95 percent is used throughout the analyses when presenting statistically significant differences across the above-mentioned segments. An accompanying data supplement contains all survey responses, including verbatim open-ended responses.

Below, the **Key Findings** section discusses important trends from the survey results. When comparing responses across stakeholder groups, we include the percentage of respondents in parentheses, with "S" designating student respondents, "P" designating parent respondents, and "T" designating staff responses.

¹ Only secondary school students participated in the survey. Seven percent of staff members indicate that they work with students at both school levels, and are thus excluded from the segmentation by school level.

² White respondents refer to those who select only "white" as their race, whereas non-white respondents refer to those who select at least one non-white race or ethnicity. Since 94 percent of responding staff members are white, compared to six percent of non-white staff members, this report does not discuss the race segmentation by staff members to avoid over-generalization.

³ The segmentations by staff role are presented only in the data supplement.

⁴ Respondents who indicate participation in multiple programs are included in every relevant segment. Parent segmented results are presented only in the data supplement.

KEY FINDINGS

- **Hatboro-Horsham School District provides a safe, caring, and welcoming environment for students, parents, and staff members.** Over 80 percent of respondents across stakeholder groups agree or strongly agree that they (or their children) feel safe and secure at school (S-81%, P-89%, T-88%). A majority also indicate that their (child's) school is a welcoming place for students (S-75%, P-88%, T-89%), and that adults at school care about students (S-71%, P-89%, T-94%). Further, 87 percent of parents feel comfortable approaching school personnel about their child's needs, indicating that schools in the District are welcoming to parents.
- **Overall, the majority of respondents are satisfied with their school or the District as a whole (S-63%, P-83%, T-66%).** However, there are notable differences across various sub-sets of the population. For example, 87 percent of white parents report that they are satisfied with their child's school, compared to only 70 percent of non-white parents. Similarly, white students are more likely than non-white students to report that they are satisfied with their school (66% vs. 60%). Differences can be seen across academic programs as well; 81 percent of students enrolled in Advanced Placement courses are satisfied with their school, compared to only 50 percent of students in Special Education. These differences suggest that the District could do a better job of reaching out to underserved populations to identify their needs.
- **Student and parent responses suggest that the District has relatively strong student outcomes.** At least 55 percent of responding students and 63 percent of responding parents are satisfied or very satisfied with the extent to which their (child's) school prepares students for all surveyed areas, including taking responsibilities for one's own actions, developing critical thinking skills, and transitioning to high school or college. Meanwhile, 73 percent of students and 85 percent of parents indicate that they (or their children) understand the material taught in classes, further indicating a high level of student academic achievement.
- **Staff members are more satisfied with students' academic outcomes than non-academic ones.** While over 60 percent of responding staff members are satisfied with the extent to which their school prepares students with critical thinking skills and for college, a much smaller proportion express satisfaction with non-academic outcomes, such as students' readiness in working hard and persisting through challenges (51%), and in taking responsibilities for their actions (36%).
- **Respondents across stakeholder groups generally agree that their school or the District supports students with different learning needs (S-87%, P-84%, T-85%).** Specifically, at least 73 percent of parents and 54 percent of staff members believe that their child's school or the District effectively supports English language learners, academically advanced students, Special Education students, and students from low-income families. Respondents from all surveyed stakeholder groups also report having sufficient material resources and technology resources to support student learning (S-73% to 79%, P-78% to 86%, T-55% to 77%).

AREAS FOR IMPROVEMENT

- **Parent and staff responses suggest a potential shortage of co-curricular and extra-curricular activities at the elementary school level.** While over 90 percent of secondary school parents agree that their child’s school provides sufficient co-curricular and extra-curricular activities (91%-93%), only 59 to 66 percent of parents at the elementary school level agree. Similarly, significantly fewer staff members at the elementary level than at the secondary level find the co-curricular (65% vs. 92%) and extra-curricular activities (75% vs. 95%) to be sufficient.
- **The level of reported respect for students is relatively low.** More respondents believe that adults at their (child’s) school respect students (S-64%, P-86%, T-90%) compared to those who believe that students at their (child’s) school respect students (S-34%, P-63%, T-57%). At the secondary level, only 34 percent of responding students agree that students at their school respect other students, compared to 58 percent of parents and 57 percent of students. To address these concerns, District leaders may investigate best practices in fostering a positive school climate and reducing bullying.
- **Staff members would like for students and parents to share more responsibility for student learning.** Over 80 percent of responding students (82%) acknowledge that they are responsible for their own learning, and almost all parent respondents (99%) indicate that they are involved in their child’s education, indicating a high level of self-reported accountability. However, staff members differ. While nearly 80 percent of staff members agree that *teachers* at their school are held accountable for student learning (78%), only a minority (41%) believe that *students* share responsibility for their own learning, and fewer (27%-31%) assert that parents share responsibility for their children’s learning and behavior at school.
- **While parents generally express satisfaction with their child’s school, fewer staff members are satisfied with the level of parental involvement.** Over 80 percent of parent respondents assert that their child’s school communicates well with parents (81%) and teachers are friendly and responsive to parent concerns (84%). In comparison, while 86 percent of staff members agree that their school provides parents with opportunities to be involved at school, only 46 percent are satisfied with the level of parental involvement at their school. Further, the satisfaction rate is significantly lower among staff at the secondary school level than at the elementary school level (42% vs. 54%).
- **Staff members express dissatisfaction with class sizes, although the majority of students and parents feel that class sizes in the District are appropriate.** Only 48 percent of responding staff members believe that their school or the District has appropriate class sizes to support student learning, compared to 78 percent of students and 72 percent of parents. At the elementary school level, only 25 percent of staff members find the class sizes to be appropriate. In open-ended responses, several staff members comment on overcrowding in schools; one staff member notes, “Large class sizes and the number of special needs present in regular education without support severely impacts the educational equity of all the students.”

EQUITY

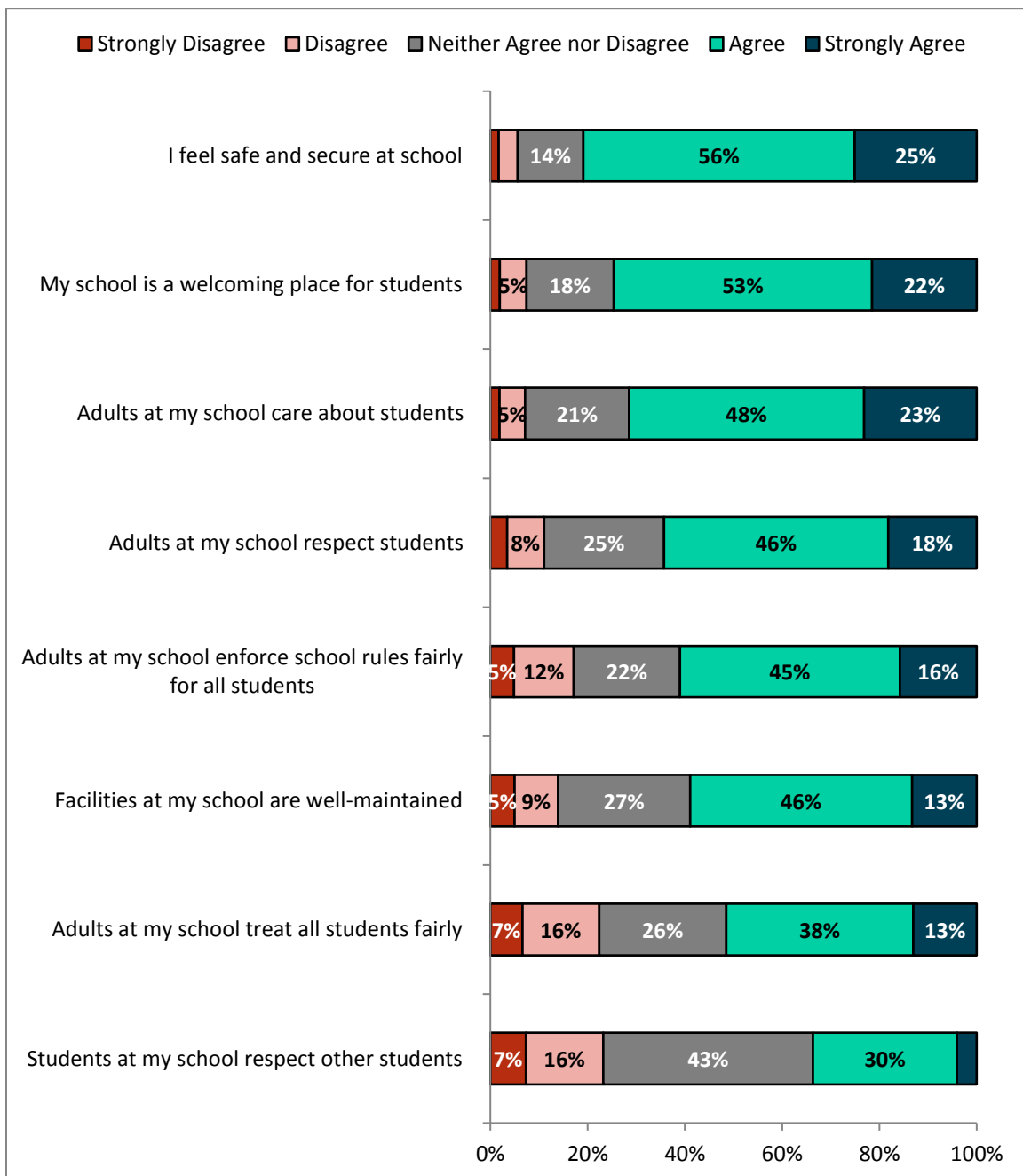
- **Respondents report that not all students in the District are treated fairly, especially at the secondary level.** Only about half of responding students and staff members believe that adults at their school treat all students fairly (S-51%, T-53%). Compared to respondents at the elementary school level, significantly fewer parents and staff members at the secondary school level assert students are treated fairly (P-75% vs. 61%, T-67% vs. 47%). Further, only one-third of secondary school staff members believe that adults at their school enforce school rules fairly for all students (33%). District leaders may consider a disciplinary audit to identify cases of unfair treatment.
- **White students and parents are more likely to feel that their (child's) educational experience reflects their experiences and ethnicity than non-white respondents.** Non-white students and parents are significantly less likely to report having access to literature at school that reflects their (child's) experiences and ethnicity (S-77% vs. 84%, P-60% vs. 85%), and that adults at school seek to understand their (child's) experiences and ethnicity (S-49% vs. 58%, P-36% vs. 63%), compared to responding students and parents who are white. Further, less than half of responding staff members (48%) admit that teachers select instructional materials that reflect students' experiences and ethnicity.
- **Non-white students and parents are less likely to feel supported by their (child's) school than white respondents.** A significantly smaller proportion of non-white students and parents believe that the school supports their (or their child's) academic goals (S-79% vs. 85%, P-72% vs. 89%), and that teachers encourage them (or their child) to reach their full potential (P-59% vs. 78%), compared to their counterparts who are white. Further, non-white parents are much less likely than white parents to indicate that their child's school effectively supports students from diverse backgrounds (67% vs. 83%). Regarding student achievement, non-white parents are less inclined than white parents to be satisfied with how the school prepares their child for college (50% vs. 74%); indeed, white students report a higher participation rate in advanced curricula such as Honors and Accelerated classes (30% vs. 20%) and Advanced Placement classes (16% vs. 11%) than non-white students.
- **Additional professional development and time for lesson planning may help teachers support students of all types and all races.** Although two-thirds of responding professional staff and support staff (67%) agree that they are provided with the resources they need to teach effectively, less than half (49%) assert that they receive professional development to support all types of learners. Further, an even smaller proportion (34%) report that they are provided with sufficient time for lesson planning. Given that minority respondents are less likely to feel supported or included at school (see previous two findings), teachers may benefit from additional professional development support and lesson planning time to integrate diverse materials in the classroom. School and district leaders can also encourage subject-area teams to share ideas for diverse instructional materials, and conduct audits of instructional materials to identify opportunities to add more diverse perspectives.

OVERALL FIGURES

This section presents overall results for each stakeholder group, organized by topic area.

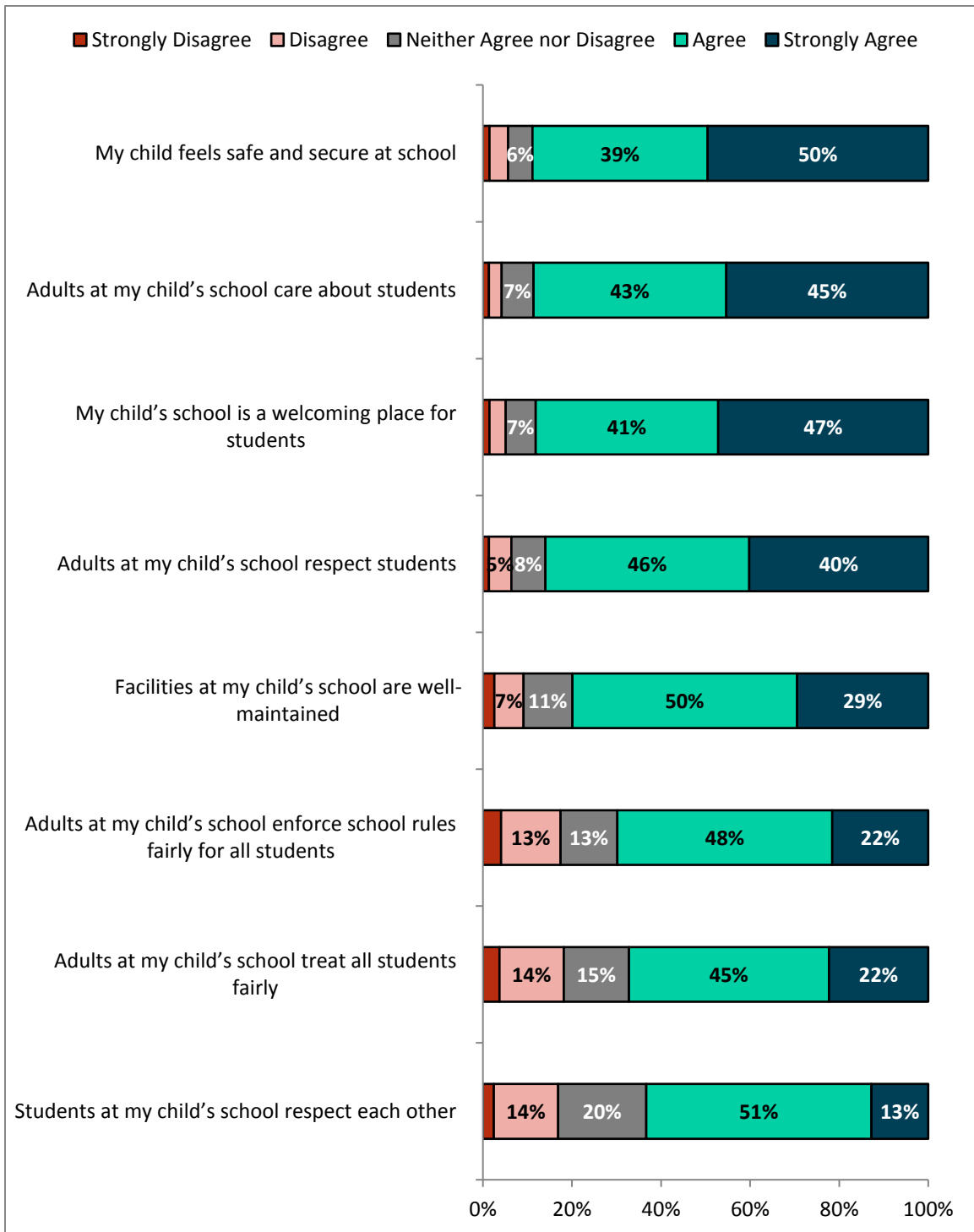
GENERAL CLIMATE

Figure 1.1: Perceptions of General School Climate by Students



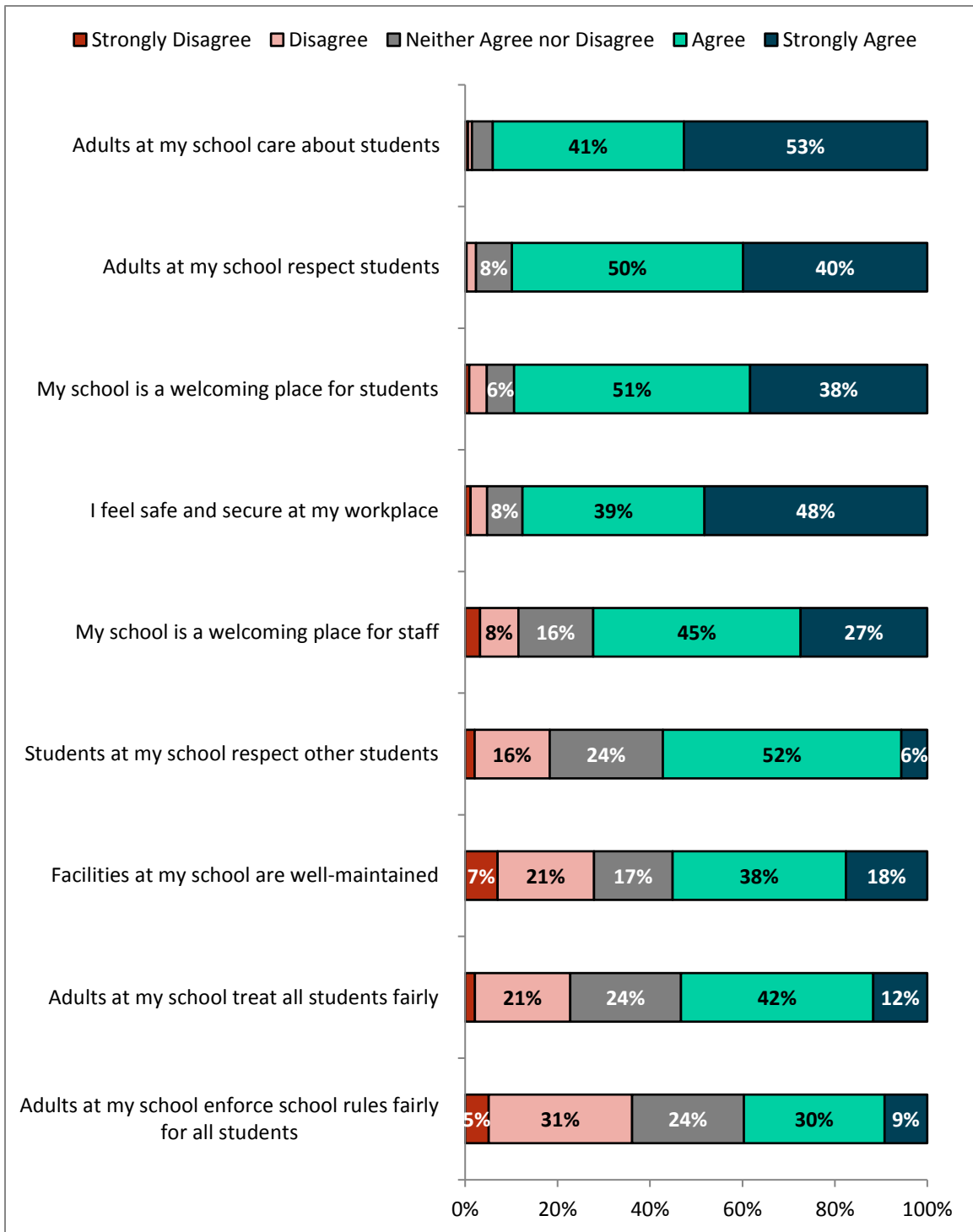
n=1,986-2,000

Figure 1.2: Perceptions of General School Climate by Parents



n=677-745

Figure 1.3: Perceptions of General School Climate by Staff



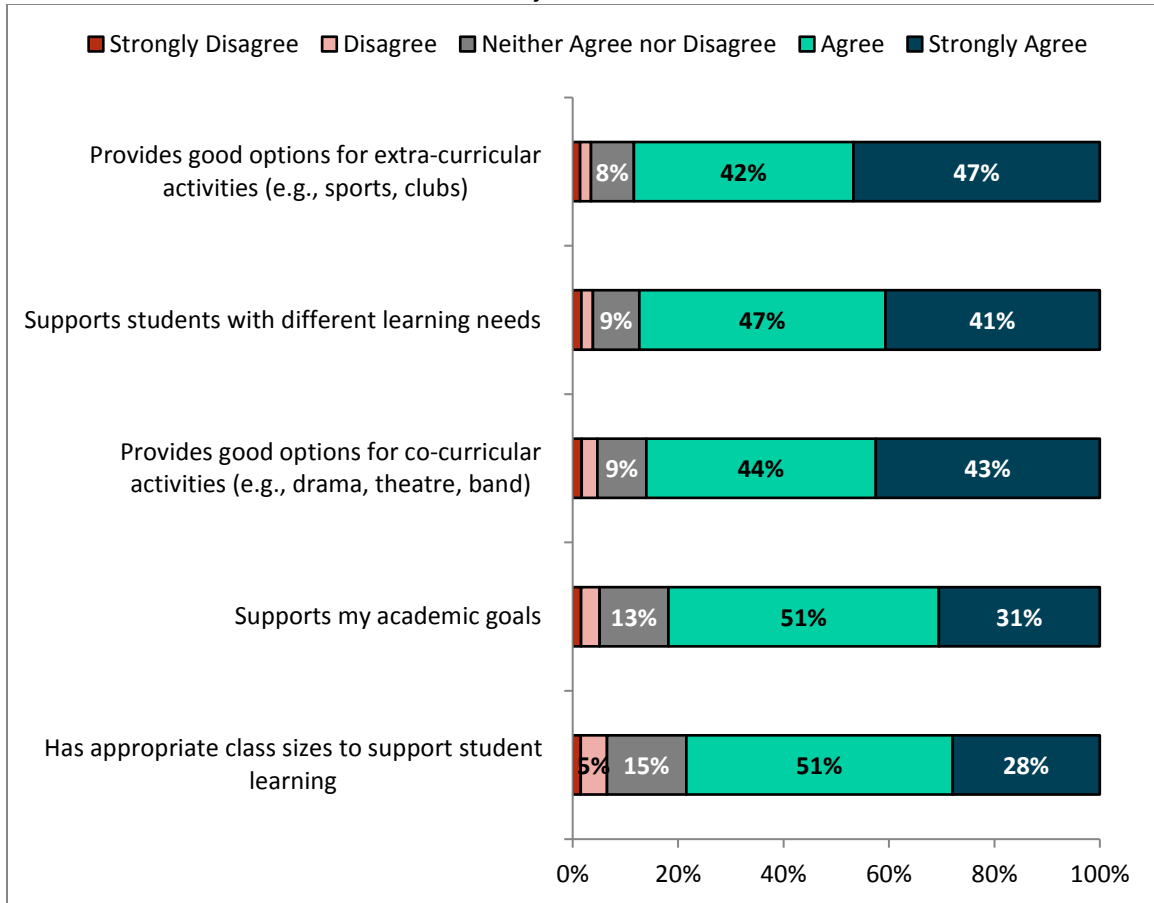
n=334-341

Note: Only professional staff and support staff answered this set of questions.

