



# **Staff and Parent Surveys**

Public Information Office

05/24/21

# Background and understanding the data

**Survey Dates:** May 14 to 23, a total of 10 days.

**How was the survey shared:** The survey was emailed directly to all TPS staff and all TPS parents/guardians.\*

*\*Please note that the first email link inadvertently went to all students as well. 1289 of the total 2423 responses came from that email. The balance of 1134 came from other links.*

**Understanding weighted averages:** Survey takers were asked to rank items by importance. Those ranking were compiled to calculate a weighted average score; this allows us to see overall how important survey takers ranked an individual item.

Weighted average is calculated by taking the number of response multiplied by the weighted value, this gives us the weighted sum which is divided by the sum total responses. Let's take an example of ten survey takers ranking three items, 1 being the highest and 3 the lowest rank.

In the table below, we see can how the survey takers ranked the items. To calculate the weighted average we assign each ranking a weight and multiple that weight by the number of responses for that answer, this gives of a weighted sum. We take the weighted sum and divide it by the total survey responses (in this case 10) and we get our weighted average.

Rank 1 = weight of 3 x number of responses = weighted sum / total survey responses = weighted average

Rank 2 = weight of 2 x number of responses = weighted sum / total survey responses = weighted average

Rank 3 = weight of 1 x number of responses = weighted sum / total survey responses = weighted average

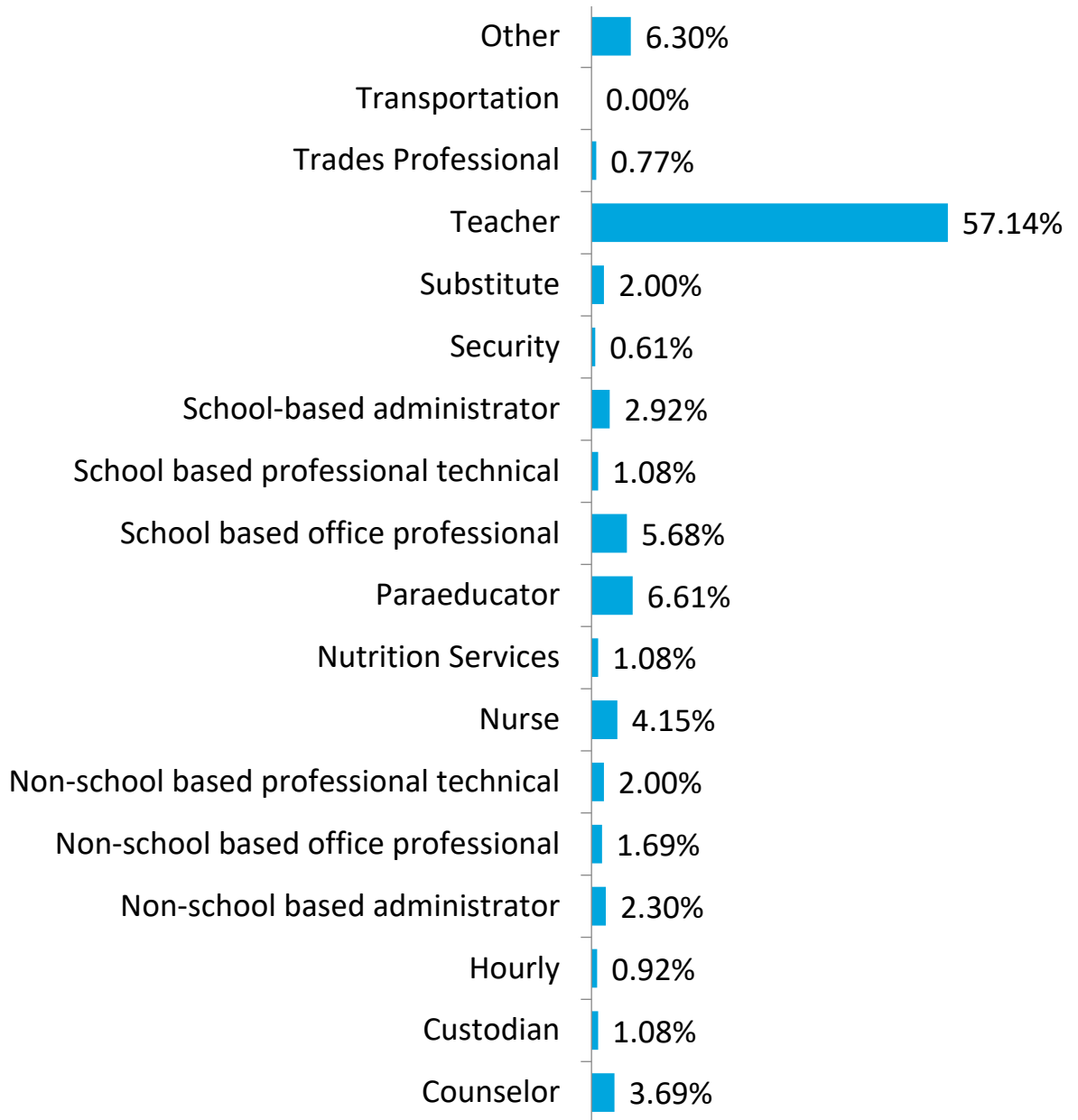
	Ranking			Weighted Sum	Weighted Average
	1	2	3		
Item A	4	4	2	22	2.2
Item B	1	4	5	16	1.6
Item C	5	2	3	22	2.2

