

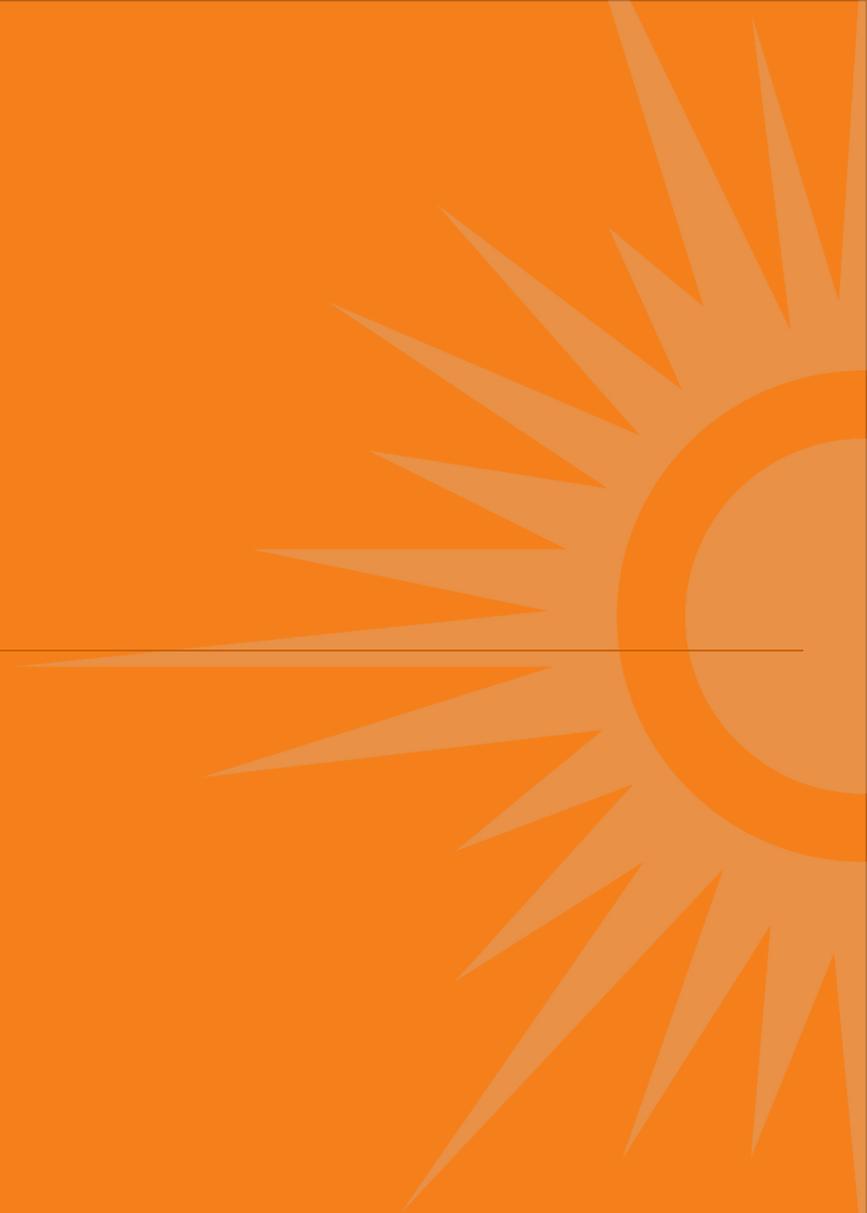
SURVEY OF STUDENTS, GUARDIANS, AND EMPLOYEES
MAPLETON PUBLIC SCHOOLS

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INTRODUCTION



Overview

In late 2021, Mapleton Public Schools retained Corona Insights to conduct a survey of employees, students, and parents/guardians. The goal of this research was to examine the opinions and perceptions of the school district within the Mapleton Public Schools community with the goal of measuring satisfaction and identifying areas for potential improvement.

The surveys were conducted in late 2021 into early 2022, and all employees, middle school and high school students*, and parents/guardians were invited to participate. In total, 432 employees, 299 students**, and 729 parents/guardians participated and were included in the analysis.

A full description of the survey methodology can be viewed in the [Appendix](#).

Survey Goals

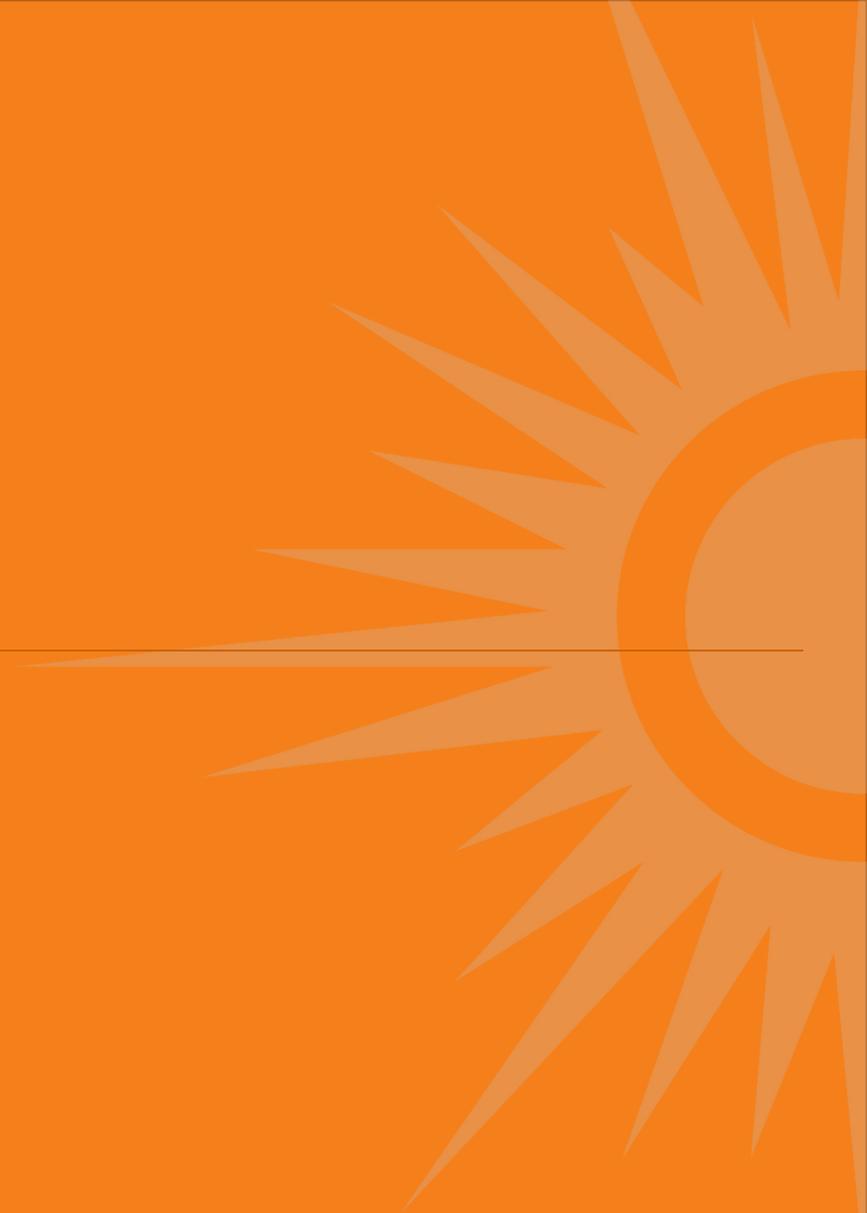
The surveys were designed to collect the following information:

- > How do Mapleton Public Schools employees rate the district's performance in a variety of areas related to employment and provision of services to the community, and what can Mapleton Public Schools do to improve employee happiness and success?
- > What is the student experience at Mapleton Public Schools, and what are priorities for improvement?
- > How do parents and guardians rate the district's performance relative to their child(ren)'s education?

*Parents/guardians were given the opportunity to opt their child(ren) out of the survey. These students were not invited to participate in the survey

** While middle school students were invited to participate, few did so. Therefore, the student survey primarily represents high school students..

EXECUTIVE SUMMARY



01

Students generally view the quality of their education as favorable. Most students also agreed that they enjoy coming to school and are excited about learning.

02

Students and their guardians are highly aware of school choice. Nearly all respondents were aware that they can attend any school in the district.

03

Although students generally view their education favorably, many students would like more variety in class offerings. A common theme throughout the survey included a desire for a wider variety of classes, including practical life skills classes, and connecting those classes to students' future plans.

04

Students are generally supportive of the rules at their school. A strong majority believe that the rules are fair, clearly explained, and enforced fairly.

05

Students want more guidance for post-high school planning. Students feel as though their schools have informed them of different careers and colleges. However, only about half of students feel ready for the next phase of their lives.

06

Parents/guardians generally view Mapleton Public Schools positively. Parents/guardians are particularly happy with the variety of schools from which to choose and the safe environment provided for their children.

07

Most parents/guardians are satisfied with how Mapleton is serving their children and rated the quality of teachers and their children's education as good or very good.

08

A majority of parents/guardians are proud that their children attend Mapleton Public Schools. Parents/guardians also feel well-informed of what is going on in the district and believe Mapleton has highly-skilled and compassionate staff.

09

Increasing teacher pay and increasing security in schools are priorities for many parents/guardians. Most parents/guardians are in favor of these measures and indicated that they would support a tax increase to make them happen.

10

Guardians would like to know more about how Mapleton Public Schools is teaching skills that prepare students for college and the work force. A majority of parents believe the district is doing a good job in this area, but this attribute isn't viewed as positively as other attributes, primarily because many guardians are unsure.

11

Employees are generally happy with their jobs, but licensed staff are less happy. Administrative and classified staff are happy with almost all respects of their employment on average, while licensed staff are more mixed, happy in some areas and unhappy in others.

12

Licensed employees have a notably lower trust level of district-level operations (staff, cabinet, and school board) than do other titles. Among employees (of any classification) who do not have a high trust level, suggestions for improving trust center on more transparent communications and more listening to employees.

13

Employees most desire additional resources, support, and time to do their jobs. When asked what would make them happier in their jobs, a common response included more time to do their jobs and additional resources to do their jobs better.

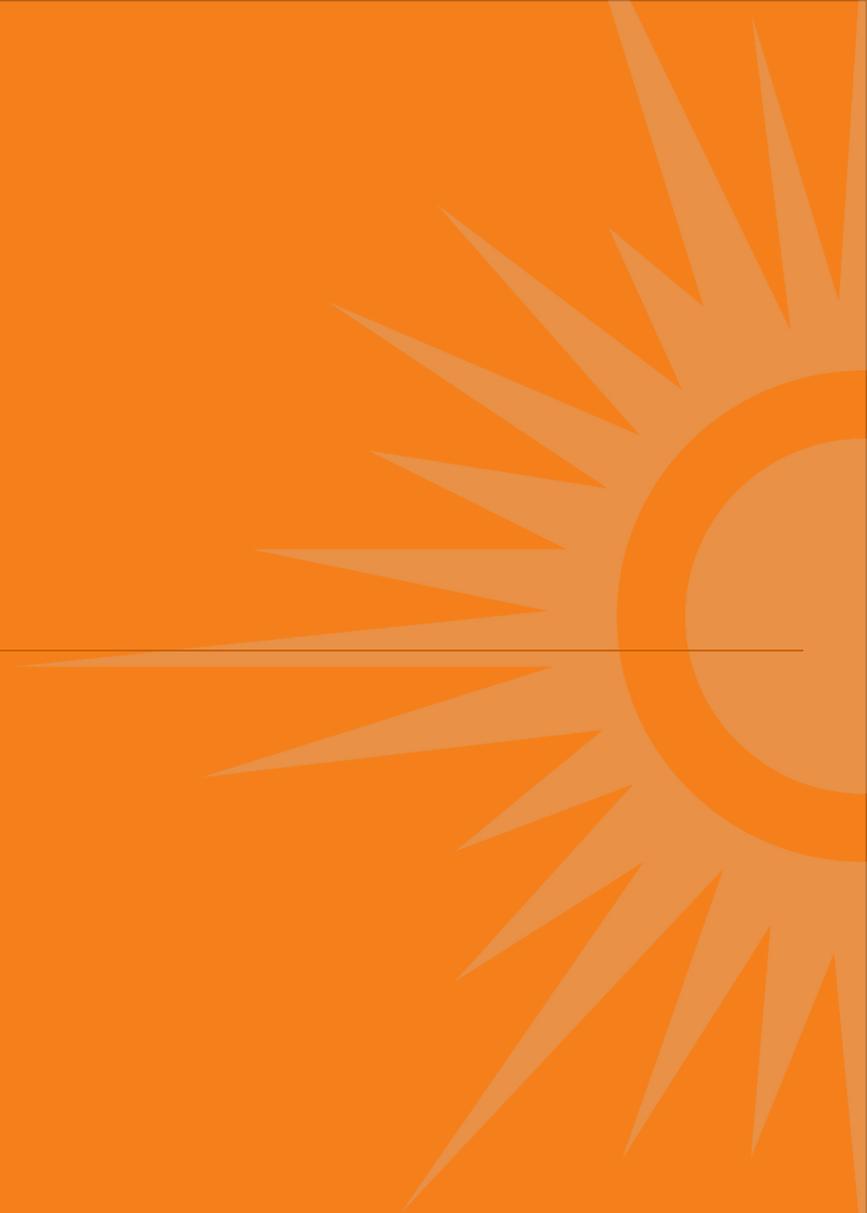
14

Fewer than half of employees feel the district is doing well at serving students within the district. Licensed staff were less likely than classified and admin staff to feel the district is doing well serving students, and students identified as gifted and talented were seen as the most under-served students in the district.

15

Morale is higher than it appears. Interestingly, employees in all groups are more likely to say that their own morale is high than to say that their coworkers' morale is high. This is an indicator that perhaps negative sentiments are spoken or heard more broadly than positive sentiments.

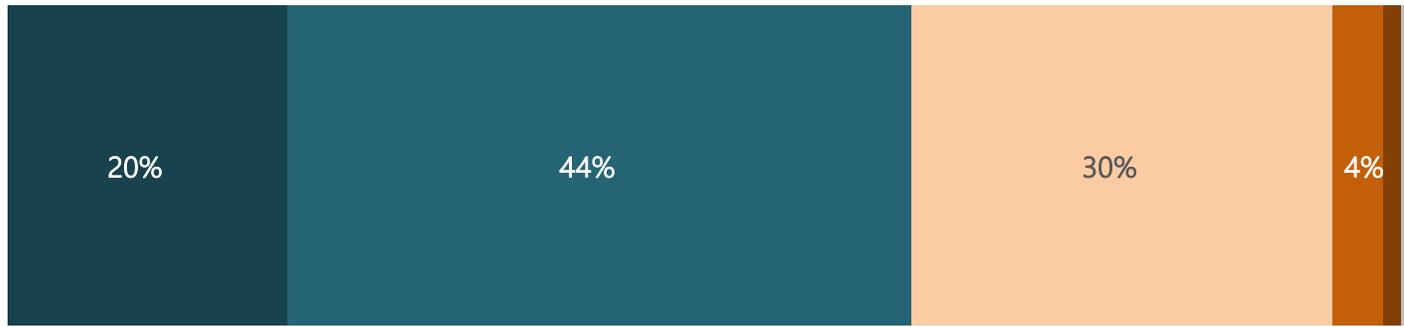
SECTION 1
STUDENTS



SECTION 1.1

EVALUATION OF THE DISTRICT

Over 12 times as many students perceive the quality of their education to be good than poor.



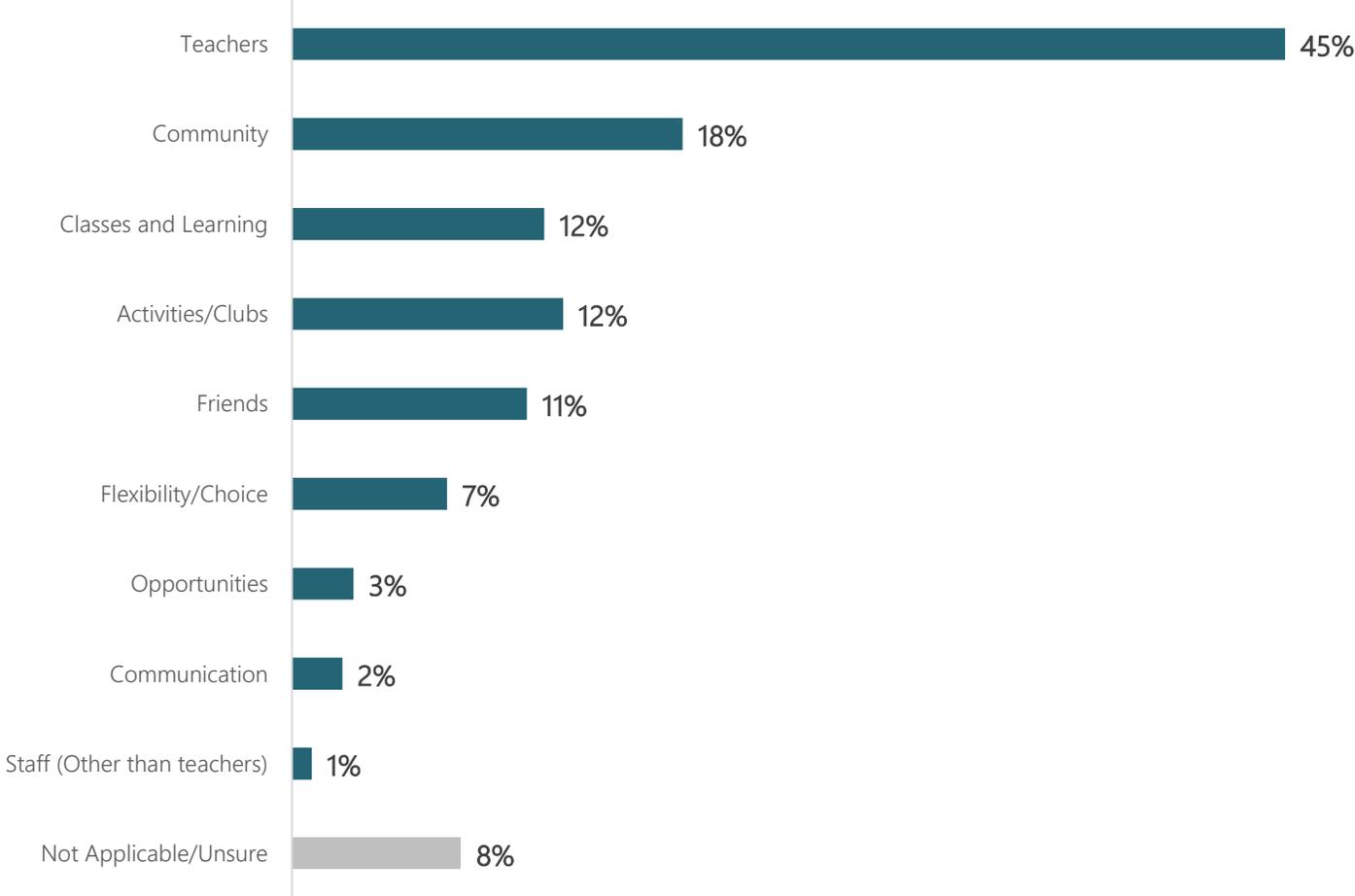
> Roughly two-thirds (64%) of students rate their quality of education as good or very good, compared to only about 5% who rate it poor or very poor.

■ Very good ■ Good ■ Fair ■ Poor ■ Very poor ■ Unsure

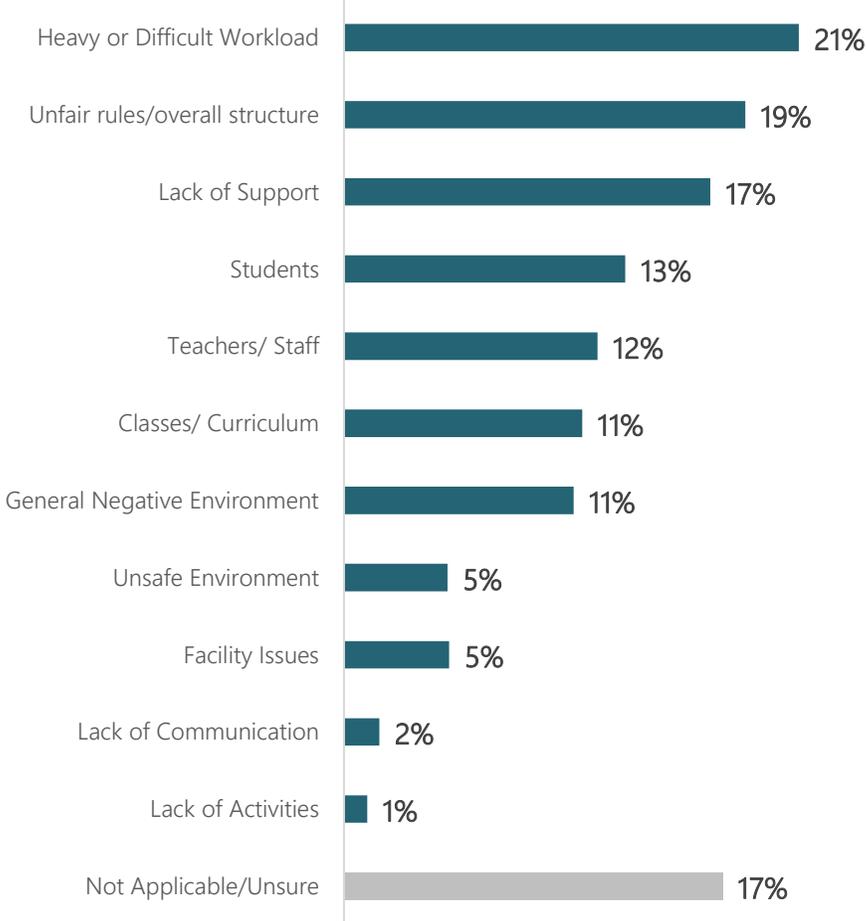
Students generally enjoy their teachers and the school community.

Students were asked to write what their favorite aspect of their school experience is at Mapleton. Responses have been coded, and the full list of responses can be found in the accompanying data tables.

- > Roughly half of students (45%) say that their teachers are the best part of their school experience, and just under one-fifth of students (18%) feel the sense of community is the best part.
- > For one in fourteen students (7%), having flexibility and school choice is their favorite part of their school experience.



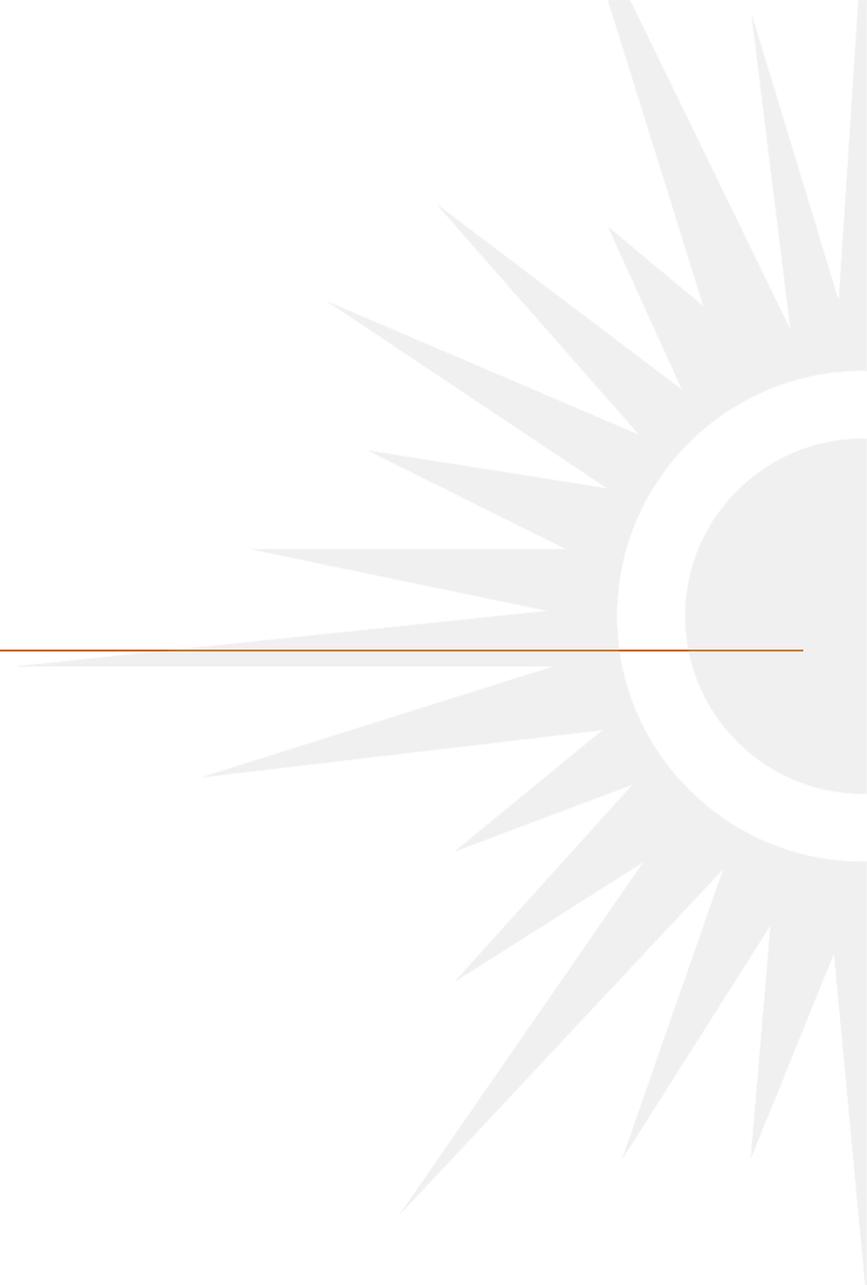
Students' least favorite aspect of school varies widely.