STUDENT SUPPORT AND RESOURCES

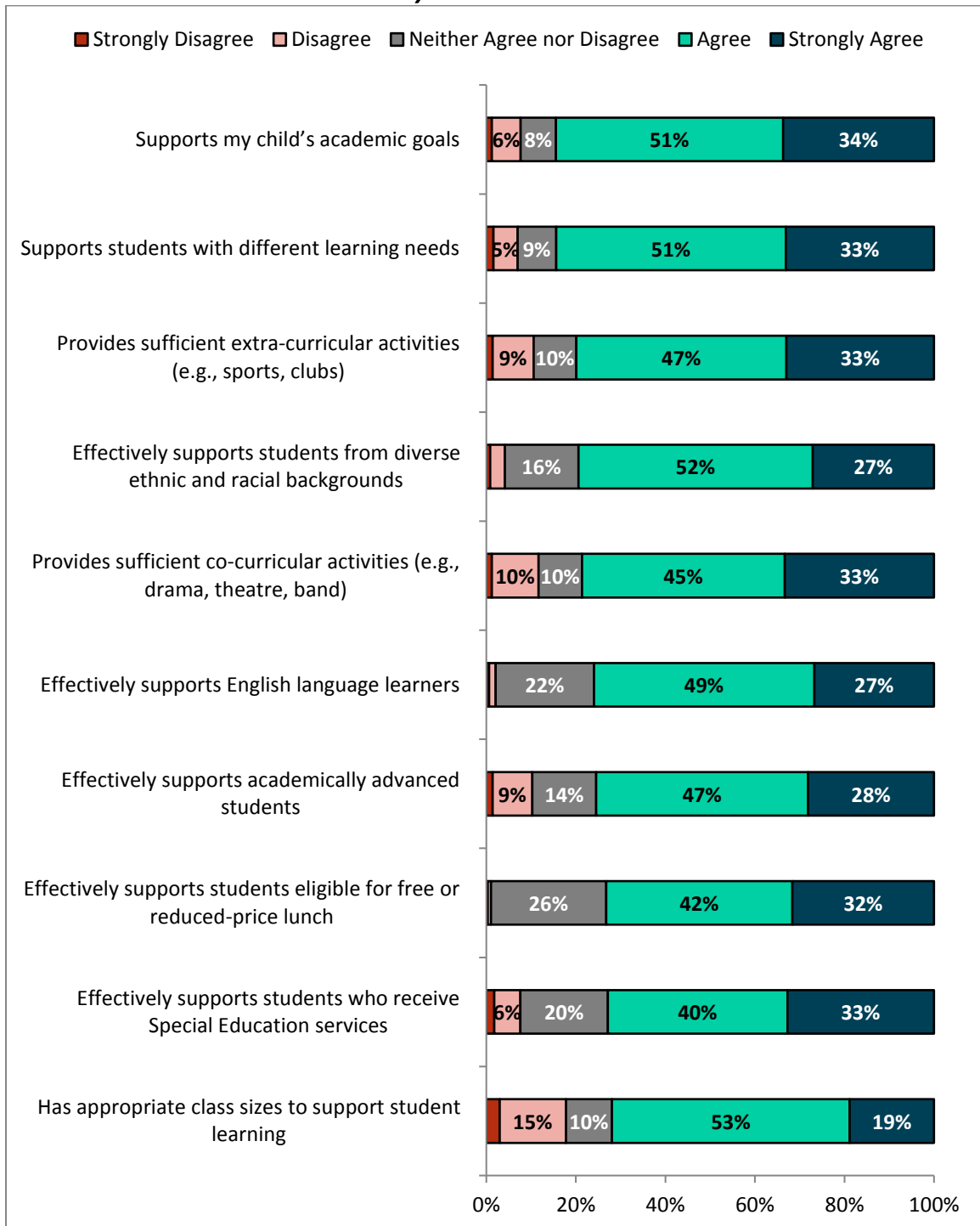
Figure 1.4: Perceptions of Student Support by Students

“My School...”



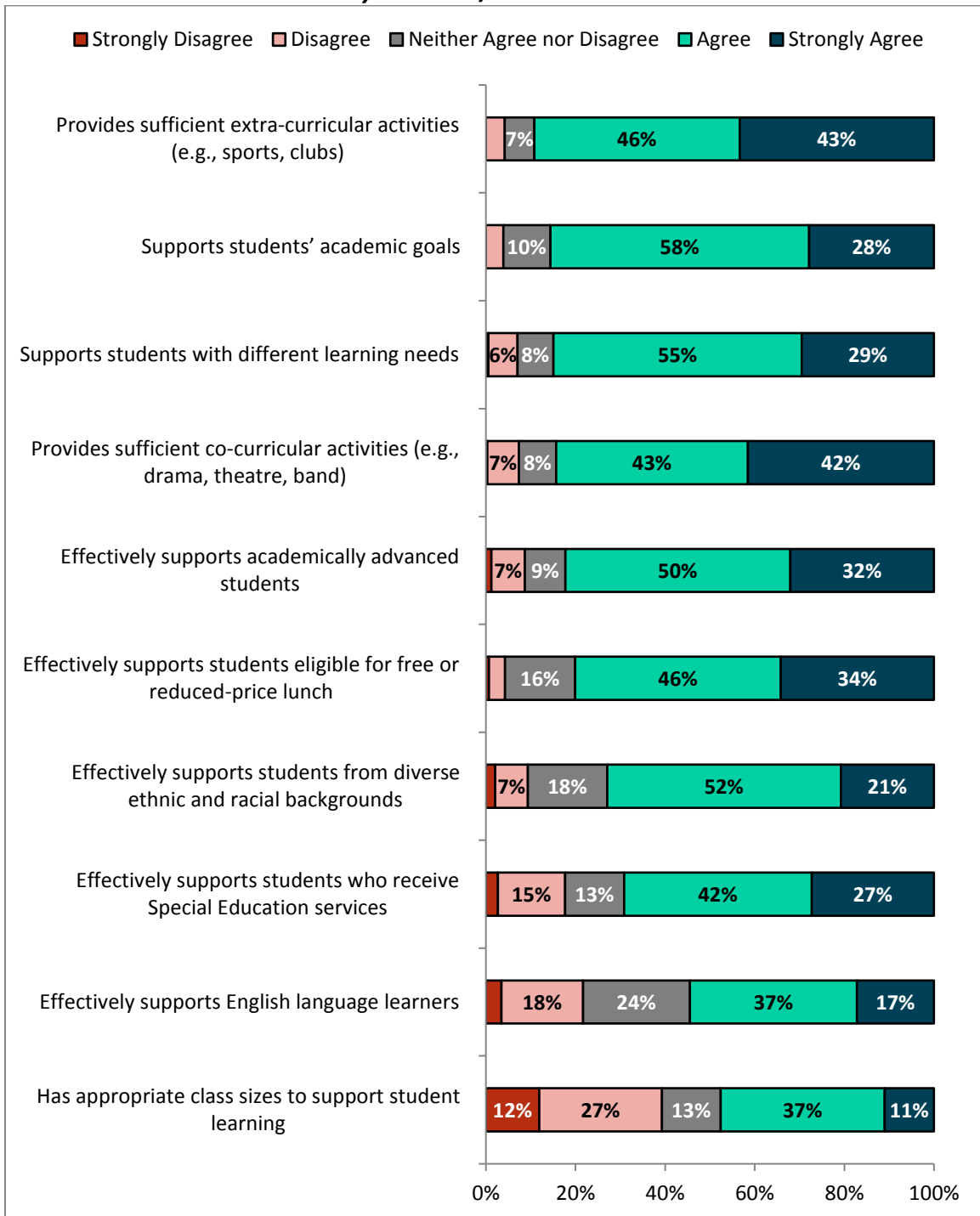
n=1,786-1,913

Figure 1.5: Perceptions of Student Support by Parents
“My Child’s School...”



n=291-715

Figure 1.6: Perceptions of Student Support by Staff
“My School...”/ “The District...”



n=281-339

Note: While professional staff and support staff provided feedback on their school, school and district administrators reflected on the district as a whole.

Figure 1.7: Perceptions of the Availability of Student Resources by Students
“My School...”

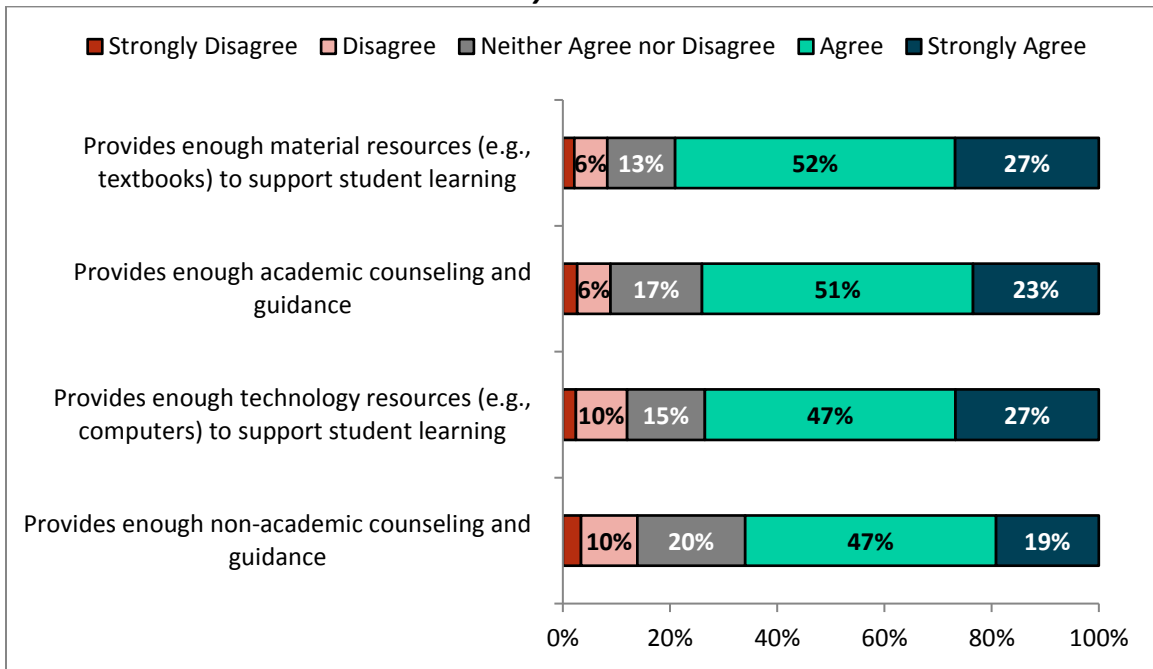


Figure 1.8: Perceptions of the Availability of Student Resources by Parents
“My Child’s School...”

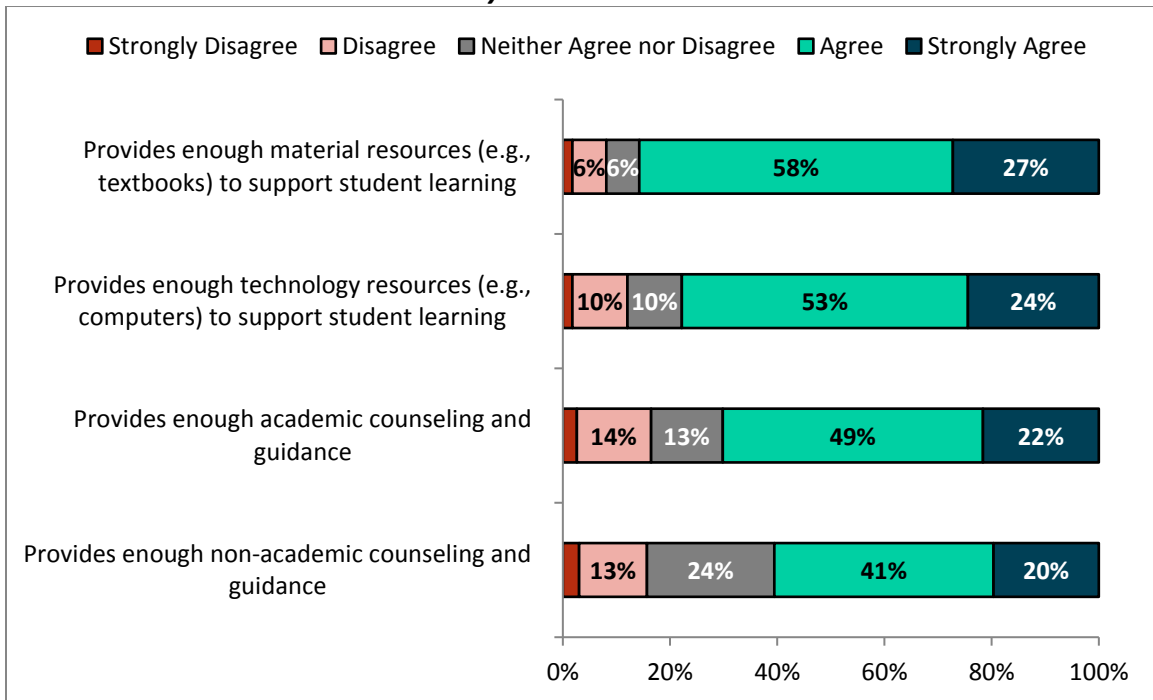
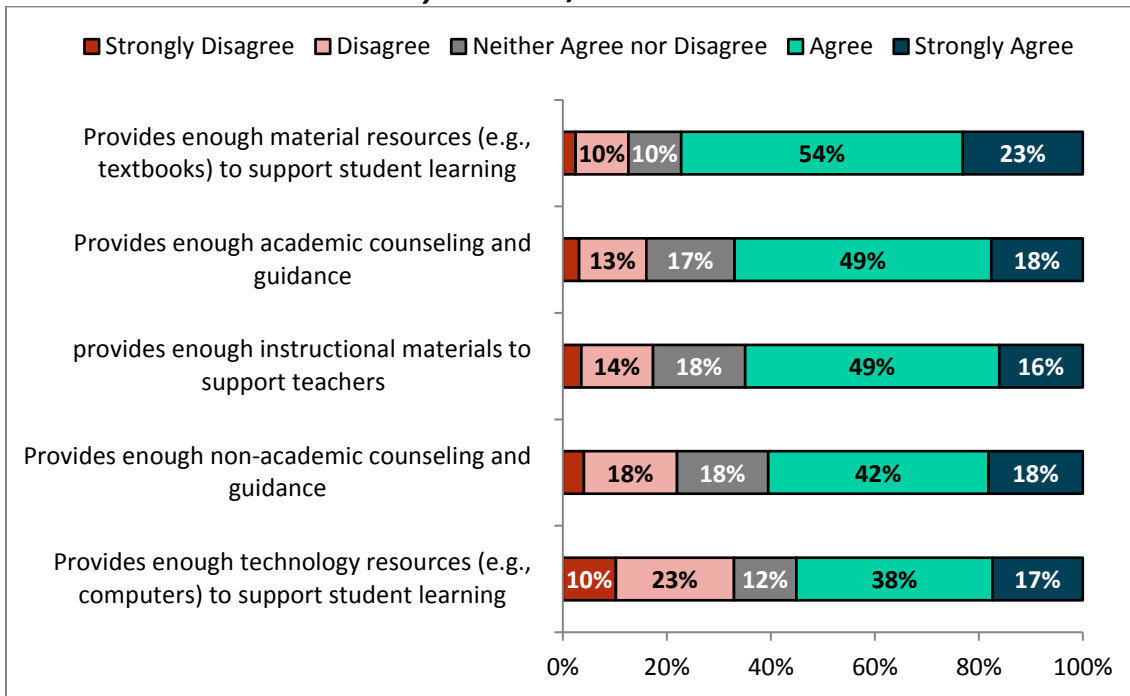


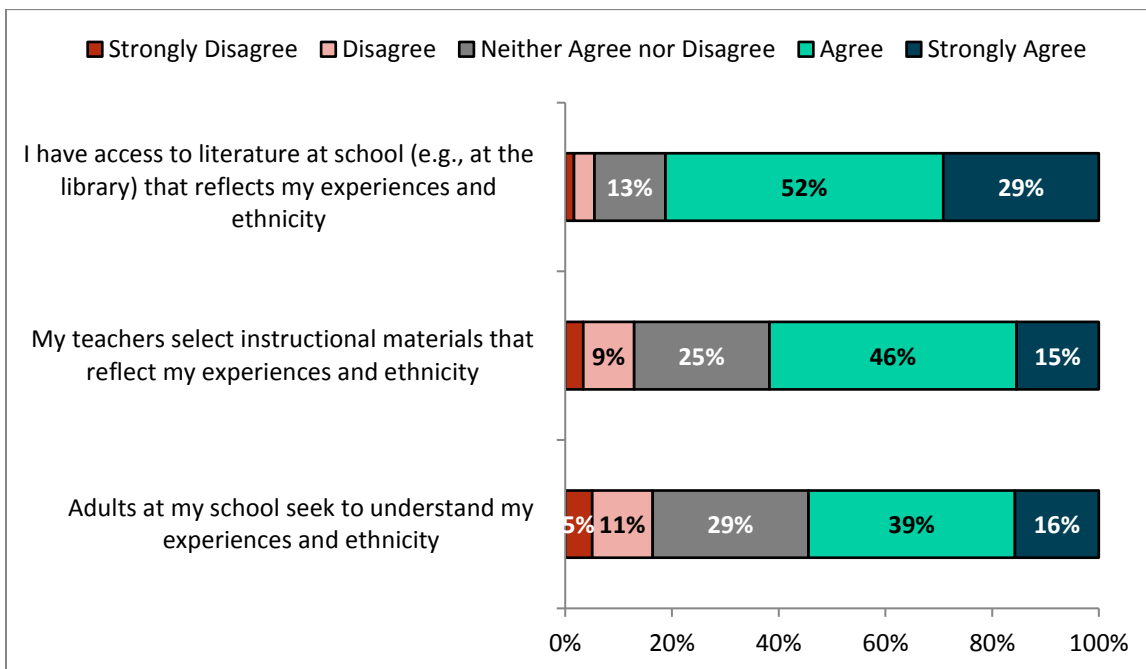
Figure 1.9: Perceptions of the Availability of Student Resources by Staff
“My School...” / “The District...”



n=311-334

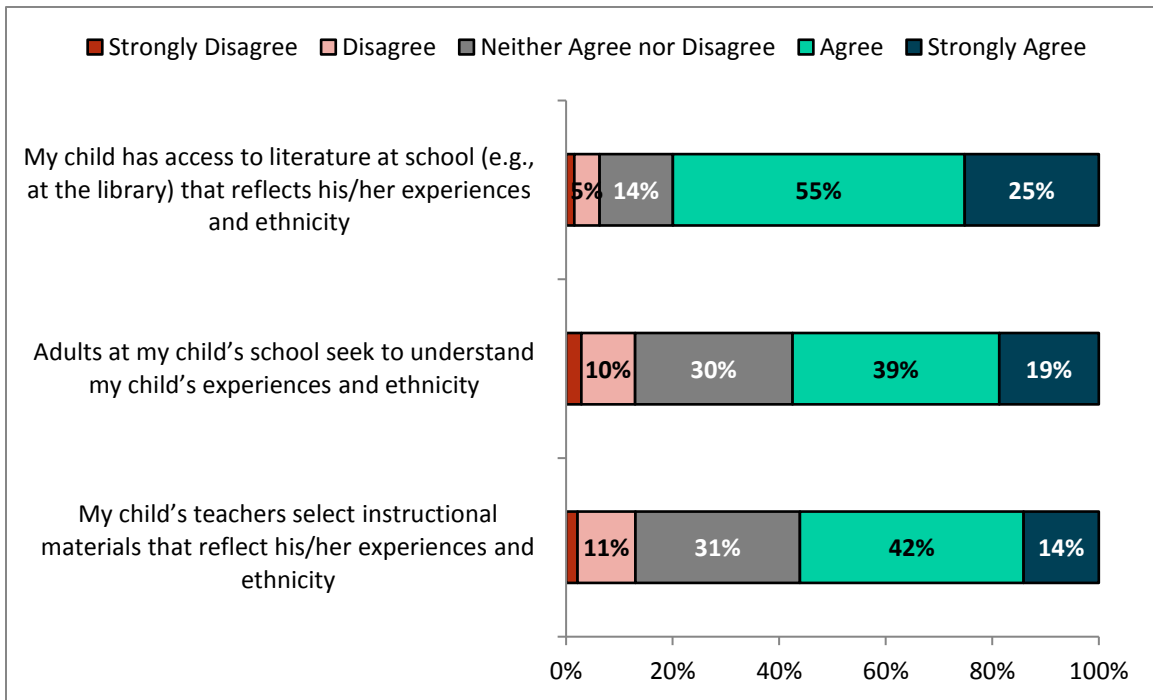
Note: While professional staff and support staff provided feedback on their school, school and district administrators reflected on the district as a whole.

