



# Climate & Culture Report

Sycamore Community  
Schools

# 2024



## Survey Updates

The 2024 Culture & Climate Survey simplified and built upon the framework of the 2023 survey conducted by the Impact Group. The majority of the questions were used in last year's survey but reorganized into 6 distinct categories. The objective was to deliver questions that cover major topics within each category to provide quantifiable results for tracking. Identified areas of strength give the district opportunities to celebrate and areas with low marks are focus points for further investigation and inquiry.

One universal survey with stakeholder logic paths was developed for better analysis than the 5 separate surveys published last year. A 1-5 likert scale was adopted to measure all survey respondents equally.

The 5-Point Likert Scale Analysis is a commonly used tool in social sciences and research to measure attitudes, opinions, and perceptions. It involves a series of statements or questions rated on a scale of five responses, ranging from strongly agree to strongly disagree.



Teaching & Learning



Facilities



Security



Relationships



Culture



Communication



# Survey Response Overview

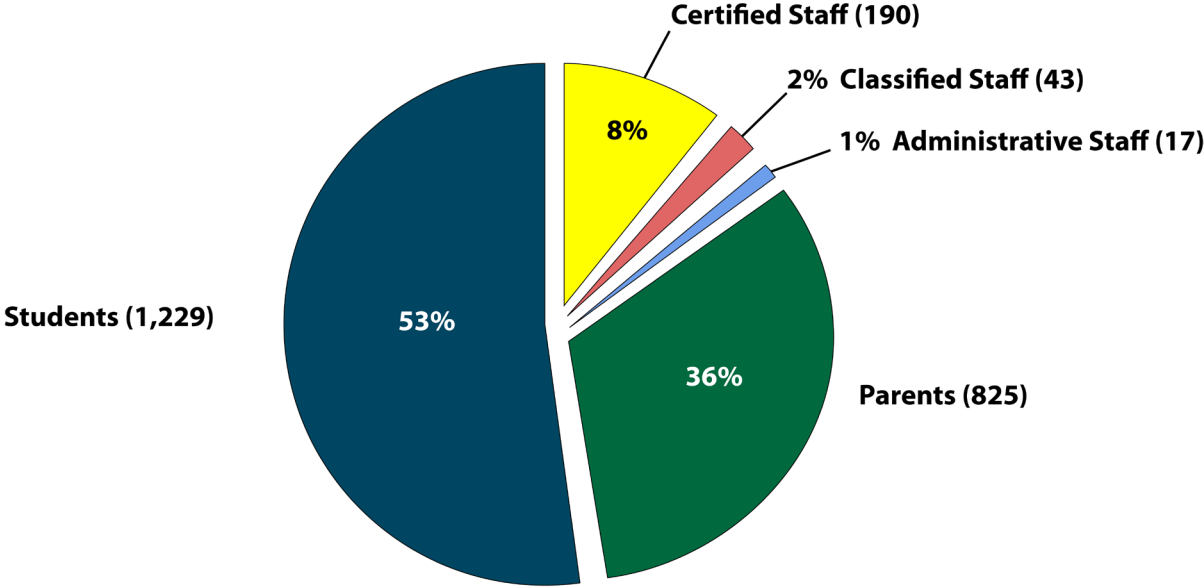
The survey was open from 3/1/24-3/18/24 and all responses were 100% anonymous. The only identifying questions were stakeholder group (Student, Parent, Administration, Certified Staff, or Classified Staff) and building affiliation. Participation was optional and only junior high and high school students were surveyed. Ease of user experience was a priority with a 69% completion rate and 2,300+ responses (similar to the 2023).

Students accounted for over half of the total survey respondents so their higher frequency will have a strong influence on the overall scores. Consequently, results will be calculated to show their impact.