Even though more survey takers ranked Item C as their number 1, it has the same weight as Item A when we consider the second and third rankings.

**Comparing questions:** The more items there are to rank the higher the possible weighted average, **do not compare the weighted average of an item from one question to another.** For example, do not compare the weighted averages in Teaching Activity to Central Services, with 10 items for Teaching Activities and seven for Central Services, items in Teaching Activities will automatically have higher weighted averages.

# Staff Responses, by role

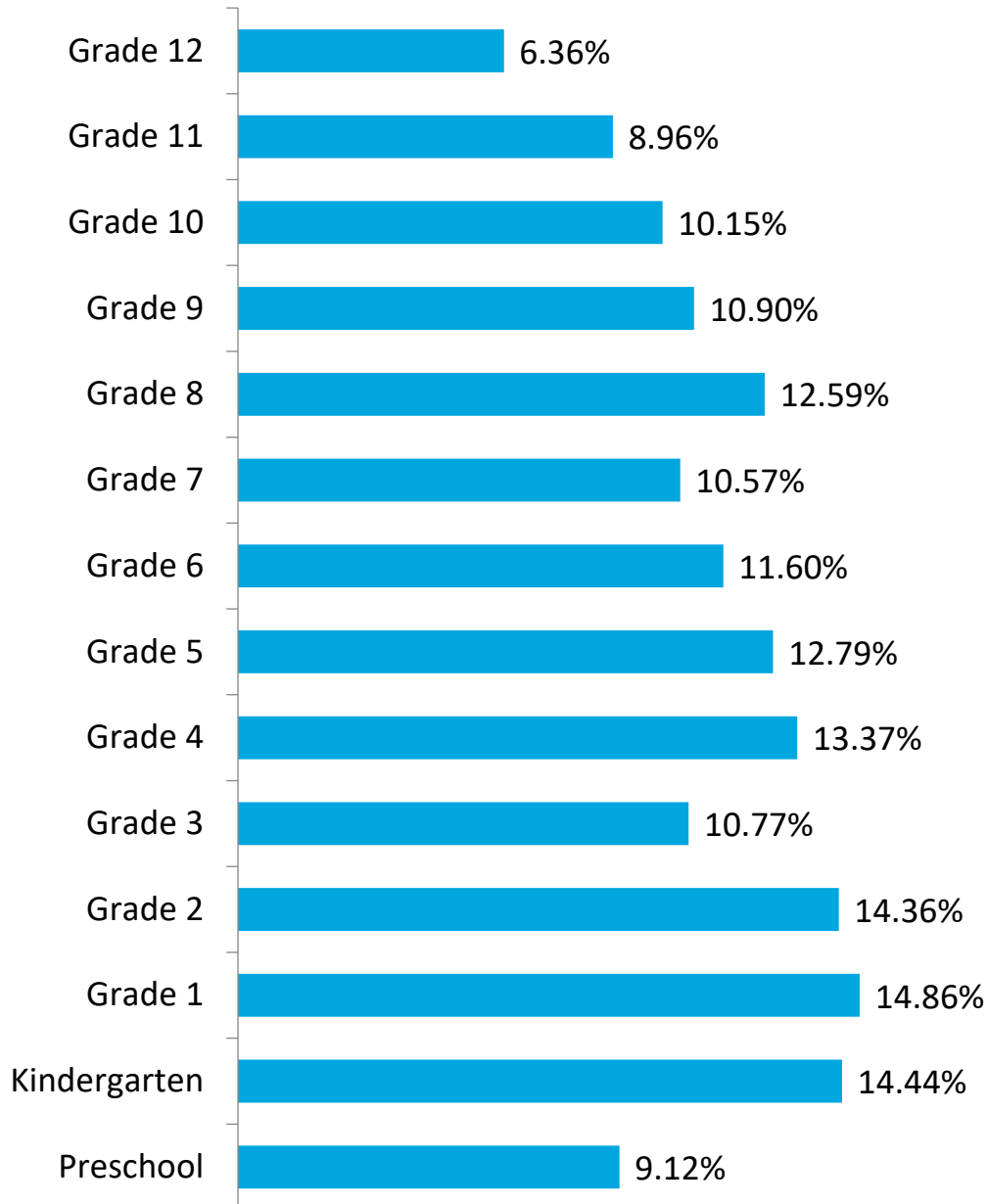
There were a total of 651 staff responses, 372 teachers responded.



