



2017 Engagement Surveys Executive Summary

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Audience: Community and Legislative Board Committee, Senior Leaders, Community

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Background: Each spring, the District conducts three stakeholder surveys to evaluate its efforts to engage, inform and listen to students, staff and families. The surveys are all electronic, with users invited to participate through direct email blasts to staff and families, and email messages, announcements, and teacher-led participation for the student survey. Results are analyzed at the District and School levels, with action items captured in department projects and school improvement plans, as appropriate.

Student Survey

The 2017 student survey was changed as the District partnered with Panorama to deploy a research-based survey with robust reporting and comparative data on academic and social and emotional student perceptions. This survey was administered to 3,122 students in grades 3-12 (55% participation) and scored on a scale of 1 (low/disagree/not likely) to 5 (high/agree/likely).

Key Findings:

- Rigorous expectations consistently received high marks across all grades
- Teacher-Student Relationships (Elementary) and Valuing of School (Secondary) also
- Student engagement decreased from previous years and is low relative to peers

Next Steps:

- August - School improvement planning process will review perception data and identify engagement and climate/culture goals
- September - Discussion with administrative teams at September sectionals on results and survey design to determine if any adjustments to questions are necessary.

Staff Survey

The 2017 staff survey was in its second year of deployment, measuring staff engagement based on Deloitte and Touche's research regarding the five drivers of employee engagement. Five-hundred (45%) of staff members chose to respond to the survey, a decrease from 625 in 2016. The survey is scored on a scale of 1 (strongly disagree) to 4 (strongly agree).

Key Findings:

- Strong results continued in the areas of staff collaboration (3.7), clear work expectations (3.4), and mission-driven work (3.4).
- Small, but positive (.1) improvements in leadership transparency, efforts to inform, and overall staff optimism.
- Slight decreases (-.1) in several areas of hands-on management including responsiveness, feedback and risk-taking.
- The greatest opportunity for improvement across all employee groups is again time for slack.

Next Steps:

- September - Deploy new approach to educator effectiveness and the evaluation process to address hands-on management concerns.
- Yearlong- Continue to strengthen engagement practices; roundtables, senior leader listening sessions, and department communication to build on trust in leadership results.
- January - Conduct pulse survey to monitor impact of salary and benefit changes, overall climate and staff engagement.

Family Survey

The 2017 family survey has been administered in its current form for many years. The survey report was adjusted in 2016 to match the staff survey "domain/driver" approach, grouping a series of questions into an aggregate score for eight domains. The survey is scored on a scale of 1 (strongly disagree) to 4 (strongly agree).

Key Findings:

- Overall satisfaction continues to be high, with high marks for helpful staff, quality facilities, and school pride.
- All domain areas averaged above a score of "agree."
- Opportunities for improvement include bus transportation concerns, stronger reporting about academic progress, and meeting every student's needs.

Next steps:

- July - A new transportation company was selected in February 2017 and will be in place for 2017-18.
- November - Schools will continue to plan for ways to engage students in the parent/teacher conference structure.
- Yearlong - Continued efforts to make learning personal at all grades and subject areas through personalized learning action plans.

District Family Survey 2017 Results - 966 Respondents

Quality Average	3.3	Teaching and Learning Average	3.3	Climate Average	3.4	Safety Average	3.4
Quality & Satisfaction - I am satisfied with the before/after school activities at my child's school.	3.3	Teaching & Learning - I understand the academic expectations at my child's school.	3.3	Climate - Class sizes are appropriate to meet individual student needs.	3.2	Safety - I understand the behavioral expectations at my child's school.	3.5
Quality & Satisfaction - I am satisfied with the food options provided at lunch.	3.0	Teaching & Learning - My child's school supports his/her academic interests and needs.	3.3	Climate - I believe school staff inspire my child's best efforts.	3.4	Safety - My child's bus ride is safe.	3.2
Quality & Satisfaction - I would recommend my child's school to a friend.	3.5	Teaching & Learning - Technology effectively supports teaching and learning.	3.3	Climate - I feel welcome at my child's school.	3.5	Safety - The school offers its students a safe environment to learn.	3.6
Quality & Satisfaction - My child is being adequately prepared for the next grade level or post-secondary pursuit.	3.3	Teaching & Learning - The school challenges my child to his/her full potential.	3.2	Climate - My child enjoys going to school.	3.4		
		Homework Average	3.2	Climate - A climate of openness and trust exists between school administration and parents.	3.3		
Quality & Satisfaction - Overall, I am satisfied with this school.	3.5			Climate - School facilities are well-maintained.	3.5	Responsiveness Average	3.4
		Homework & Reporting - I receive enough information to understand my child's academic progress.	3.2	Climate - School staff are courteous and helpful.	3.5	Responsiveness - School administration is responsive to parental/guardian concerns.	3.3
Communications Average	3.4	Homework & Reporting - The amount of homework given to my child is appropriate.	3.2	Engagement Average	3.3	Responsiveness - School teachers are responsive to parental/guardian concerns.	3.5
Communication - I am informed of school events and activities.	3.4	Homework & Reporting - The information on my child's report card/progress report helps me understand his/her academic progress.	3.1	Engagement - I am involved in the decisions that affect my child's education.	3.2	Responsiveness - When my child has a problem at school, he/she knows how to get help.	3.3
Communication - I know how to get school information when I need it.	3.4	Homework & Reporting - The level of difficulty associated with my child's homework is appropriate.	3.2	Engagement - The school provides appropriate opportunities for parent involvement.	3.3		
Communication - I regularly read the Friday email with school/district news.	3.4						