**2,300+**  
Total Responses (similar to 2023)

**69%**  
Completion rate

# Respondent Stakeholder Groups



# Responses by Building

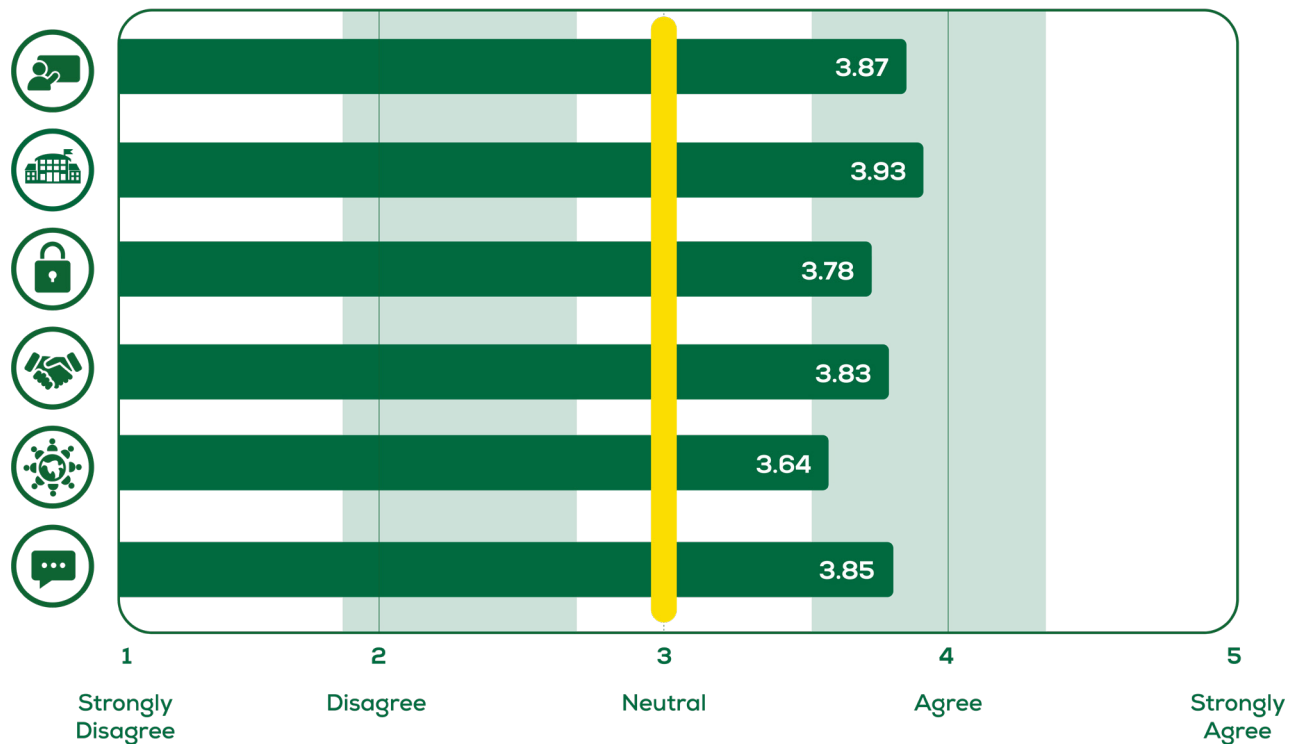
Building	All	Without Students
District Office	17	
Blue Ash Elementary	75	
Maple Dale Elementary	136	
Montgomery Elementary	125	
Symmes Elementary	90	
E.H. Greene Intermediate	155	
Sycamore Junior High	668	173
Sycamore High School	1,042	308



# Overall District Scores

Every category fell in the score range for Agree (3.41 - 4.20) reflecting a positive reception of Sycamore Community Schools.

## Overall District Scores





 Teaching & Learning



 Facilities



 Security



 Relationships



 Culture







 Communications







## Overall Scores by Stakeholder Group

Categories	Average Score	Average W/O Students	Parents	Students	Staff
Security	3.78	3.83	3.85	3.73	3.79
Communications	3.85	3.97	4.09	3.74	3.84
Relationships	3.83	3.98	4.06	3.56	4.03
Teaching & Learning	3.87	3.99	4.05	3.75	3.90
Culture	3.64	3.77	4.06	3.54	3.66
Facilities	3.93	4.10	4.31	3.72	3.77







# Overall Scores by Building

	 Teaching & Learning	 Facilities	 Security	 Relationships	 Culture	 Communications
District Office	4.20	4.32	4.01	4.10	4.05	4.22
Blue Ash ES	4.16	4.32	4.06	4.16	4.03	4.21
Maple Dale ES	4.31	4.31	4.00	4.16	4.12	4.16
Montgomery ES	4.13	4.34	4.13	4.19	3.82	4.21
Symmes ES	4.13	4.18	3.96	4.10	3.97	4.11
Greene IS	3.93	4.18	3.80	3.97	3.75	3.88
Sycamore JH	3.87	4.09	3.74	3.74	3.69	3.81
Sycamore HS	3.68	3.63	3.69	3.62	3.39	3.63







The elementary schools outperformed the other buildings with some scores peaking into the Strongly Agree range (5.00 - 4.21) based solely on parents and staff due to the age of the students in these buildings.