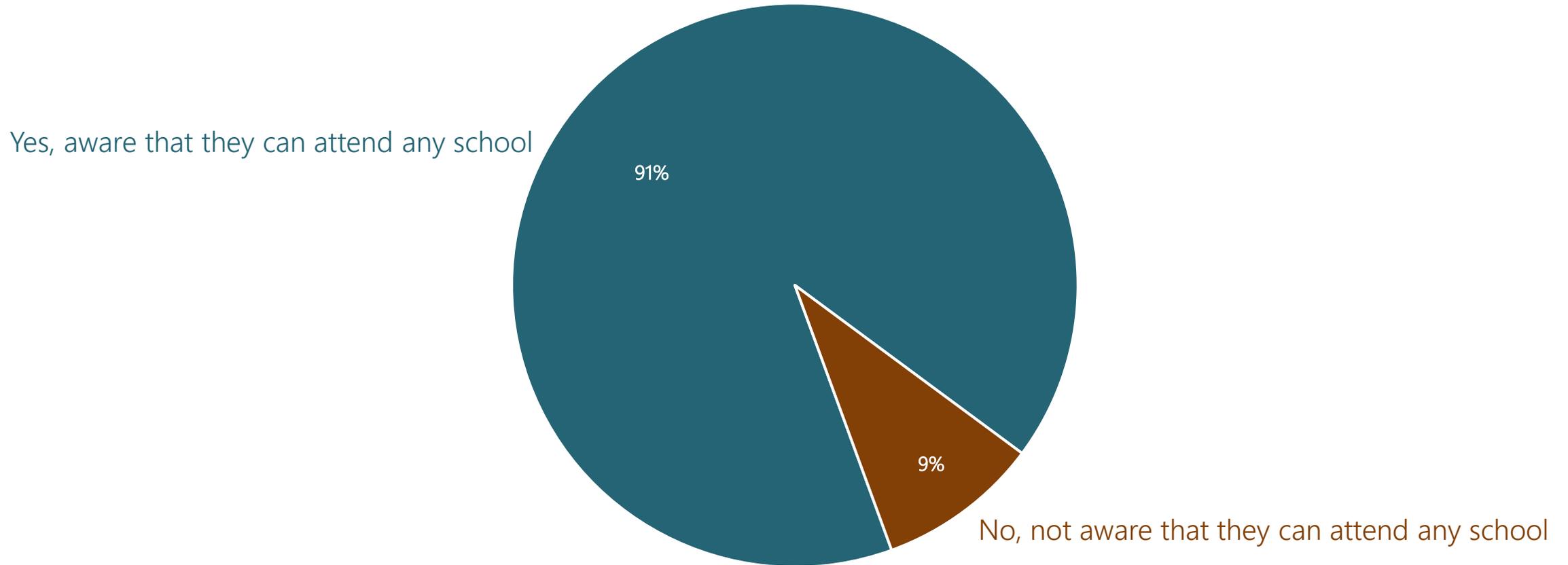
Students were asked what their least favorite aspect of their school experience is at Mapleton. Responses have been coded, and the full list of responses can be found in the accompanying data tables.

- > As might be expected, the amount of schoolwork is the most common complaint of students, followed closely by dissatisfaction with the structure of the school day (including rules).
- > A potential area for improvement may be the indicated lack of support, which was noted by just under one-fifth of students (17%) and is the third-ranked challenge for students.

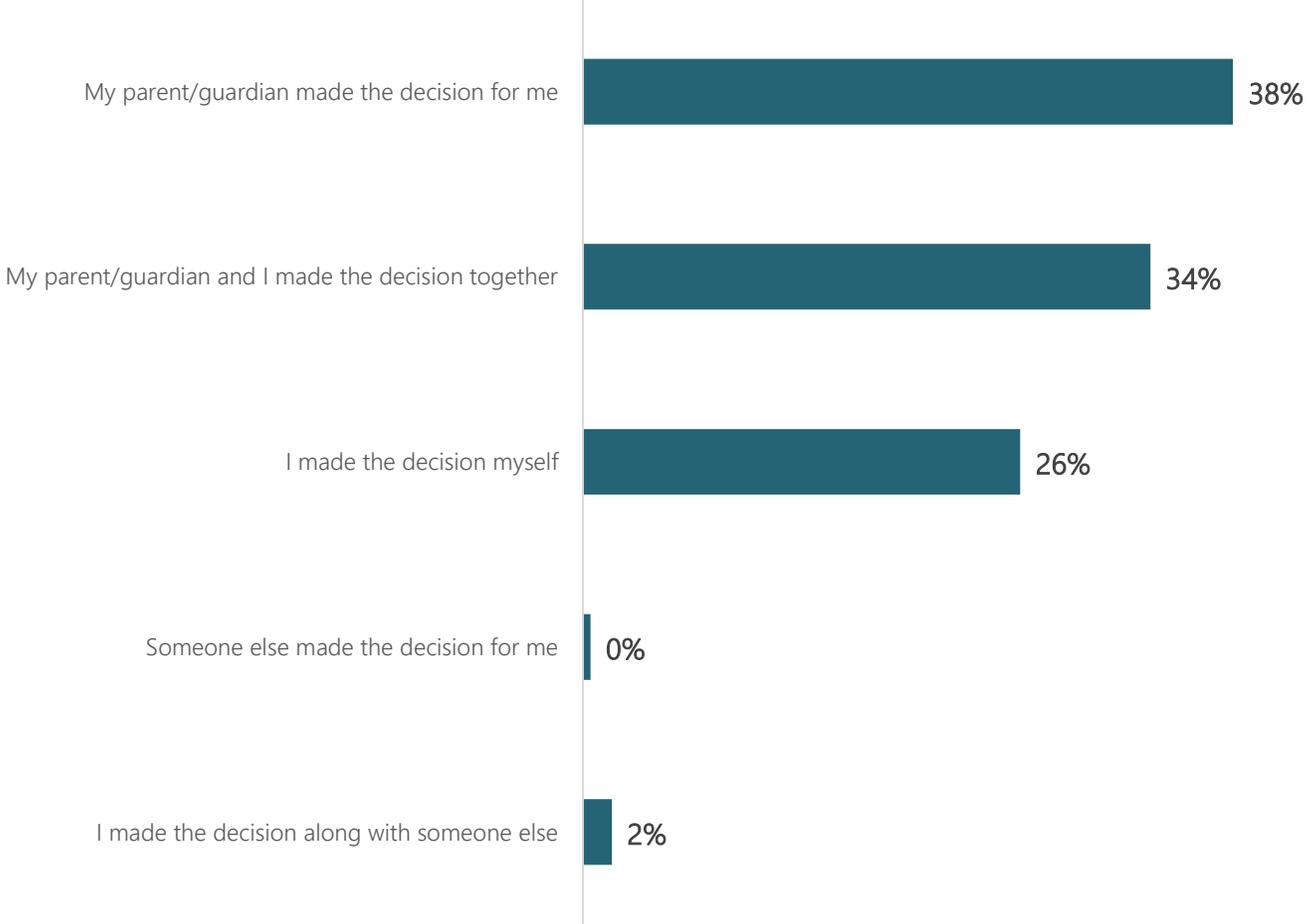
SECTION 1.2
SCHOOL CHOICE



A strong majority of students are aware that they can attend any school in the district.



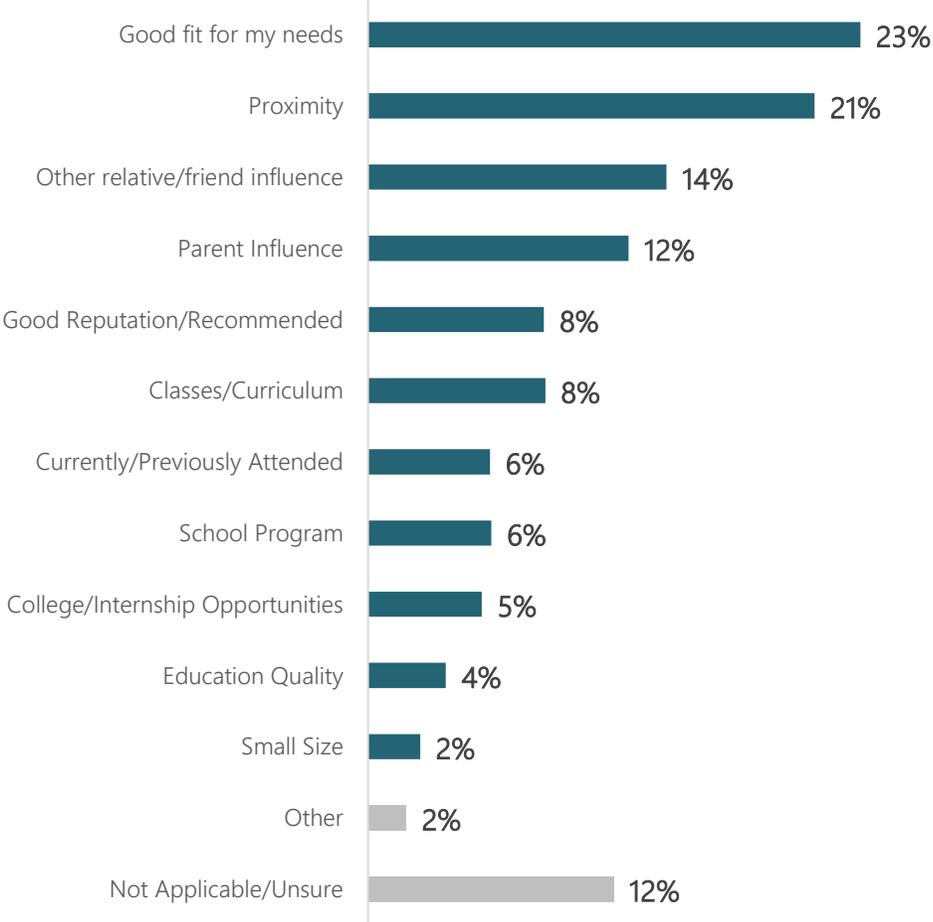
Most students were active in their school decisions.



- > While it is most common for students to attend school where their parent/guardian tells them to (38%), more students overall are involved in the decision, usually either deciding along with their parent/guardian (34%) or making the decision on their own (26%).
- > A similar question was asked in the parent/guardian survey with different results. Recall that the student survey included primary high school students, while the parent/guardian survey included parents/guardians of K-12 students.

Students have diverse reasons for selecting their school.

- > The most cited reason for attending their school was a holistic “good fit”, with just under one-in-four students (23%) indicating this.
- > Other common reasons were location (21%), having friends or family at the school (14%), parental influence (12%), and the school having a good reputation or being recommended to them (8%).



Motivations vary among Mapleton Online students.



While reasons for attending Mapleton Online vary, feeling safer attending online school during Covid-19 was the most common reason (n=8).

Mapleton Online students were asked about their reason for attending online school and whether they plan to continue attending Mapleton Online in the 2022-2023 school year. Due to the small number of Mapleton Online students who participated in the survey (n=20), number of responses rather than percentages are shown here.

Half of the Mapleton Online students (n=10) who participated in the survey feel unsure if they will continue at Mapleton Online in 2022-23.



Of the students who plan to attend Mapleton Online in 2022-23 (n=5), most plan to find a different online school if Mapleton Online is no longer available.

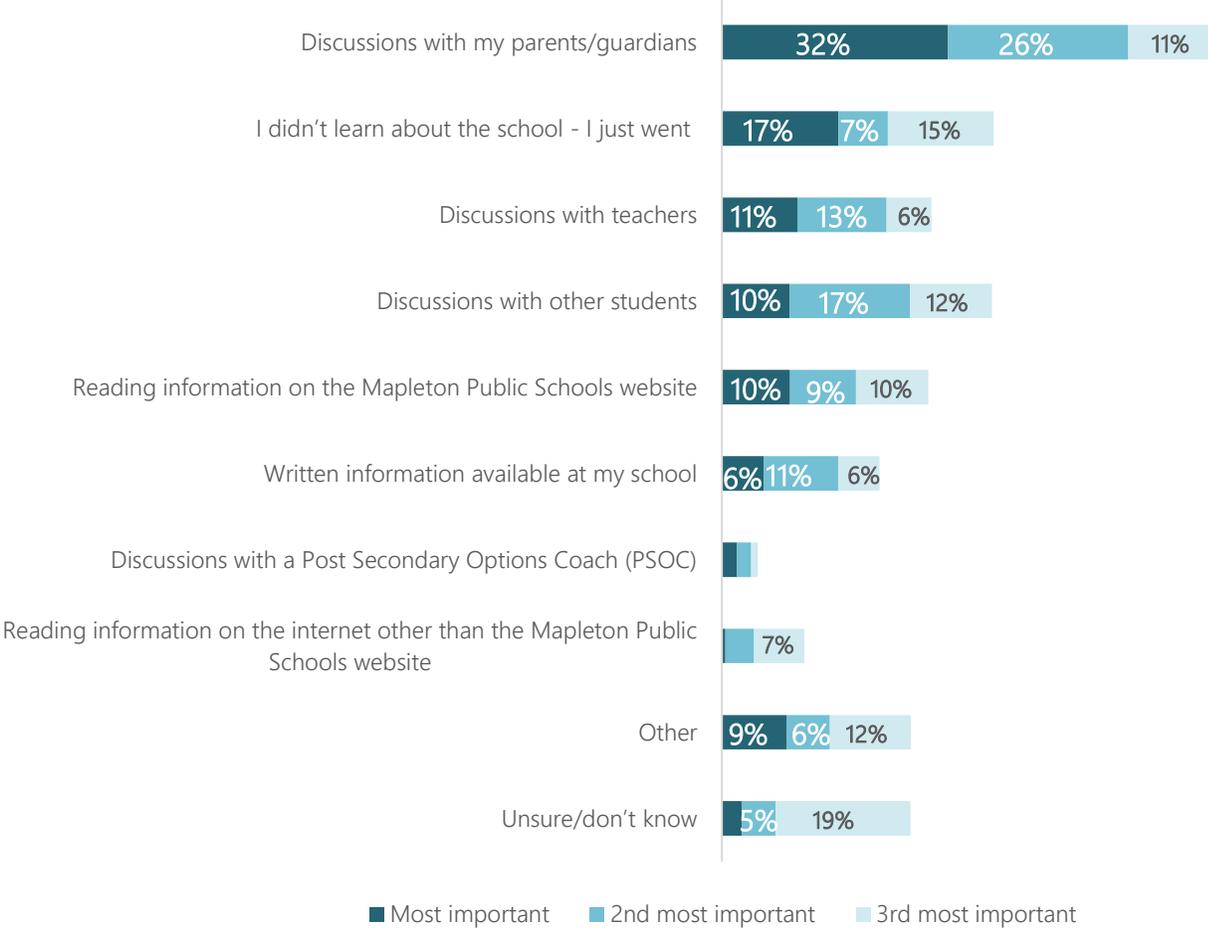
Q7. [Mapleton Online students only] Why did you choose Mapleton Online School?

Q8. In the 2022-23 school year, do you plan to go to Mapleton Online School?

Q9. What would you do if Mapleton Online was not an option?

Parents/guardians are students' primary source of exposure to school choice.

- > Students learn about schools through many sources, but parents/guardians are far and away the most common source of information. Recall that most students either attend the school their parent/guardian told them to (38%) or made the decision alongside their parent/guardian (34%).
- > Students talk to their peers and teachers as well as guardians, and they also commonly look at district materials such as the Mapleton Public Schools website and written materials.

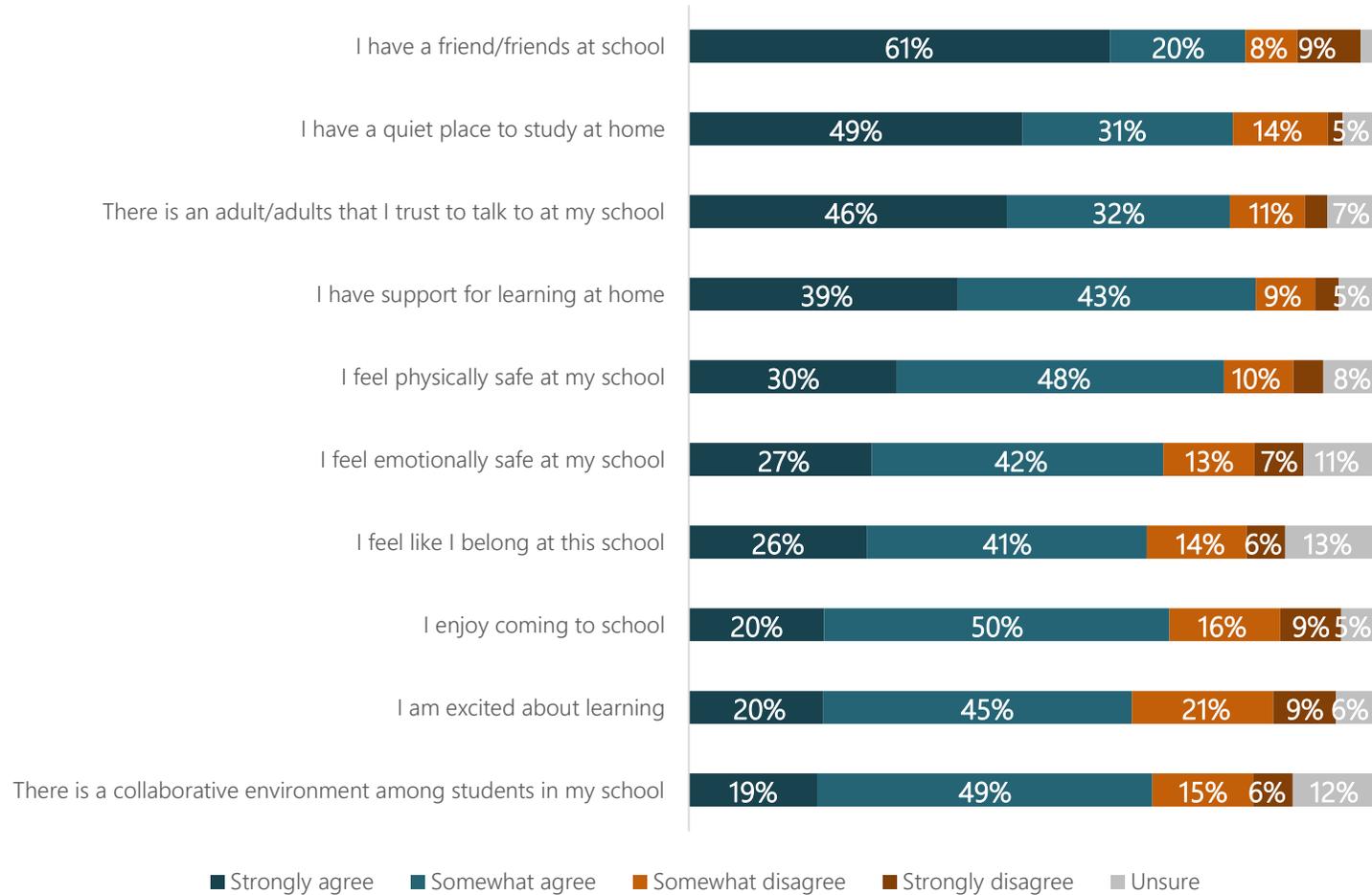


Q10. How did you learn about the school that you chose to attend? Please select the three most important sources of information.

SECTION 1.3

SCHOOL CLIMATE AND SATISFACTION

A majority of students have good experiences, but there is room for improvement.



- > While a majority of students agree with each of the satisfaction and support measures, a notable proportion (generally in the 20%-range) disagree with each measure.
- > Students generally feel that they have a positive home environment for schoolwork, with around four-fifths of students having a quiet place to study at home (80%) and having support for learning at home (82%).

Students who do not feel physically or emotionally safe at school cite reasons such as threats, bullying, and a negative environment.

Students who indicated that they do not feel physically or emotionally safe at school were asked about their reasons for feeling this way. Due to the small number of students who indicated they do not feel physically safe (n=36) and/or emotionally safe (n=44), general sentiments rather than percentages are shown here.



Among students who do not feel physically safe at school, common reasons included recent events, threats, shootings, and bullying.



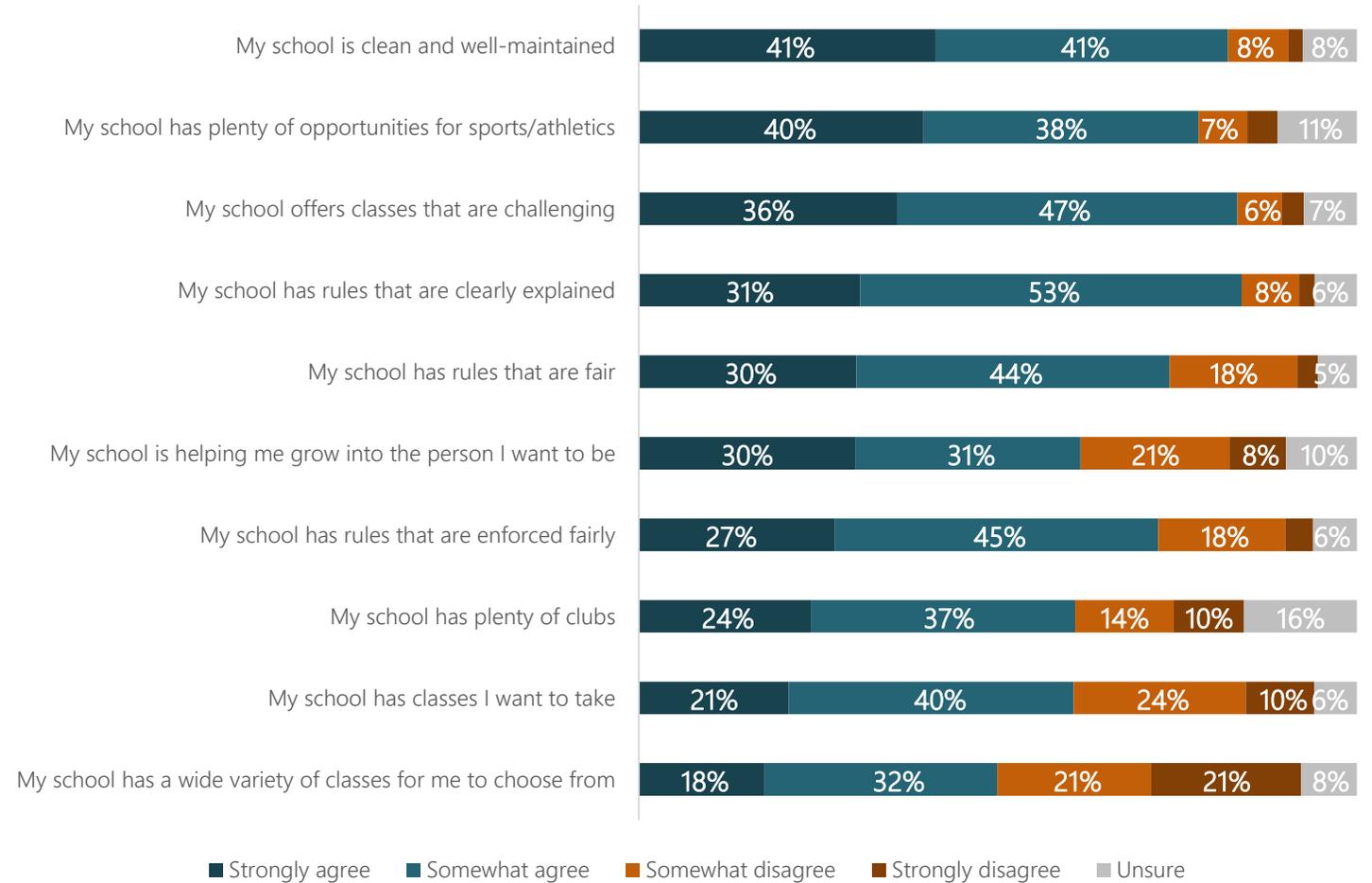
Among students who do not feel emotionally safe at school, common reasons included bullying and a general negative environment.

Q12. [If feel physically unsafe at school] Why do you not feel physically safe at school?

Q13. [If feel emotionally unsafe at school] Why do you not feel emotionally safe at school?