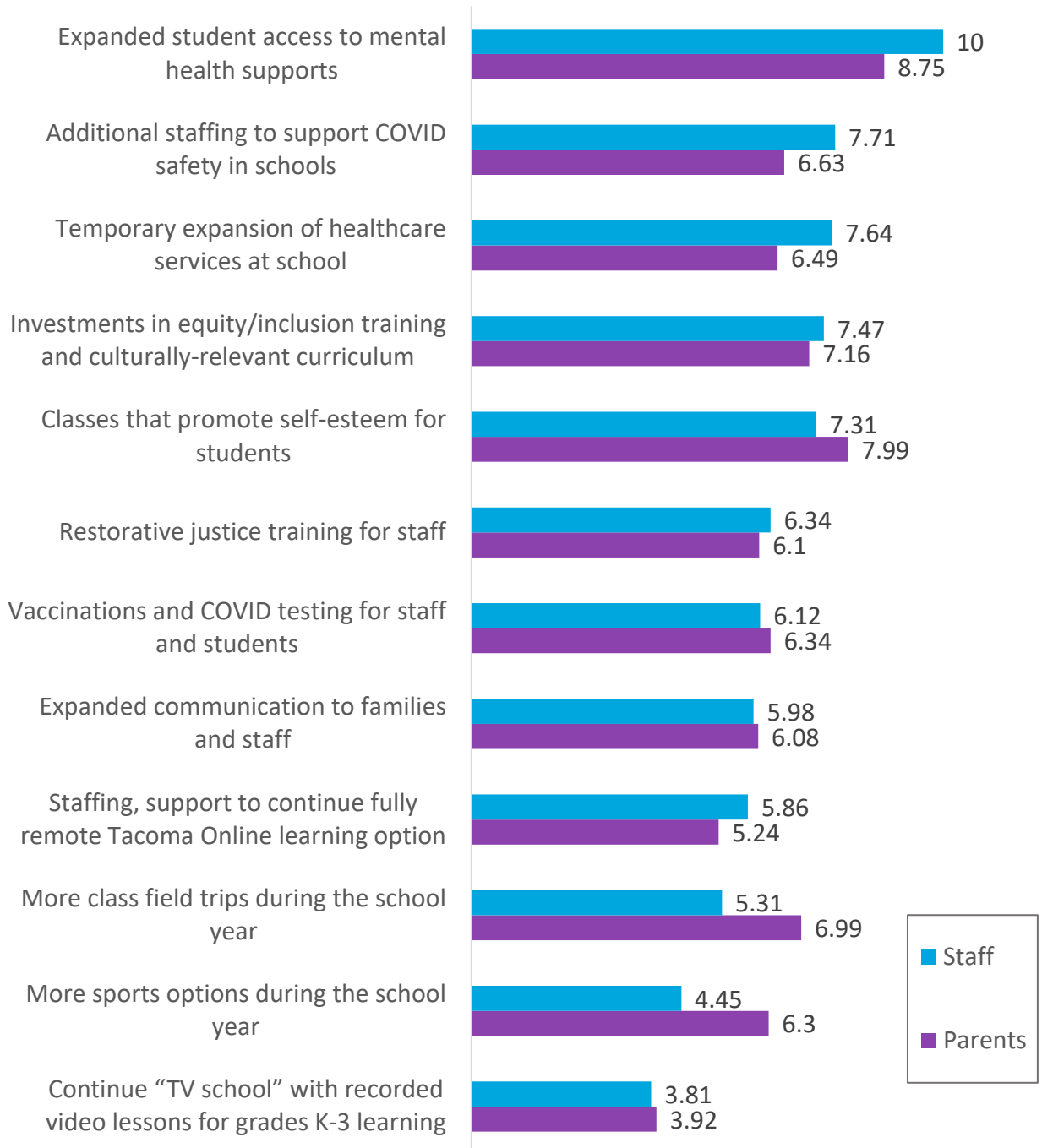
# Parent responses, by grade level

There were a total of 2,423 responses to the parent survey.