<b>Junior High &amp; High School</b>	 Teaching & Learning	 Facilities	 Security	 Relationships	 Culture	 Communications
<b>Junior High</b>	<b>3.87</b>	<b>4.09</b>	<b>3.75</b>	<b>3.75</b>	<b>3.69</b>	<b>3.81</b>
Students	3.75	3.95	3.75	3.60	3.61	3.82
Parents	3.98	4.39	3.76	3.89	3.99	3.97
Staff	3.87	3.72	3.76	4.02	3.62	3.75
<b>High School</b>	<b>3.68</b>	<b>3.63</b>	<b>3.69</b>	<b>3.62</b>	<b>3.39</b>	<b>3.63</b>
Students	3.74	3.57	3.72	3.53	3.49	3.69
Parents	3.82	3.94	3.61	3.74	3.74	3.87
Staff	3.87	3.72	3.60	4.03	3.62	3.76



Elementary						
	Teaching & Learning	Facilities	Security	Relationships	Culture	Communications
<b>Blue Ash</b>	<b>4.16</b>	<b>4.32</b>	<b>4.06</b>	<b>4.16</b>	<b>4.03</b>	<b>4.21</b>
Parents	4.27	4.41	4.00	4.42	4.43	4.40
Staff	3.87	3.72	3.76	4.03	3.62	3.76
<b>Symmes</b>	<b>4.13</b>	<b>4.18</b>	<b>3.96</b>	<b>4.10</b>	<b>3.97</b>	<b>4.11</b>
Parents	4.19	4.34	3.99	4.24	4.25	4.31
Staff	3.87	3.72	3.76	4.02	3.62	3.76
<b>Montgomery</b>	<b>4.13</b>	<b>4.34</b>	<b>4.13</b>	<b>4.19</b>	<b>3.82</b>	<b>4.21</b>
Parents	4.23	4.48	4.13	4.31	4.28	4.24
Staff	3.87	3.72	3.76	4.02	3.62	3.76
<b>Maple Dale</b>	<b>4.31</b>	<b>4.31</b>	<b>4.00</b>	<b>4.16</b>	<b>4.12</b>	<b>4.16</b>
Parents	4.33	4.51	4.02	4.39	4.38	4.38
Staff	3.87	3.72	3.76	4.03	3.62	3.77
<b>E.H. Greene</b>	<b>3.93</b>	<b>4.18</b>	<b>3.80</b>	<b>3.97</b>	<b>3.75</b>	<b>3.88</b>
Parents	3.96	4.56	3.89	4.09	3.97	3.94
Staff	3.87	3.72	3.77	4.02	3.62	3.76

## Staff Scores

						
	Teaching & Learning	Facilities	Security	Relationships	Culture	Communications
District Office	4.20	4.32	4.01	4.10	4.05	4.22
Admin	4.37	4.65	4.17	4.14	4.16	4.27
Certified	3.74	3.83	3.88	4.25	4.03	4.08
Classified	4.04	4.00	3.58	3.83	3.67	4.13



# Teaching & Learning

Average Score	3.87
Average w/o Students	3.99
Parents	4.05
Students	3.75
Staff	3.90

## Questions Answered:

Students are encouraged to take challenging classes.

I trust the judgment of the teachers and staff.

Parents are encouraged to be an active partner in student education.

The materials, resources, and training necessary to support students are provided.

Students are prepared for future success.

Students are provided a high-quality education.

Preparing students to succeed post-graduation is a priority.

I am pleased with the teachers at this school.

I am pleased with the school administration.

Leadership facilitates staff working together.

Professional learning is important for me to do my job effectively.

The amount of professional learning time is (choose one):

- Just right
- Too little
- Too much



### A Point of Focus

## Professional Learning Time

	All Staff	Admin	Certified	Classified
<b>Just Right</b>	48.8%	35.3%	48.4%	55.8%
<b>Too Little</b>	35.2%	64.7%	36.8%	16.3%
<b>Too Much</b>	16.0%	0%	14.7%	27.9%

Staff were asked a multiple choice question,

### The amount of professional learning time is (choose one:)

- **Just Right**
- **Too Little**
- **Too Much**

The results highlight a difference of opinion between the three staff categories: administration, certified, and classified.