Figure 1.10: Perceptions of Culturally Responsive Education by Students



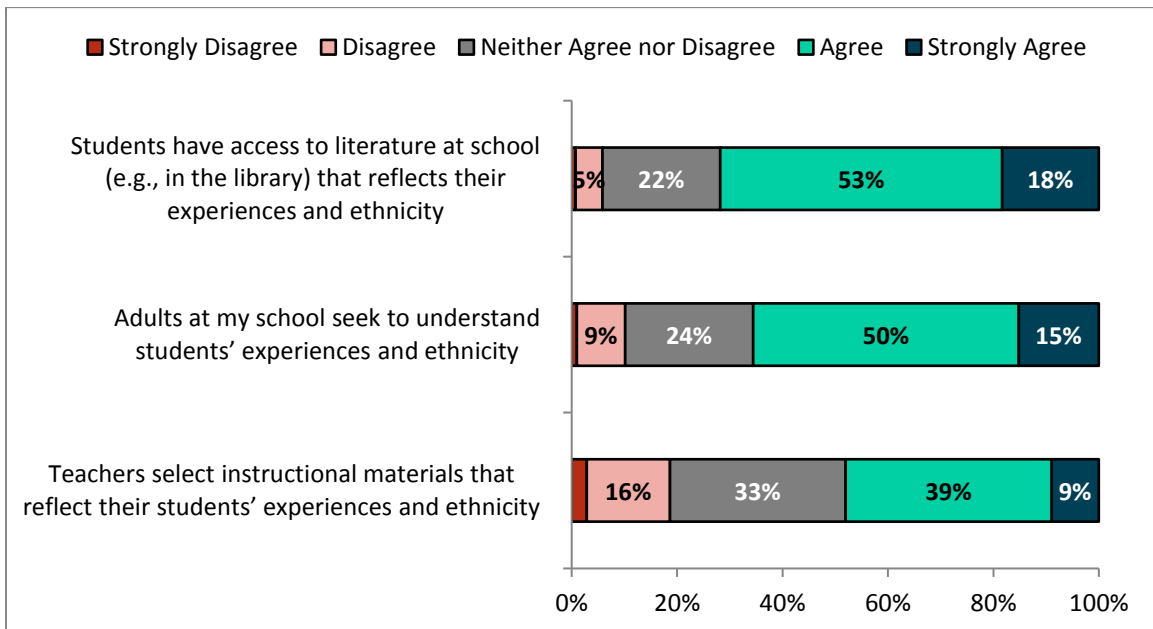
n=1,558-1,702

Figure 1.11: Perceptions of Culturally Responsive Education by Parents



n=460-524

Figure 1.12: Perceptions of Culturally Responsive Education by Staff



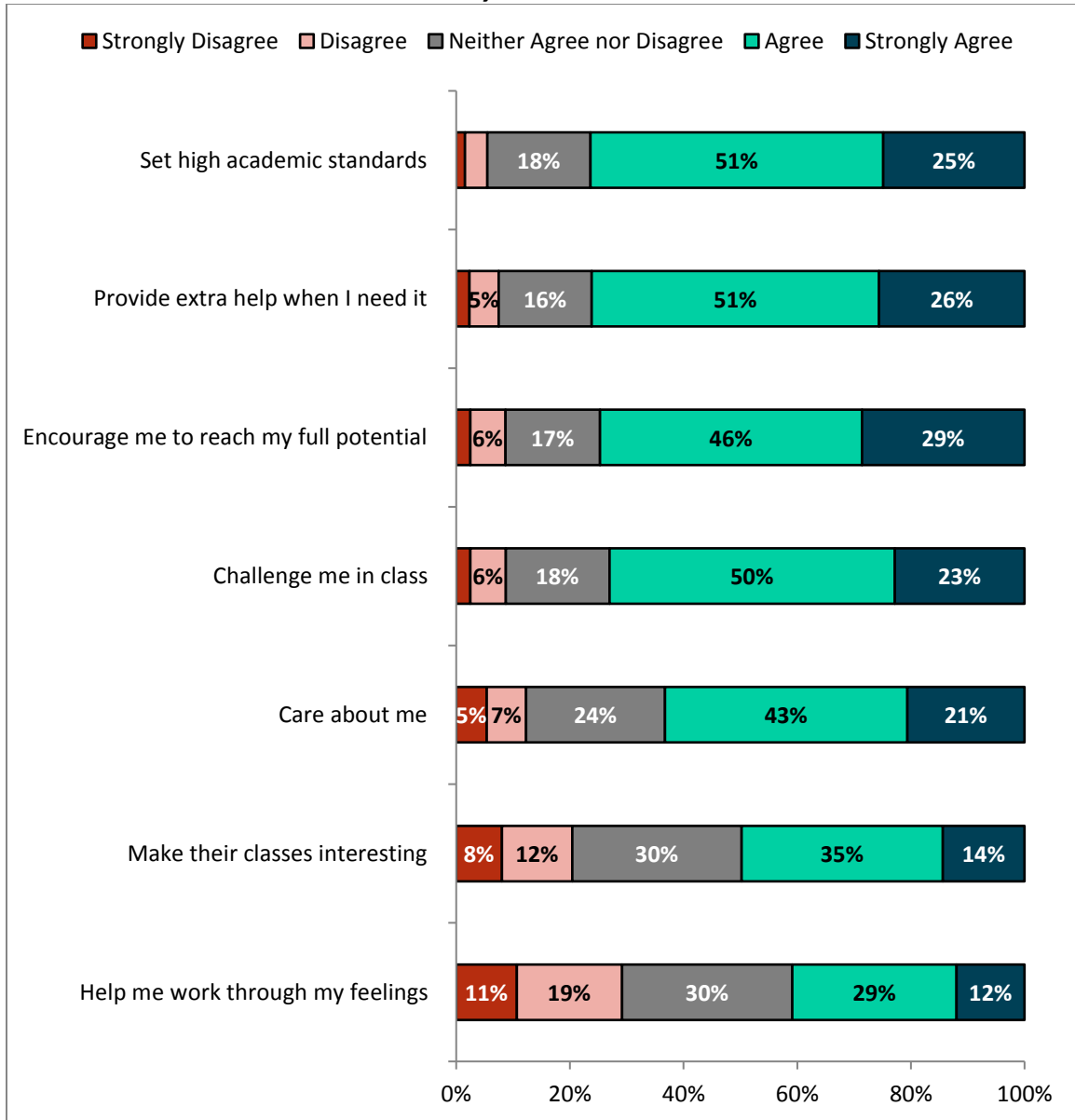
n=273-296

Note: Only professional staff and support staff answered this set of questions.

INSTRUCTIONAL CLIMATE

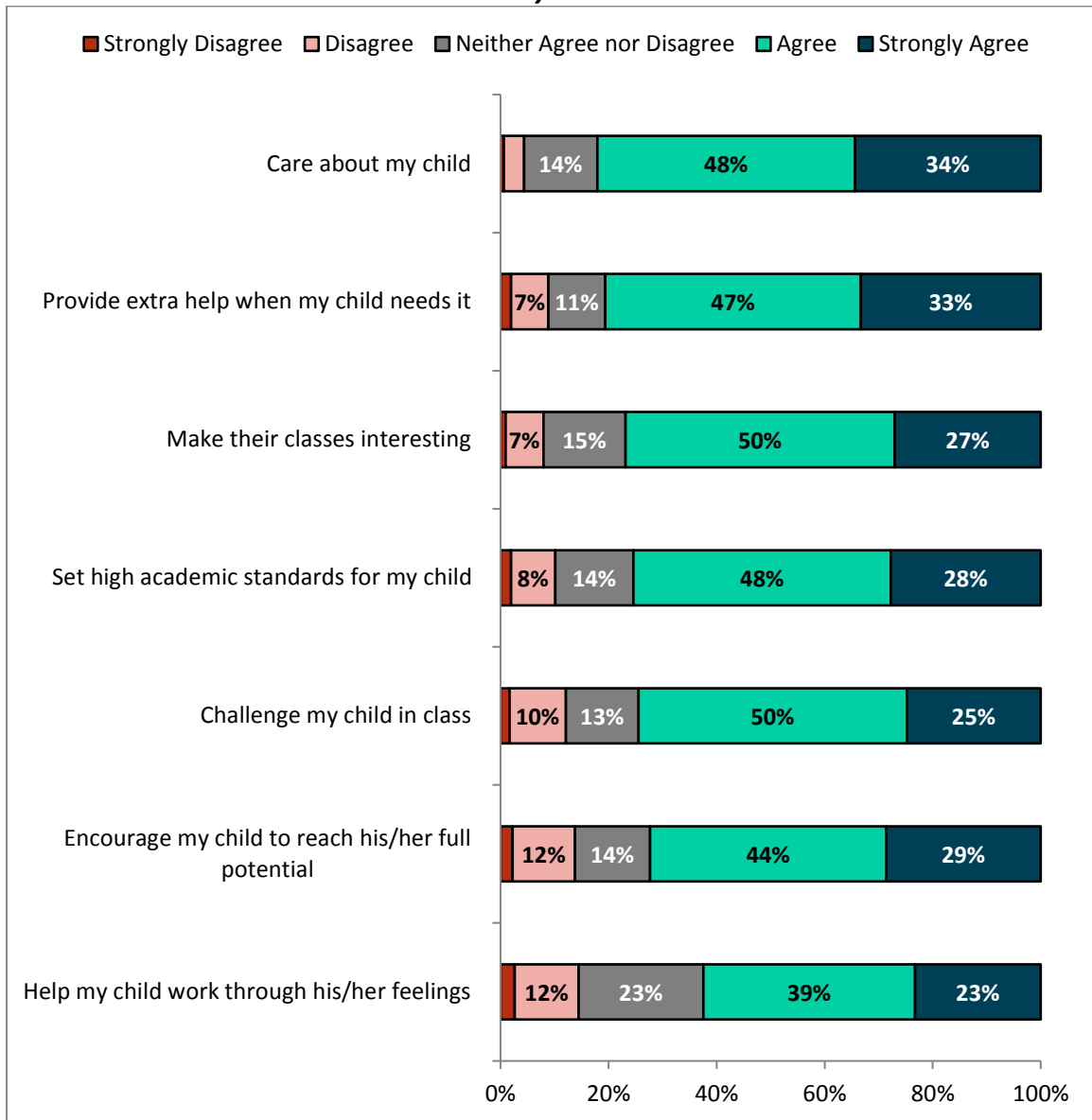
Figure 1.13: Perceptions of Instructional Climate by Students

“My Teachers...”



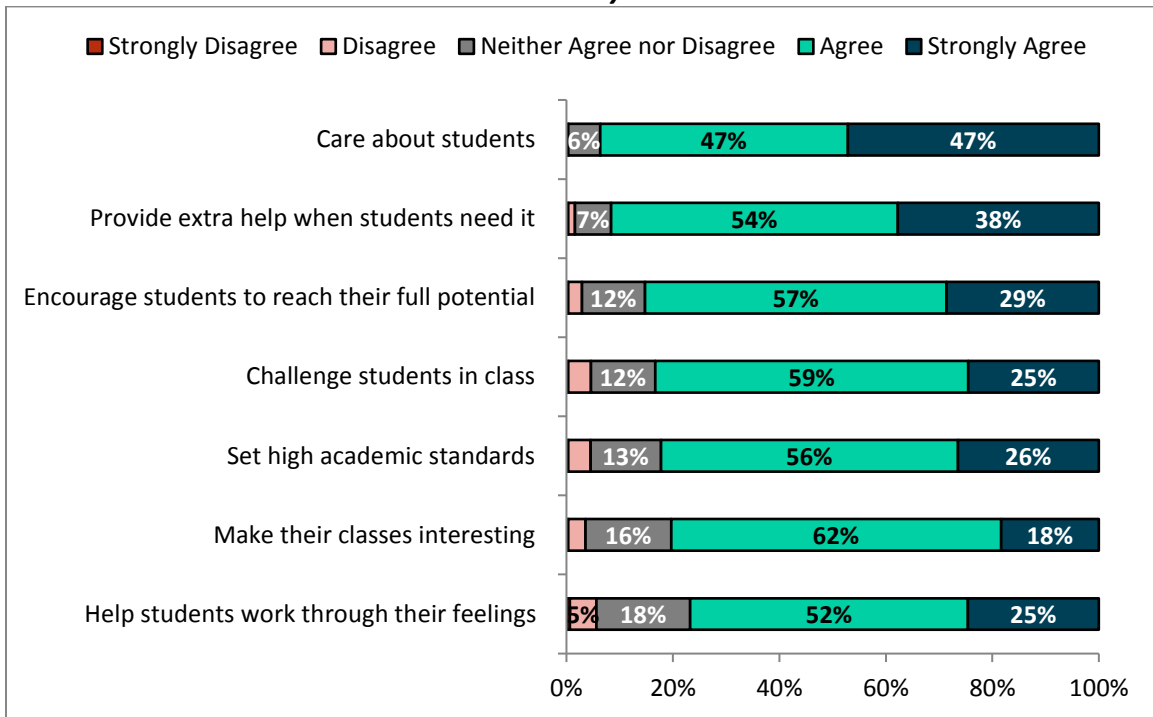
n=1,605-1,827

Figure 1.14: Perceptions of Instructional Climate by Parents
“Teachers at My Child’s School...”



n=567-670

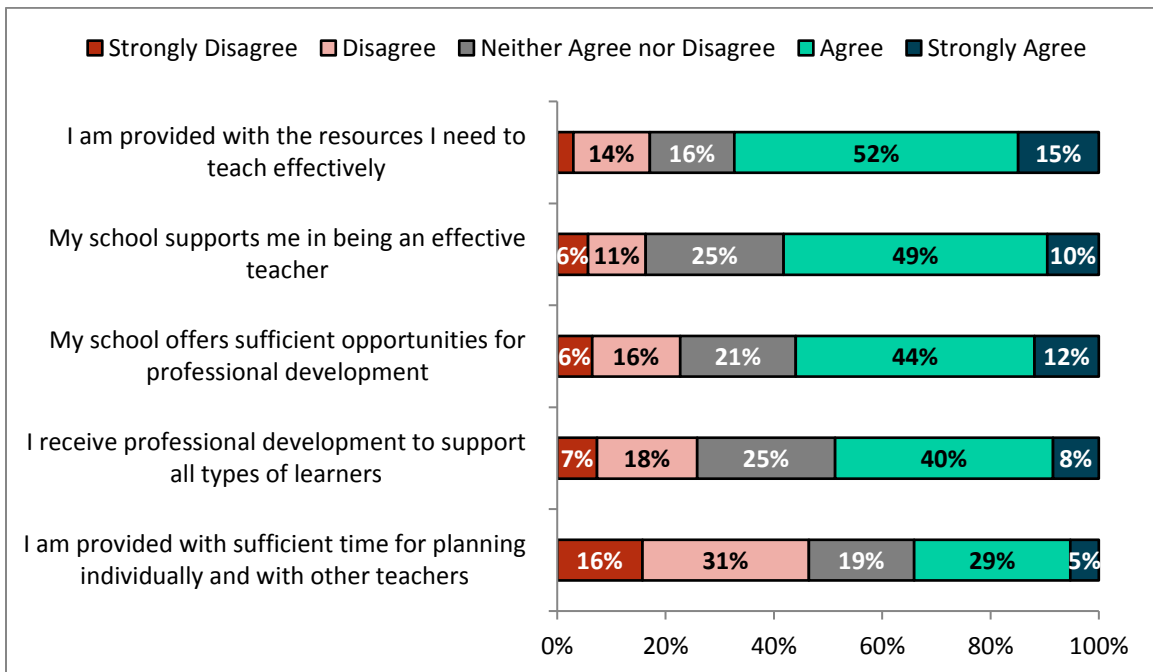
Figure 1.15: Perceptions of Instructional Climate by Staff
“Teachers at My School...”



n=301-316

Note: Only professional staff and support staff answered this set of questions.

Figure 1.16: Perceptions of Staff Support

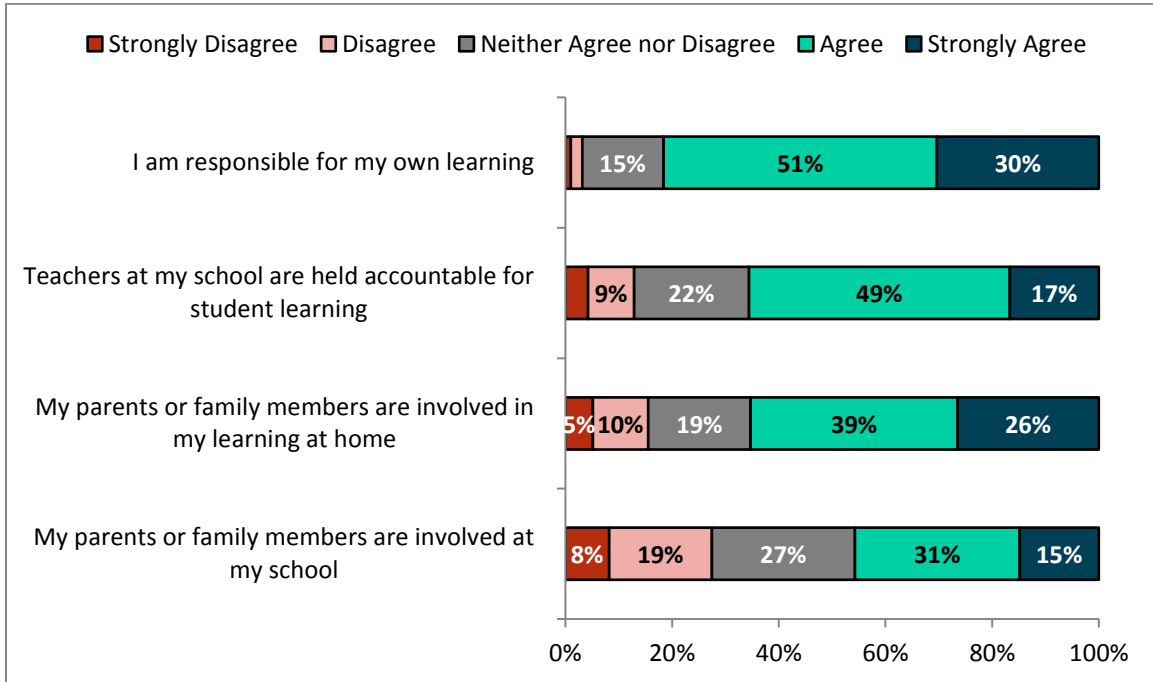


n=263-295

Note: Only professional staff and support staff answered this set of questions.