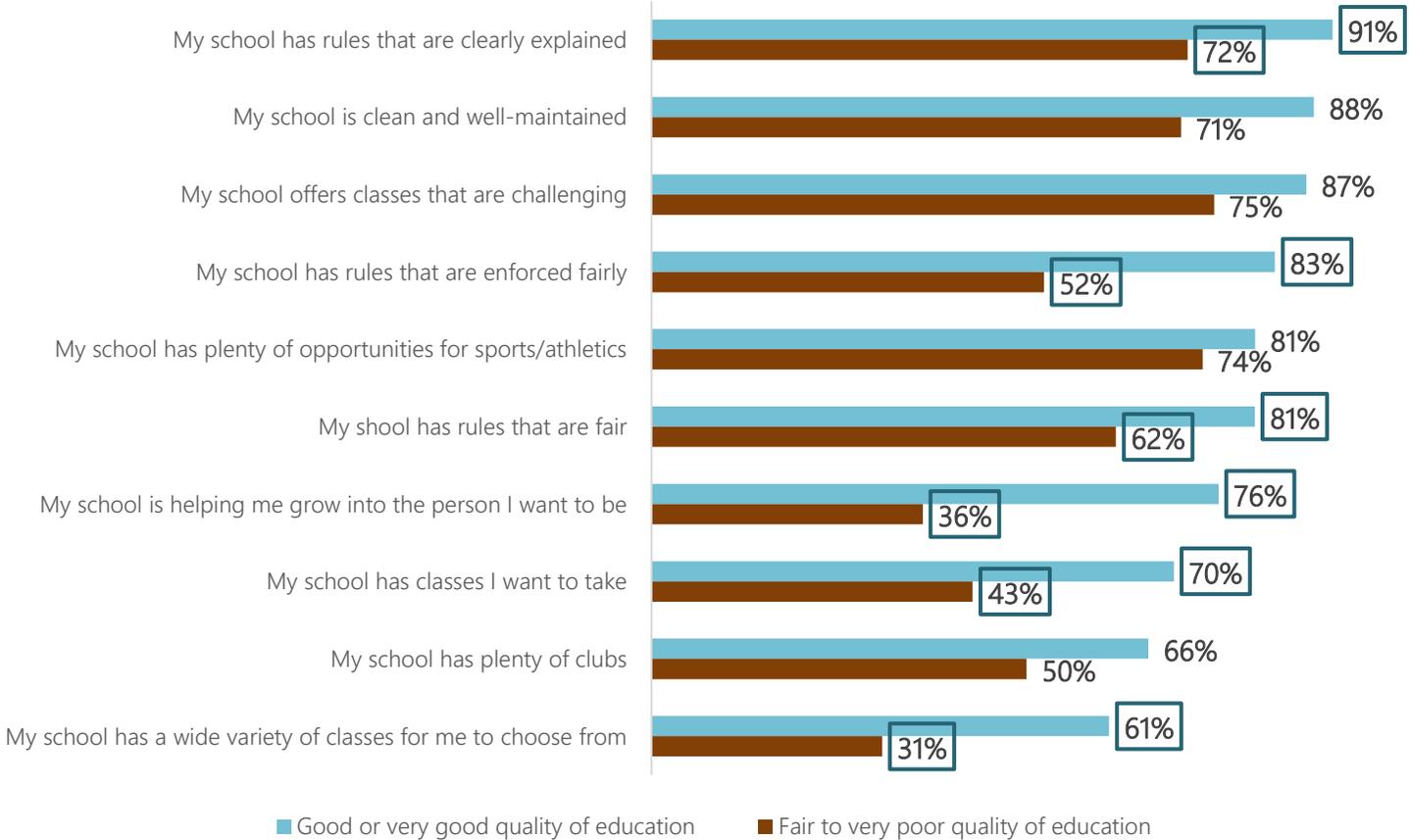
While students feel their school offers challenging classes, they do not feel like their school offers classes that they want to take.

- > Students largely agree that their schools offer classes that are challenging (83%), but fewer students agree that their school offers classes that they want to take (61%) or feel that their school has a wide variety of classes from which to choose (50%). The desire for more classes to choose from is a sentiment echoed later in the student survey, as well as in the parent/guardian survey.
- > Students are generally in agreement with school rules, with over four-fifths of students (84%) agreeing that the rules are clearly explained and nearly three-quarters (74%) agreeing that the rules are fair.



Students who feel they are receiving a good quality education are more likely to view school rules favorably.

% somewhat or strongly agree



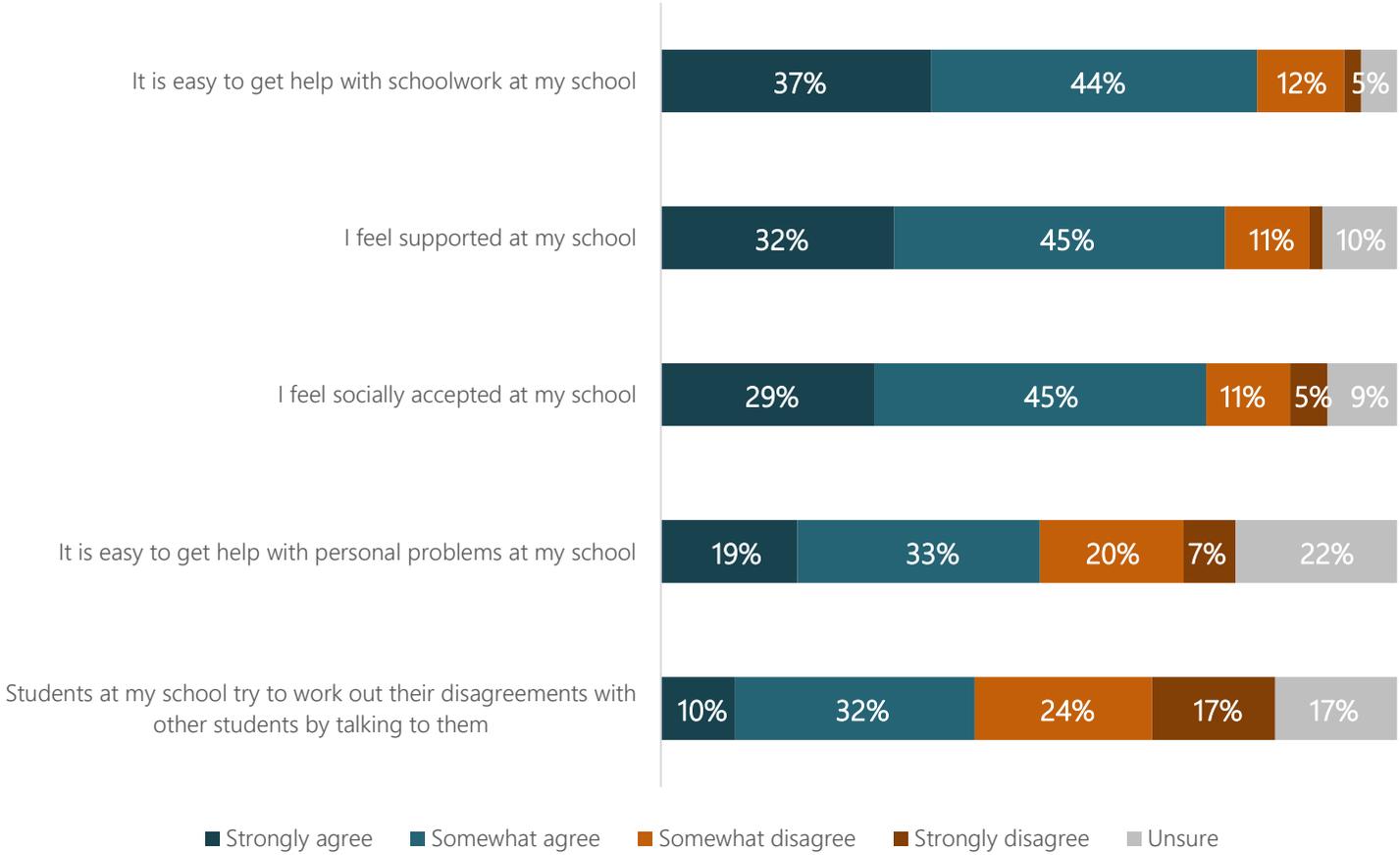
- > Students who rated their quality of education as good or very good are more likely to view the school rules favorably, with 91% agreeing that the school rules are clearly explained and 83% agreeing the rules are enforced fairly. Students who rated their quality of education as fair, poor, or very poor are less likely to view the rules favorably.
- > Students who rated their quality of education as fair to very poor are also less likely to feel that their school has a wide variety of classes to choose from, with less than one-third of these students agreeing with this sentiment.

Q14. How much do you agree or disagree with the following statements about your school?

Percentages inside a blue box indicate statistically significant differences at the 95% confidence level.

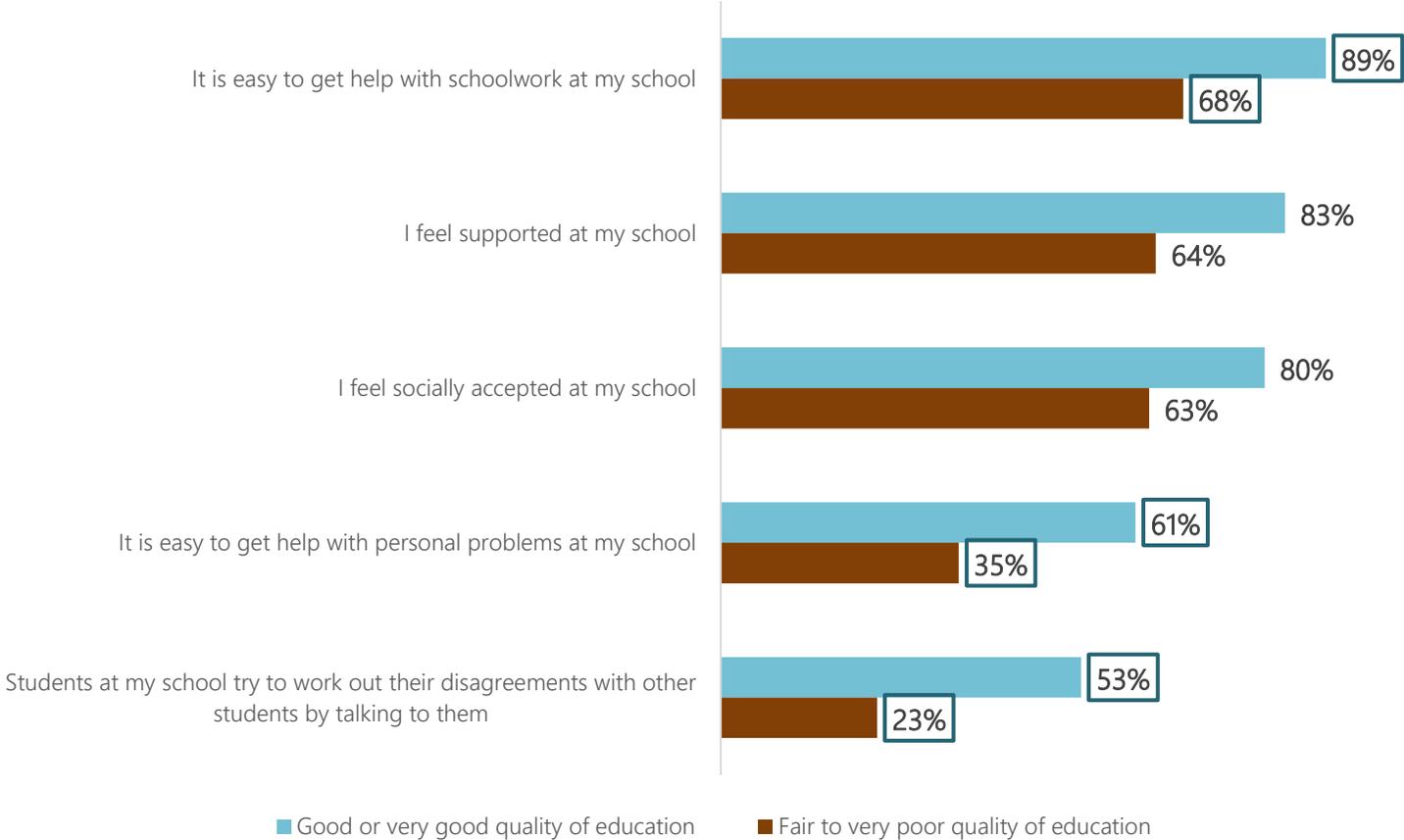
Most students feel supported at school, but fewer believe it is easy to get help with personal problems.

- > While over three-quarters of students (77%) somewhat or strongly agree that they are supported at school, fewer students (52%) agree that it is easy to get help with personal problems at their schools.
- > About equal amounts of students agree (42%) and disagree (41%) that students at their school try to work out problems with others by talking to them.



Students who feel they are receiving a good quality education are more likely to find it easy to get help with schoolwork.

% somewhat or strongly agree

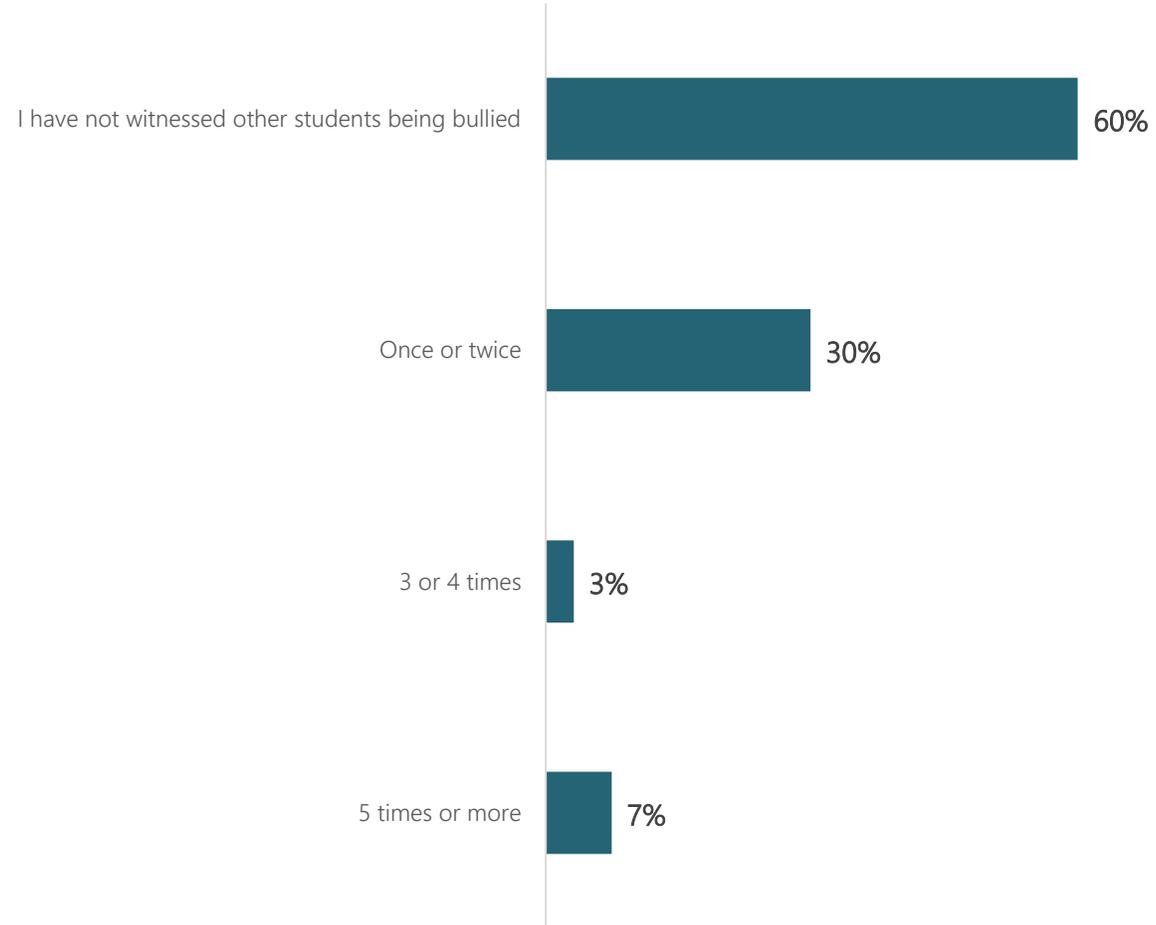


> Students who rated their quality of education as good or very good are more likely to feel that it is easy to get help with their schoolwork at their school compared to those who rated their quality of education as fair to very poor. While a majority of students who feel they are receiving a good quality of education feel this way (89%), just over two-thirds of those who feel they are receiving a fair to very poor quality of education feel the same (68%).

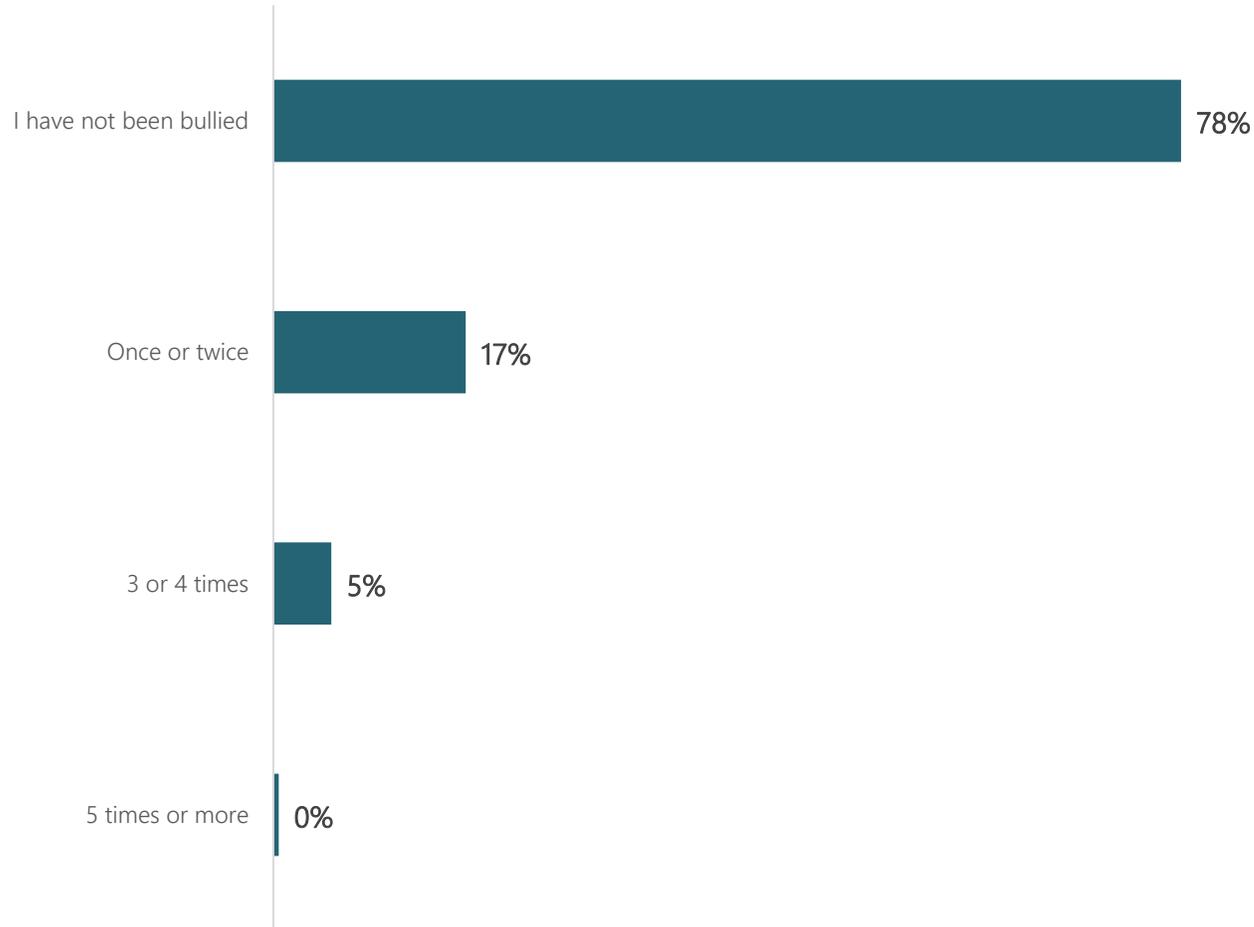
Percentages inside a blue box indicate statistically significant differences at the 95% confidence level.

Three-in-five students have not witnessed other students being bullied.

- > Three-fifths of students (60%) have not witnessed other students being bullied in the past month.
- > Just under one-third of students (30%) have witnessed bullying once or twice, while a small proportion of students (10%) have witnessed bullying more than 3 times.



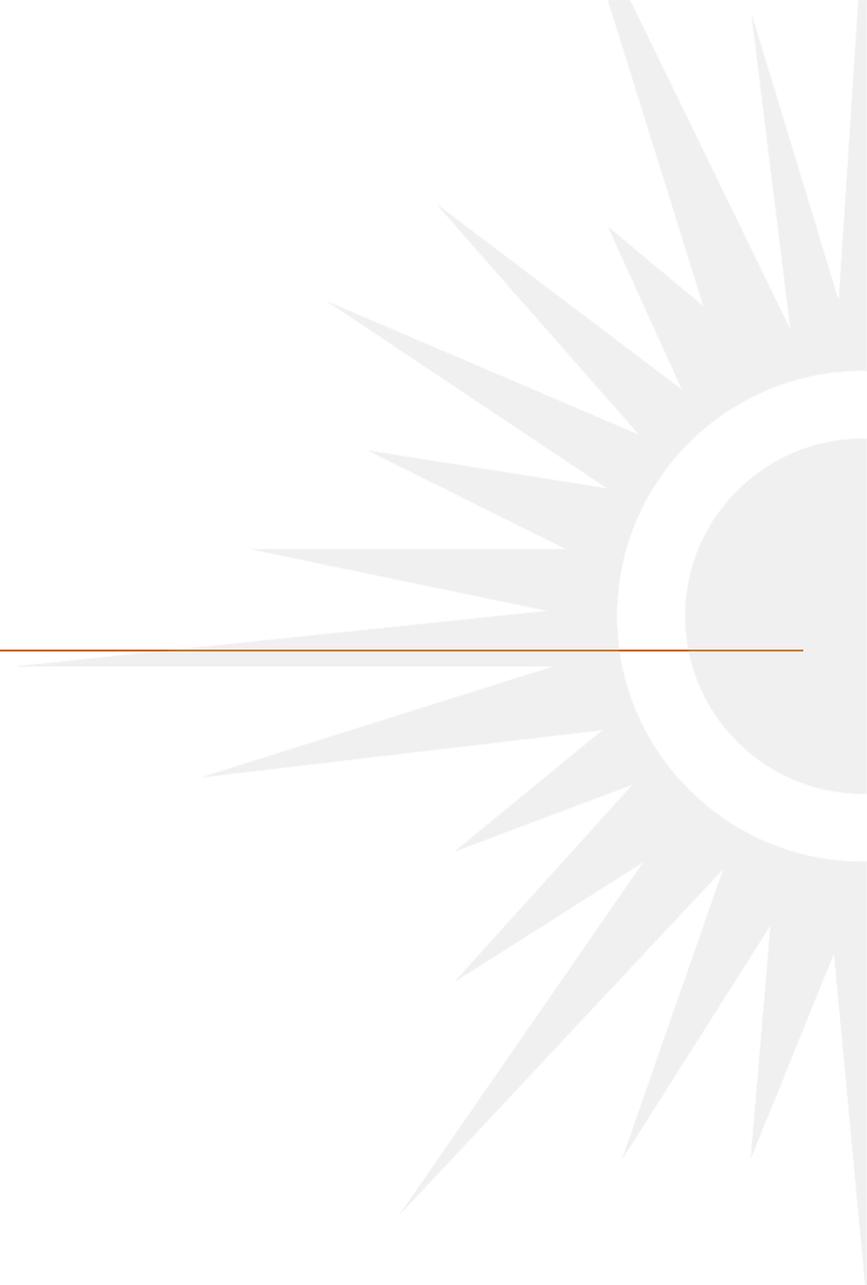
Most students have not been bullied, but roughly one-in-five students have been bullied at least once.



- > While over three-quarters of students (78%) have not been bullied in the past couple of months, roughly one-fifth of students (22%) have been bullied at least once. Note that a similar percentage of students indicated that they do not feel emotionally safe at school (see [page 33](#)), and bullying was a notable reason for this feeling.