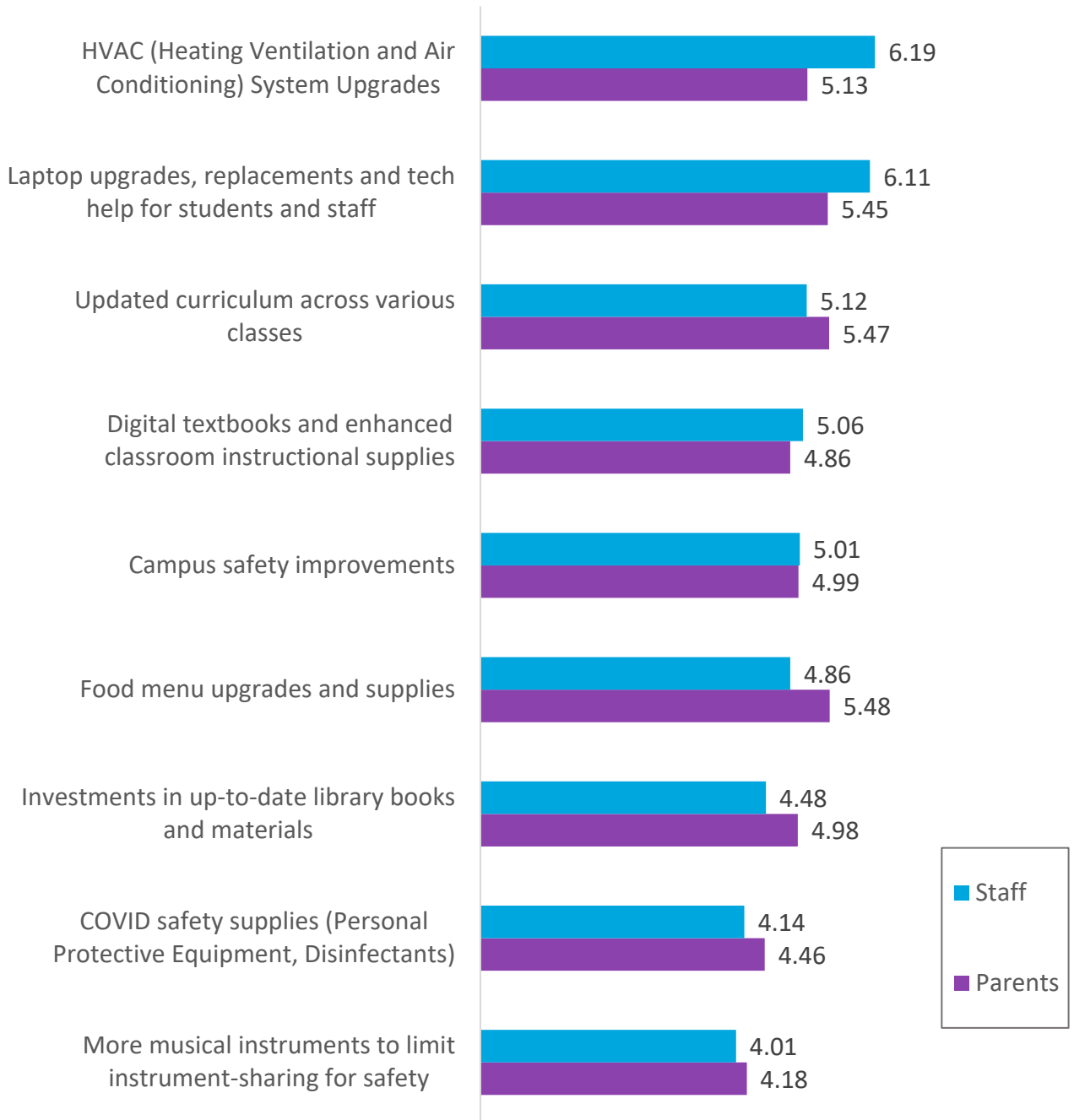
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