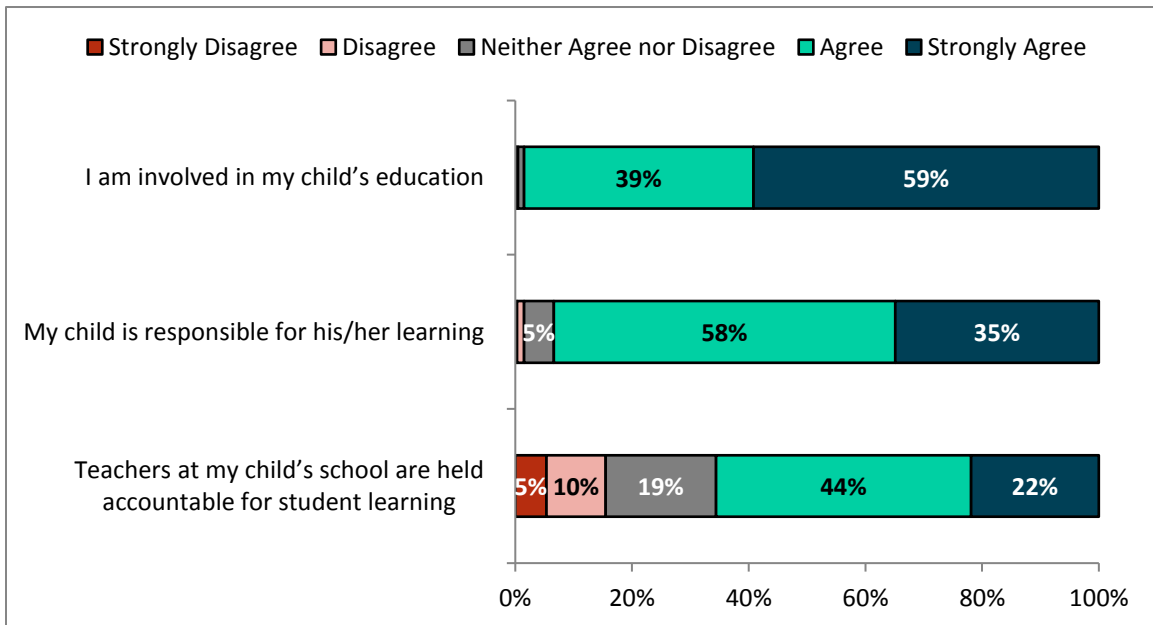
ACCOUNTABILITY

Figure 1.17: Perceptions of Education Accountability by Students



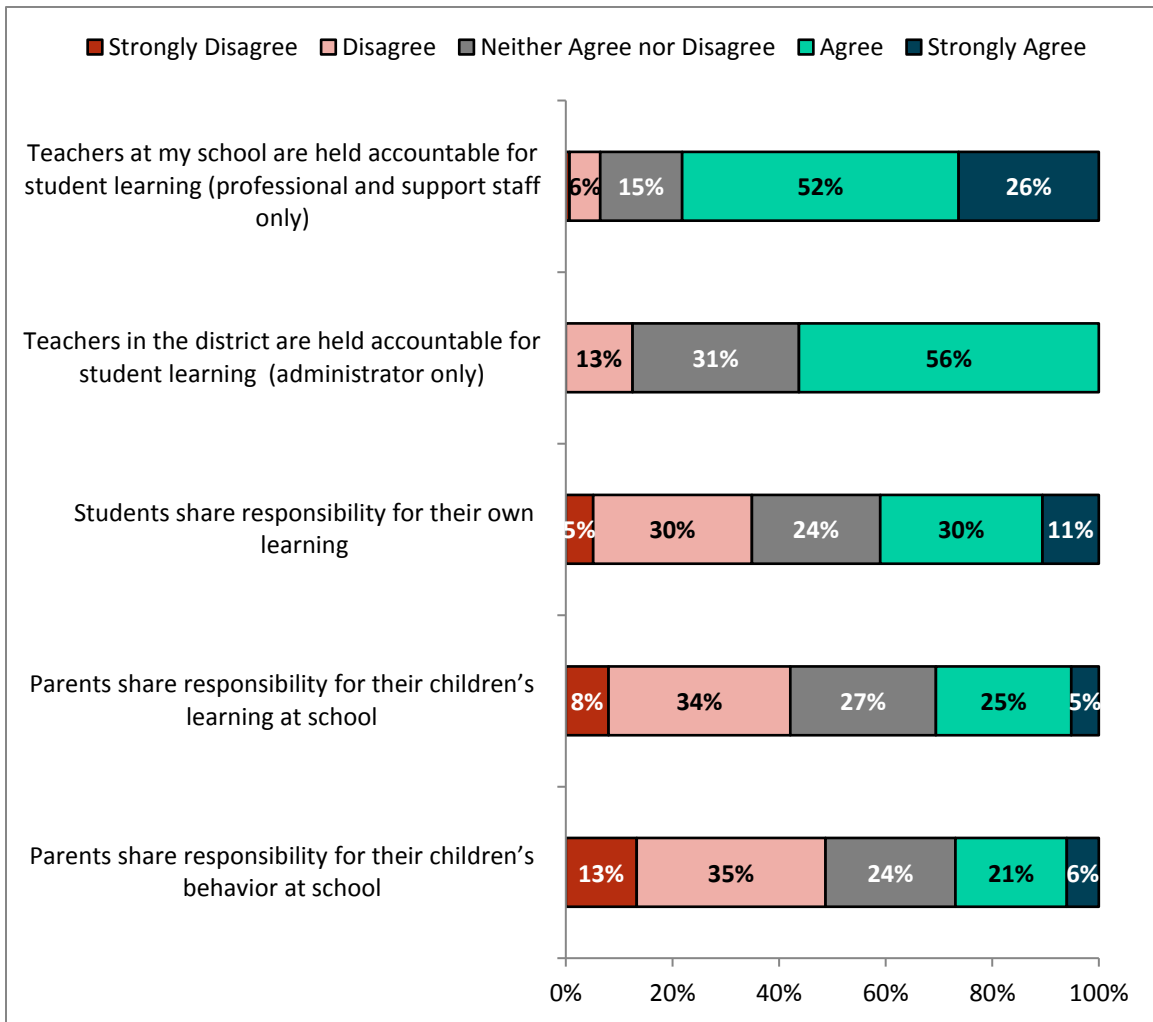
n=1,691-1,790

Figure 1.18: Perceptions of Education Accountability by Parents



n=503-669

Figure 1.19: Perceptions of Education Accountability by Staff

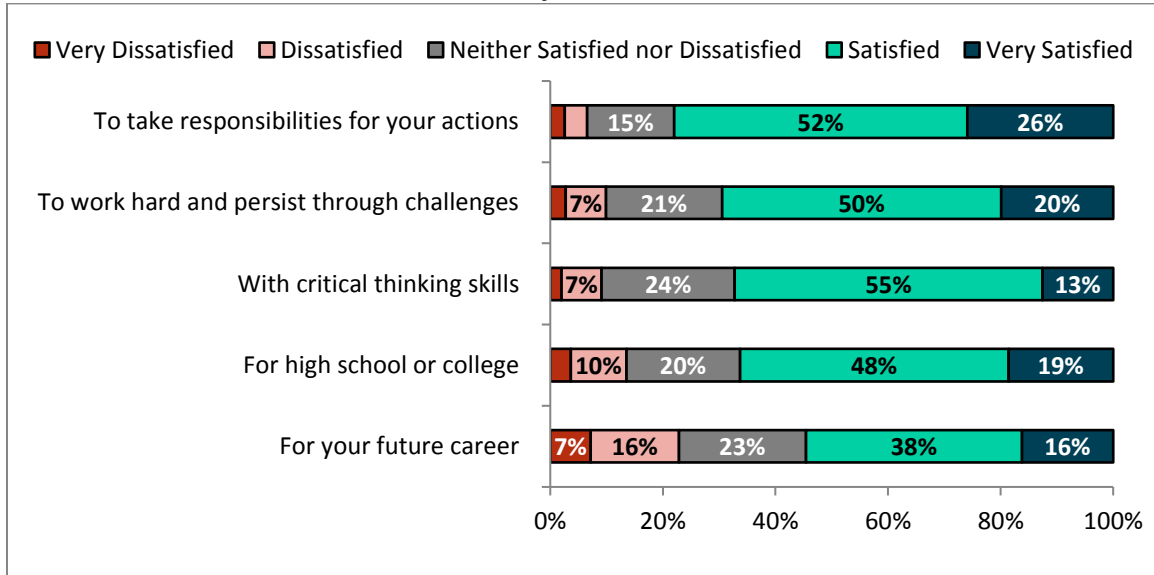


n=16-316

STUDENT OUTCOMES

Figure 1.20: Students' Satisfaction with Their Preparedness

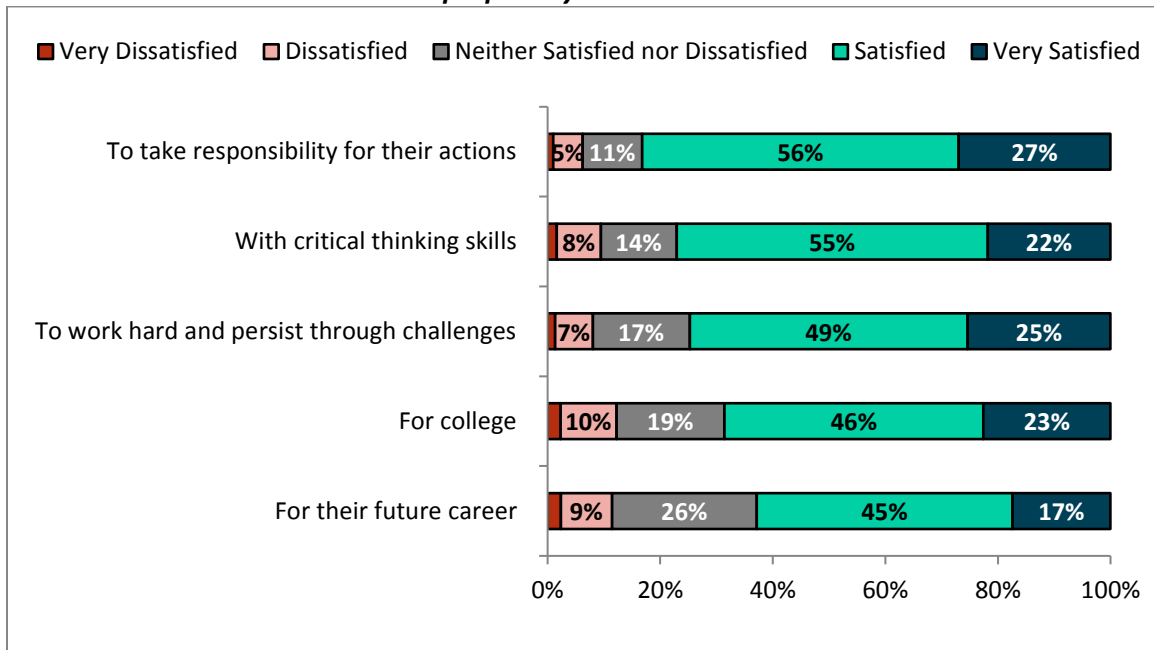
"Please indicate your level of satisfaction with the degree to which your school prepares you..."



n=1,684-1,719

Figure 1.21: Parents' Satisfaction with Their Child's Preparedness

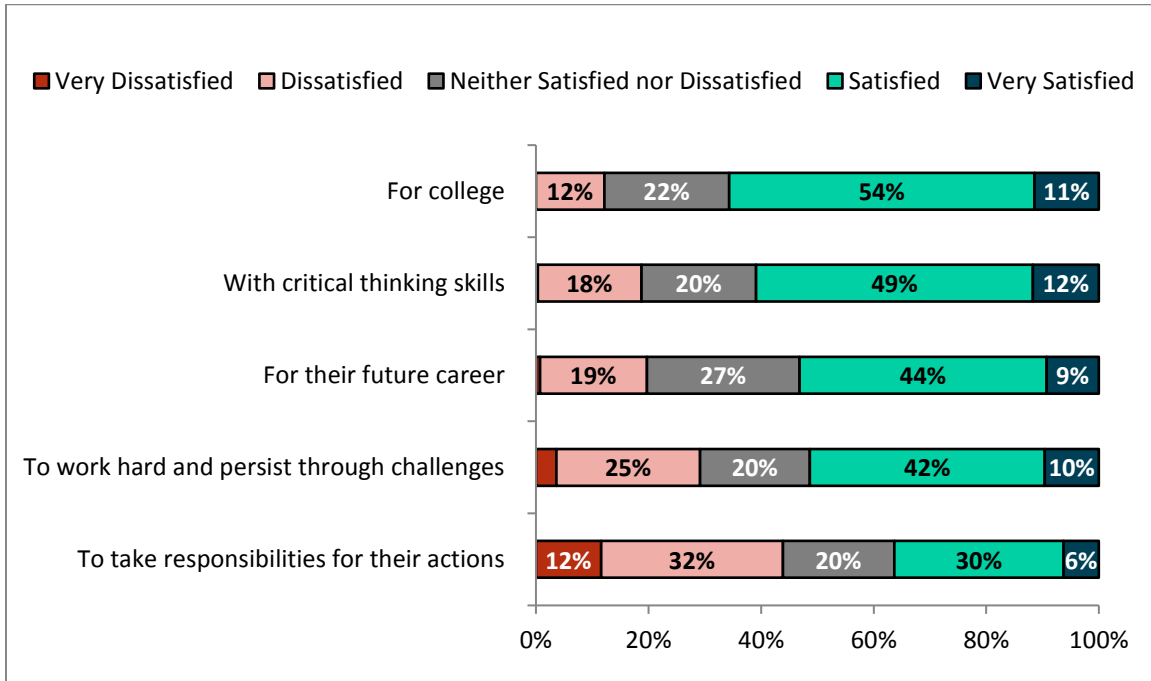
"Please indicate your level of satisfaction with the degree to which your child's school prepares your child..."



n=471-614

Figure 1.22: Staff's Satisfaction with Students' Preparedness

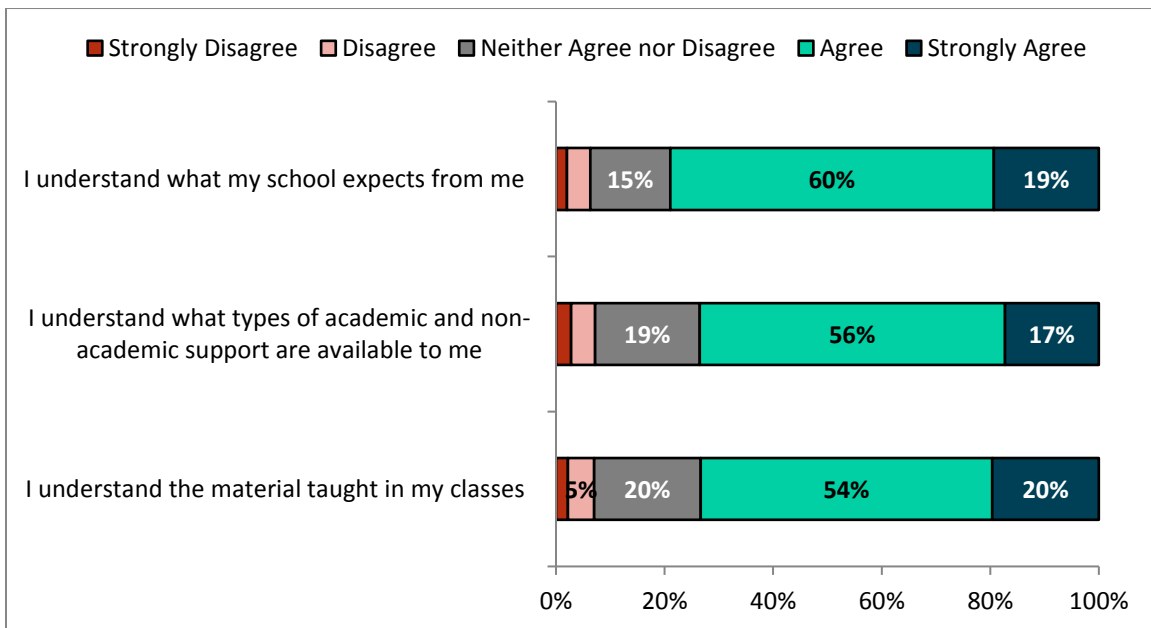
"Please indicate your level of satisfaction with the degree to which your school prepares students..." / "Please indicate your level of satisfaction with the degree to which Hatboro-Horsham School District prepares students..."



n=269-319

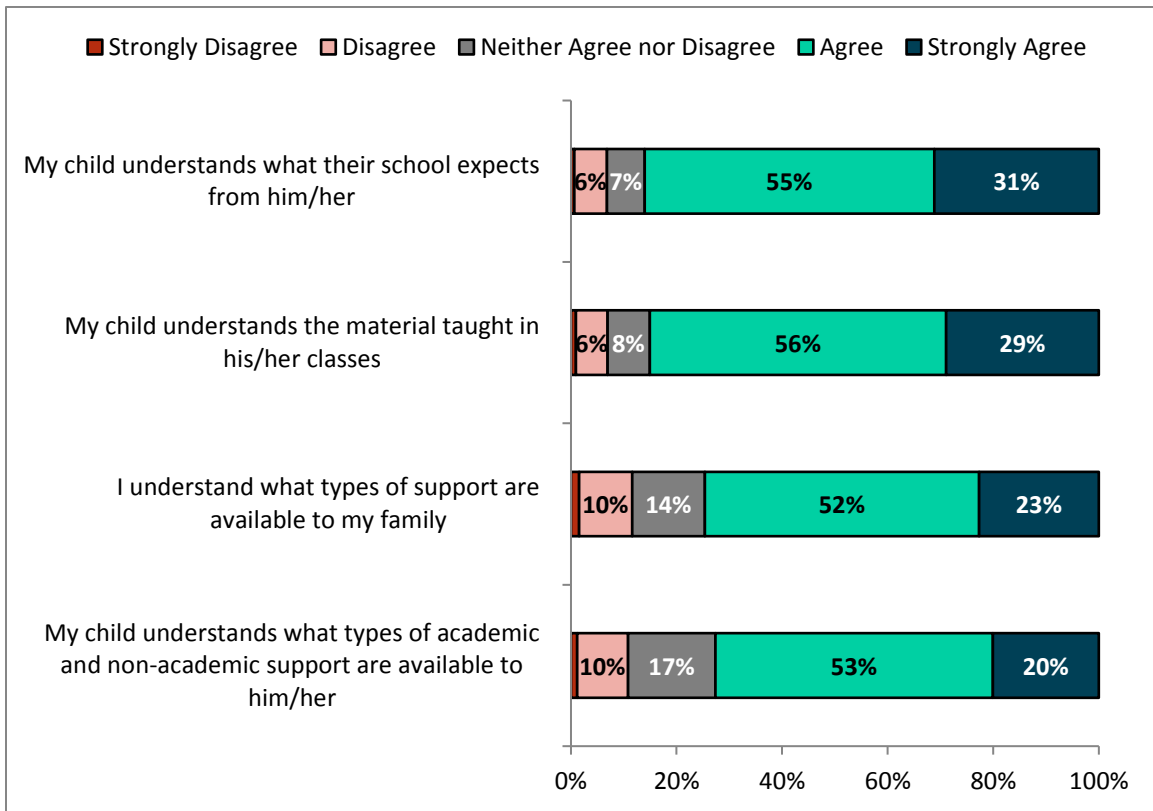
Note: While professional staff and support staff provided feedback on their school, school and district administrators reflected on the district as a whole.

Figure 1.23: Student Outcomes as Perceived by Students



n=1,757-1,764

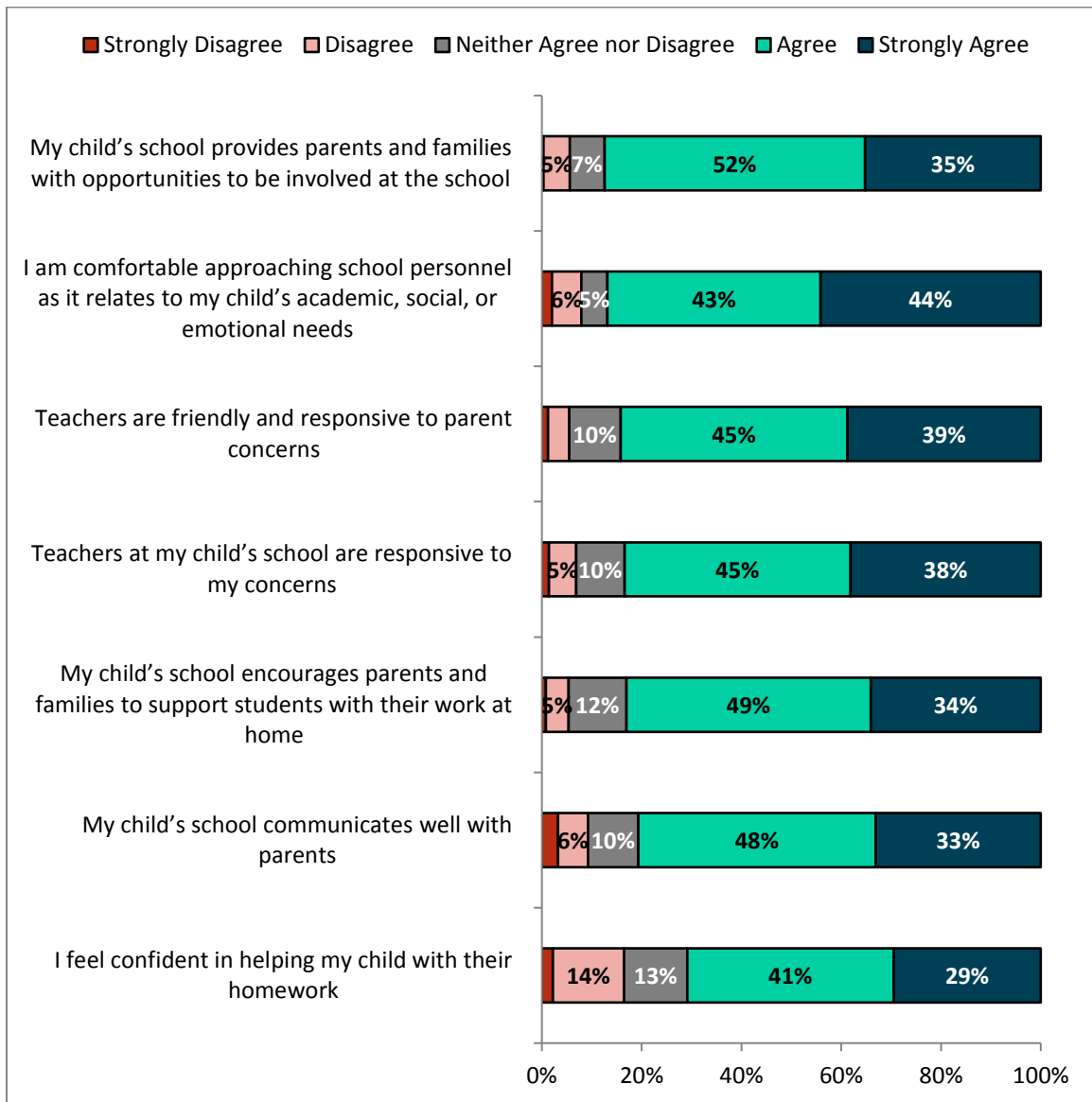
Figure 1.24: Student Outcomes as Perceived by Parents



n=592-622

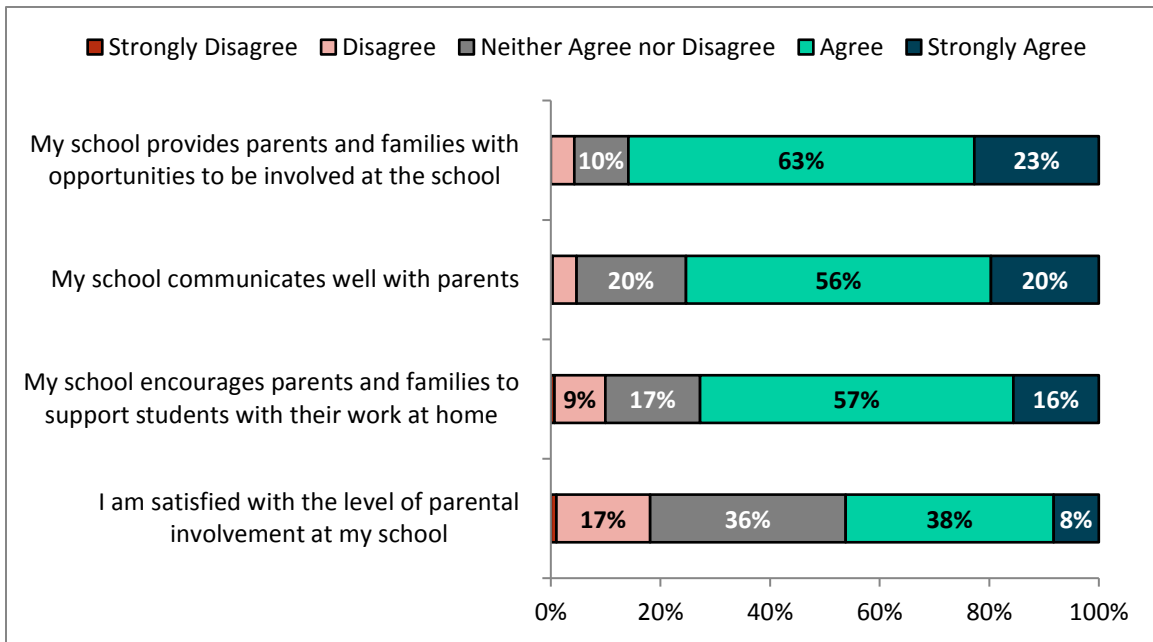
PARENTAL ENGAGEMENT

Figure 1.25: Perceptions of Parental Engagement by Parents



n=631-647

Figure 1.26: Perceptions of Parental Engagement by Staff

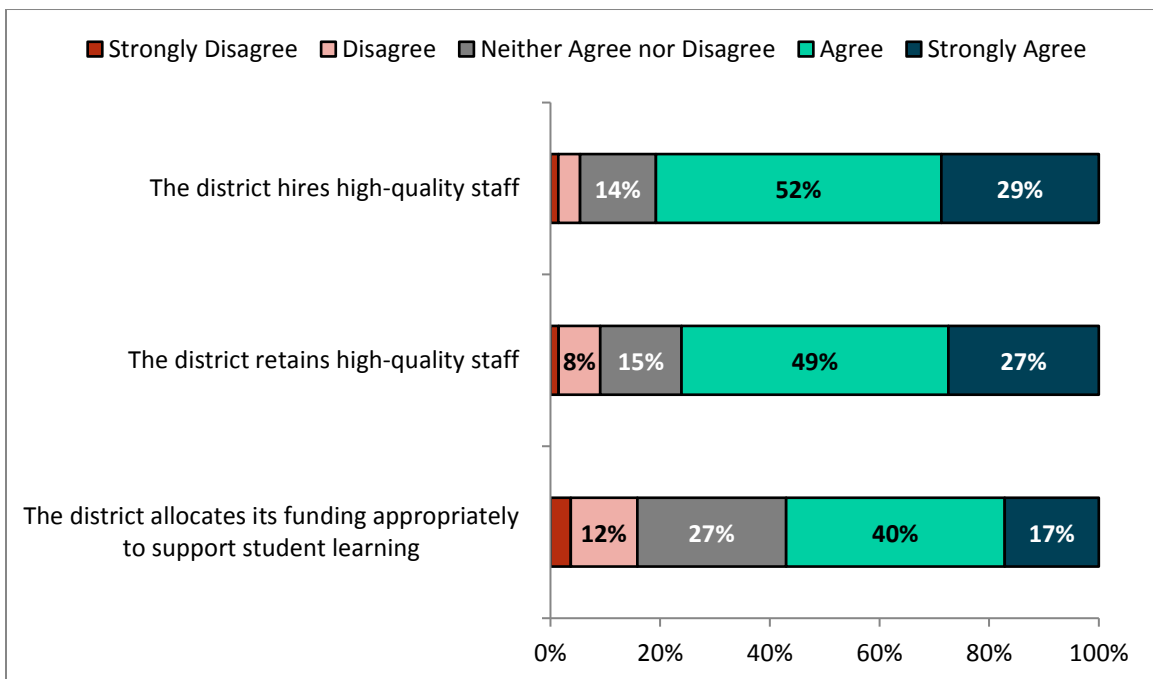


n=300-304

Note: Only professional staff and support staff answered this set of questions.