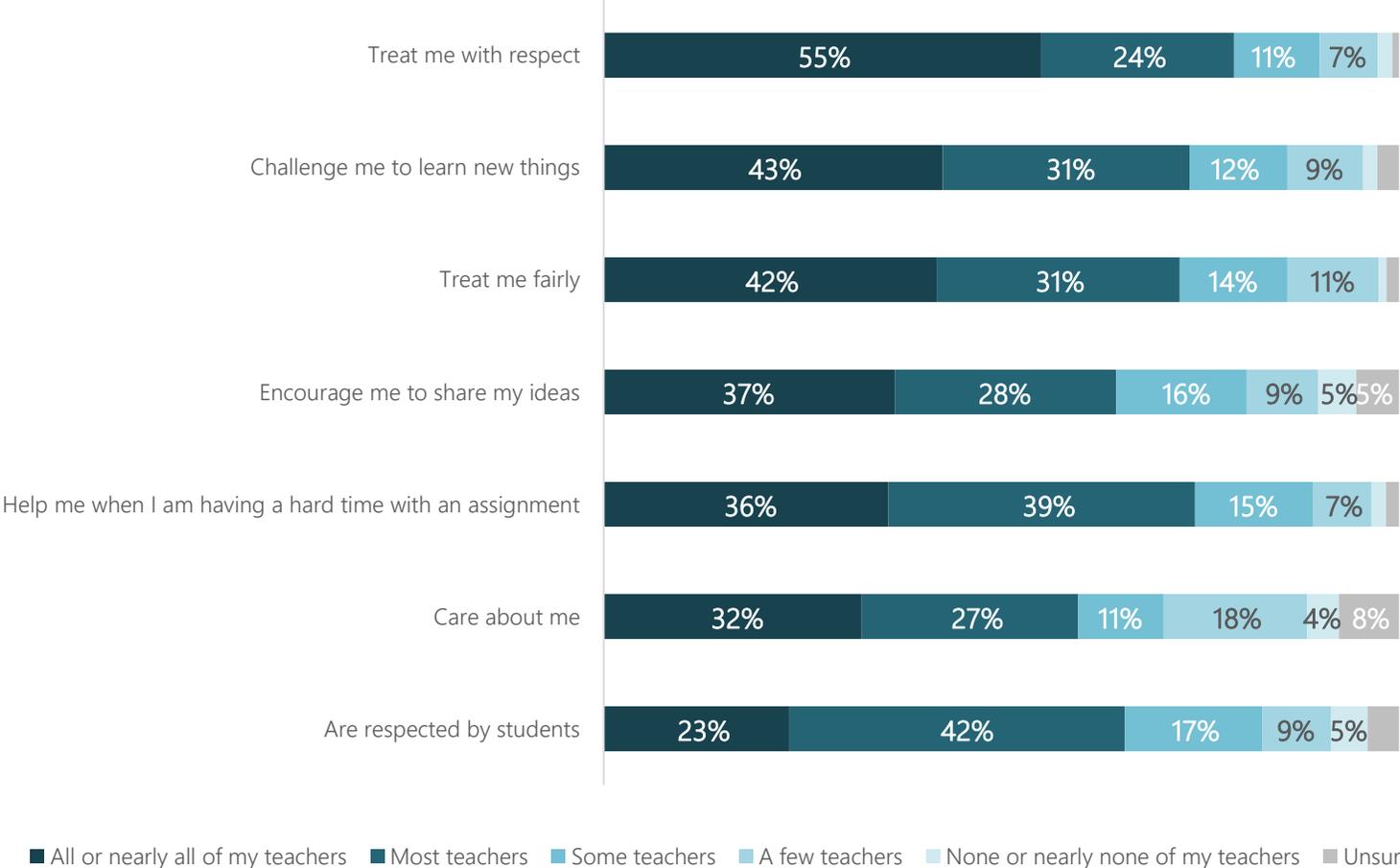
SECTION 1.4

TEACHERS AND LEARNING



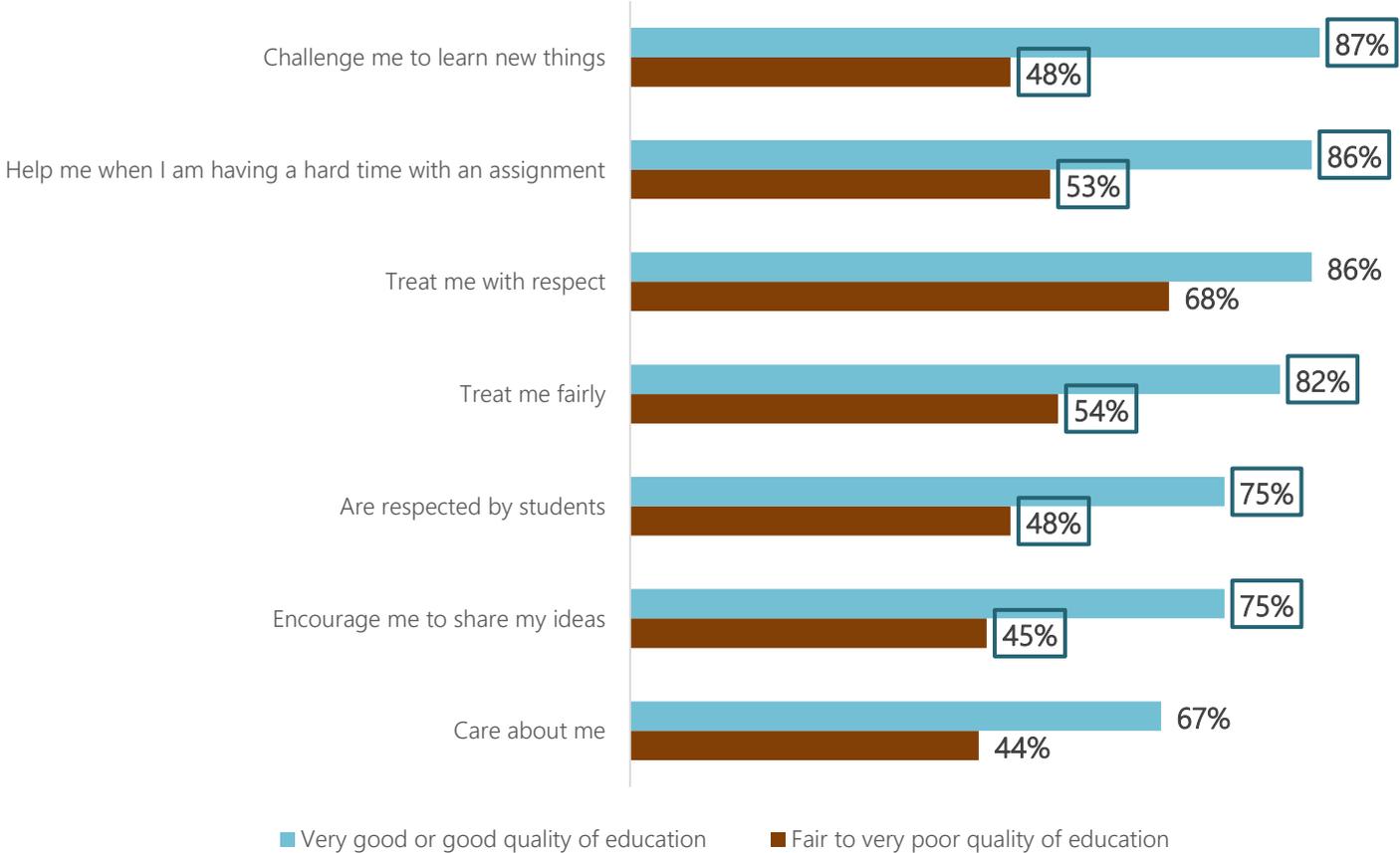
Most students feel their teachers treat them with respect, but fewer feel their teachers care about them.

- > Roughly four-fifths of students (79%) feel that most or all of their teachers treat them with respect, while about three-fifths of students (59%) feel that most or all of their teachers care about them.
- > About three-quarters of students feel that most or all of their teachers challenge them to learn new things (74%) and help them when they are having a hard time with an assignment (75%).
- > Less than five percent said that none or nearly none of their teachers embrace these qualities.



Students who feel they are receiving a good quality education are more likely to view their teachers favorably.

% all or most teachers

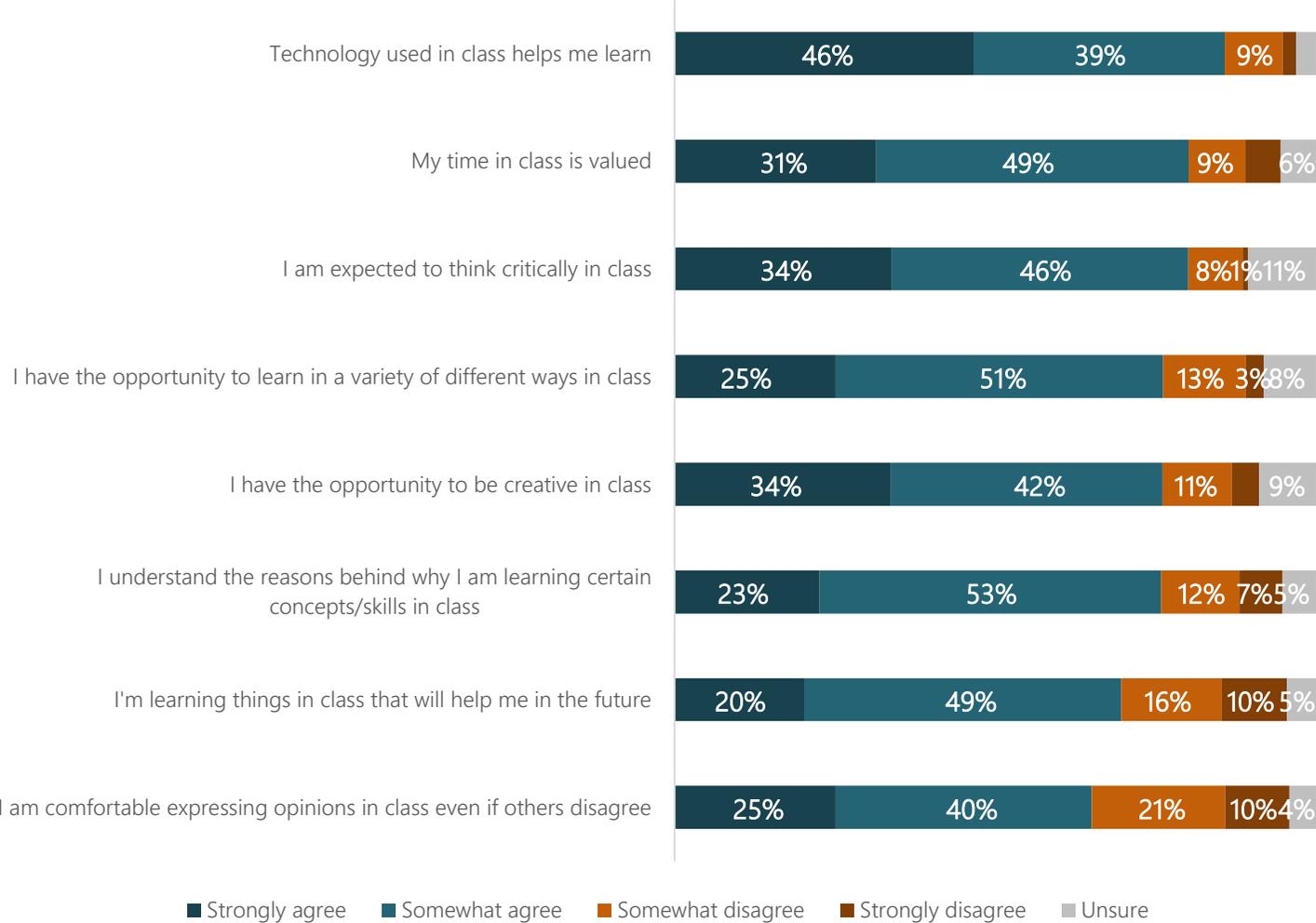


- > Students who rated their quality of education as good or very good are more likely to feel that most or all of their teachers challenge them to learn new things and help them when they are having a hard time with an assignment. Those who rated their quality of education as fair to very poor were less likely to feel the same.
- > Students who rated their quality of education as good or very good are also more likely to feel that their teachers treat them fairly, are respected by students, and encourage them to share ideas.

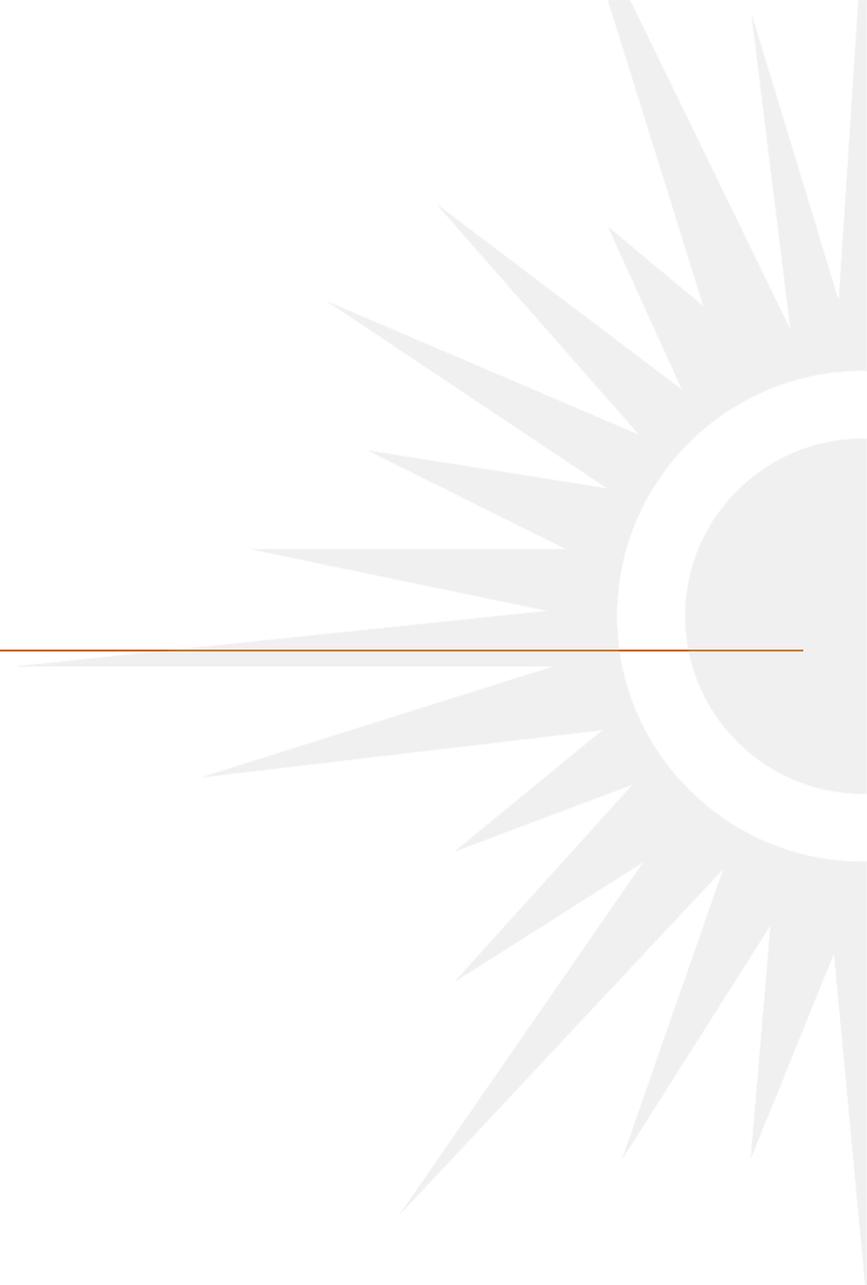
Percentages inside a blue box indicate statistically significant differences at the 95% confidence level.

Students largely view the time spent and concepts covered in their classes positively.

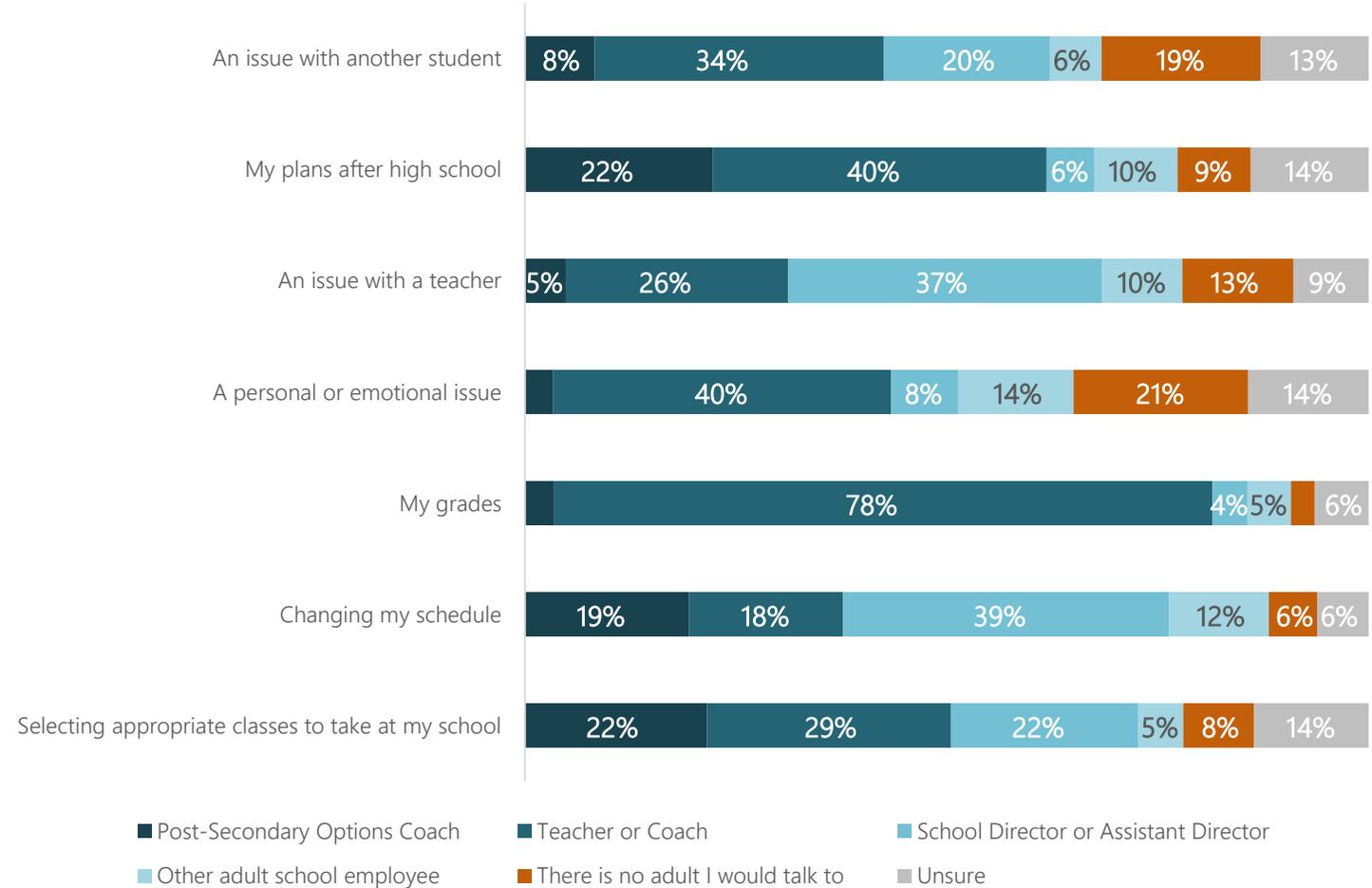
- > Most students (85%) agree that the technology used in class helps them learn, and just over two-thirds of students (69%) agree that they are learning things that will help them in the future.
- > Students also largely agree that their time in class is valued (80%), they are expected to think critically (80%), and have the opportunity to learn in a variety of different ways (76%).



SECTION 1.5
STUDENT SUPPORT



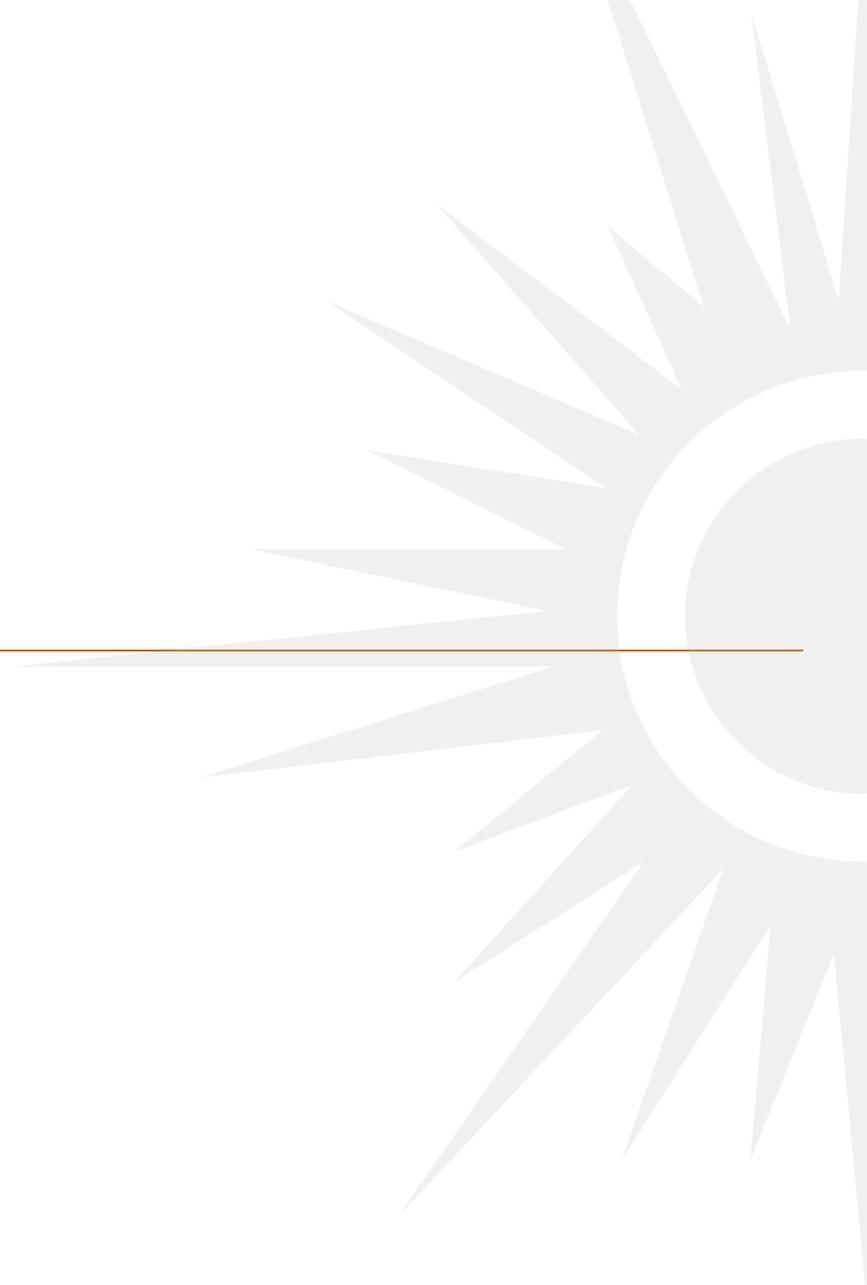
More students would talk to a teacher or coach about their plans after high school than their post-secondary options coach.



- > While roughly one-fifth of students (22%) indicated they would most likely talk to a post-secondary options coach about their plans after high schools, two-fifths of students (40%) said they would most likely talk to a teacher or coach. (Note that this could be a matter of familiarity, capacity, or availability more so than preference.)
- > Two-fifths of students (40%) indicated they would most likely talk to a teacher or coach about a personal or emotional issue, and just over one-third (34%) indicated that they would talk to a teacher or coach about an issue with another student. Roughly one in five students would not talk to any adult at school about these issues.