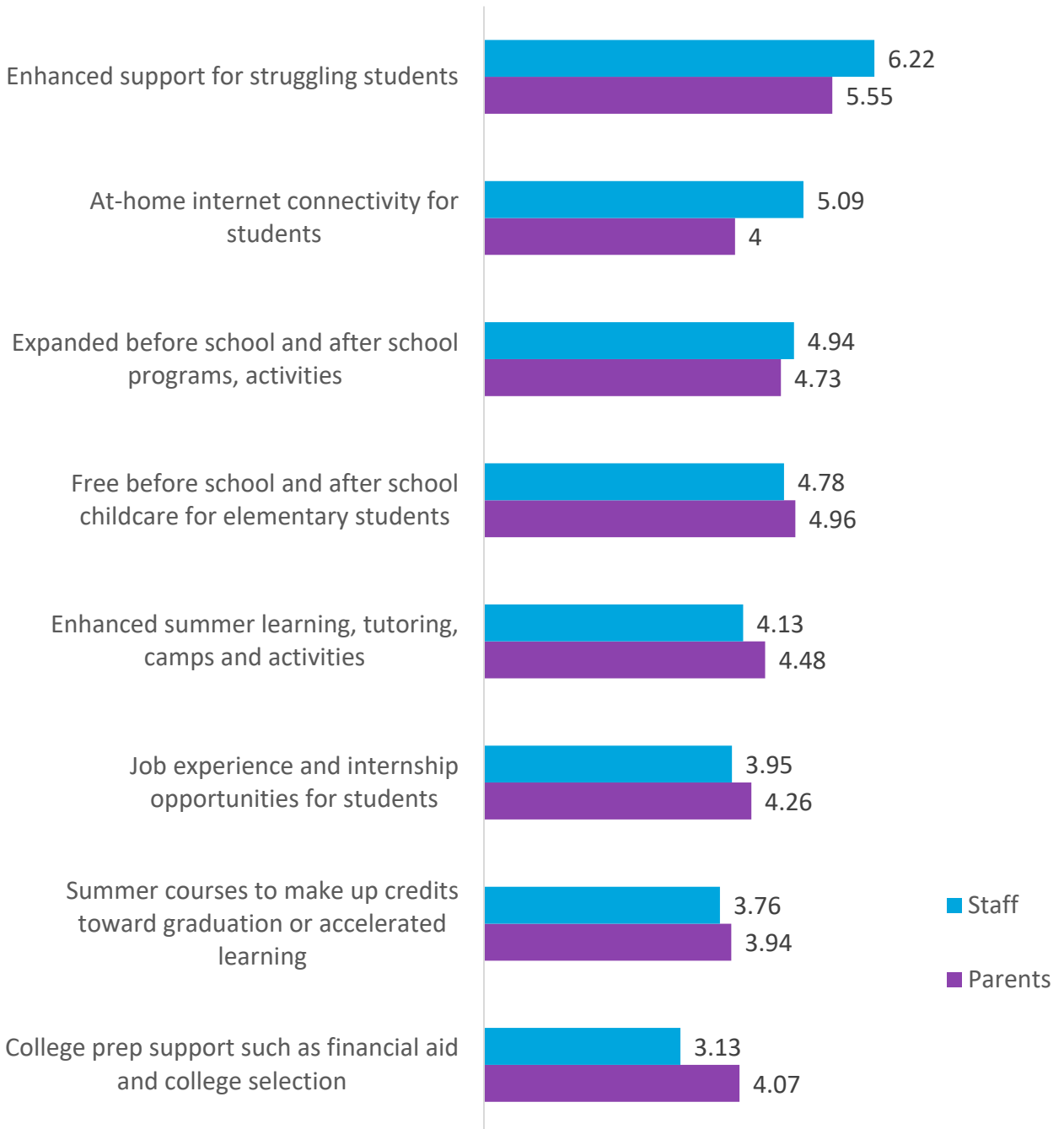
# Q1) Please rank investments in student supports.