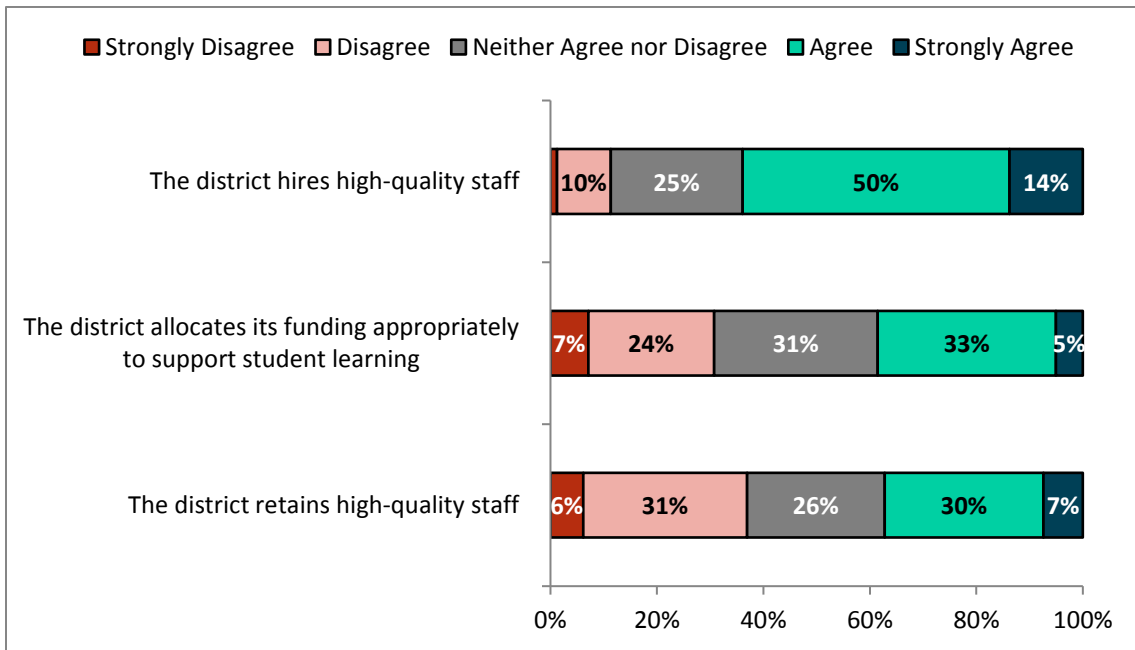
DISTRICT CLIMATE

Figure 1.27: Perceptions of Staffing and District Funding by Parents



n=461-630

Figure 1.28: Perceptions of Staffing and District Funding by Staff

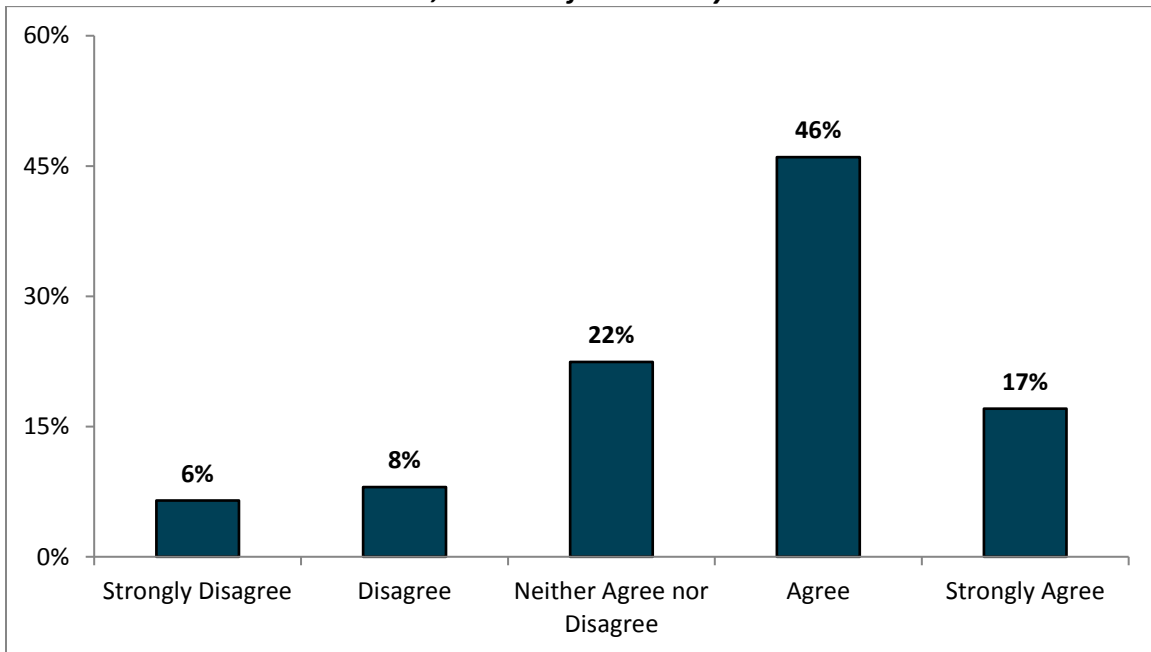


n=296-327

OVERALL SATISFACTION

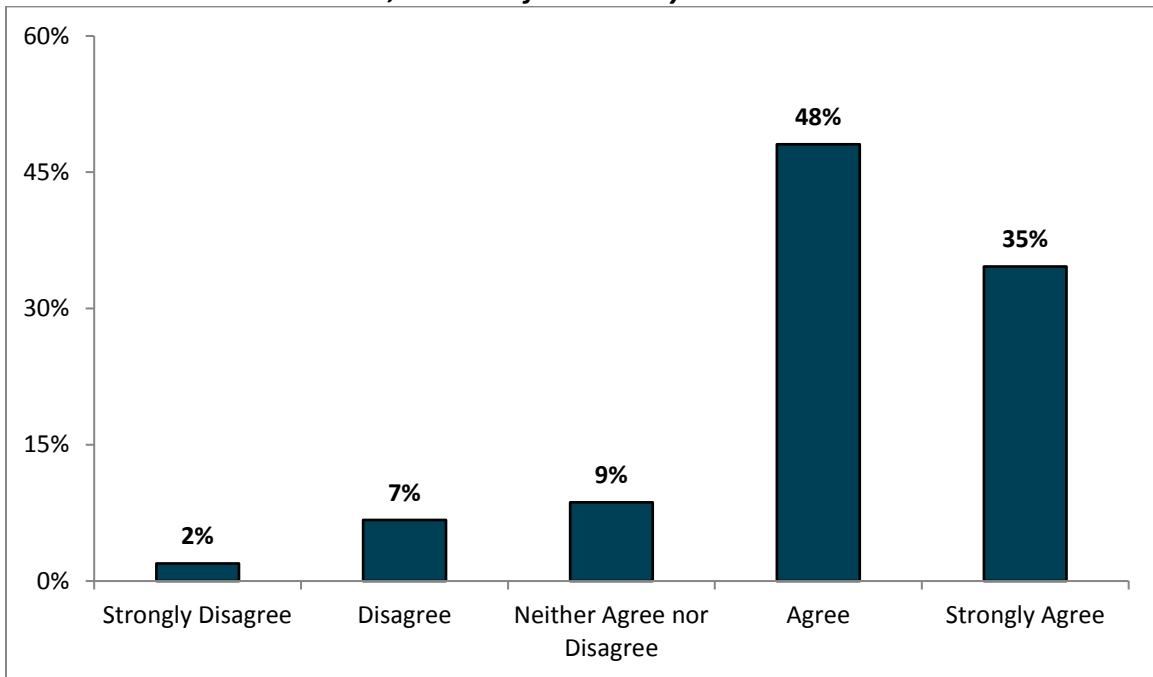
Figure 1.29: Students' Overall Satisfaction with School

"Overall, I am satisfied with my school."



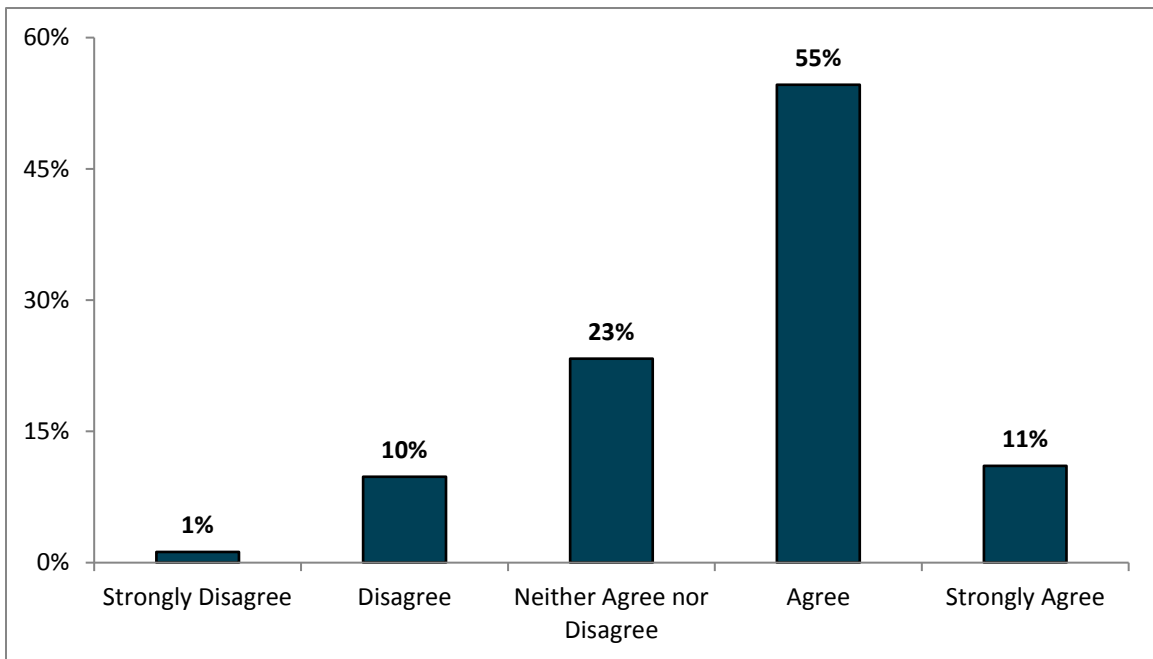
n=1,760

Figure 1.30: Parents' Satisfaction with Their Child's School
"Overall, I am satisfied with my child's school."



n=622

Figure 1.31: Staff's Overall Satisfaction with Schools in the District
"Overall, I am satisfied with the schools in Hatboro-Horsham School District."



n=326

RESPONDENT CHARACTERISTICS

Figure 1.32: Sample Size by Role

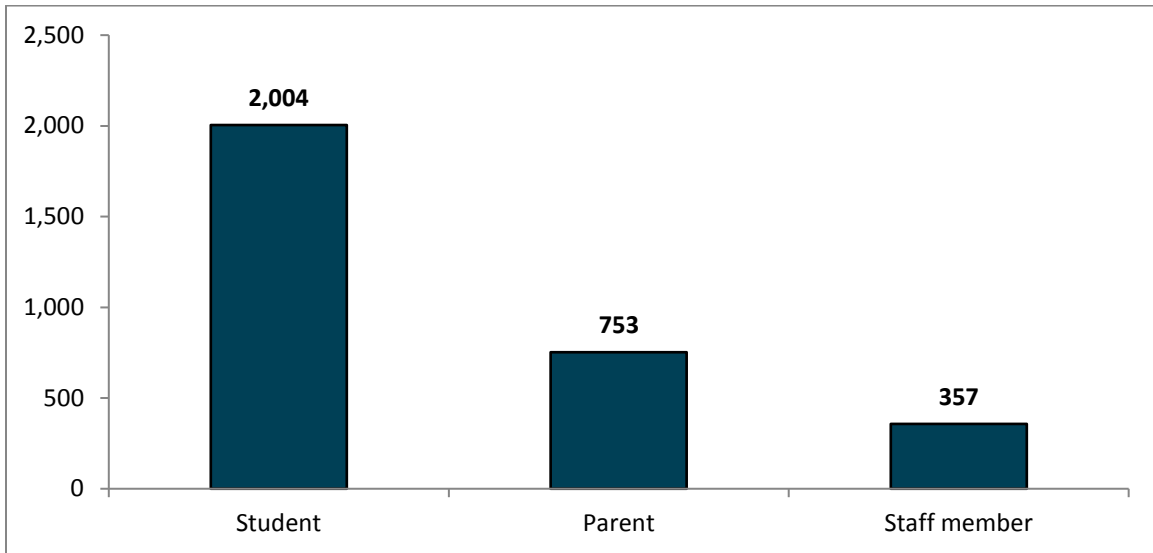
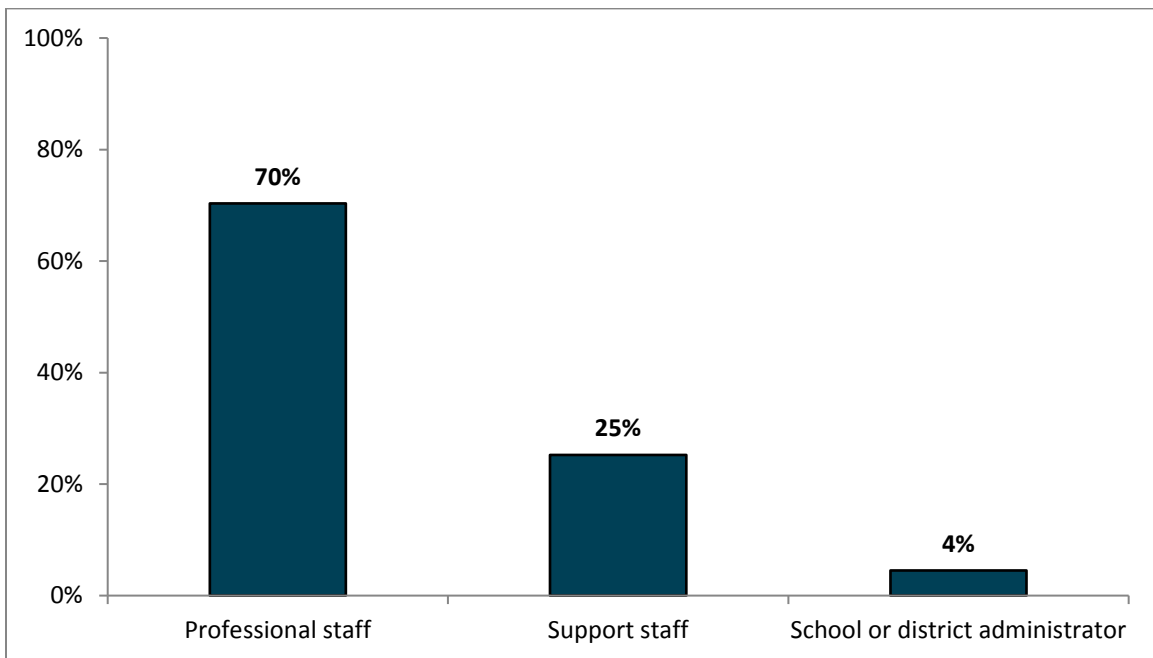


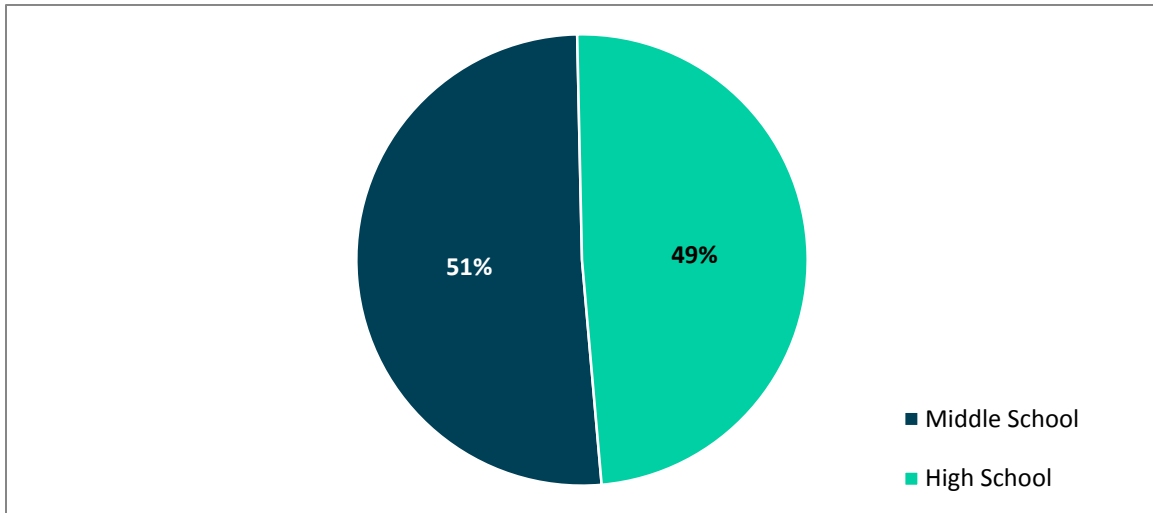
Figure 1.33: Staff Member Role



n=357

Note: Only staff members answered this question.

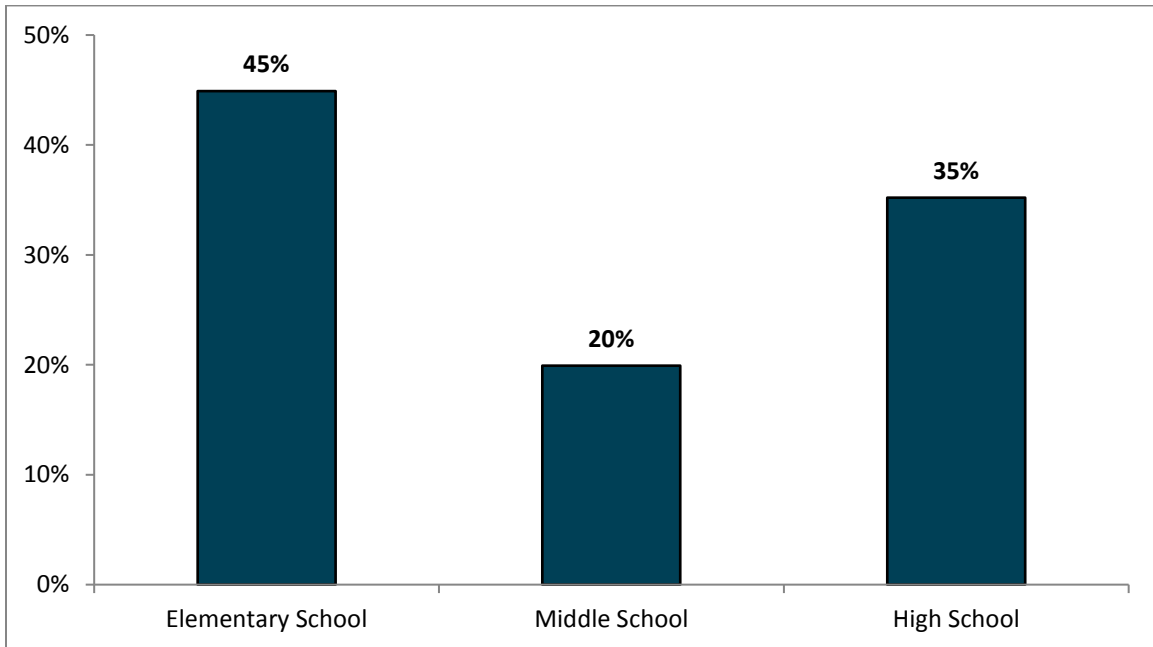
Figure 1.34: Students' School Level



n=2,004

Note: Only students answered this question.

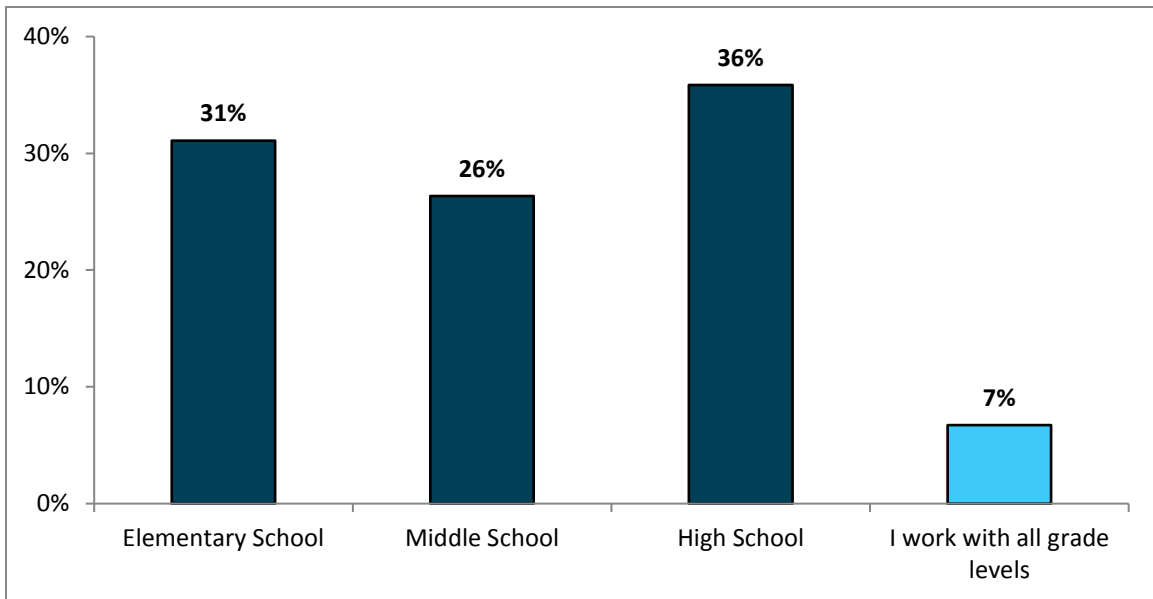
Figure 1.35: Child's School Level



n=753

Note: Only parents answered this question.

Figure 1.36: Staff Members' Grade Level



n=357

Note: Only staff members answered this question.

Figure 1.37: School Affiliation

SCHOOL	PARENT (N=753)	STAFF MEMBER (N=357)
Blair Mill Elementary School	11%	6%
Crooked Billet Elementary School	9%	4%
Hallowell Elementary School	2%	5%
Pennypack Elementary School	7%	7%
Simmons Elementary School	16%	10%
Keith Valley Middle School	20%	28%
Hatboro-Horsham Senior High School	35%	39%
District office/Administration building	0%	1%

Note: Only parents and staff members answered this question.