### A Moment to Celebrate

*Students are provided a high-quality education.*

- Student Response Highlight



3.93

# Facilities

## Questions Answered:

The educational spaces support teaching and learning.

The school facilities meet after-school community needs.

Heating, cooling, and/or lighting systems provide a comfortable environment.

This is an inviting work and learning environment.

The building is clean and well-maintained.

I am satisfied with the investment made now that renovations/construction are complete.

My workplace is an inviting learning environment.

My workplace is clean and well-maintained.



<b>Average Score</b>	3.93
<b>Average w/o Students</b>	4.10
<b>Parents</b>	4.31
<b>Students</b>	3.72
<b>Staff</b>	3.77



## A Moment to Celebrate

*“The educational spaces support teaching and learning.”*

*- Junior High Response Highlight*

4.09

This response supports the district’s intention to design the new junior high as a space that supports educational delivery.



## A Point of Focus

*“Heating, cooling, and/or lighting systems provide a comfortable environment.”*

*- High School Student Response Highlight*

3.09

HVAC at the High School also appeared in some of the open-ended responses for areas of improvement. As a building that has undergone renovations, this feedback is not surprising.



48%

Almost half of the high school students were neutral to disagree that heating, cooling, and/or lighting systems provide a comfortable environment.



# Security

## Questions Answered:

I am confident in the safety measures that are implemented.

Natural disaster drills and active shooter training have made it clear what to do in an emergency.

I feel safe here.

I feel safe at my workplace.

I am well-informed about emergency procedures.

Students are teased, picked on, or bullied (physically or online).

Students threaten to hurt other students.

Students carry guns or knives to school.

I am satisfied with the response to bullying or harassment issues.

Students think it's okay to: (choose all that apply)  
Vape, smoke, cigarettes, drugs, alcohol, none of the above.

<b>Average Score</b>	3.78
<b>Average w/o Students</b>	3.83
<b>Parents</b>	3.85
<b>Students</b>	3.73
<b>Staff</b>	3.79



## A Moment to Celebrate

*“Students do not bring weapons to school.”*

*- Student Response Highlight*



This result is an indicator that students feel safe in Sycamore Schools in a culture where this is not always the case.



## A Point of Focus: Bullying

*Students are teased, picked on, or bullied (physically or online.)*

- All Respondent Highlight

3.00

*I am satisfied with the response to bullying or harassment issues.*

- All Respondent Highlight

3.19



**34%**

Around a third of all respondents agree or strongly agree that students are teased, picked on or bullied.



**23%**

Almost a quarter of all respondents disagree or strongly disagree with the response to bullying or harassment issues.

	Security	Bullying	W/O Bullying
Average Score	3.78	3.10	4.01
Average w/o Students	3.83	3.22	4.03
Parents	3.85	3.21	4.07
Students	3.73	2.99	3.98
Staff	3.79	3.29	3.96

Since the bullying questions were a part of the Security category, we pulled these questions out and recalculated the results.

As expected, bullying is in the neutral range and Security scores increased. This new score reflects questions about students feeling safe in the building from threats, weather events, and drills.



# Security

## Substance Abuse

Within the security category respondents were asked to evaluate student’s attitudes on substance abuse.

Students think it’s okay to: (choose all that apply)

- Vape
- Smoke Cigarettes
- Alcohol
- Drugs
- None of the above

Overall scores indicated vaping is the most prevalent but all require a watchful eye. In all cases, student responses were higher than all the adult scores and likely more reflective of the problem.

