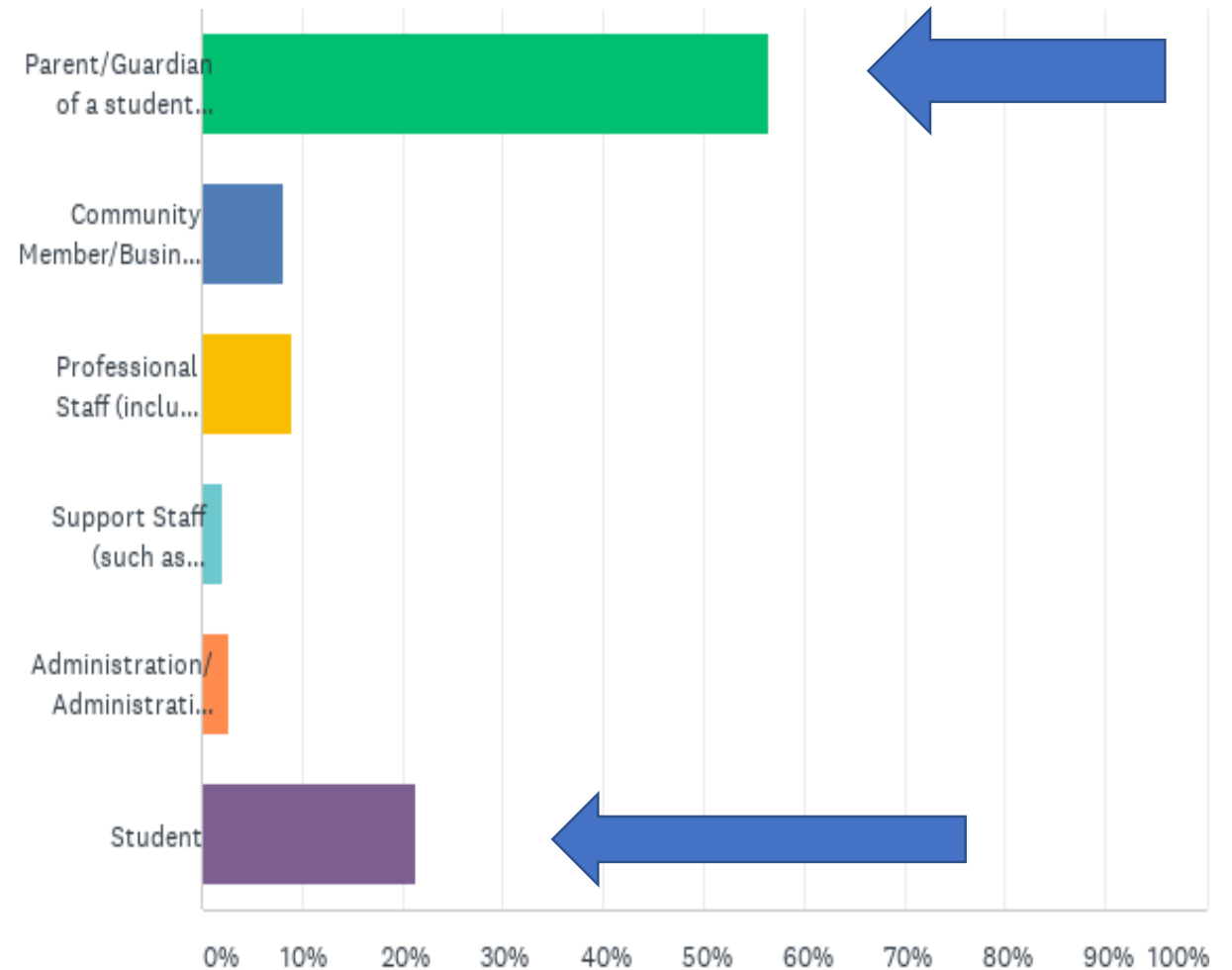# Lower Merion School District 2021 Community Input Survey

April/May 2021

Total Responses: 914

Q1: In order to better understand your responses, please identify the one stakeholder group that you most closely identify yourself with. If you represent more than one stakeholder group, please identify yourself with the group that best represents your responses.