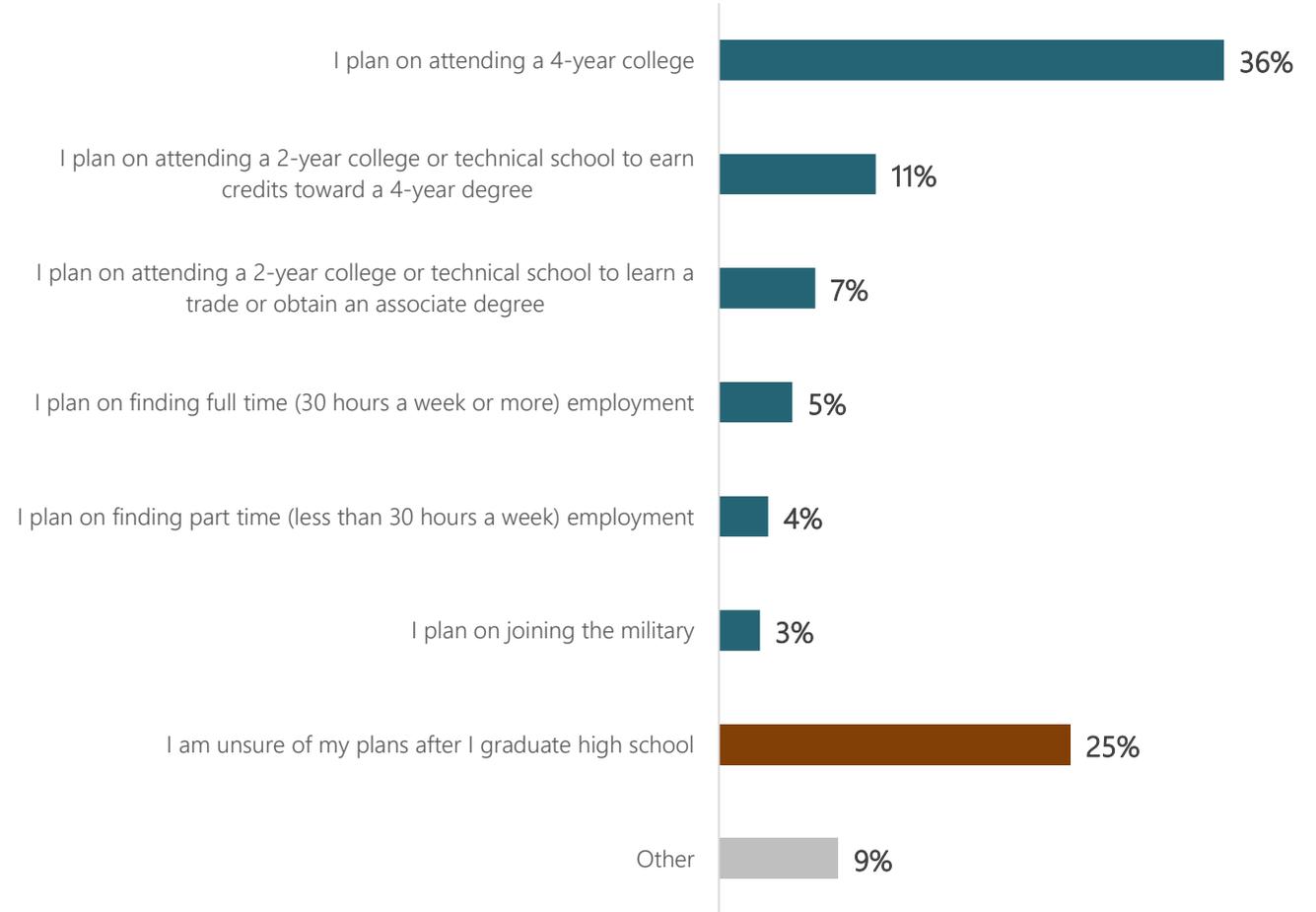
SECTION 1.6

PREPARING FOR THE FUTURE

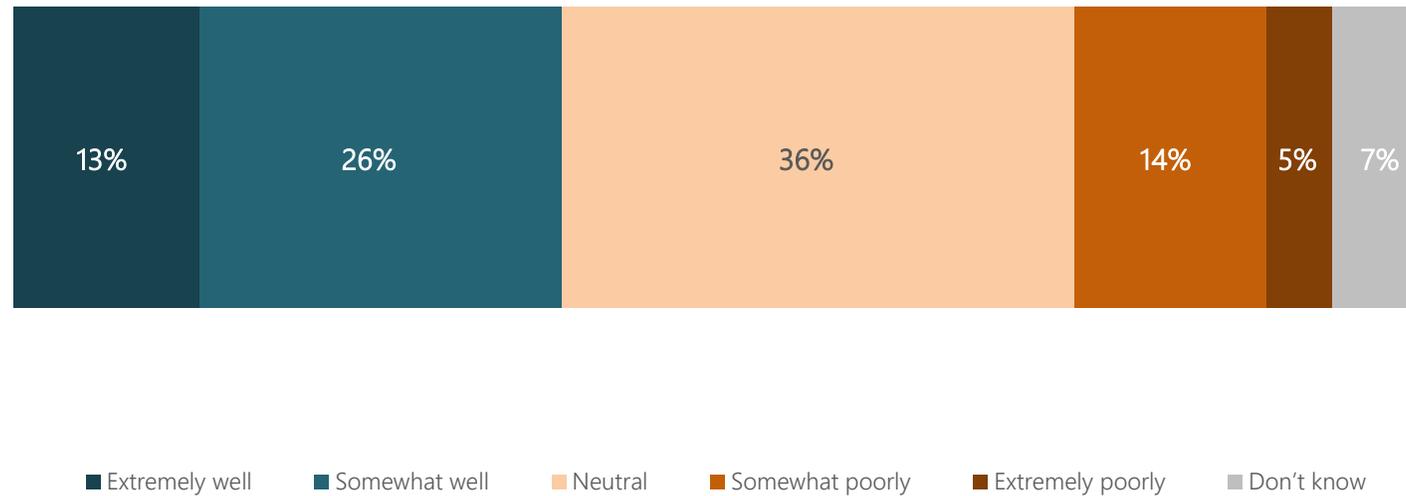


While over half of students plan to attend a two- or four-year college after graduation, one-in-four are unsure of their plans.

> While over half of students (54%) plan on attending a two- or four-year college after graduation, one-quarter (25%) are unsure of their plans after high school. However, with 29% of students who participated in the survey being in 9th grade, these students may feel it is too early in their high school career to know their plans.

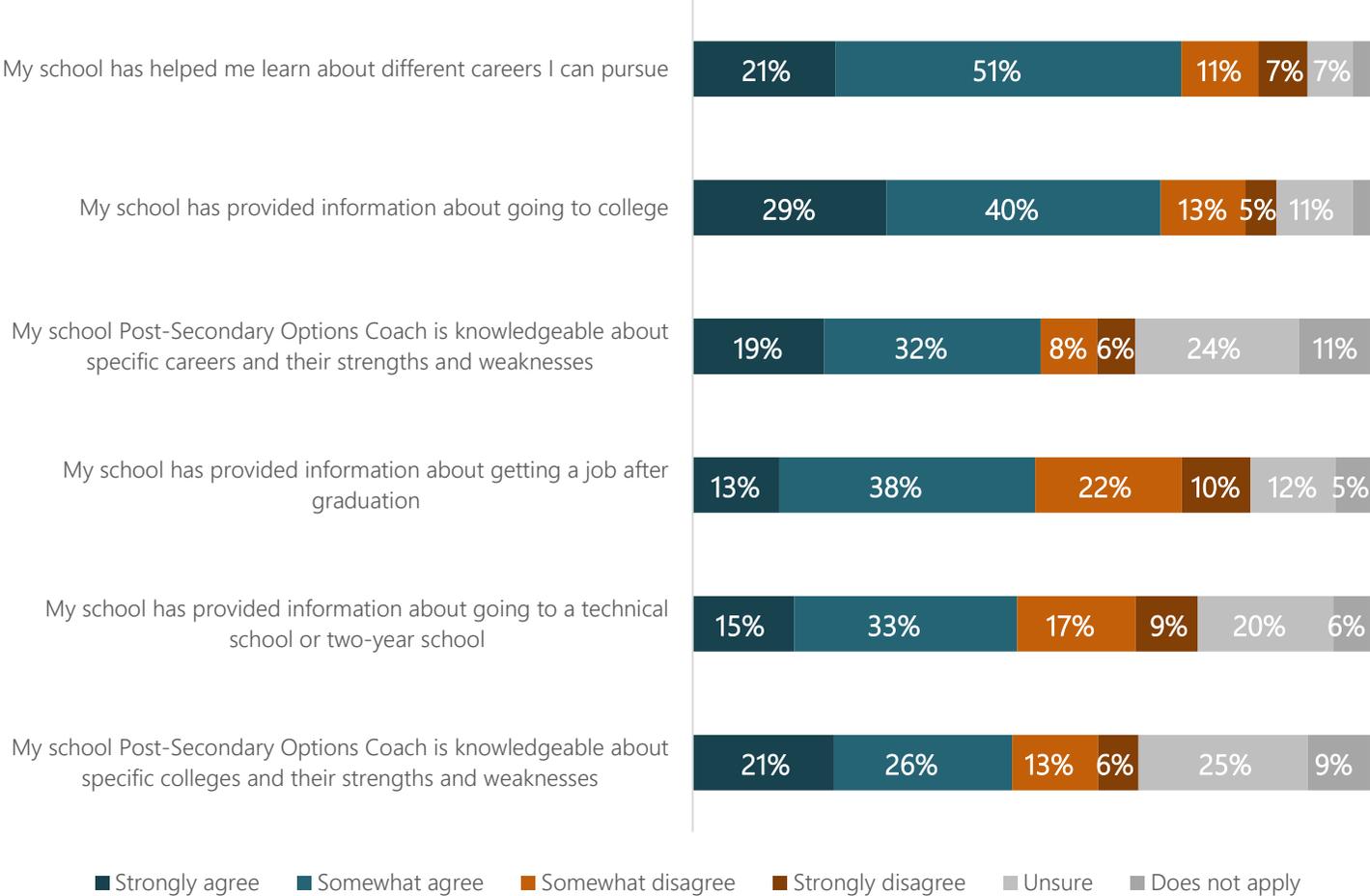


Roughly two-fifths of students feel their school has well prepared them for their plans after high schools.

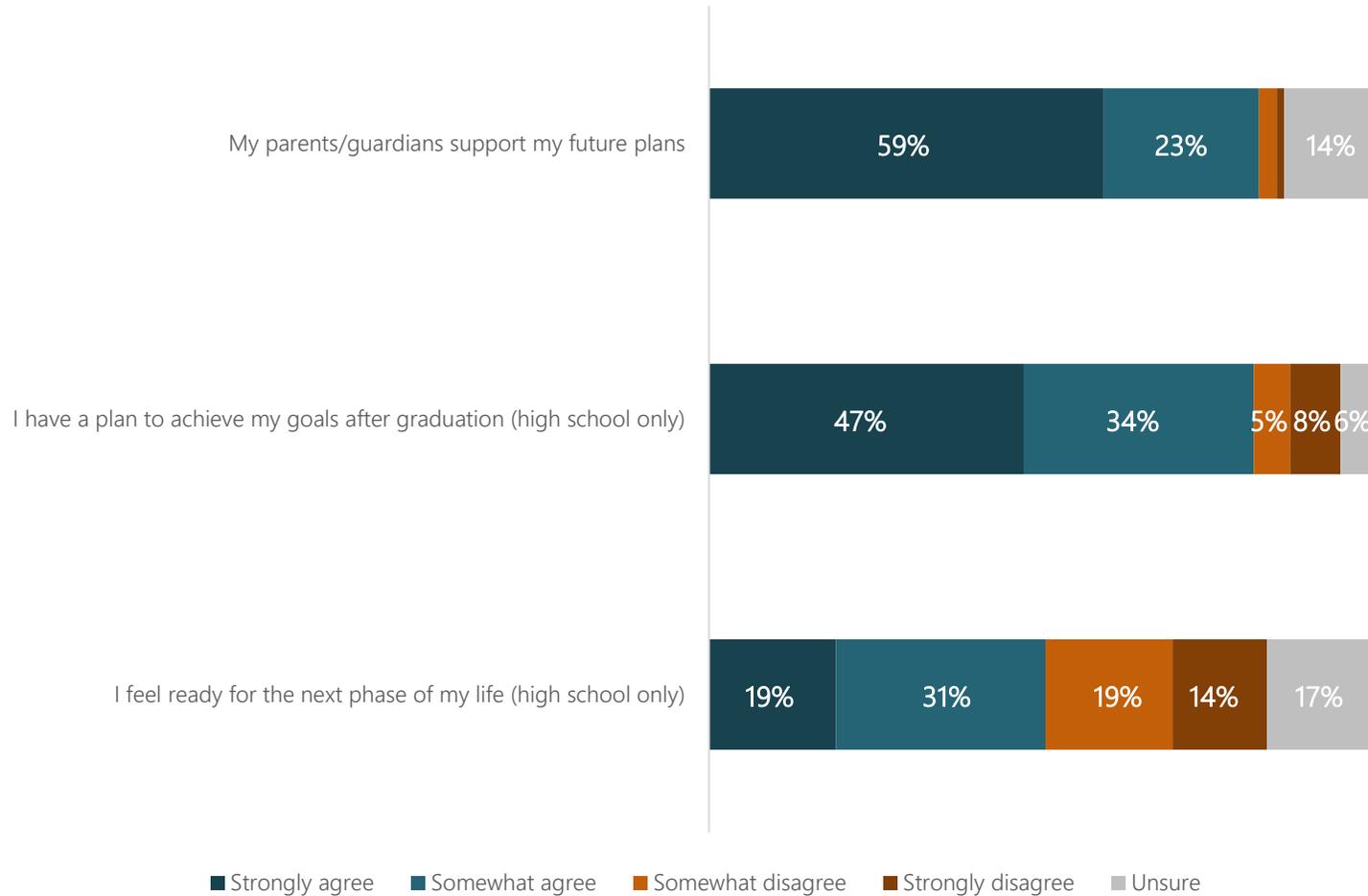


Many students feel their school has helped them learn about different careers and colleges.

- > Just under three-quarters of students (72%) somewhat or strongly agree that their school has helped them learn about different careers they can pursue, and just over two-thirds (69%) somewhat or strongly agree that their schools has provided information about going to college.
- > While roughly two-thirds of students feel their school has informed them of college, fewer students (48%) feel their school has provided information about going to a technical school or two-year college.
- > While a number of students are unsure about these issues, recall that students from all years of high school are included, and underclass students may simply not be considering these issues yet.



While most high school students have a plan to achieve their post-graduation goals, fewer feel ready for the next phase of their life.

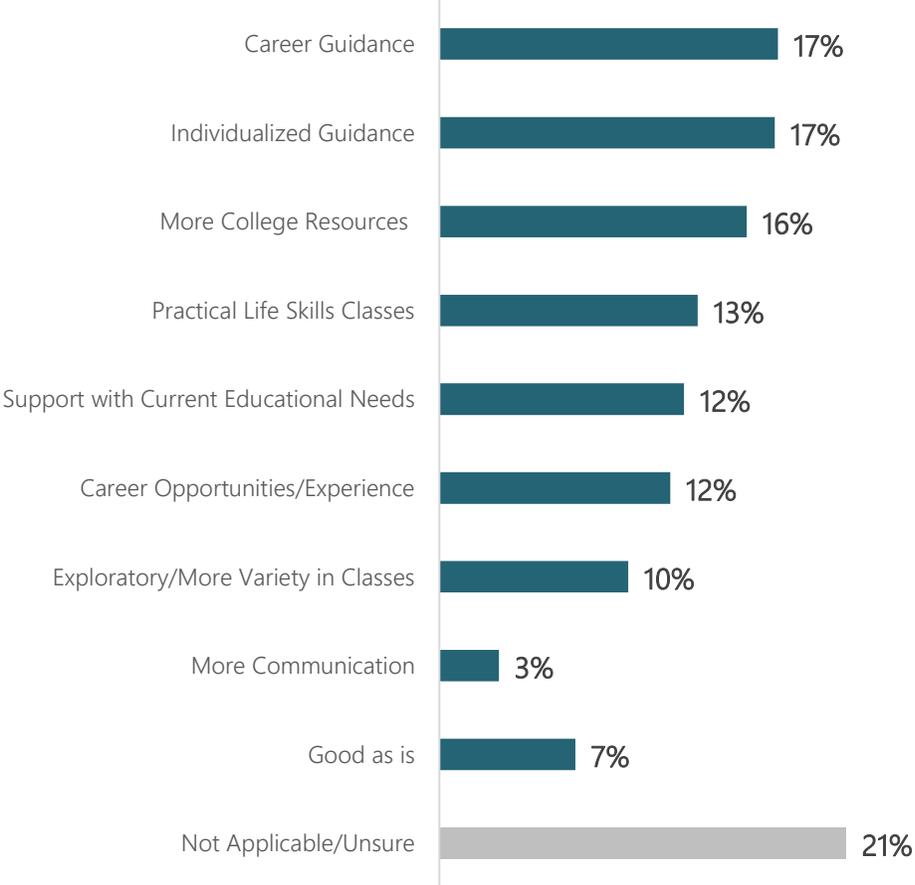


- > Roughly four-fifths of high school students (81%) have a plan to achieve their goals after graduation, fewer feel ready for the next phase of their life (50%).
- > Most students (82%) feel their parents/guardians support their future plans.

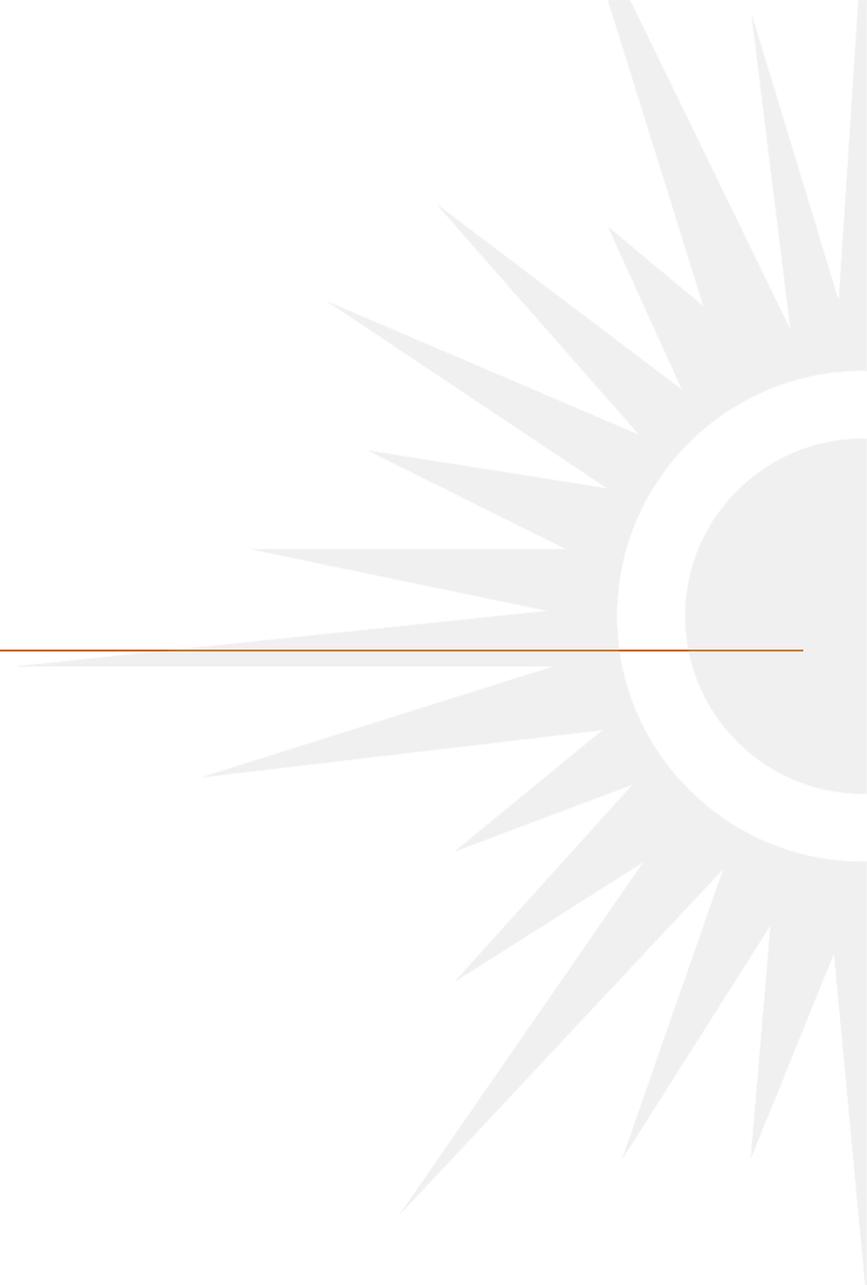
Students had varied ideas for what their school could do to better prepare them for the future.

Students were asked what their school could do to better prepare them for their future plans. Responses have been coded, and the full list of responses can be found in the accompanying data tables.

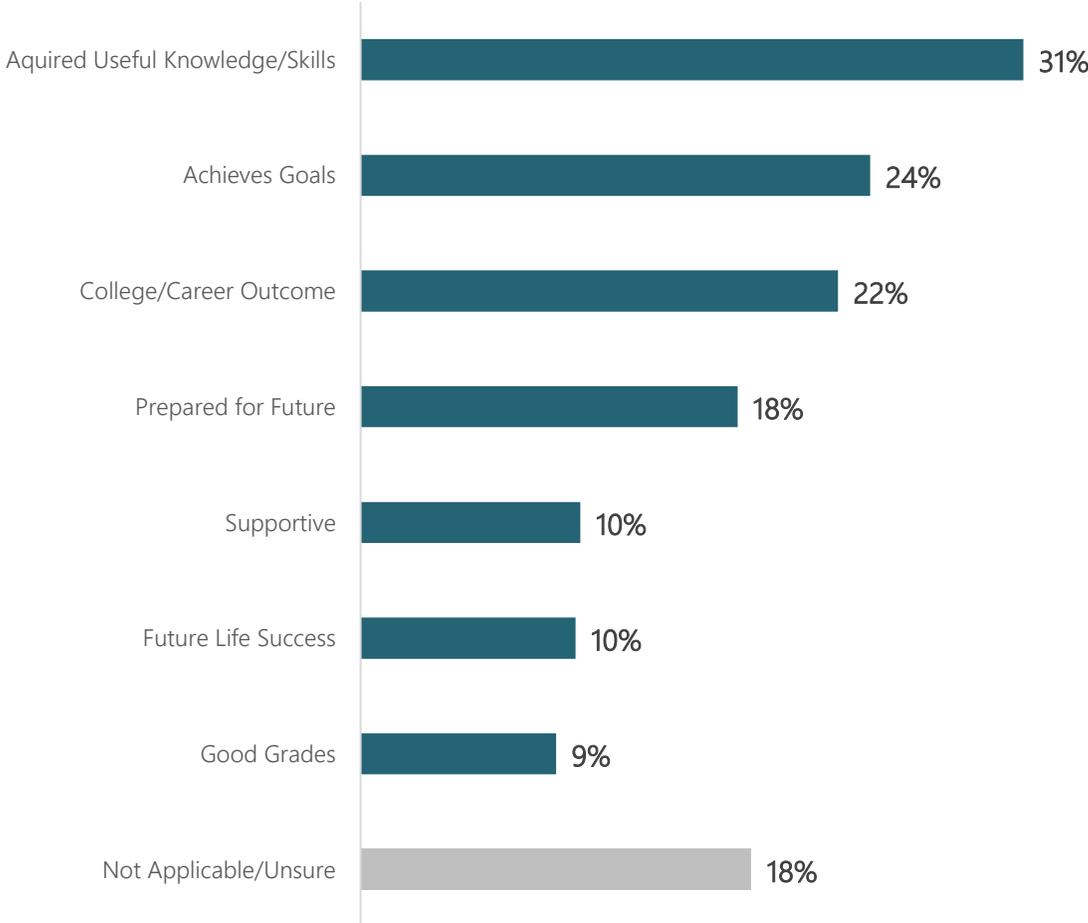
- > While students had varied ideas for what their school could do to better prepare them for the future, there were some common themes.
- > Just under one-fifth of students (17%) indicated career guidance and/or individualized guidance would better prepare them for the future.
- > Students also indicated that more college resources (16%) and practical life skills classes (13%) would help as well.



SECTION 1.7
SUCCESS



One-in-three students feel a successful education is defined by the acquisition of useful knowledge and skills.