	Overall	Students	Parents	Staff
<b>Vaping</b>	39.5%	<b>52.8%</b>	21.3%	34.4%
<b>Alcohol</b>	24.6%	<b>35.2%</b>	11.9%	14.8%
<b>Drugs</b>	22.6%	<b>33.6%</b>	8.2%	15.6%
<b>Cigarettes</b>	14%	<b>20.7%</b>	6.2%	6.4%
<b>None</b>	59.9%	<b>47.3%</b>	77.5%	63.6%



High School	Overall	Students	Parents
Vaping	59.2%	<b>60.9%</b>	51.9%
Alcohol	43.4%	<b>46.0%</b>	36.3%
Drugs	36.4%	<b>40.7%</b>	22.4%
Cigarettes	22.1%	<b>23.8%</b>	18.6%
None	40.0%	<b>39.0%</b>	45.1%

Junior High	Overall	Students	Parents
Vaping	39.8%	<b>40.8%</b>	32.3%
Drugs	20.5%	<b>23.0%</b>	10.5%
Alcohol	16.6%	<b>19.2%</b>	8.3%
Cigarettes	12.9%	<b>16.2%</b>	3.8%
None	60.2%	<b>59.6%</b>	66.2%

At the junior high, drugs moved up to the second highest substance of concern.

E.H. Greene	Overall	Parents	Staff
Vaping	9.0%	<b>6.2%</b>	16.7%
Drugs	0.6%	<b>0%</b>	2.4%
Alcohol	0.6%	<b>0%</b>	2.4%
Cigarettes	1.3%	<b>0.9%</b>	2.4%
None	91.0%	<b>93.8%</b>	83.3%

Of note is that staff responses indicate vaping is beginning at the intermediate level.



# Relationships

## Questions Answered:

Students are comfortable asking adults for help.

Teachers and staff make themselves available when students need to talk to them.

Teachers and staff care about students.

I feel socially accepted here.

I have friends here that support and care about me.

I regularly experience stress and anxiety.

I regularly experience depression or isolation.

I am happy to be here.

My child feels socially accepted at this school.

I feel comfortable talking to someone at this school about my child.

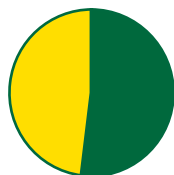
My child has friends here who support and care about them.

My child regularly experiences stress and anxiety.

My child regularly experiences depression or isolation.

My child is happy to be at this school.

Average Score	3.83
Average w/o Students	3.98
Parents	4.06
Students	3.56
Staff	4.03



52%

Over half of respondents agreed or strongly agreed that they (or their children) regularly experience stress and anxiety.

# Mental Health

Categories	Average Score	W/O Students	Parents	Students	Staff
Relationships	3.83	3.98	4.06	3.56	4.03
Mental Health	3.53	3.64	3.85	3.17	3.44
w/o Mental Health	4.06	4.24	4.17	3.79	4.39



## A Point of Focus

Three questions were about mental health in the Relationship category so we isolated those responses and recalculated the Relationship score.

- **I regularly experience stress and anxiety.**
- **I regularly experience depression or isolation.**
- **I am happy to be here.**

As expected, the mental health scores are lower but the Relationship scores increase. This correlates with the many positive open-ended responses about strong student relationships with teachers and staff.



**19%**

Nearly a fifth of respondents agreed or strongly agreed that they (or their children) regularly experience isolation and depression.



## A Moment to Celebrate

*“I have friends who support and care about me.”*

- Student Response Highlight

**4.31**



**50%**

Half of all respondents agreed or strongly agreed that they (or their children) were happy here.

# 3.64

## Culture

### Questions Answered:

People of different cultural backgrounds, races, gender identification, or ethnicities are treated fairly.

Discipline is fair and consistent, applied equally to all students.

I am welcome here.

My child is welcome here.

Adults acknowledge students for positive behaviour.

I feel comfortable discussing feelings, worries, and frustrations with the administration.

Addressing student mental health is a priority.

Addressing staff mental health is a priority.

Leaders trust the professional judgment of staff.

My ideas are valued by others.

Leaders ask staff to be involved in decision-making.

I am excited about my job.

<b>Average Score</b>	3.64
<b>Average w/o Students</b>	3.77
<b>Parents</b>	4.06
<b>Students</b>	3.54
<b>Staff</b>	3.66



### A Moment to Celebrate

*“I am welcome here.”*

- Student Response Highlight

4.01

This response is a strong positive indicator of student success and stability.



## A Point of Focus

These scores indicate areas for improvement and further exploration.

*Discipline is fair and consistent, applied equally to all students.*

3.18

*Addressing staff mental health is a priority.*

3.04

*Leaders trust the professional judgment of staff.*

3.20

- All Staff Response



## A Point of Focus

This is a topic for the district to explore what may be causing this disconnect.