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ANSWER CHOICES	RESPONSES	
Parent/Guardian of a student currently attending one of the Lower Merion schools	56.56%	517
Community Member/Business Member	8.10%	74
Professional Staff (includes certificated staff such as teachers, counselors, school psychologists, school nurses, speech therapists)	9.08%	83
Support Staff (such as secretaries, aides, custodians, bus drivers, computer technicians, mechanics)	2.19%	20
Administration/Administrative Staff (such as principals and assistant principals, supervisors and directors)	2.74%	25
Student	21.33%	195
Total Respondents: 914		

Q2: In this section your perceptions of the district's strengths, challenges, opportunities and threats is sought. Please select the response from the options below that best describe your agreement with each statement. If you believe you do not have sufficient insight to submit a response, please select "Neither Agree or Disagree."

Q2: In this section your perceptions of the district's strengths, challenges, opportunities and threats is sought. Please select the response from the options below that best describe your agreement with each statement. If you believe you do not have sufficient insight to submit a response, please select "Neither Agree or Disagree."

1) **Technology is integrated into the classroom. (4.23)**
2) **District schools are safe. (4.20)**
3) **Facilities are well maintained. (4.17)**

4) The district has high standards for student performance. (3.87)
5) District technology infrastructure is sufficient to support 21st century learning. (3.86)
6) Students are on track to be college and career ready. (3.84)
7) The district employs effective teachers, administrators and support staff in its schools. (3.80)

8) Employees are held accountable to high standards. (3.44)
9) Teachers personalize instructional strategies to address individual learning needs, special education and gifted. (3.40)
10) The district engages with diverse racial cultural and socio-economic groups. (3.38)
11) The district is fiscally responsible. (3.36)
12) The district provides a well-rounded educational experience for all students. (3.35)

Q2: In this section your perceptions of the district's strengths, challenges, opportunities and threats is sought. Please select the response from the options below that best describe your agreement with each statement. If you believe you do not have sufficient insight to submit a response, please select "Neither Agree or Disagree."

13) The district makes decisions based on information from data and research. (3.21)

14) The district provides a clear, compelling vision for the future. (3.19)

15) The social and emotional needs of students are being addressed. (3.17)

16) The district is heading in the right direction. (3.11)

17) The district engages the community as a partner to improve the school system. (3.00)

18) There is transparent communication from the district. (2.83)

Stakeholders perceive as areas of focus/need to be addressed.

|	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
Technology s integrated into the classroom.	.66% 6	2.31% 21	10.0% 91	47.36% 431	39.67% 361	910	4.23
District schools are safe.	1.88% 17	3.43% 31	8.40% 76	45.86% 415	40.44% 366	905	4.20
Facilities are well maintained.	1.21% 11	2.98% 27	7.72% 70	53.47% 485	34.62% 314	907	4.17
The district has high standards for student performance.	3.96% 36	9.34% 85	9.89% 90	49.34% 449	27.47% 250	910	3.87
District technology infrastructure is sufficient to support 21st century learning.	2.42% 22	9.12% 83	16.15% 147	44.29% 403	28.02% 255	910	3.86
Students are on track to be college and career ready.	2.32% 21	6.73% 61	20.07% 182	46.53% 422	24.37% 221	907	3.84

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
The district employs effective teachers, administrators and support staff in its schools.	4.18% 38	8.13% 74	14.62% 133	49.56% 451	23.52% 214	910	3.80
Employees are held accountable to high standards.	5.82% 53	13.96% 127	28.46% 259	34.40% 313	17.36% 158	910	3.44
Teachers personalize instructional strategies to address individual learning needs, special education and gifted.	6.15% 56	19.54% 178	19.98% 182	37.21% 339	17.12% 156	911	3.40
The district engages with diverse racial, cultural and socio-economic groups.	5.62% 51	16.19% 147	26.65% 242	37.78% 343	13.77% 125	908	3.38
The district is fiscally responsible.	8.98% 81	9.09% 82	32.37% 292	36.36% 328	13.19% 119	902	3.36
The district provides a well-rounded educational experience for all students.	7.23% 66	21.03% 192	16.32% 149	39.98% 365	15.44% 141	913	3.35

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
The district makes decisions based on information from data and research.	8.23% 75	17.89% 163	28.32% 258	36.00% 328	9.55% 87	911	3.21
The district provides a clear, compelling vision for the future.	6.59% 60	18.57% 169	31.21% 284	36.15% 329	7.47% 68	910	3.19
The social and emotional needs of students are being addressed.	10.56% 96	20.02% 182	22.55% 205	36.08% 328	10.78% 98	909	3.17
The district is heading in the right direction.	9.66% 88	20.2% 186	25.14% 229	38.42% 350	6.37% 58	911	3.11
The district engages the community as a partner to improved the school system.	12.87% 117	20.90% 190	27.28% 248	30.91% 281	8.03% 73	909	3.00
The is transparent communication from the district.	21.05% 192	22.15% 202	18.86% 172	28.62% 261	9.32% 85	912	2.83