## Q2) Please rank investments in buildings and supplies.



### Q3) Please rank investments beyond the school day.



**Q4)** Other suggestions for what TPS could invest in to help your student/s:

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**STAFF RESPONSES:** there were a total of 302 comments on this question, below are two of the comment themes and examples of comments:

### 1. Program support...

- *“Please consider using ESSA funds to keep music educators at full FTE while rebuilding programs that were shattered due to COVID.”*
- *“evening programs at elementary schools taught by community partners for parents: Love and Logic parenting classes or something similar. Provide childcare and a meal for the parents and children who attend. After school tutoring programs for all ages.”*
- *“Fund elective programs while they rebuild because of Covid*

### 2. Mental Health...

- *“Mentalhealth professionals in schools to uplift our SEL long term in addition to crisis management now. We've always needed more mentalhealth , please prioritize this for our kids.”*
- *“Don't forget about the teachers. . .they need support for tech and teaching and mentalhealth as well. We are in a new time..“*
- *“Money should go to help support students and staff overcome the mental and academic strain from the last two year, through extra mentalhealth resources for BOTH students and staff, as well as extra opportunities for getting students supports for instruction time lost during closures/remote learning.”*



## Q4) Other suggestions for what TPS could invest in to help your student/s:

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**PARENT RESPONSES:** there were a total of 1097 comments on this question, below are two of the comment themes and examples of comments:

### 1. Tutoring...

- “Get on the ball with more tutoring & support for struggling students. Lots of catching up to do. And, ideally, don't have this tutoring focused on meeting some test requirement. Focus on the learning and making the learning process FUN and INTERESTING for those struggling. Get them motivated!!!”
- *“Covid and remote learning a lot of student are academically behind and really need the extra help and tutoring to catch up. This really needs to be a priority extra help with tutoring”*
- *“My child needs more one-to-one support from teachers, especially in math. She has fallen way behind. Her entire 5th grade year is going to be 23 in-person days of learning. Remote was terrible, hybrid is a joke. She’s going into 6th grade but has not really need taught since 4th. She needs in-person instruction or tutoring from teachers!”*

### 2. Mental Health...

- *“MentalHealth services is needed asap. The kids haven't been in school so educators/schools/staff are unaware how bad it is for the students. The 3 inpatient mentalhealth facilities for kids is completely full. Therapist have a 3 to 6 month waiting list.”*
- *“Staff training to identify and properly support students that may be struggling with mentalhealth .“*
- *“Before/after school care that focuses on mentalhealth”*

## Q4) Theme #3

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There were several comments from staff and parents regarding smaller classes and more classroom staffing. Below are a few examples. Because ESSER funds are given one-time only, and must be spent within three years, **we cannot use the funds for permanent staffing positions.**

### STAFF EXAMPLE COMMENTS

#### 3. Class sizes, more staffing...

- *“Smaller class sizes especially in high needs schools where students need more social emotional support. Teachers are getting worn out with trying to support over 25 students in academic and social needs.”*
- *“reduce classsize in high poverty schools not with intervention but with actual smallerclasses”*
- *“Smallerclasssizes to really focus in on tier 1 instruction with students and personalized learning with Wednesday in person days spent working with small groups and conferring with students towards goals.aren't split between multiple schools.”*

### PARENT EXAMPLE COMMENTS

#### 3. Class sizes, more staffing...

- *“Teacher aids in all classes so more students get more one on one and not bombarding one person with dozens of children and expect them to be able to handle all of them at once. More teachers and smaller classes.”*
- *“More teachers to Reduce class sizes”*
- *“Increased staffing so elementary specialist teachers , librarians, and nurses aren't split between multiple schools.”*