Figure 1.38: Gender

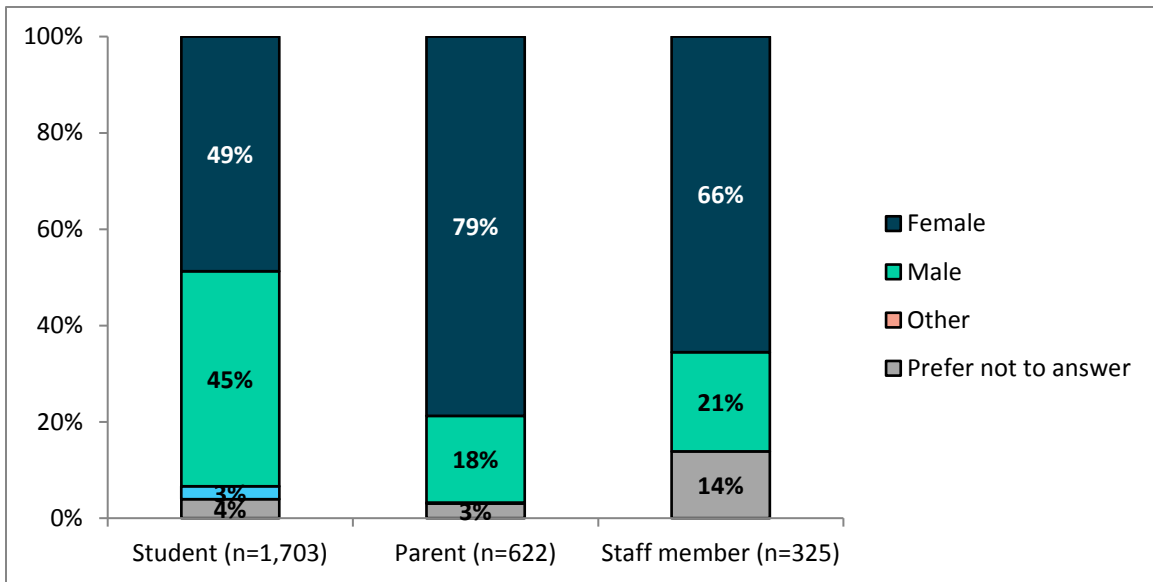
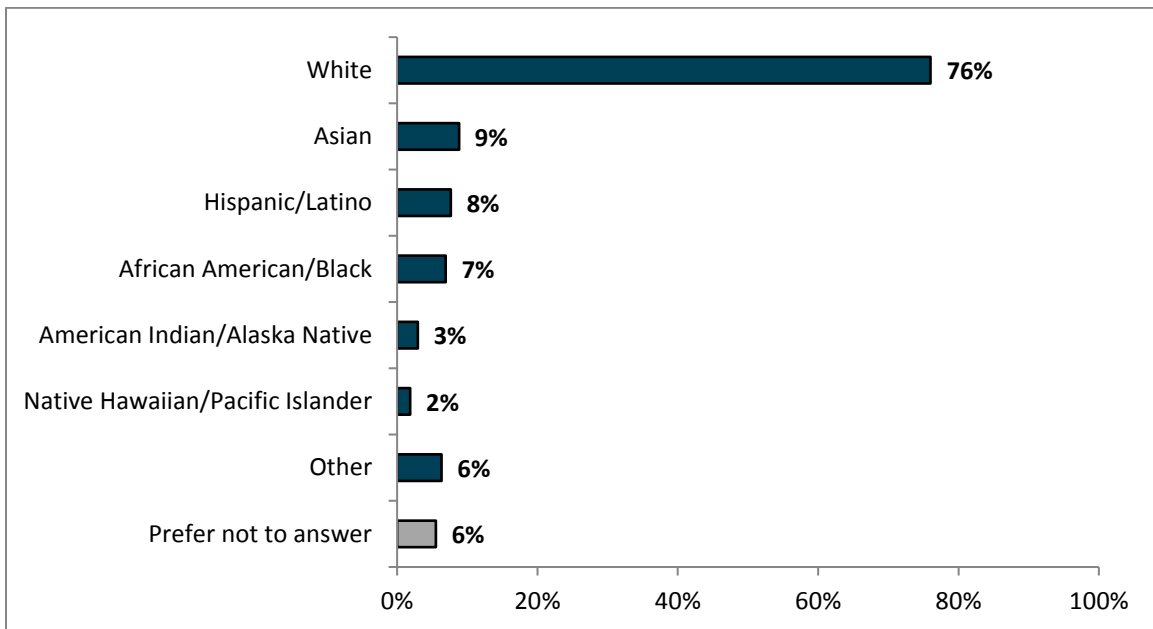


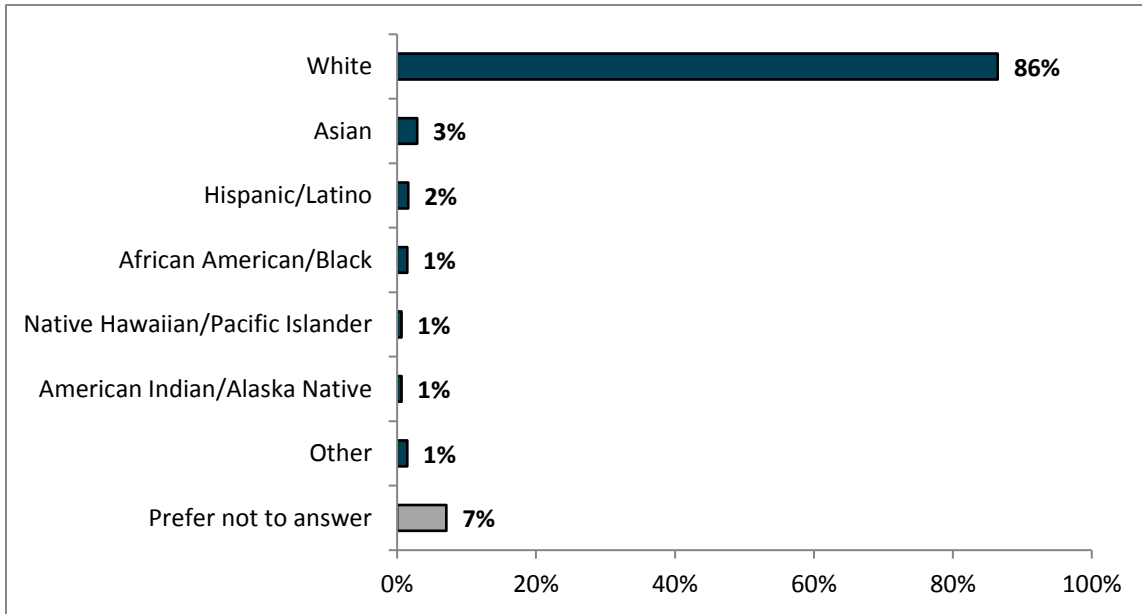
Figure 1.39: Students' Race/Ethnicity



n=1,702

Note: Figure above only presents student responses. Percentages do not sum up to 100 percent, as respondents were able to select multiple options.

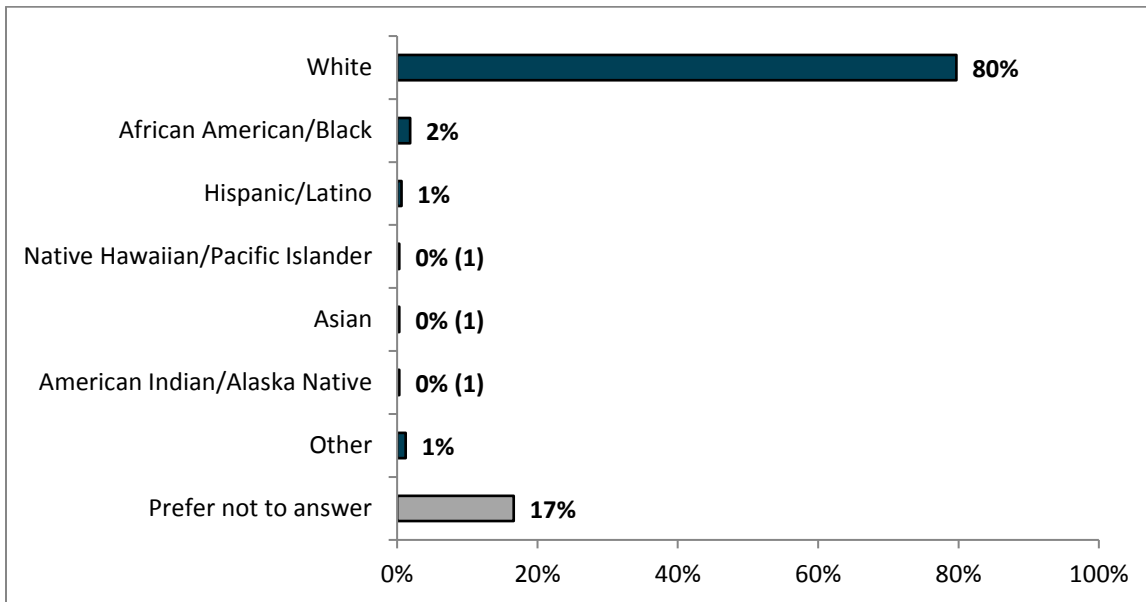
Figure 1.40: Parents' Race/Ethnicity



n=621

Note: Figure above only presents parent responses. Percentages do not sum up to 100 percent, as respondents were able to select multiple options.

Figure 1.41: Staff Members' Race/Ethnicity



n=325

Note: Figure above only presents staff responses. Percentages do not sum up to 100 percent, as respondents were able to select multiple options.

Figure 1.42: Eligibility to Receive Free or Reduced-Price Lunch at School

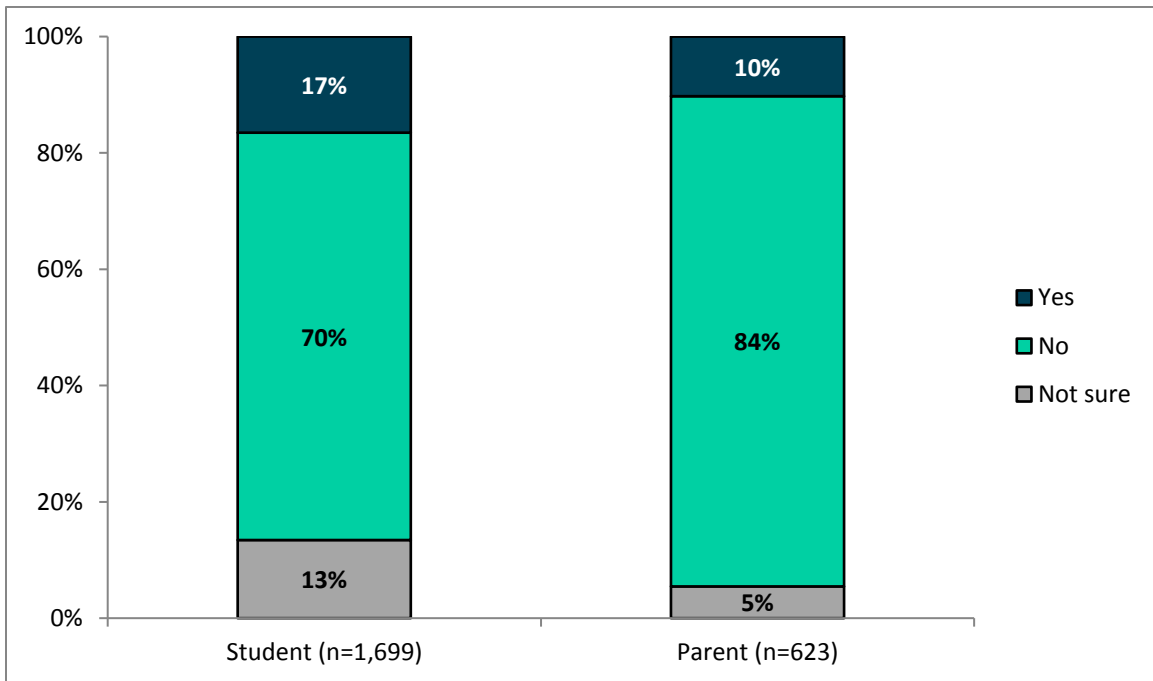
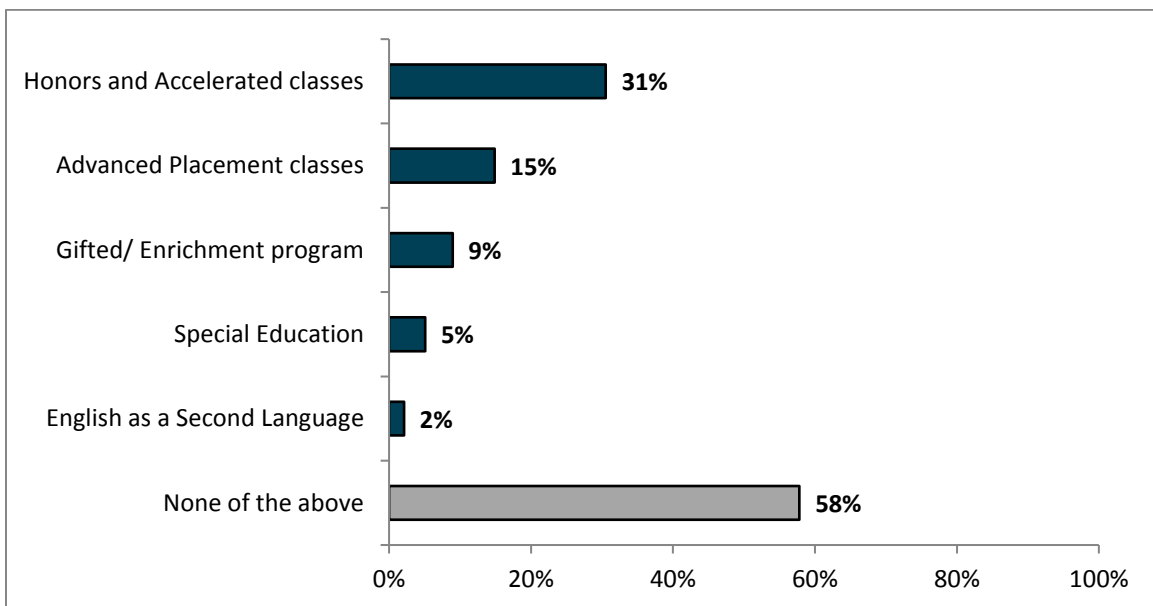


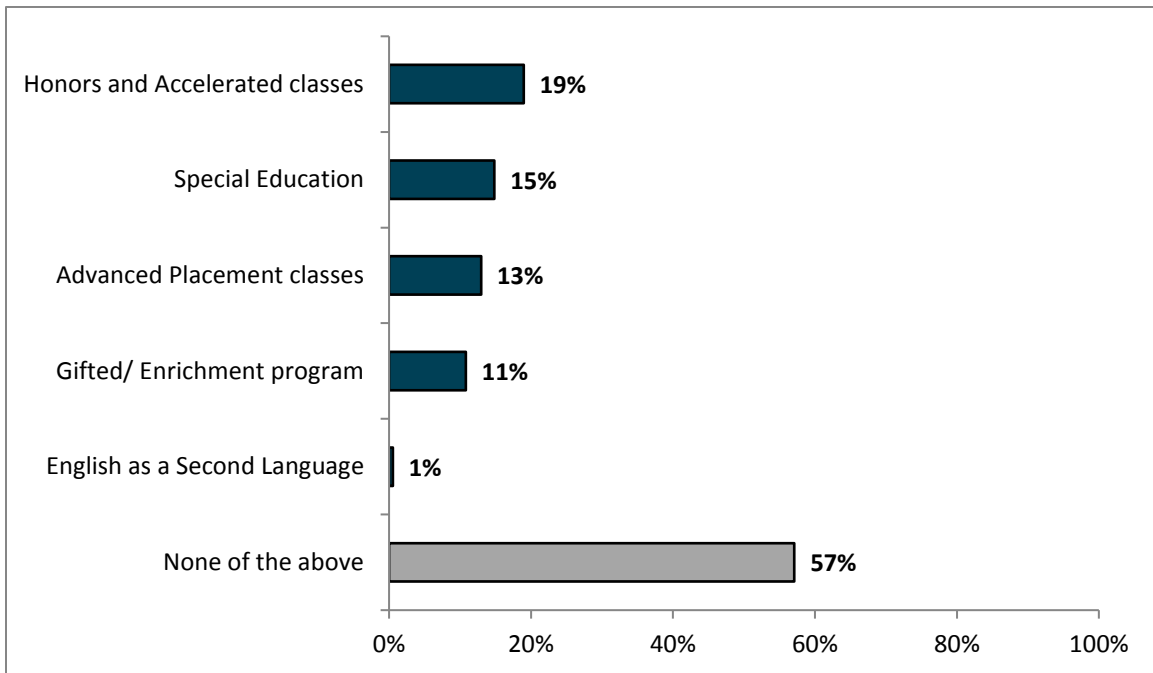
Figure 1.43: Student Participation in Special Student Services



n=1,910

Note: Figure above only presents student responses. Percentages do not sum up to 100 percent, as respondents were able to select multiple options.

Figure 1.44: Child's Participation in Special Student Services



n=748

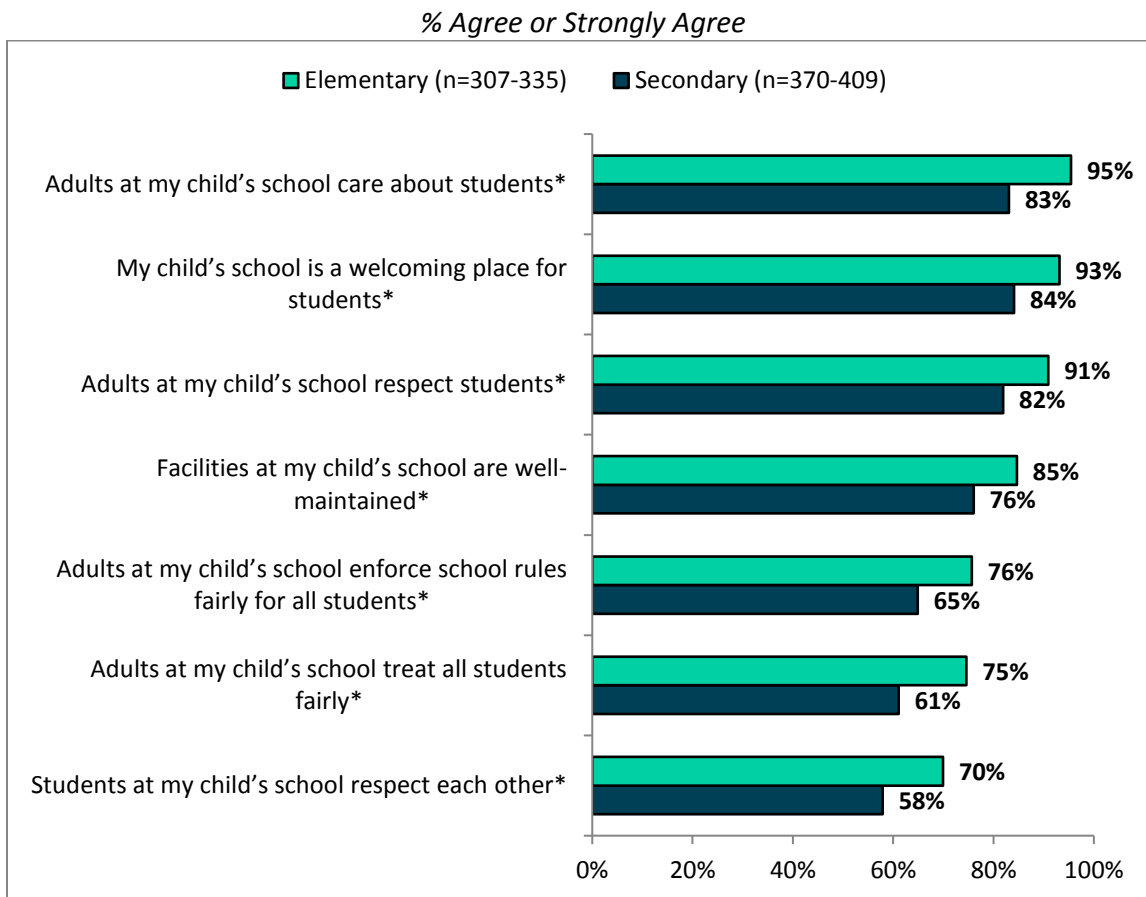
Note: Figure above only presents parent responses. Percentages do not sum up to 100 percent, as respondents were able to select multiple options.

SEGMENTED FIGURES

This section contains visualizations for segmented survey results. Please note that only results that are both statistically significant and practically meaningful are presented in this section. The data supplement presents segmented results for all survey questions.

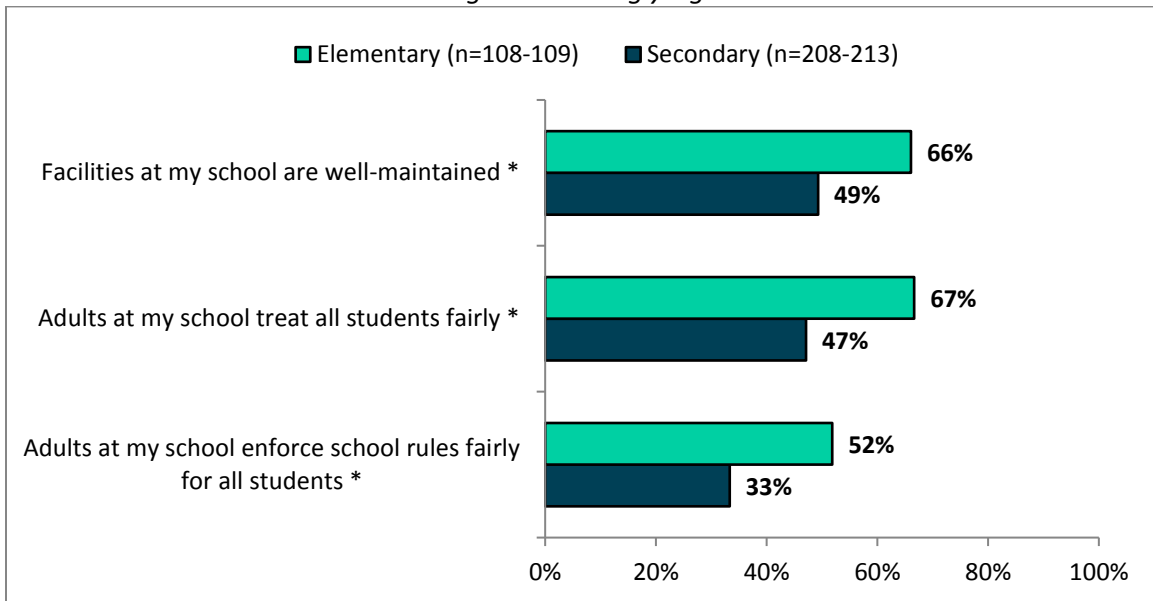
GENERAL CLIMATE

Figure 2.1: Perceptions of General School Climate by Parents, Segmented by School Level



Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

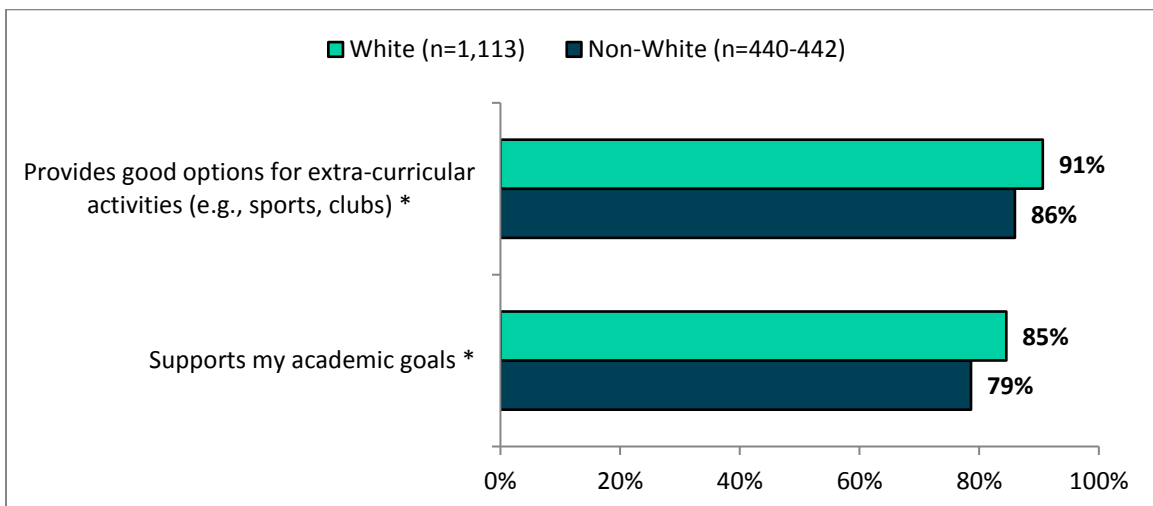
Figure 2.2: Perceptions of General School Climate by Staff, Segmented by School Level
% Agree or Strongly Agree



Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

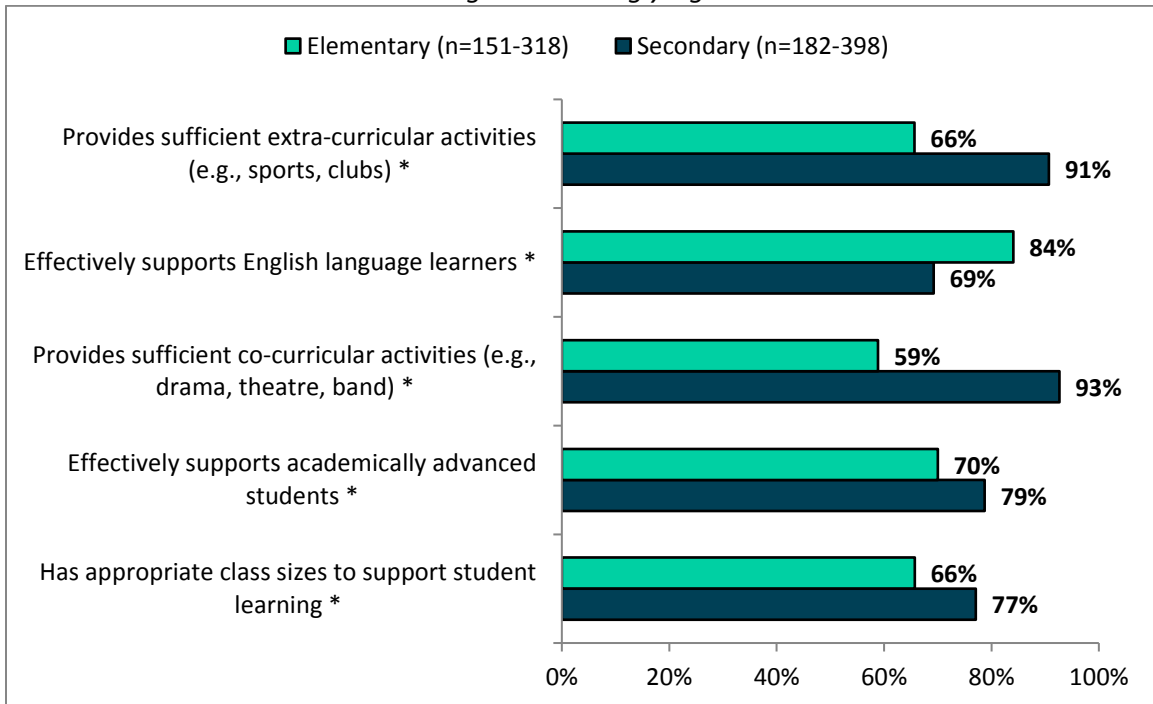
STUDENT SUPPORT AND RESOURCES

Figure 2.3: Perceptions of Student Support by Students, Segmented by Race
“My School...”
% Agree or Strongly Agree



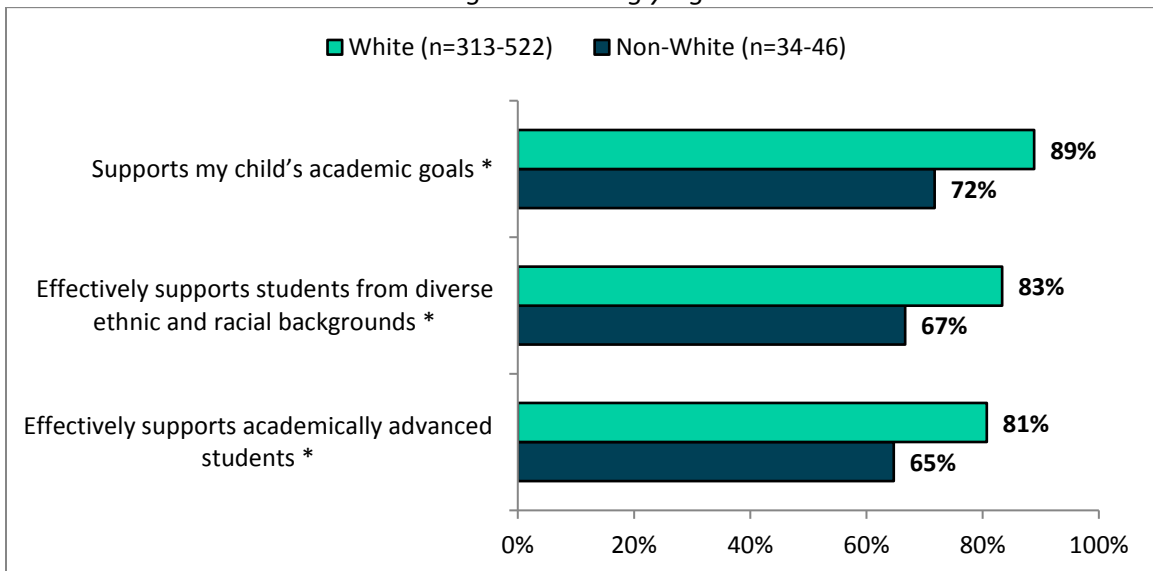
Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

Figure 2.4: Perceptions of Student Support by Parents, Segmented by School Level
“My Child’s School...”
 % Agree or Strongly Agree



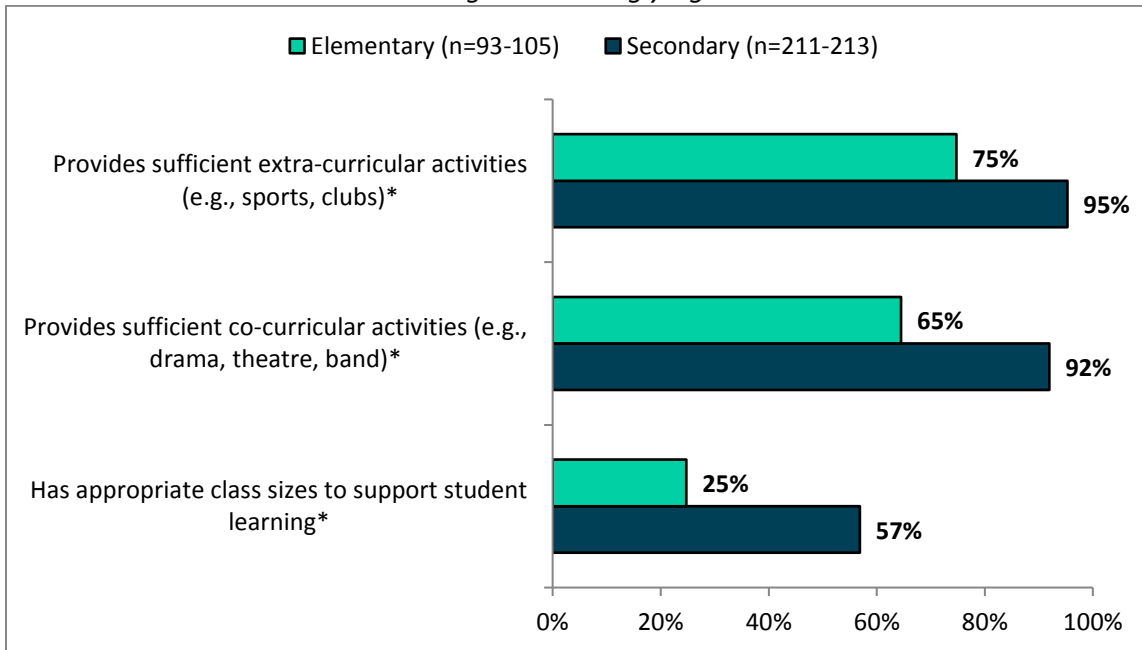
Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

Figure 2.5: Perceptions of Student Support by Parents, Segmented by Race
“My Child’s School...”
 % Agree or Strongly Agree



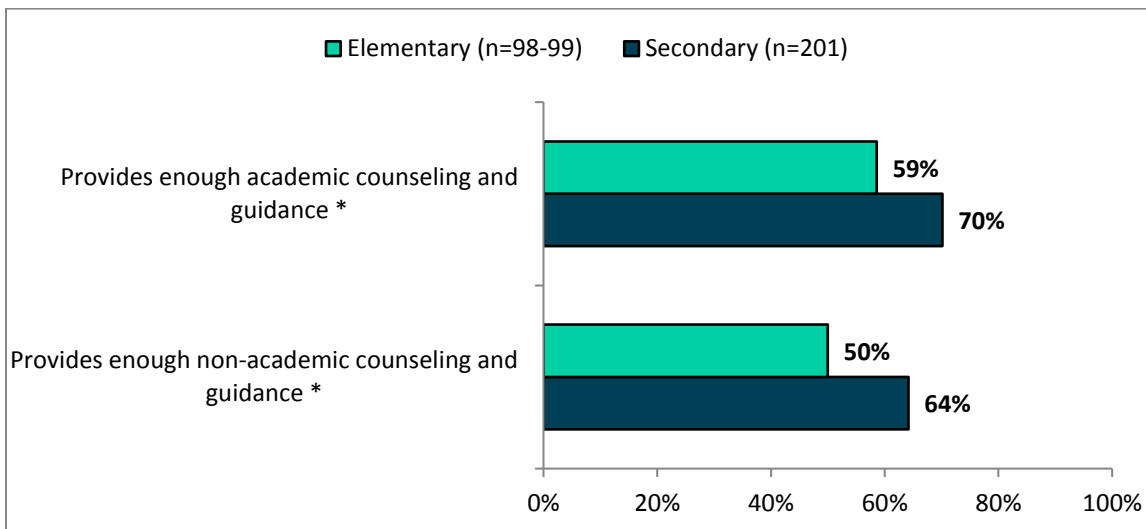
Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

Figure 2.6: Perceptions of Student Support by Staff, Segmented by School Level
“My School...” / “The District...”
 % Agree or Strongly Agree



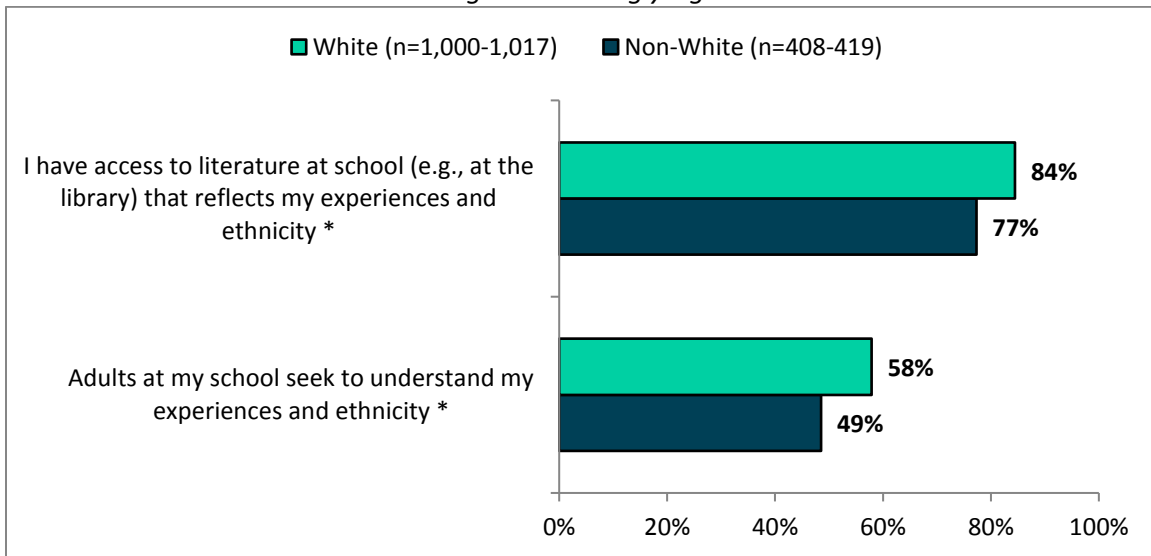
Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

Figure 2.7: Perceptions of the Availability of Student Resources by Staff, Segmented by School Level
“My School...” / “The District...”
 % Agree or Strongly Agree



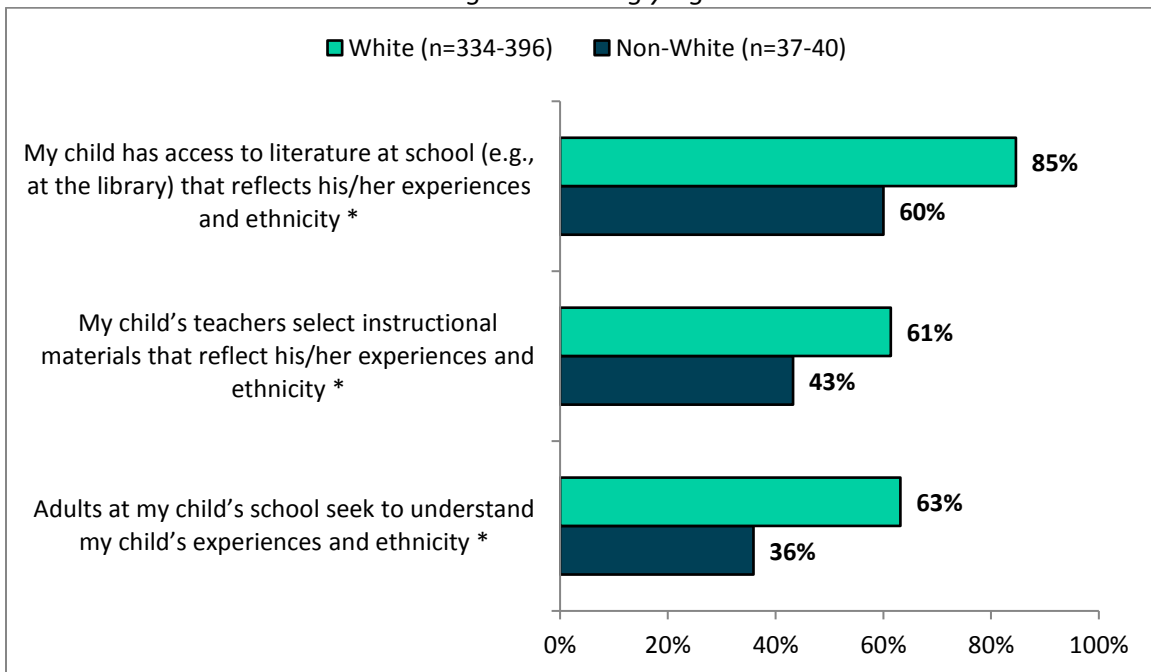
Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

Figure 2.8: Perceptions of Culturally Responsive Education by Students, Segmented by Race
% Agree or Strongly Agree



Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

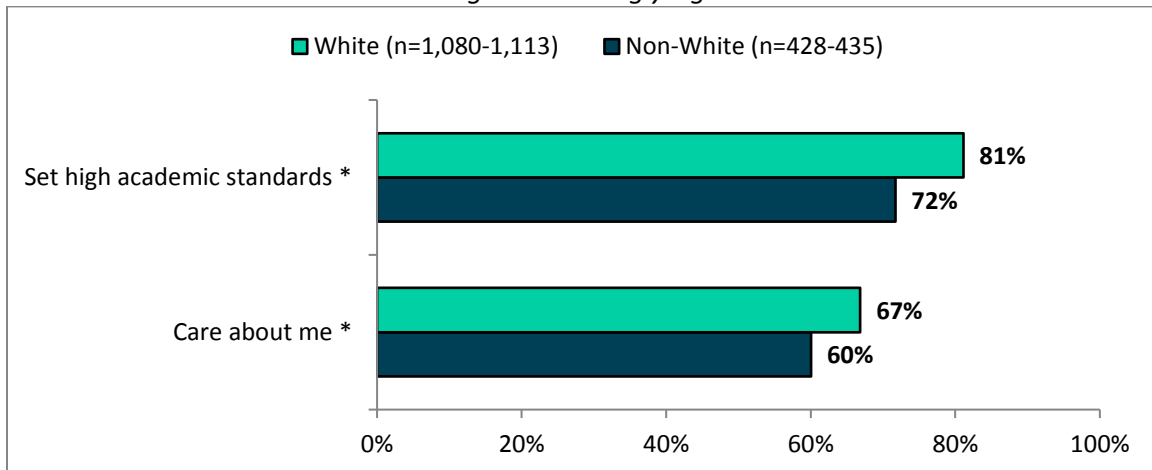
Figure 2.9: Perceptions of Culturally Responsive Education by Parents, Segmented by Race
% Agree or Strongly Agree



Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

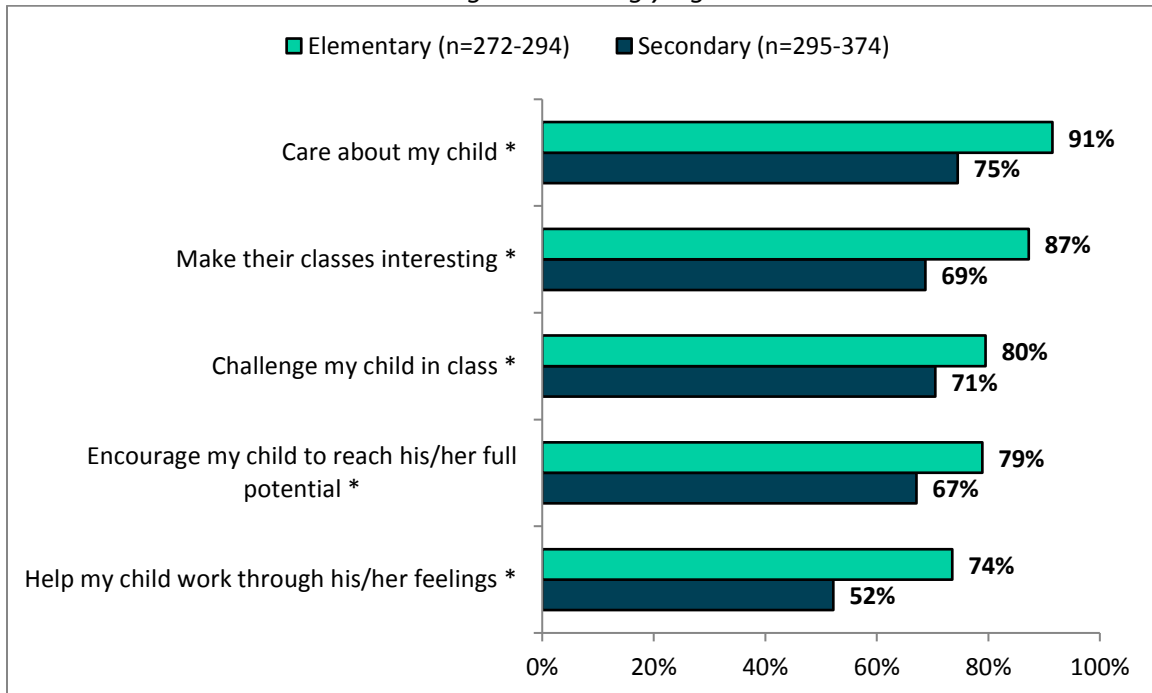
INSTRUCTIONAL CLIMATE

Figure 2.10: Perceptions of Instructional Climate by Students, Segmented by Race
“My Teachers...”
 % Agree or Strongly Agree



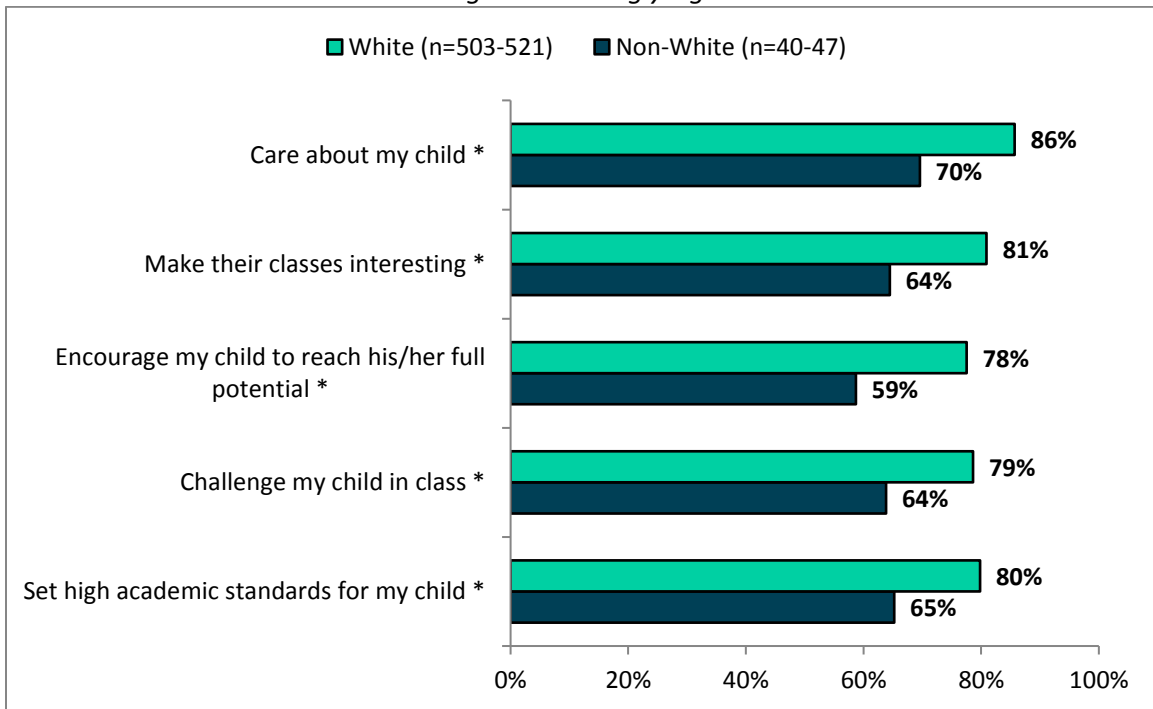
Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

Figure 2.11: Perceptions of Instructional Climate by Parents, Segmented by School Level
“Teachers at My Child’s School...”
 % Agree or Strongly Agree



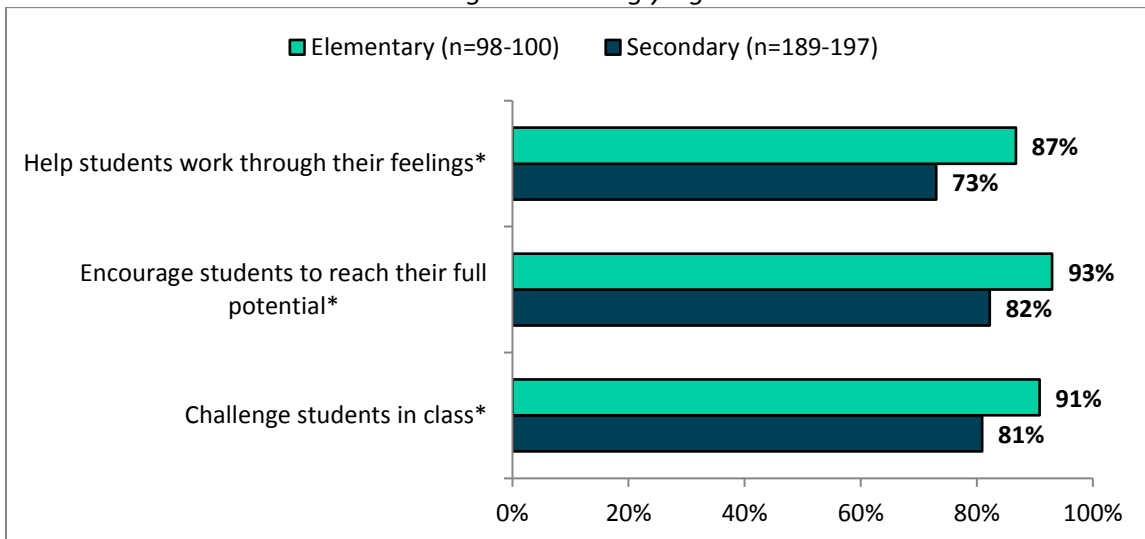
Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

Figure 2.12: Perceptions of Instructional Climate by Parents, Segmented by Race
“Teachers at My Child’s School...”
 % Agree or Strongly Agree



Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

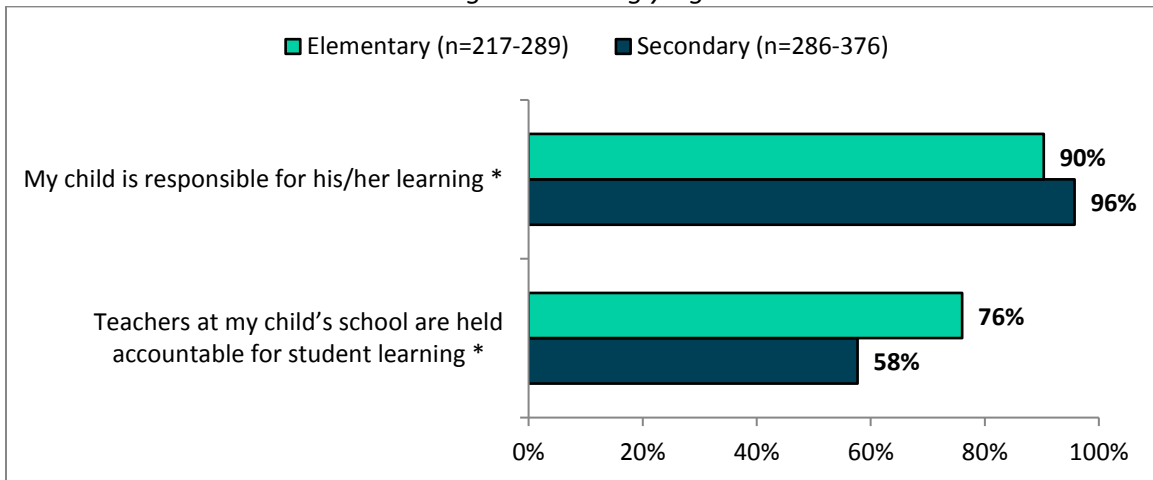
Figure 2.13: Perceptions of Instructional Climate by Staff, Segmented by School Level
“Teachers at My School...”
 % Agree or Strongly Agree



Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

ACCOUNTABILITY

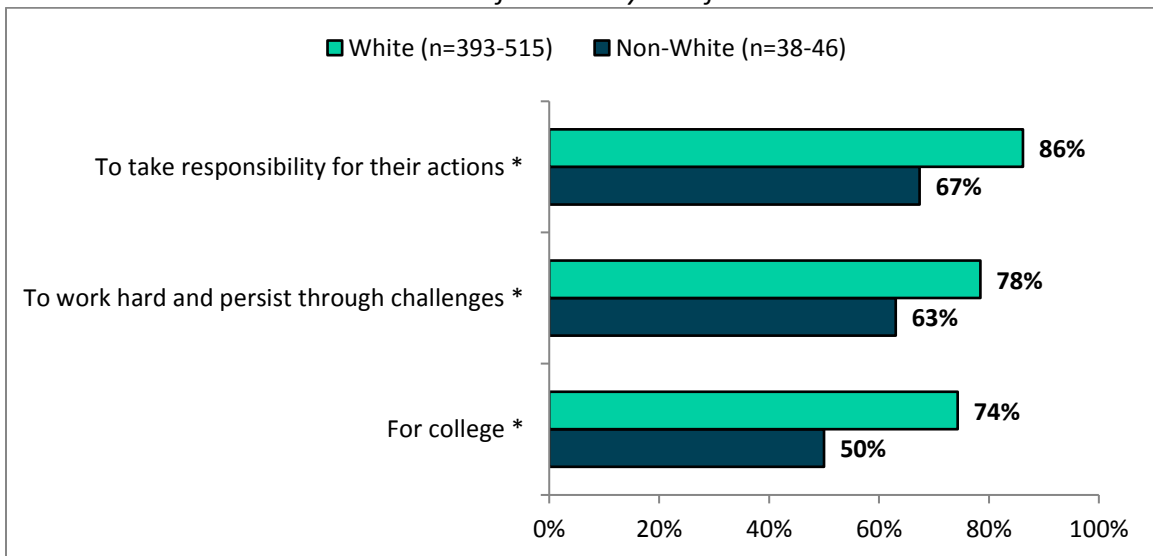
Figure 2.14: Perceptions of Education Accountability by Parents, Segmented by School Level
% Agree or Strongly Agree



Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

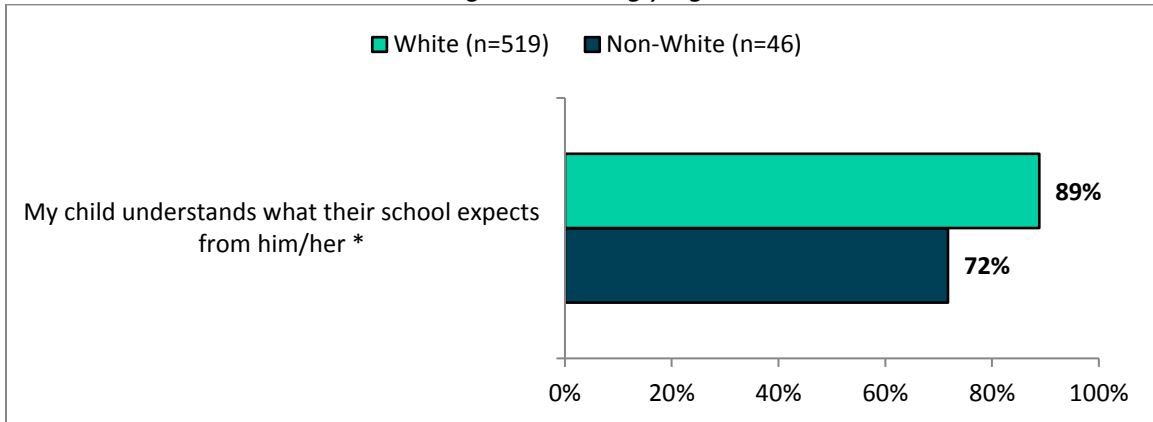
STUDENT OUTCOMES

Figure 2.15: Parents' Satisfaction with Their Child's Preparedness, Segmented by Race
“Please indicate your level of satisfaction with the degree to which your child's school prepares your child...”
% Satisfied or Very Satisfied



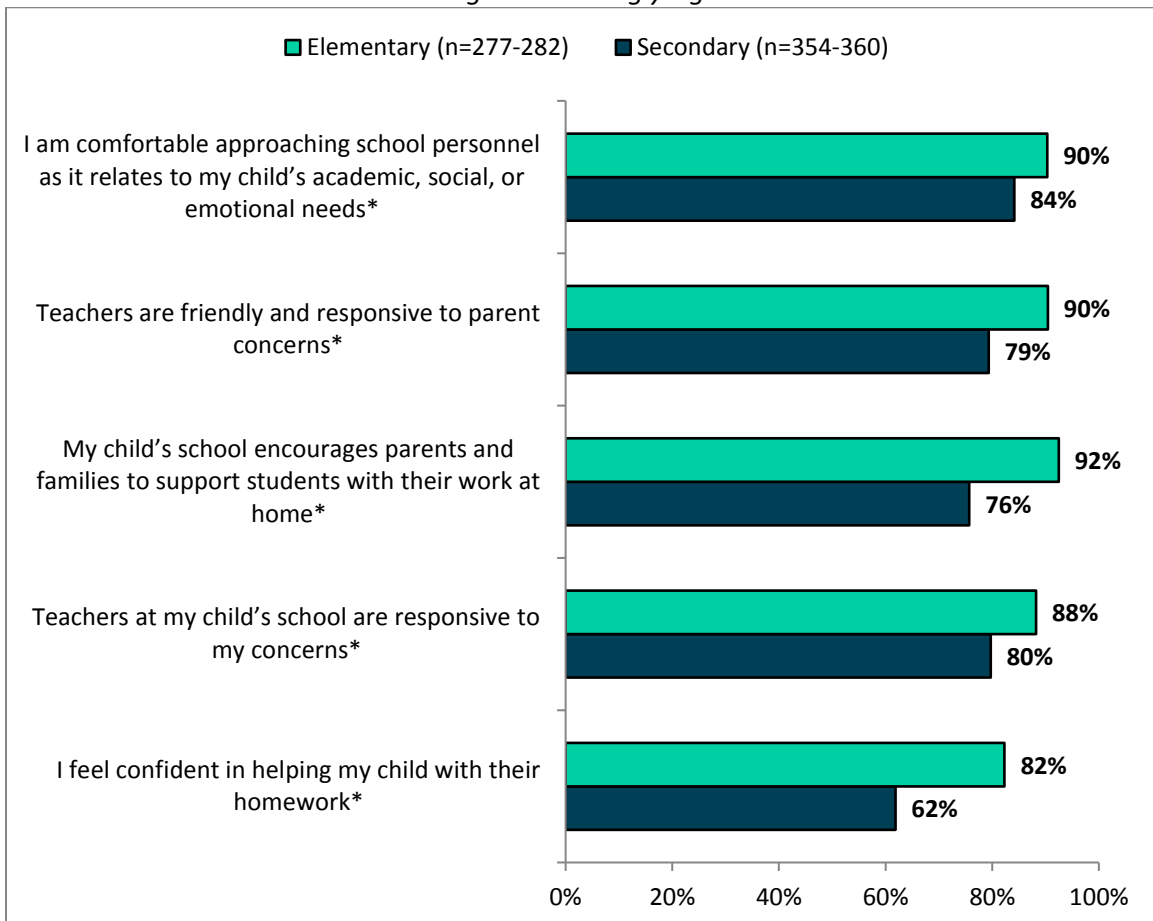
Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “very satisfied” and “satisfied” responses.

Figure 2.16: Student Outcomes as Perceived by Parents, Segmented by Race
% Agree or Strongly Agree



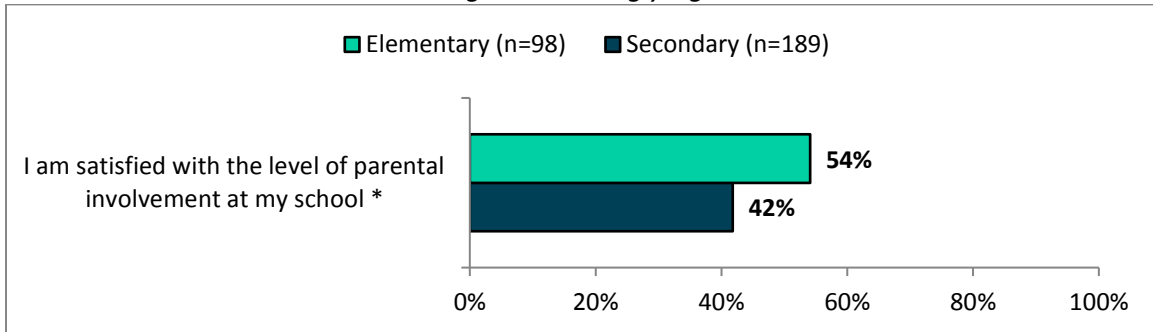
Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

Figure 2.17: Perceptions of Parental Engagement by Parents, Segmented by School Level
% Agree or Strongly Agree



Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

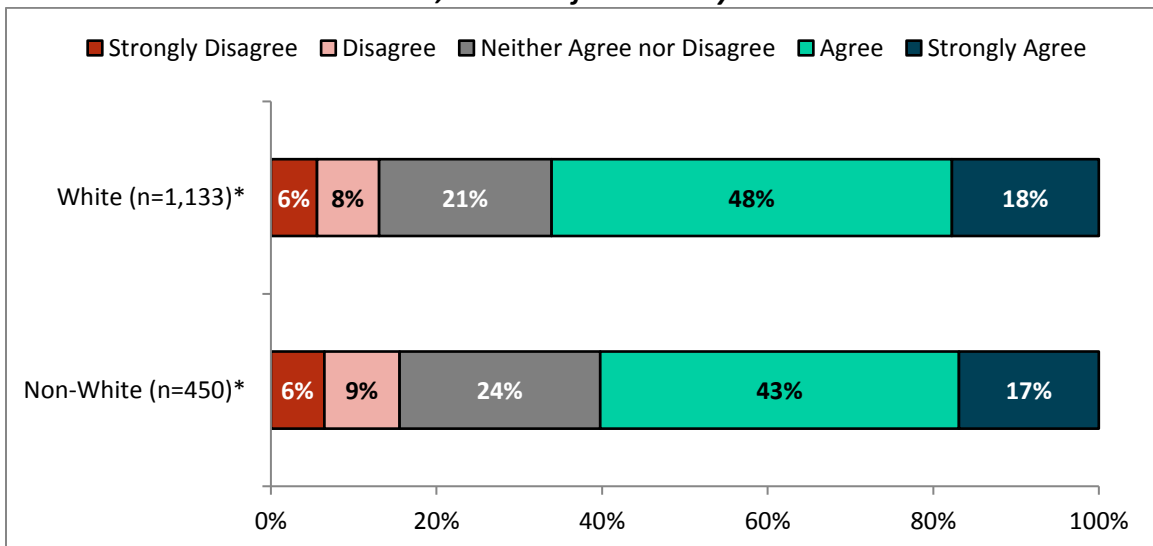
Figure 2.18: Perceptions of Parental Engagement by Staff, Segmented by School Level
% Agree or Strongly Agree



Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

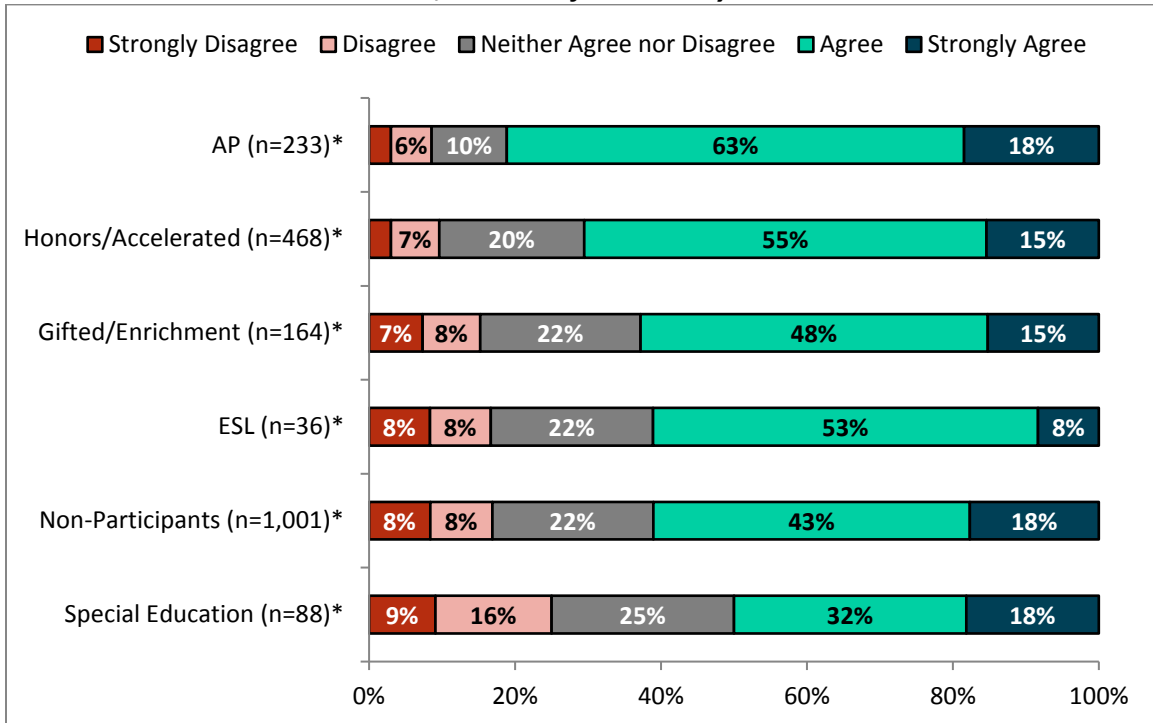
OVERALL SATISFACTION

Figure 2.19: Students’ Overall Satisfaction with School by Race
“Overall, I am satisfied with my school”



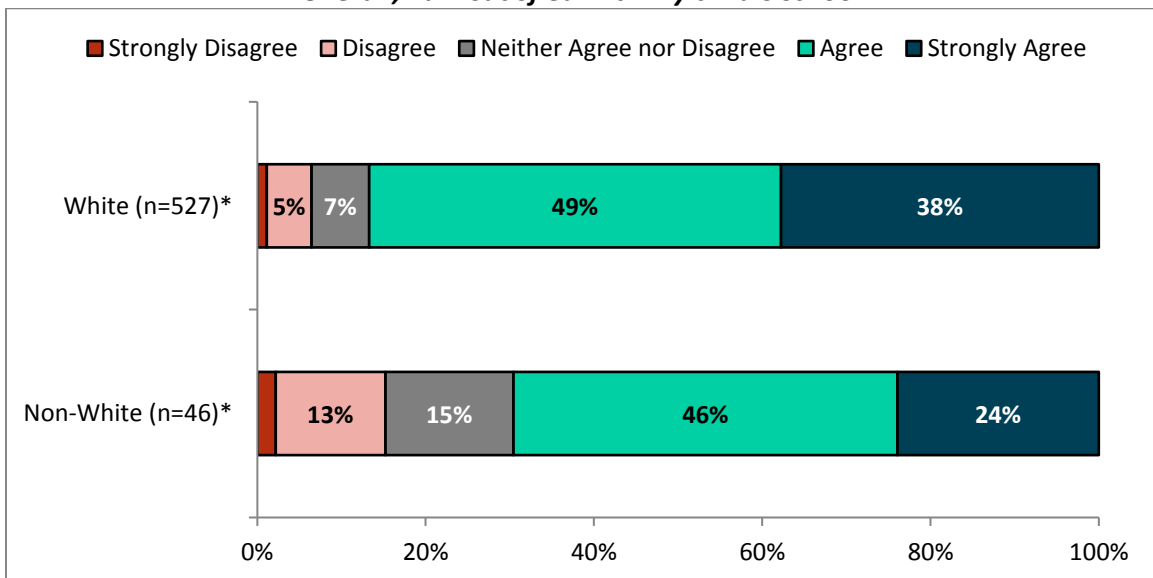
Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “strongly agree” and “agree” responses.

Figure 2.20: Students' Overall Satisfaction with School by Program Participation
"Overall, I am satisfied with my school"



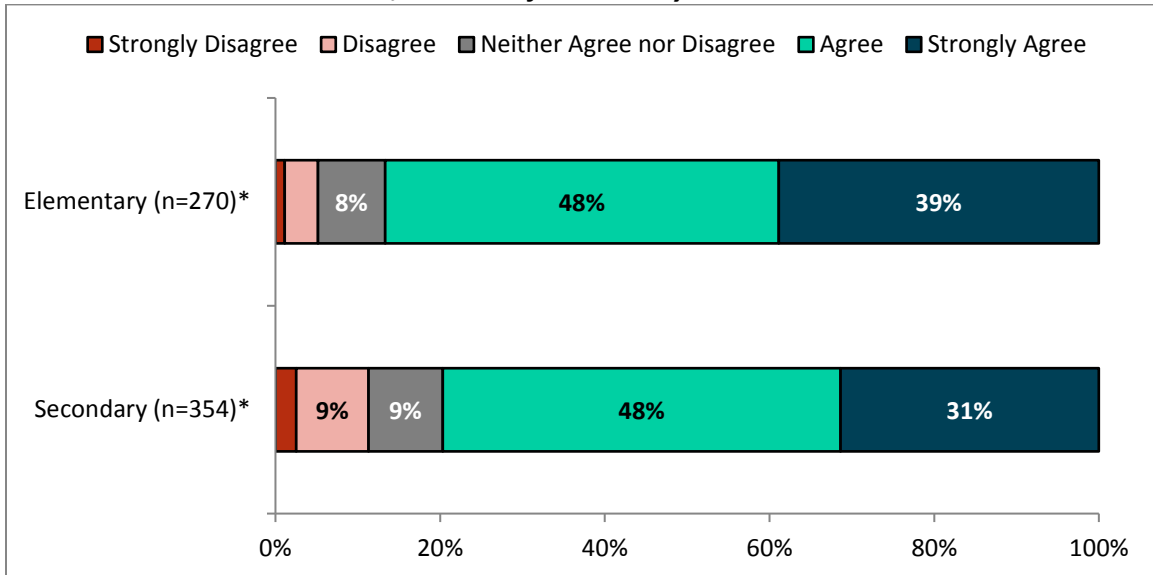
Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of "strongly agree" and "agree" responses.

Figure 2.21: Parents' Overall Satisfaction with Their Child's School by Race
"Overall, I am satisfied with my child's school"



Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of "strongly agree" and "agree" responses.

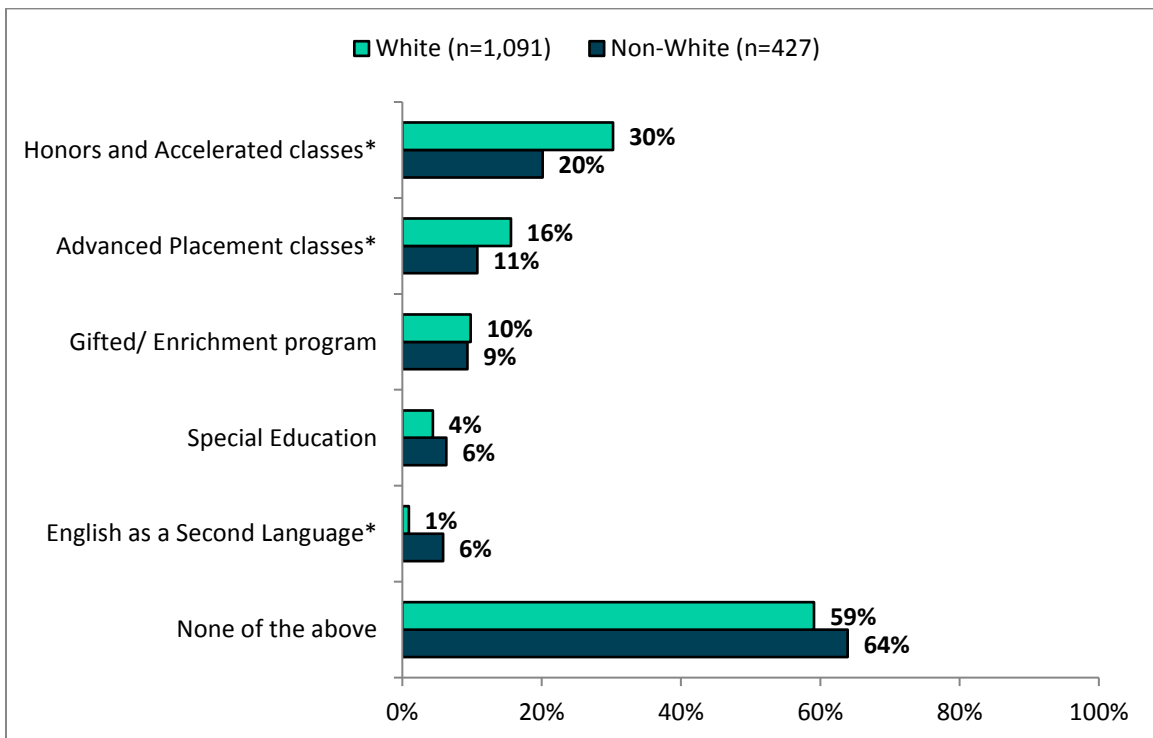
Figure 2.22: Parents' Overall Satisfaction with Their Child's School by School Level
"Overall, I am satisfied with my child's school"



Note: * indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of "strongly agree" and "agree" responses.

RESPONDENT CHARACTERISTICS

Figure 2.23: Student Program Participation by Race



Note: * indicates statistically significant difference across segments at the 95 percent confidence level.

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