Q3: In the previous section you provided insight into the strengths, challenges, opportunities and threats to the school district. This will help narrow the search for leaders with experience in areas of most importance. The following is a list of professional standards for educational leaders identified by the National Policy Board for Educational Administration. All of the statements are skills that outstanding effective educational leaders should possess. Read each standard carefully. Please rank the standards in importance to you from 1 to 10 with 1 being the highest in importance and 10 being the lowest in importance to lead the district to the next level of excellence.
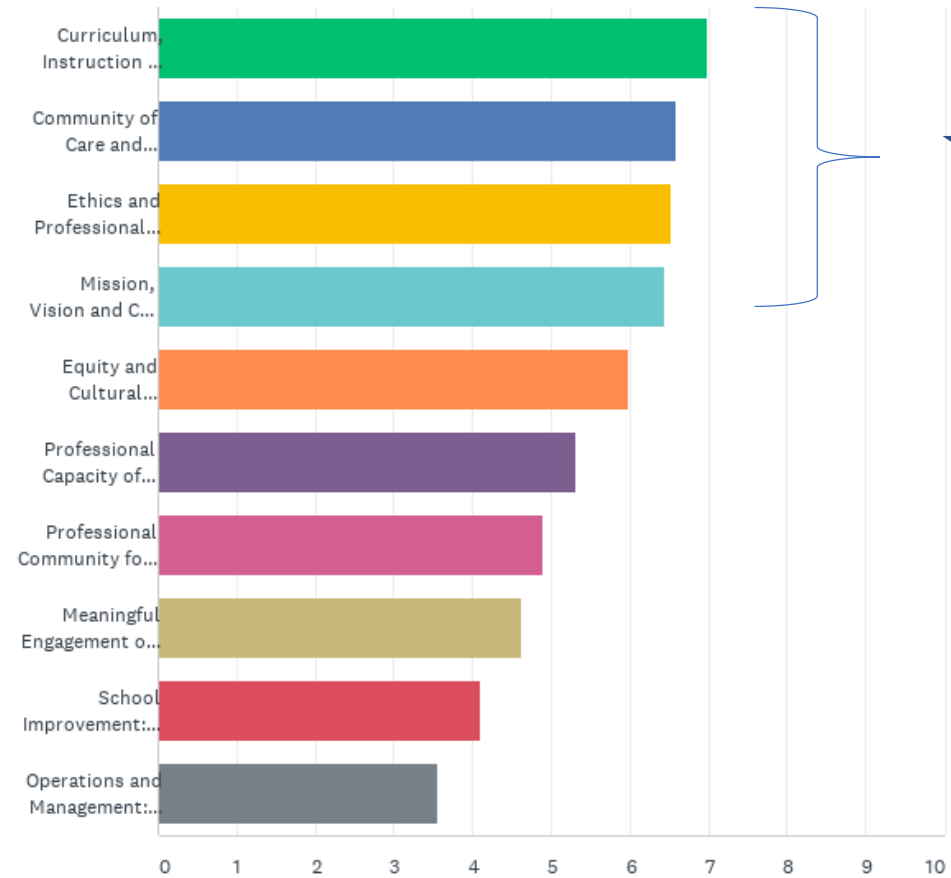
Q3: Rank Professional Standards

- **<u>Curriculum, Instruction and Assessment:</u>** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well being. (6.99)
- **<u>Community of Care and Support for Students</u>**: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well being of each student. (6.58)
- **<u>Ethics and Professional Norms:</u>** Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. (6.53)
- **<u>Mission, Vision and Core Values</u>**: Effective educational leaders develop, advocate and enact a shared mission, vision and core values of high-quality education and academic success and well being of each student. (6.44)

Q3: Rank Professional Standards

- 5) **Equity and Cultural Responsiveness**: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well being. (5.98)

- 6) **Professional Capacity of School Personnel**: Effective education leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. (5.32)

- 7) **Professional Community for Teachers and Staff**: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well being. (4.90)

- 8) **Meaningful Engagement of Families and Community:** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. (4.62)

Q3: Rank Professional Standards

- 9) <u>School Improvement</u>: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well being. (4.10)

- 10). <u>Operations and Management:</u> Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. (3.57)