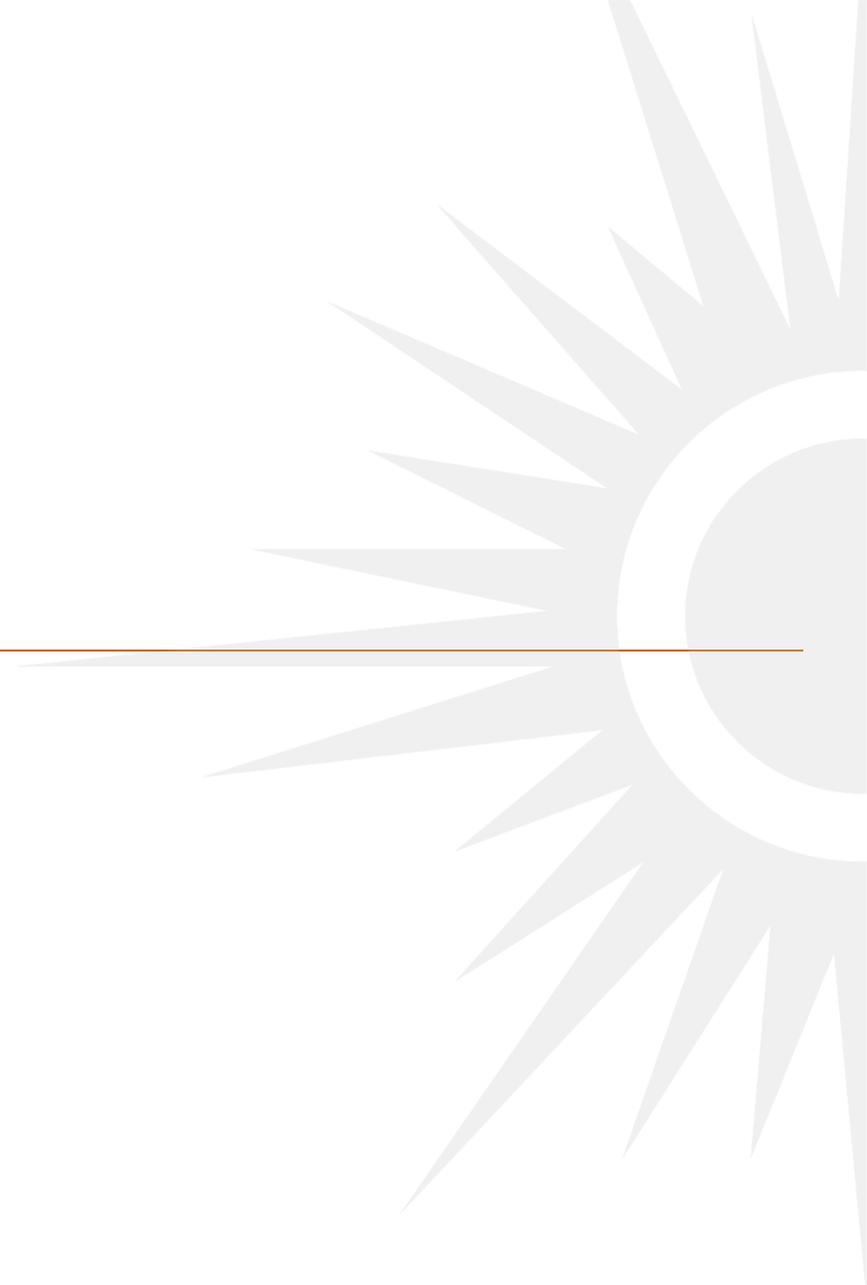


Students were asked how they would define a successful education. Responses have been coded, and the full list of responses can be found in the accompanying data tables.

- > Acquiring useful knowledge and skills was the most common response among students, with roughly one-in-three students (31%) feeling this way.
- > Just under one-quarter of students indicated that achieving their goals (24%) and/or achieving certain college/career outcomes (22%) would define a successful education.

SECTION 1.8

STUDENT SURVEY DEMOGRAPHICS



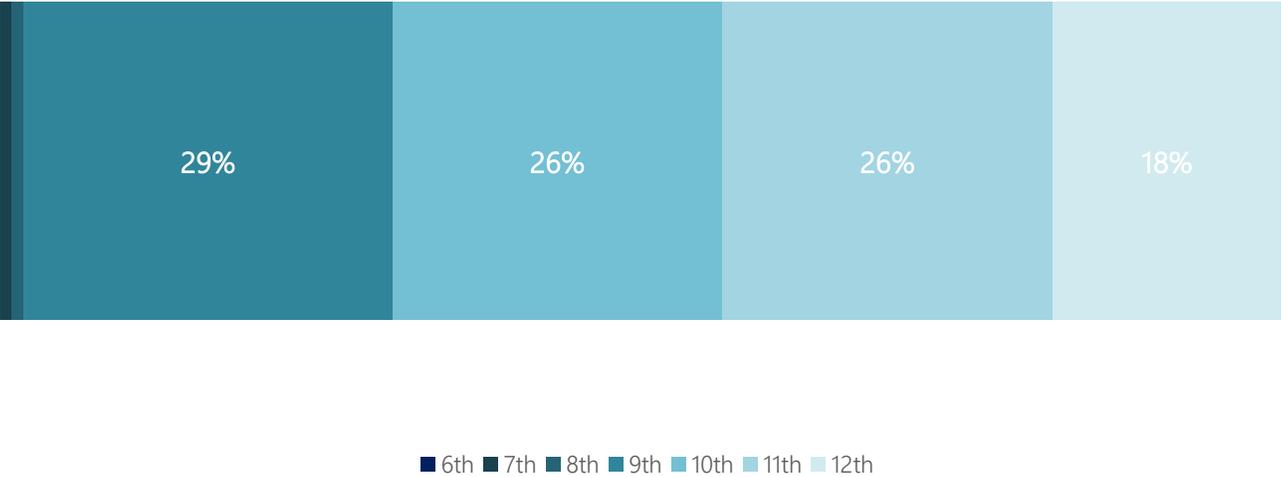
Because certain subpopulations may be more likely than others to respond to a survey, the results of a survey can be skewed even if everyone has an equal opportunity to participate.

To adjust for this and enhance the survey's accuracy, we can examine the populations that are overrepresented or underrepresented, and we can statistically weight the responses in order to make sure the survey sample is representative of the overall population of students.

In this case, the survey sample differed from expectations somewhat in GPA and years enrolled in the district. Thus, the data were weighted on GPA and years enrolled in the district to ensure that the sample matched the district's features in those areas. Weights ranged from 0.71 to 6.50.

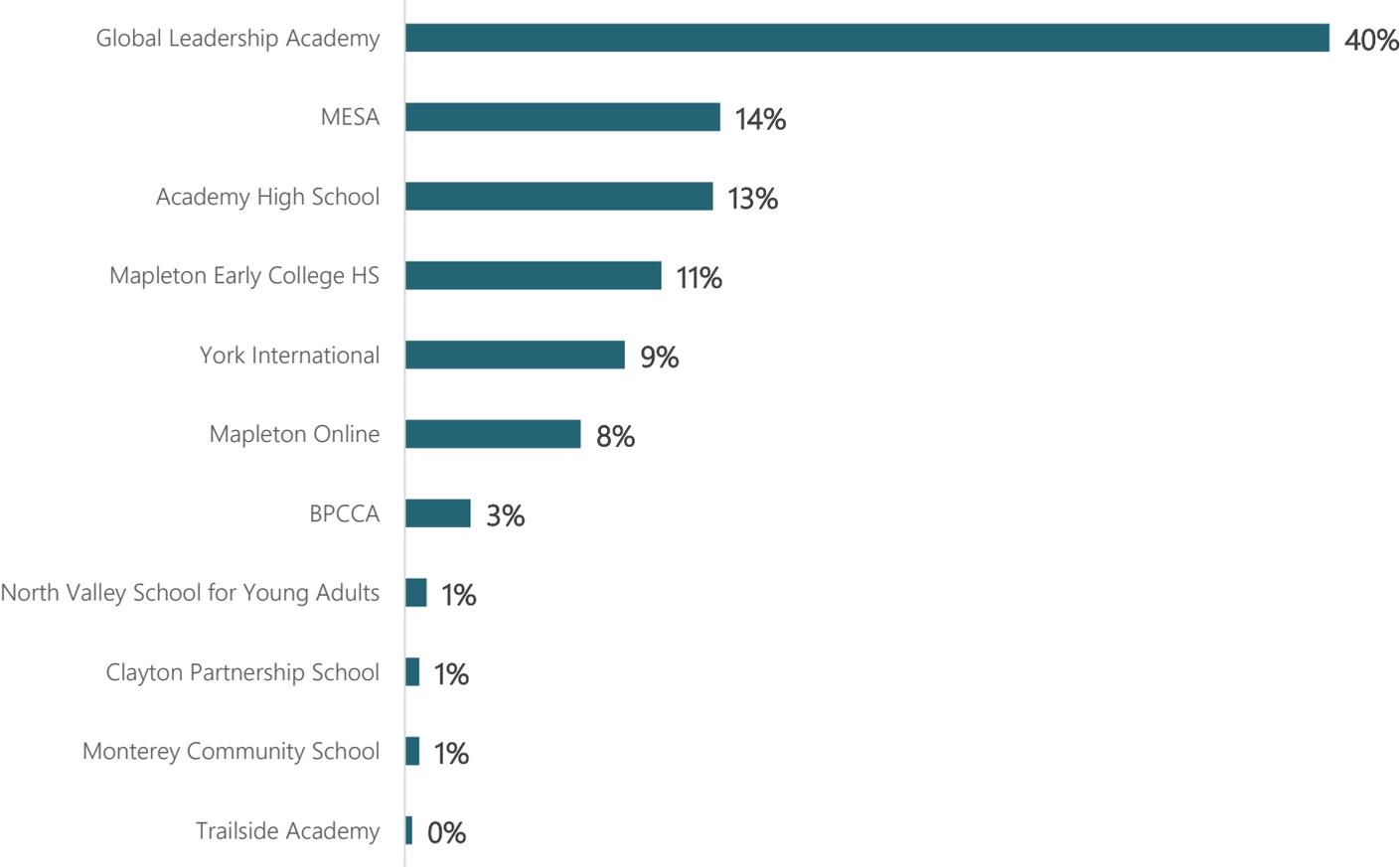
Note that despite middle school students being underrepresented in the survey sample, because participation by grade level was otherwise generally evenly distributed, we did not weight on grade level.

Primarily high school students participated in the survey.

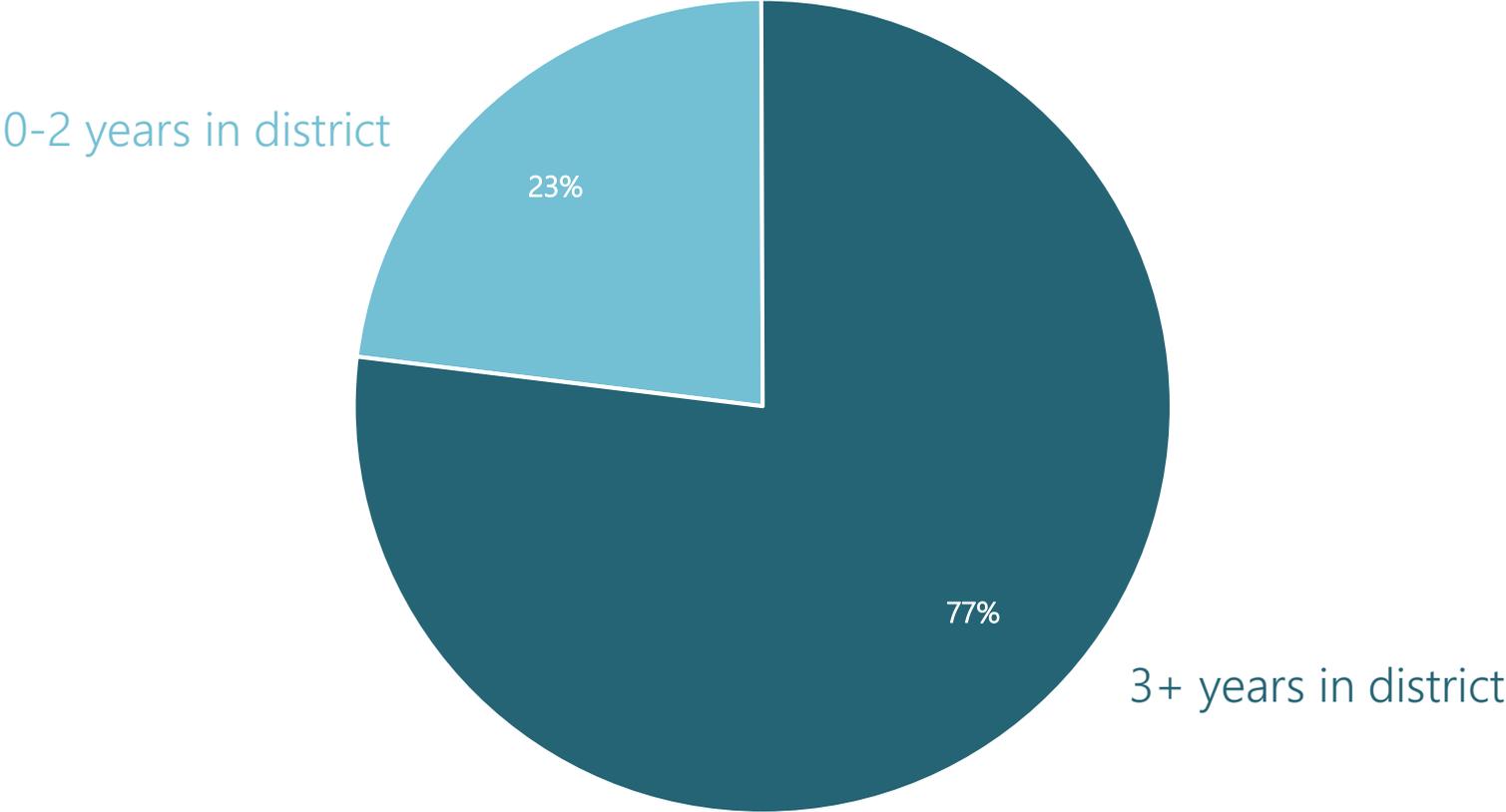


Middle school and high school students were invited to participate in the survey. However, middle school students participated at a very low rate. Those students are included in the totals and other breakouts, but are not reported separately in results by grade level.

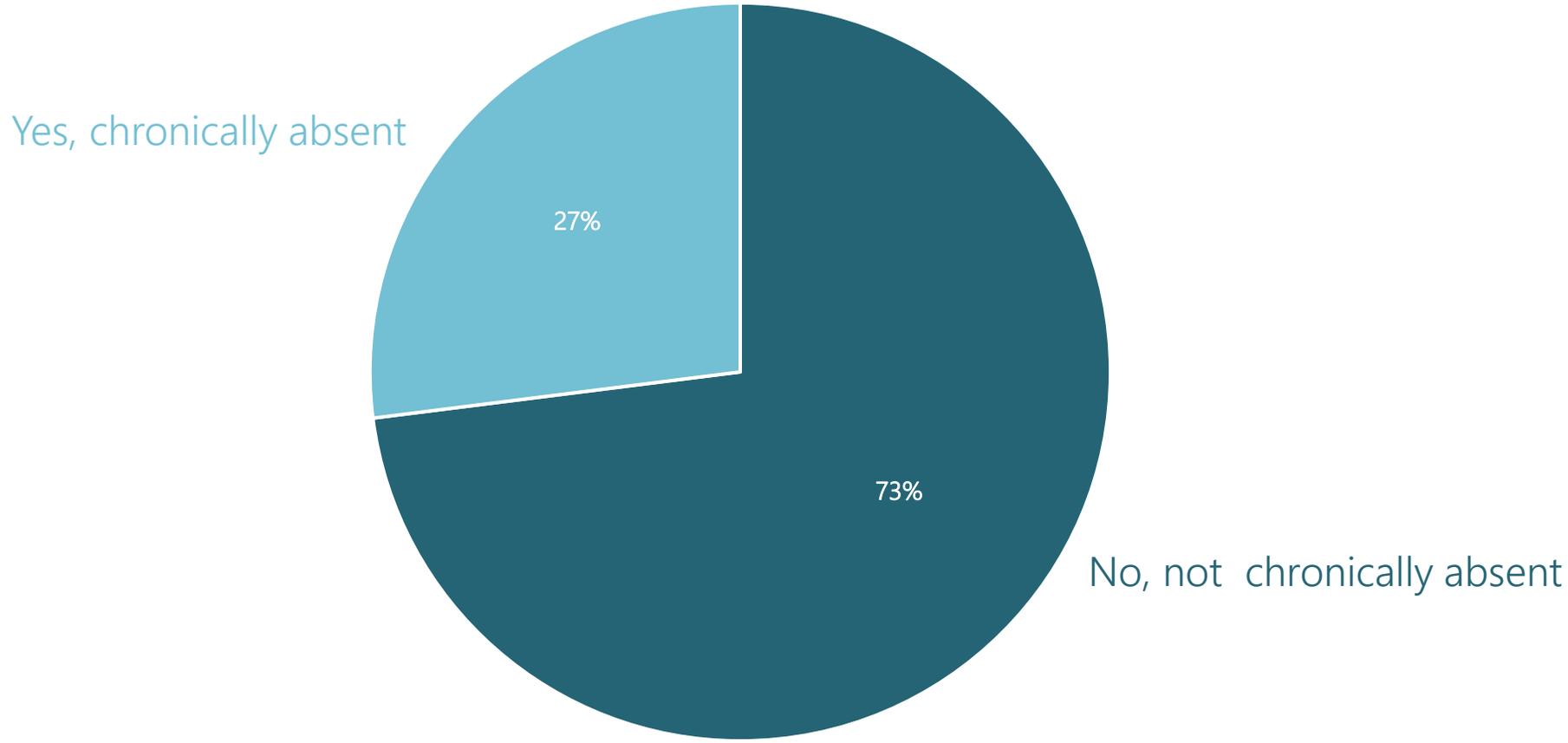
Two-fifths of students who participated in the survey attend Global Leadership Academy.



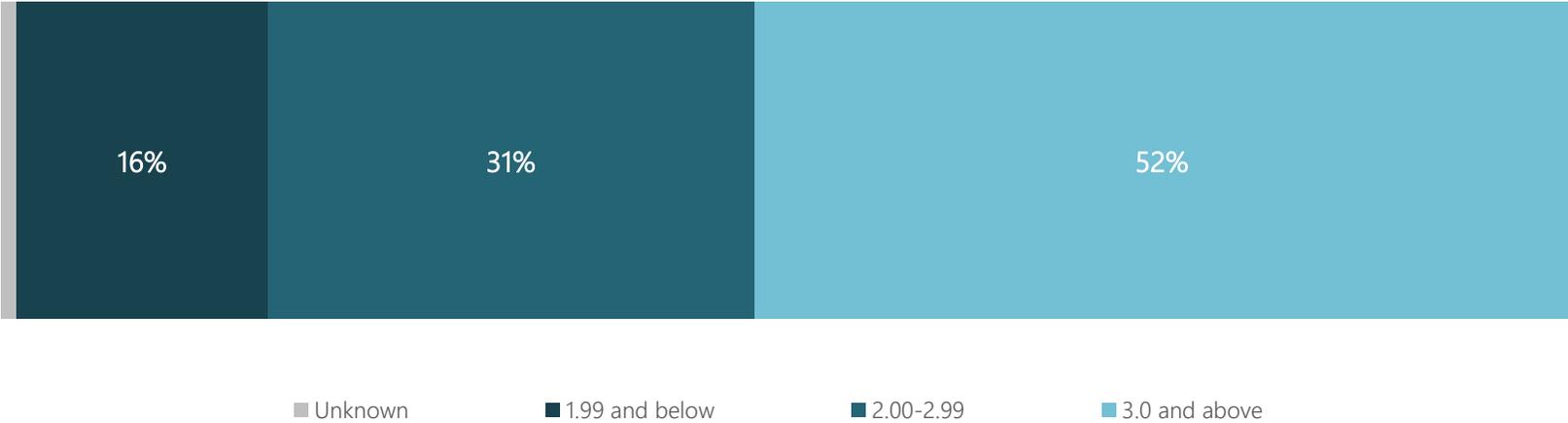
Over three-quarters of students who participated in the survey have been enrolled in Mapleton for 3 or more years.



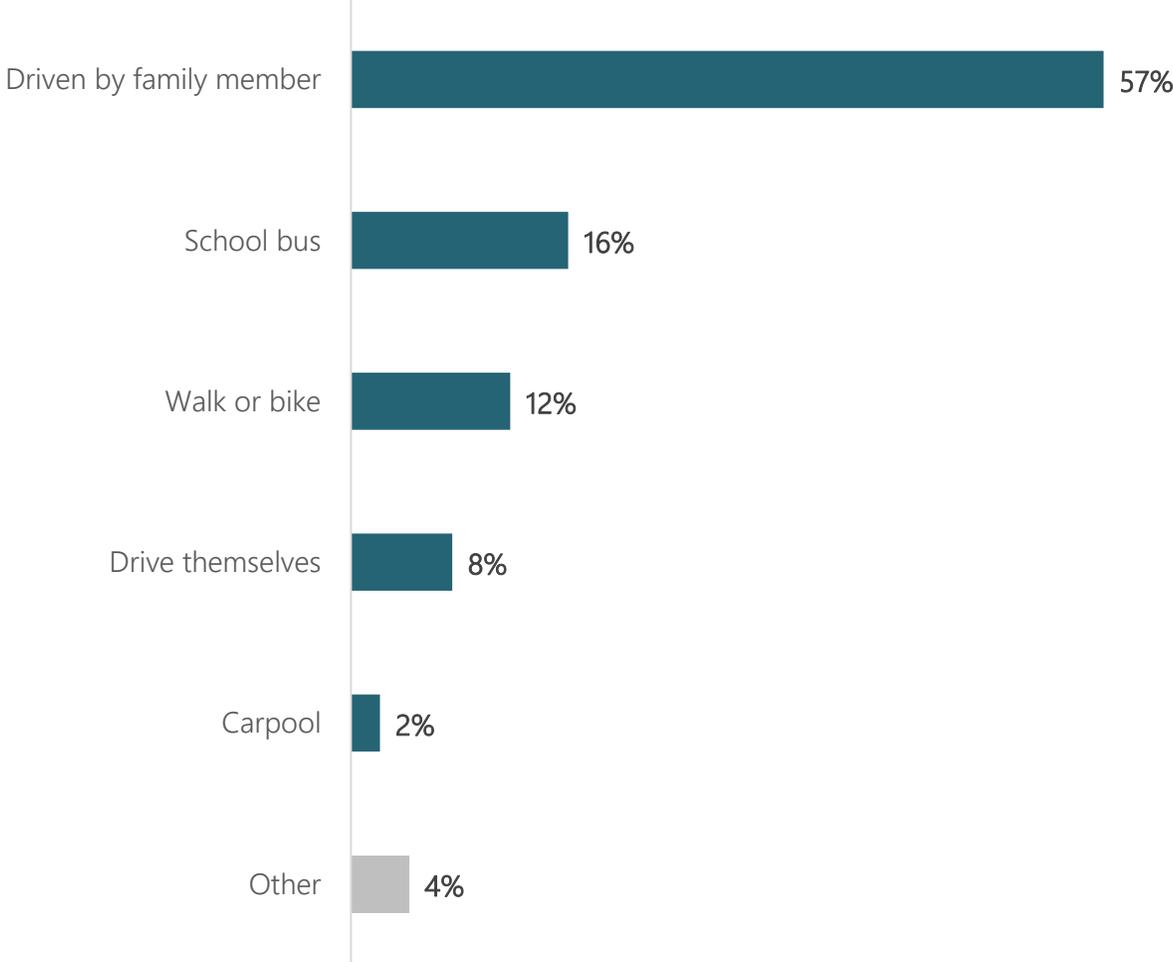
Nearly three-quarters of students who participated in the survey are not chronically absent.



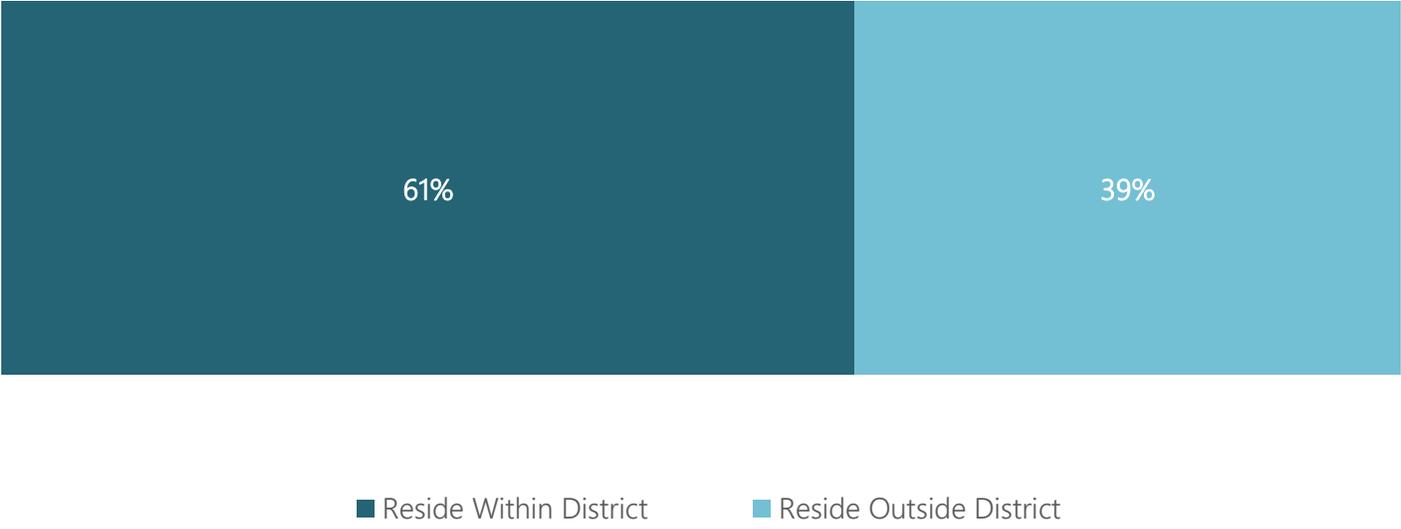
Over half of students who participated in the survey have a GPA of 3.0 or above.



Nearly three-fifths of students who participated in the survey are driven to school by a family member.