*I feel comfortable discussing feelings, worries, and frustrations with the administration.*

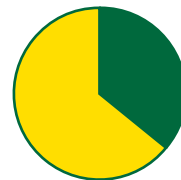
- Student Response Highlight

2.90



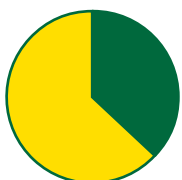
**40%**

of students disagreed or strongly disagreed that they feel comfortable discussing feelings, worries, and frustrations with the administration.



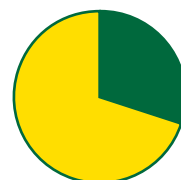
**36%**

of staff disagreed or strongly disagreed that discipline is fair and consistent, applied equally to all students.



**37%**

of staff disagreed or strongly disagreed that addressing staff mental health is a priority



**30%**

of staff disagreed or strongly disagreed that leaders trust the professional judgment of staff.



# Communication

Average Score	3.85
Average w/o Students	3.97
Parents	4.09
Students	3.74
Staff	3.84

## Questions Answered:

I am notified quickly in the case of a school-wide emergency.

Teachers and staff communicate effectively with me.

The school administration communicates effectively with me.

My director/supervisor communicates effectively with me.

The teachers and staff work effectively as a team and communicate amongst themselves.

The frequency of communication to me is (choose one):

- Just Right
- Too Often
- Not Enough



### A Moment to Celebrate

Staff was asked a multiple choice question,

**The frequency of communication to me is (choose one):**

**Just Right**

**Too Often**

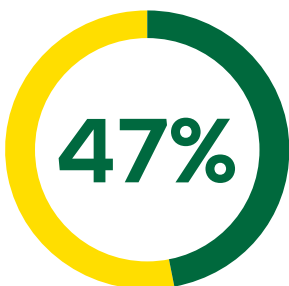
**Not Enough**

## Frequency is Just Right!

Frequency	Average Percent	Students	Parents	Staff
Just Right	73.9%	74.0%	73.9%	73.2%
Too Often	6.9%	7.2%	6.4%	6.4%
Not Enough	19.2%	18.7%	19.6%	20.4%



Across all respondent groups, an average of 74% said communication frequency was just right.



Percent of respondents that took the survey on a mobile device

# In Their Own Words...

*There were over 1,700 typed responses.*

**Sycamore Schools are great because...**

*The teachers and school administration make my child feel loved and I know they care about my child's ability to learn.*

*The faculty and staff truly care and go over and above for our kids - we feel blessed to be in this district.*

*Many people make me want to move forward in my life and make me want to learn more and reach higher goals.*

*Sycamore Schools are great because the school district prioritizes academic excellence, offering a wide range of challenging courses and extracurricular activities. And it has good sports :)*



Positive comments were coded by topic. Based on the frequency of each topic, the top 5 were: Education, Teachers, Diversity, Caring, and Opportunities.





## Conclusion

In conclusion, this culture and climate survey project provided a broader understanding of the organizational and relational dynamics within Sycamore Community Schools. By examining the responses of over 2,300 staff, parents, and students, we have gained significant insights into the prevailing cultural norms and the overall climate of the district.

The survey findings indicate that all 6 Categories scored comfortably within the favorable agreement range of responses to all questions. These findings underscore the importance of a strong culture of education, collaboration, and communication in shaping the collective identity and behavior within the district. Moreover, the analysis revealed higher-than-average scores for your parent stakeholder group, indicating the level of satisfaction and engagement among your parents.

Furthermore, the survey highlighted slightly lower scores with subjects dealing with stress, anxiety, and bullying, suggesting areas for potential improvement, deeper

investigation, or intervention. While acknowledging the limitations of this study, including deeper focused questions, the results serve as a valuable starting point for fostering a positive culture and climate.

Moving forward, it is advised for Sycamore Community Schools to determine a cadence for future broad Climate & Culture surveys (biennially perhaps) to track the progress of any intervention plans and identify other points of focus. By implementing these recommendations, the district can cultivate a more inclusive, supportive, and thriving culture and climate.

We extend our sincere gratitude to all participants for their valuable contributions to this survey project. Your input has been instrumental in shaping our understanding of the culture and climate within Sycamore Community Schools.



**SYCAMORE**  
**COMMUNITY SCHOOLS**

*Our students. Our future.*

 **SHP**