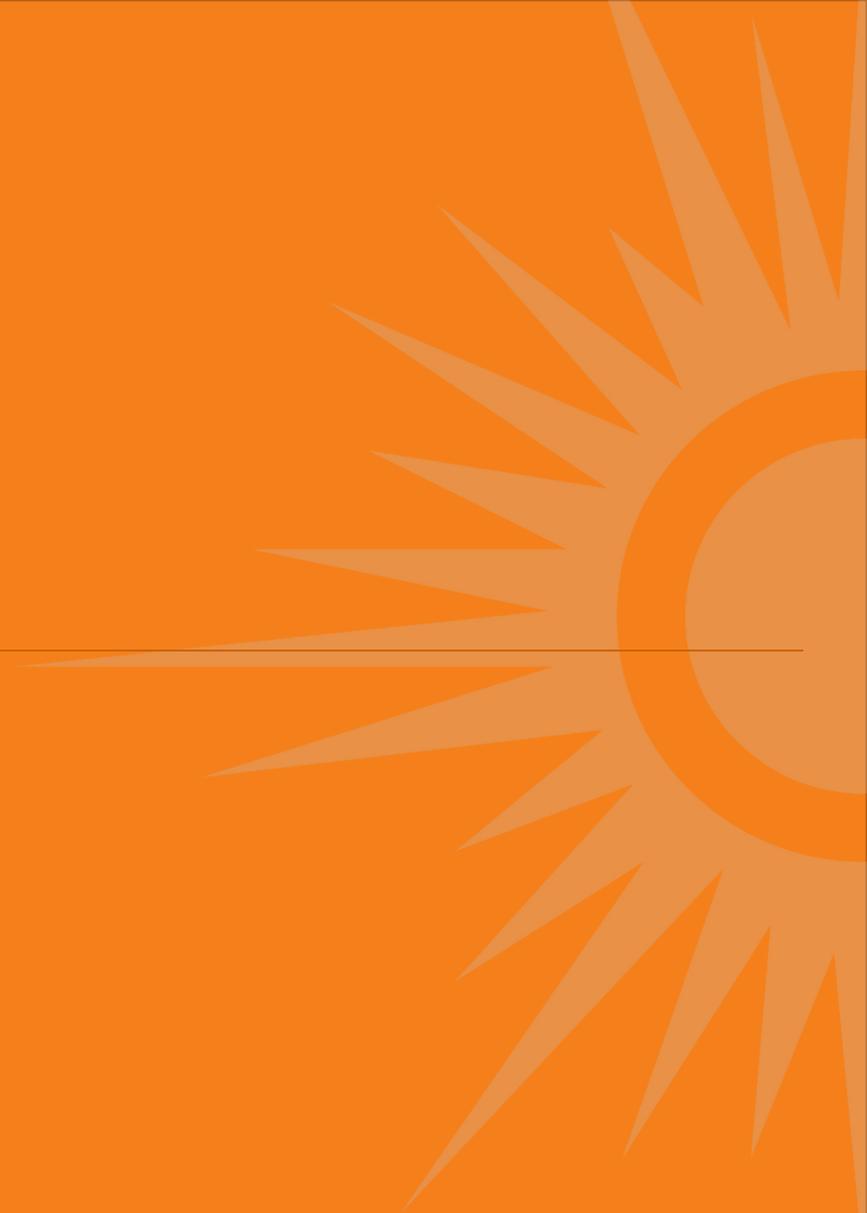


Roughly three-fifths of students who participated in the survey reside within district boundaries.*



*see appendix for map

SECTION 2
PARENTS/GUARDIANS

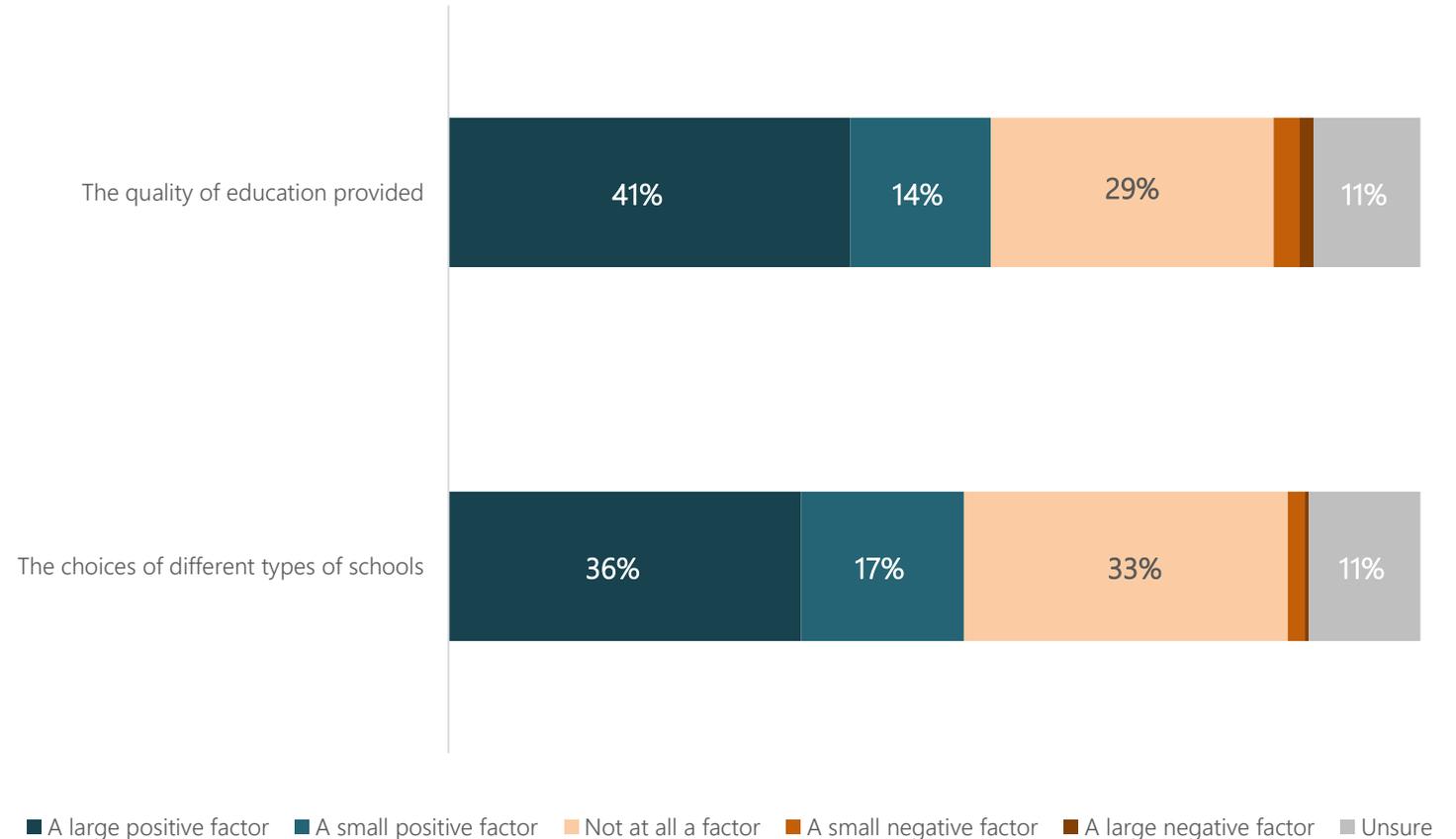


SECTION 2.1

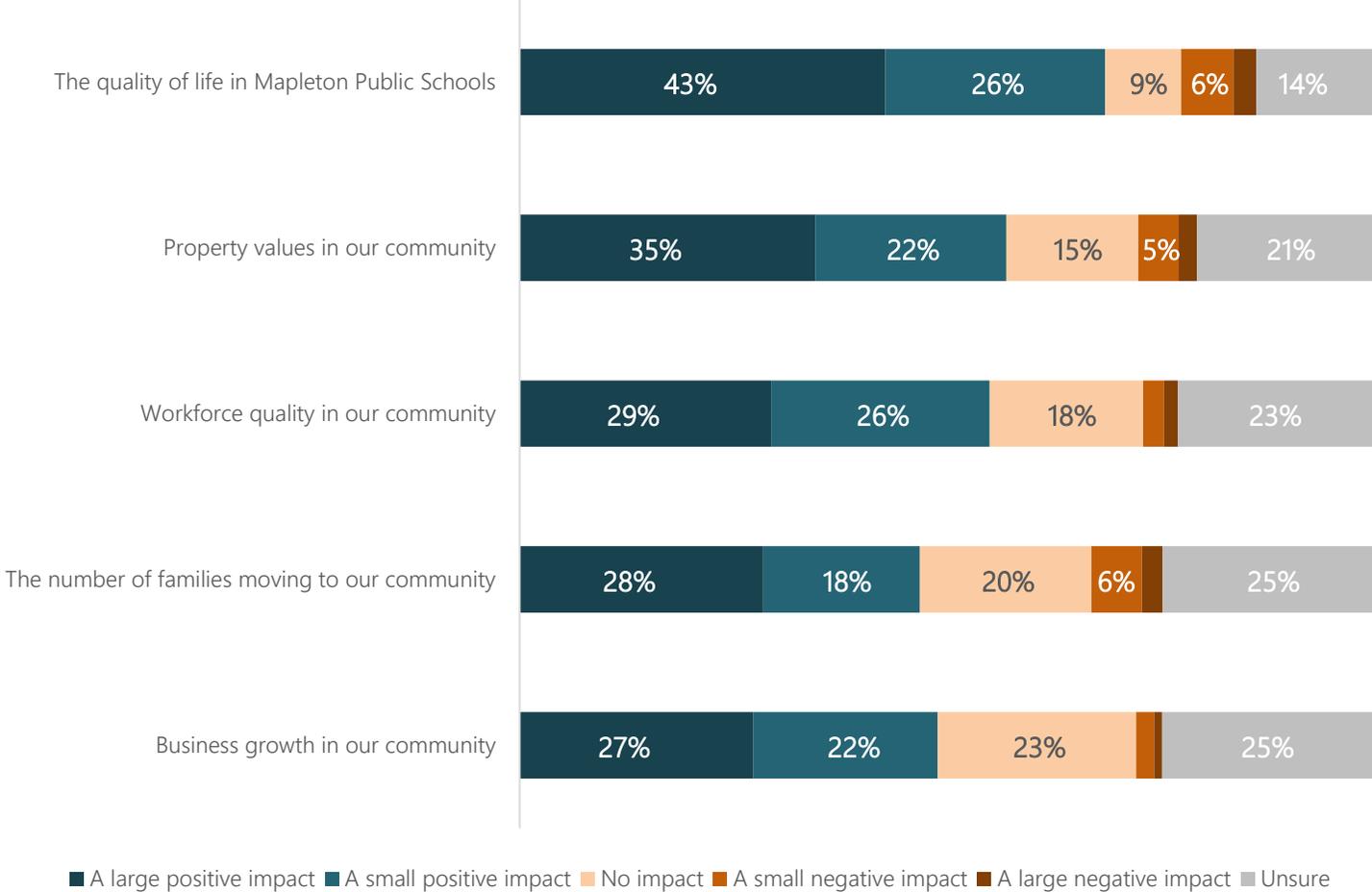
DISTRICT IMPACTS AND SATISFACTION

The quality of education provided was a positive factor in the decision to move to the district for over half of parents/guardians.

- > Of the parents/guardians who have moved into the district at some point, over half (55%) felt that the quality of education provided was a positive factor in their decision to move to Mapleton. Of those who indicated that this was a factor, about two-fifths (41%) felt it was a large positive factor in their decision to move to Mapleton.
- > The choices of different schools was a positive factor for over half of parents/guardians who moved into Mapleton, with just over one-third of parents/guardians indicating that it was a large positive factor.



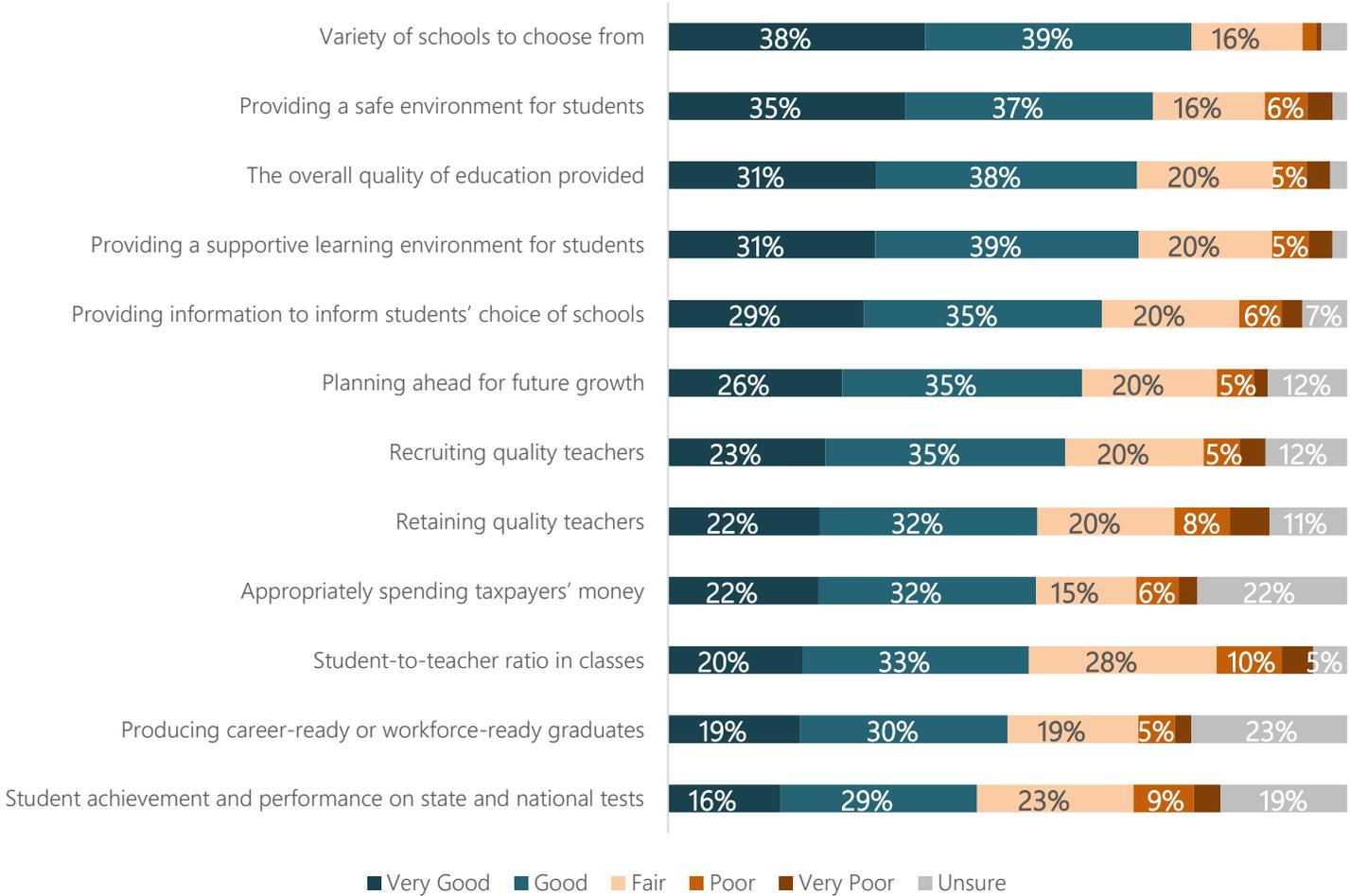
Most parents/guardians feel that the Mapleton has a positive impact on the quality of life in the district.



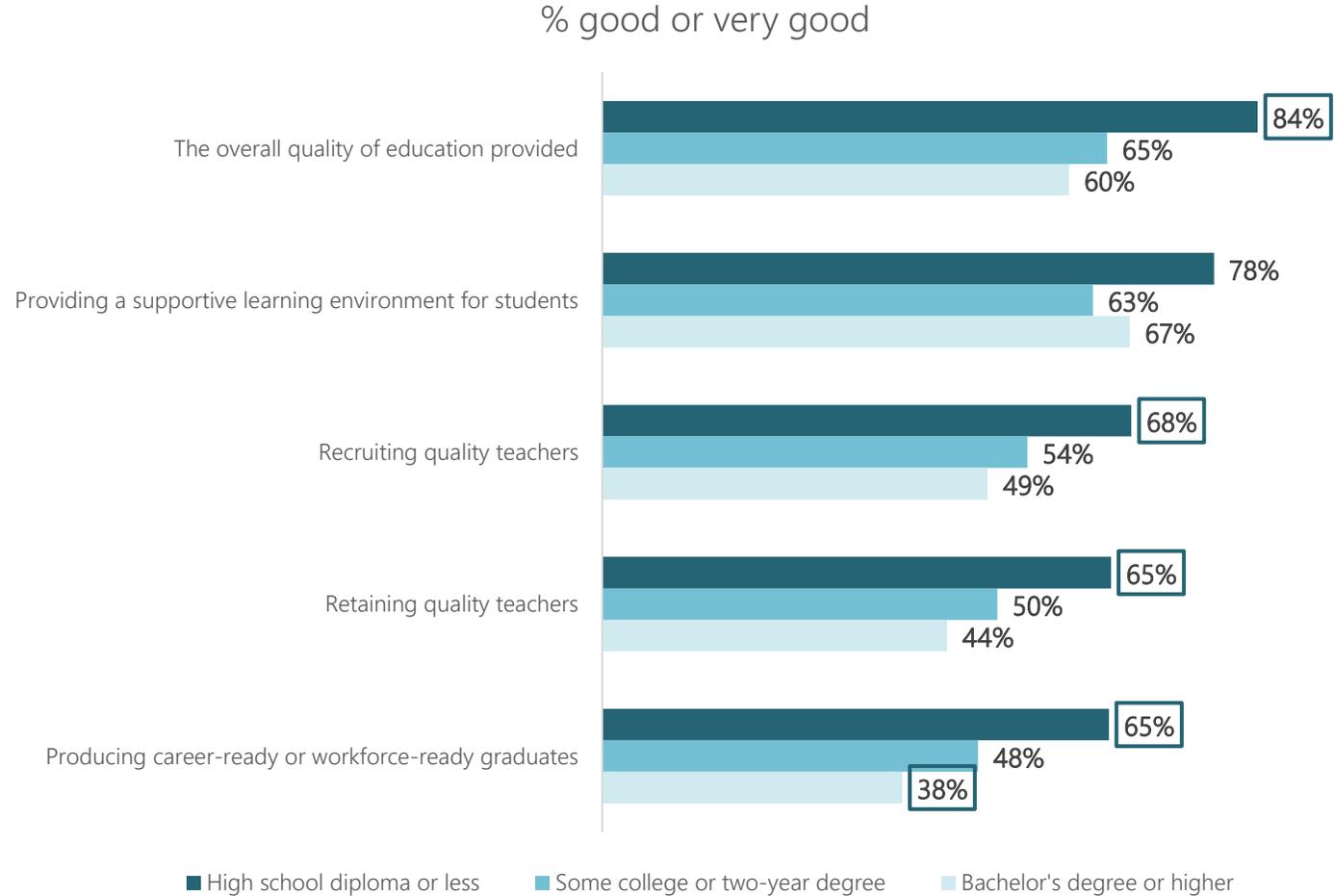
- > Just over two-thirds of parents/guardians (69%) feel that Mapleton has a positive impact on the quality of life in the district.
- > Roughly three-fifths of parents/guardians (57%) feel that Mapleton has a positive impact on the property values in the community, and just under half of parents/guardians (46%) feel that the district has a positive impact on the number of families moving to the community.

Parents/guardians generally view Mapleton Public Schools favorably.

- > Over three-quarters of parents/guardians (77%) feel that Mapleton Public Schools is good or very good regarding the variety of schools from which to choose.
- > Just under three-quarters of parents/guardians (72%) feel that Mapleton is good or very good at providing a safe environment for students, and just over two-thirds (69%) feel that Mapleton is good or very good regarding the overall quality of education provided.
- > Parents/guardians rated student achievement on state and national tests the lowest, with under half (45%) feeling that Mapleton is good or very good in this area.
- > Almost one-quarter (23%) are unsure whether the district produces career-ready or workforce-ready graduates.



Parents/guardians with a high school diploma or less view Mapleton more favorably.



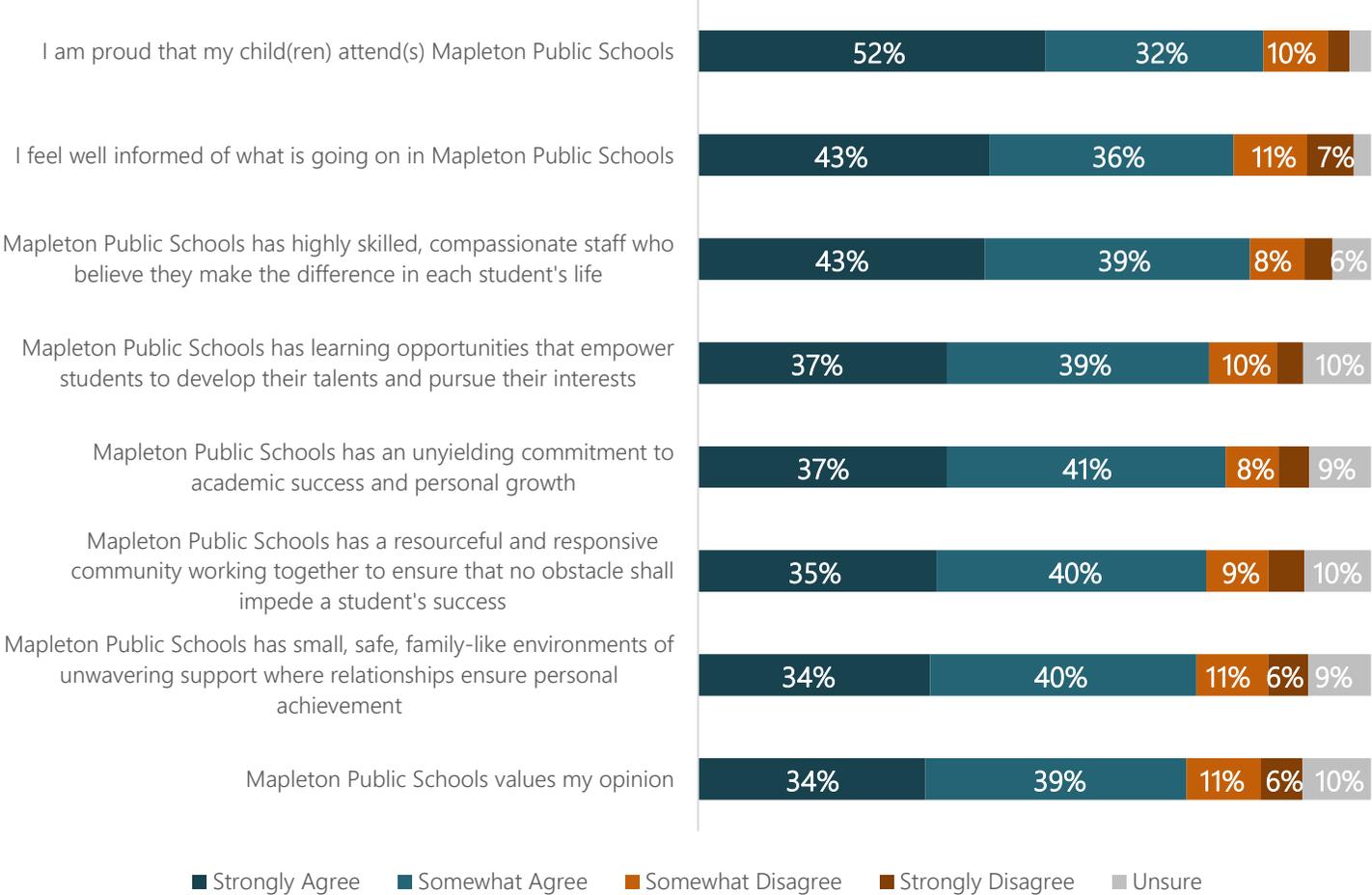
Select items from the previous page are shown here by parent/guardian educational attainment.

- > Parents/guardians with a high school diploma or less generally view Mapleton more favorably. Parents/guardians with a high school diploma or less are more likely to feel that Mapleton is good or very good regarding the overall quality of education provided, with 84% of these parents/guardians feeling this way.
- > Parents/guardians with a high school diploma or less are also more likely to feel Mapleton is good or very good at producing career- or workforce-ready graduates, while parents/guardians with at least a Bachelor’s degree are less likely to feel this way.

Percentages inside a blue box indicate statistically significant differences at the 95% confidence level.

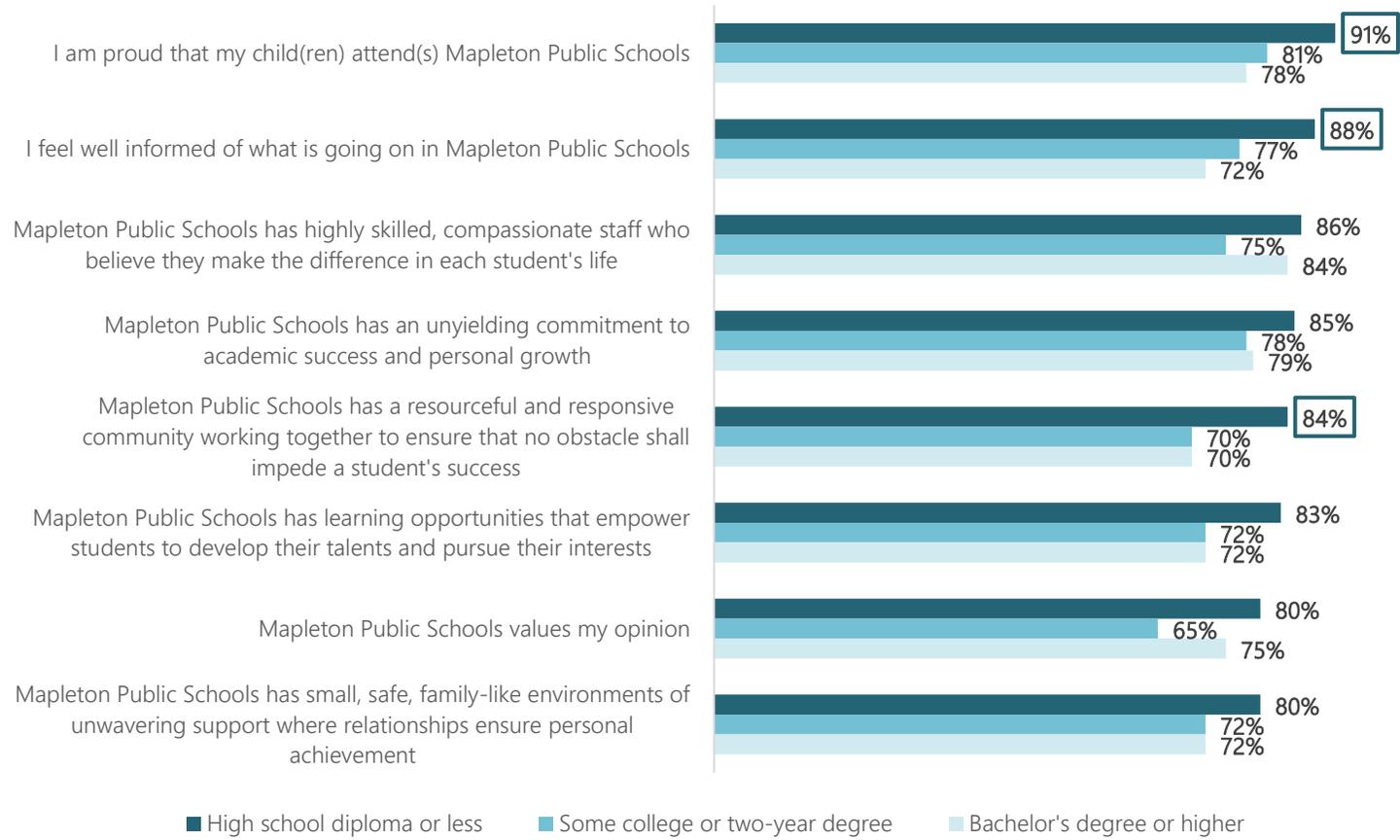
Most parents are proud that their children attend Mapleton Public Schools.

- > Over four-fifths of parents/guardians somewhat or strongly agree that they are proud that their children attend Mapleton Public Schools (84%) and feel that the district has highly skilled and compassionate staff (82%).
- > Just under three-quarters of parents/guardians (73%) feel that Mapleton values their opinion.



Parents/guardians with a high school diploma or less are more likely to feel proud that their children attend Mapleton Public Schools.

% somewhat or strongly agree



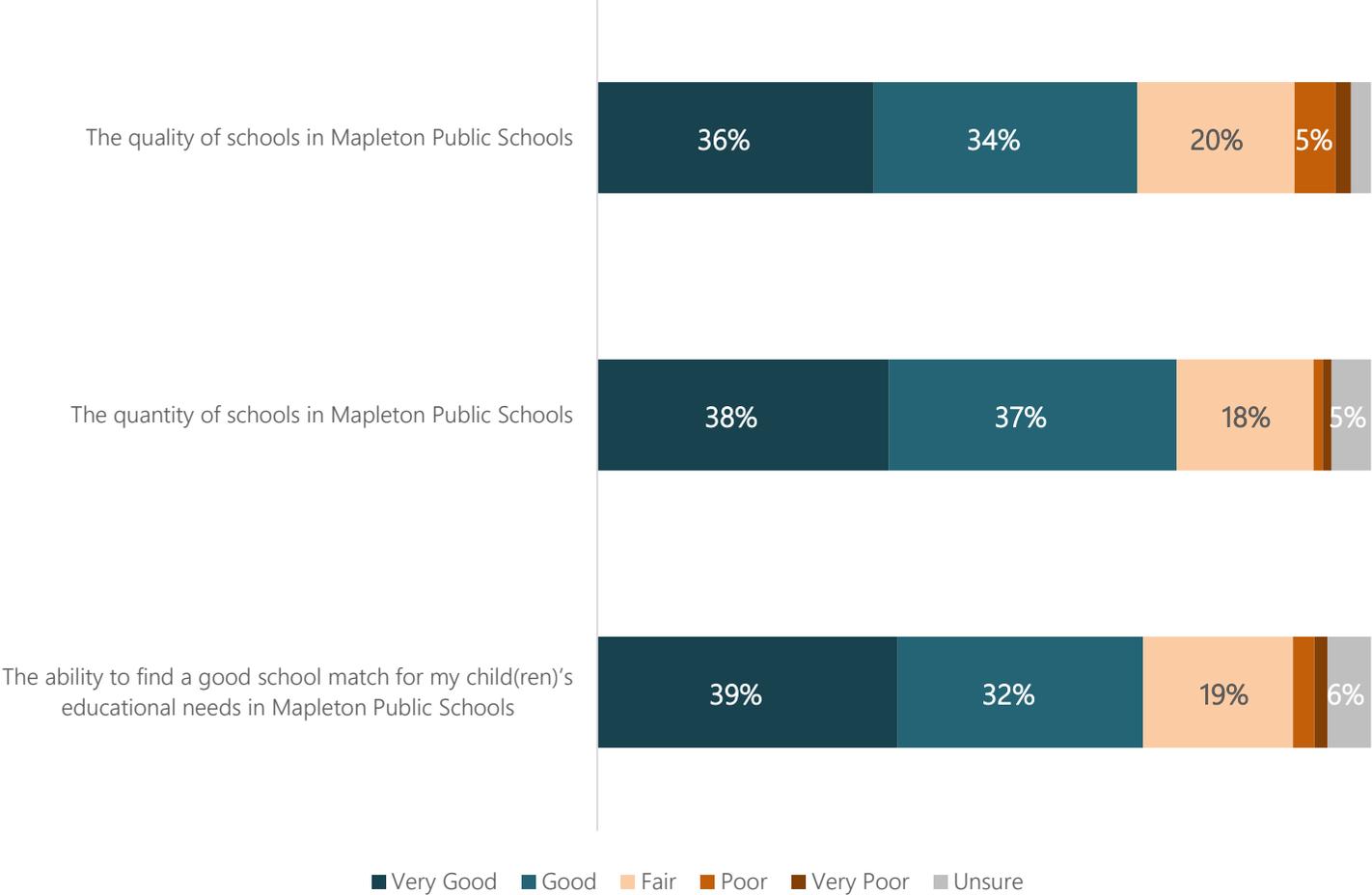
- > Most parents with a high school diploma or less somewhat or strongly agree that they are proud that their children attend Mapleton Public Schools (91%) and are more likely to feel this way than parents/guardians who attended at least some college.
- > Parents with a high school diploma or less are also more likely to feel that Mapleton has a resourceful and responsive community working together for student's success, with 84% feeling this way.

Percentages inside a blue box indicate statistically significant differences at the 95% confidence level.

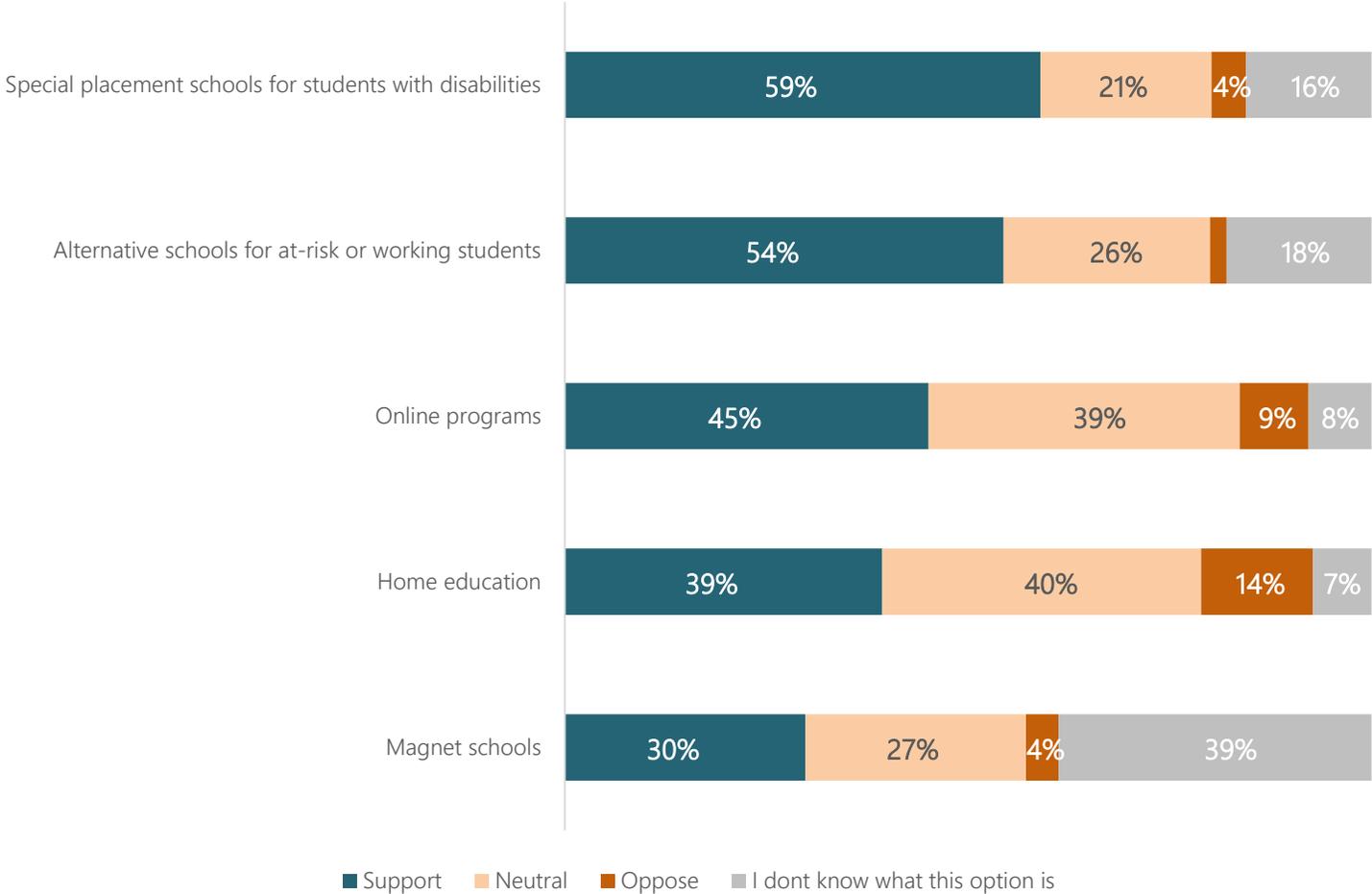
SECTION 2.2
SCHOOL CHOICE

Most parents/guardians are happy with the quality and quantity of schools in Mapleton Public Schools.

- > Most parents/guardians rate the quantity of schools in Mapleton as good or very good (75%), as well as the quality of schools (70%).
- > Most parents/guardians also rate the ability to find a good school match for their children in Mapleton as good or very good (71%).



More than half of parents/guardians support special placement and alternative schools.

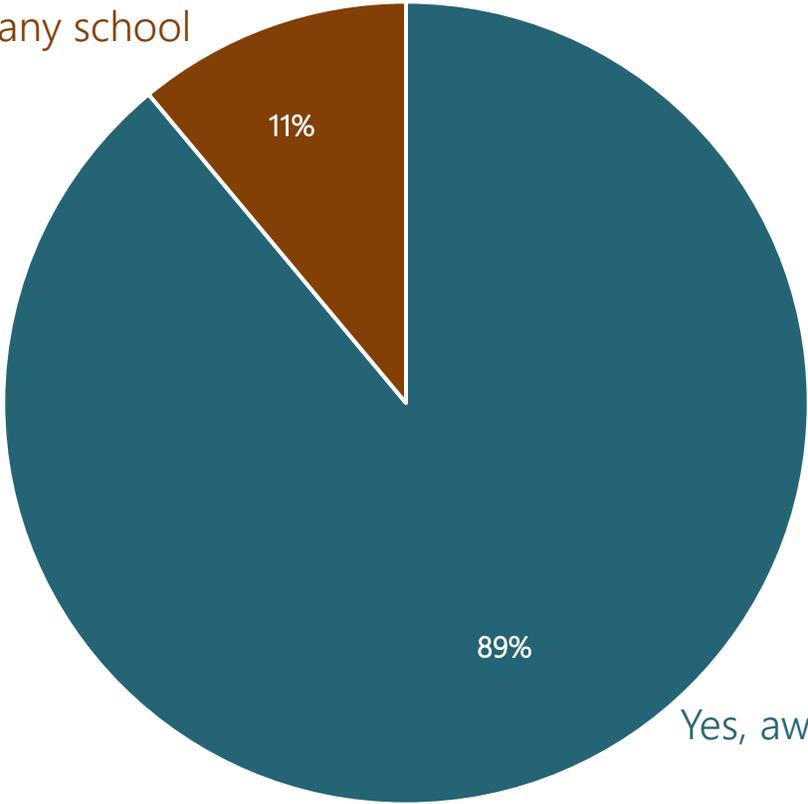


- > Nearly three-fifths of parents/guardians (59%) support special placement schools for students with disabilities, and just over half of parents/guardians (54%) support alternative schools for at-risk or working students. Most of the remainder are neutral or unaware of these options, while opposition is very low.
- > Roughly two-fifths of parents/guardians are neutral regarding online programs and home education (39% and 40% respectively). Most of the remainder are neutral.
- > About two-fifths of parents (39%) are unaware of what a magnet school is.

Q8. There are several school choice options in the area beyond attending a Mapleton School. Please indicate your support or opposition of each option below.

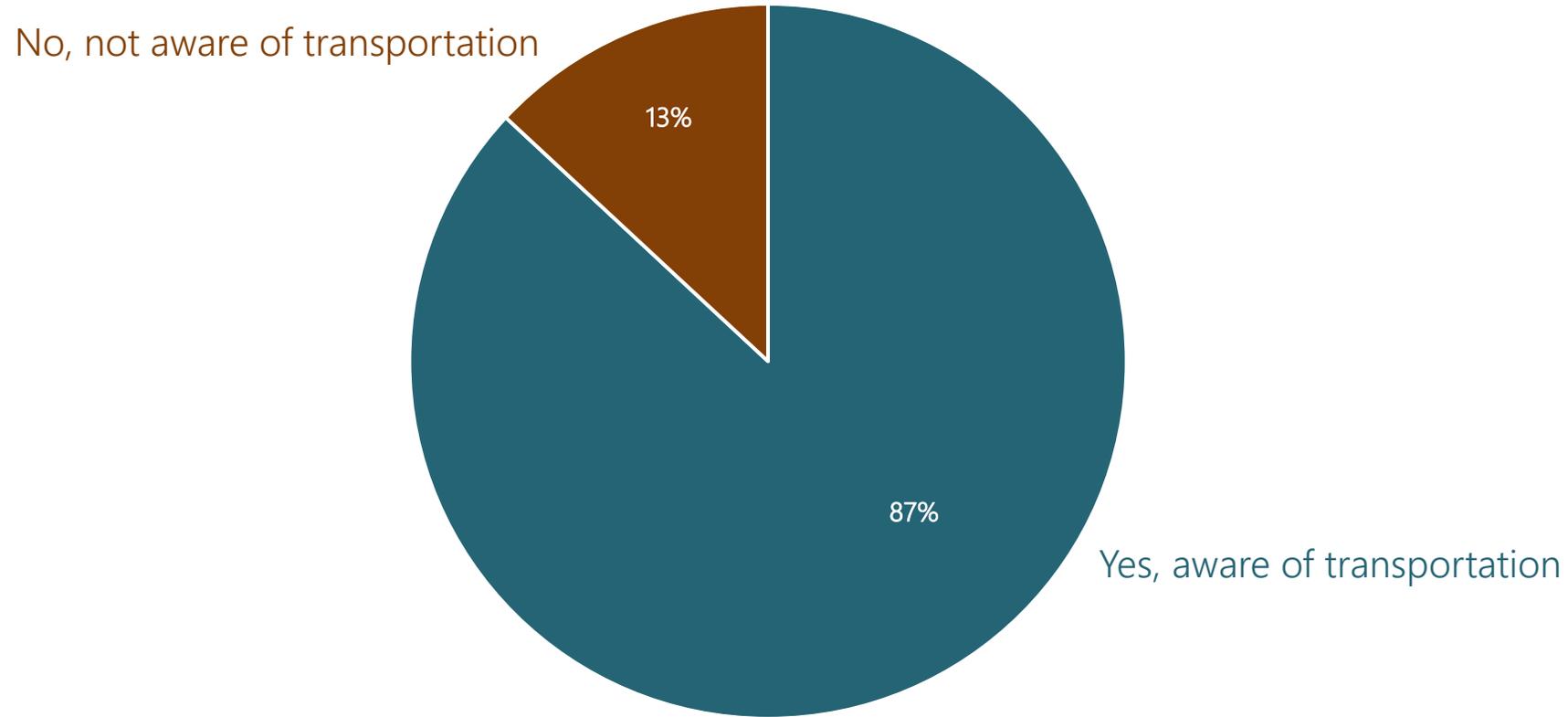
A majority of parents/guardians are aware that their children can choose to attend any school in the district.

No, not aware that child can attend any school



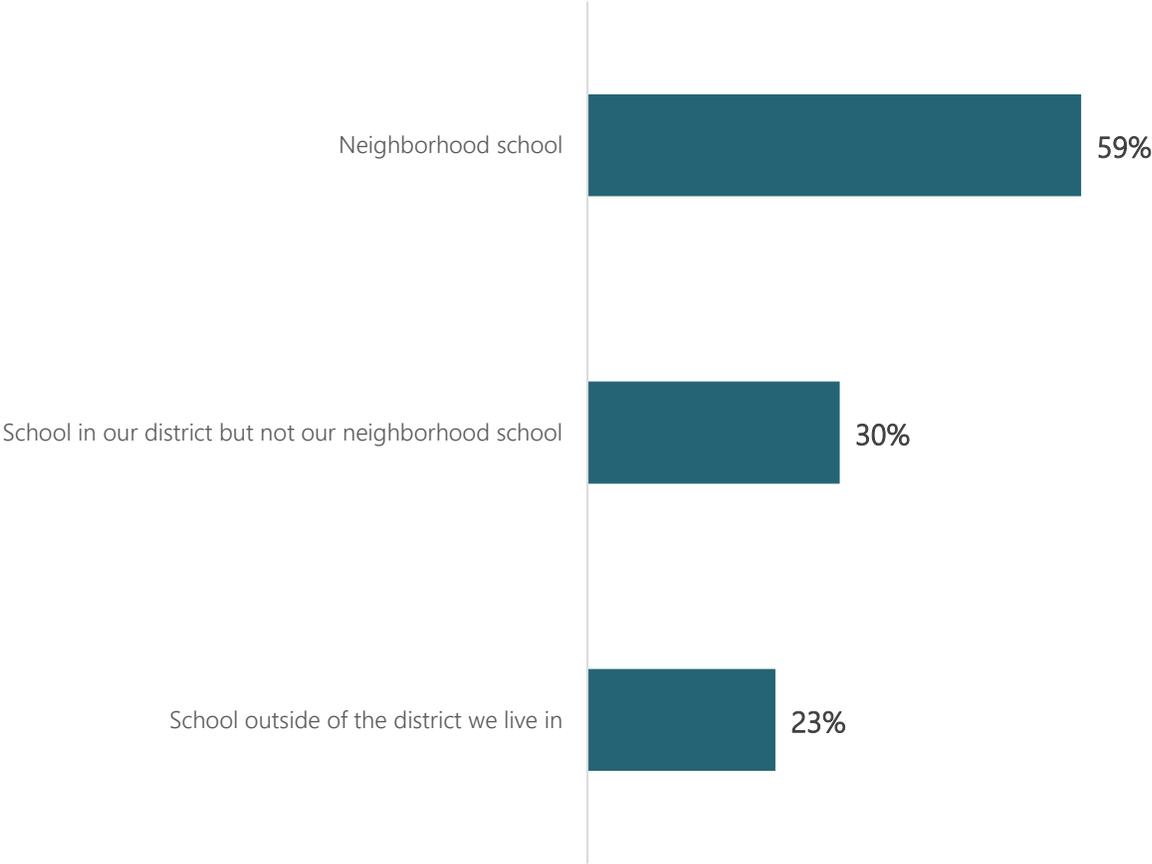
Yes, aware that child can attend any school

A majority of parents/guardians are aware that transportation is provided for students within district boundaries.



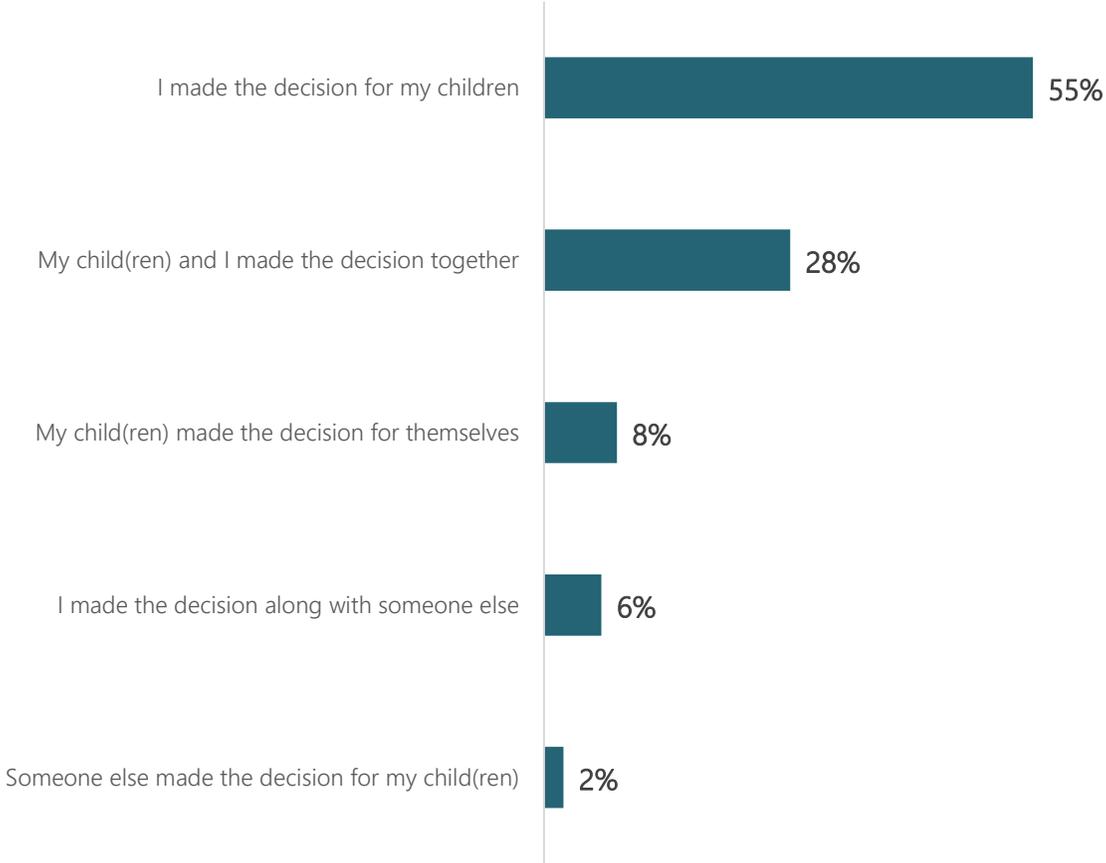
Most parent/guardians' children attend their neighborhood school.

- > Roughly three-fifths of parents/guardians' children (59%) attend their neighborhood schools.
- > Just under one-quarter of parents/guardians' children attend school outside of the district in which they live. (These can include children living in Mapleton and attending school outside the district or children living outside Mapleton and attending school in the district.)



Q11. Which of the following best describes the school(s) your K-12 child(ren) attend? Check all that apply.

More than half of parents/guardians made the decision for their children to attend their school.

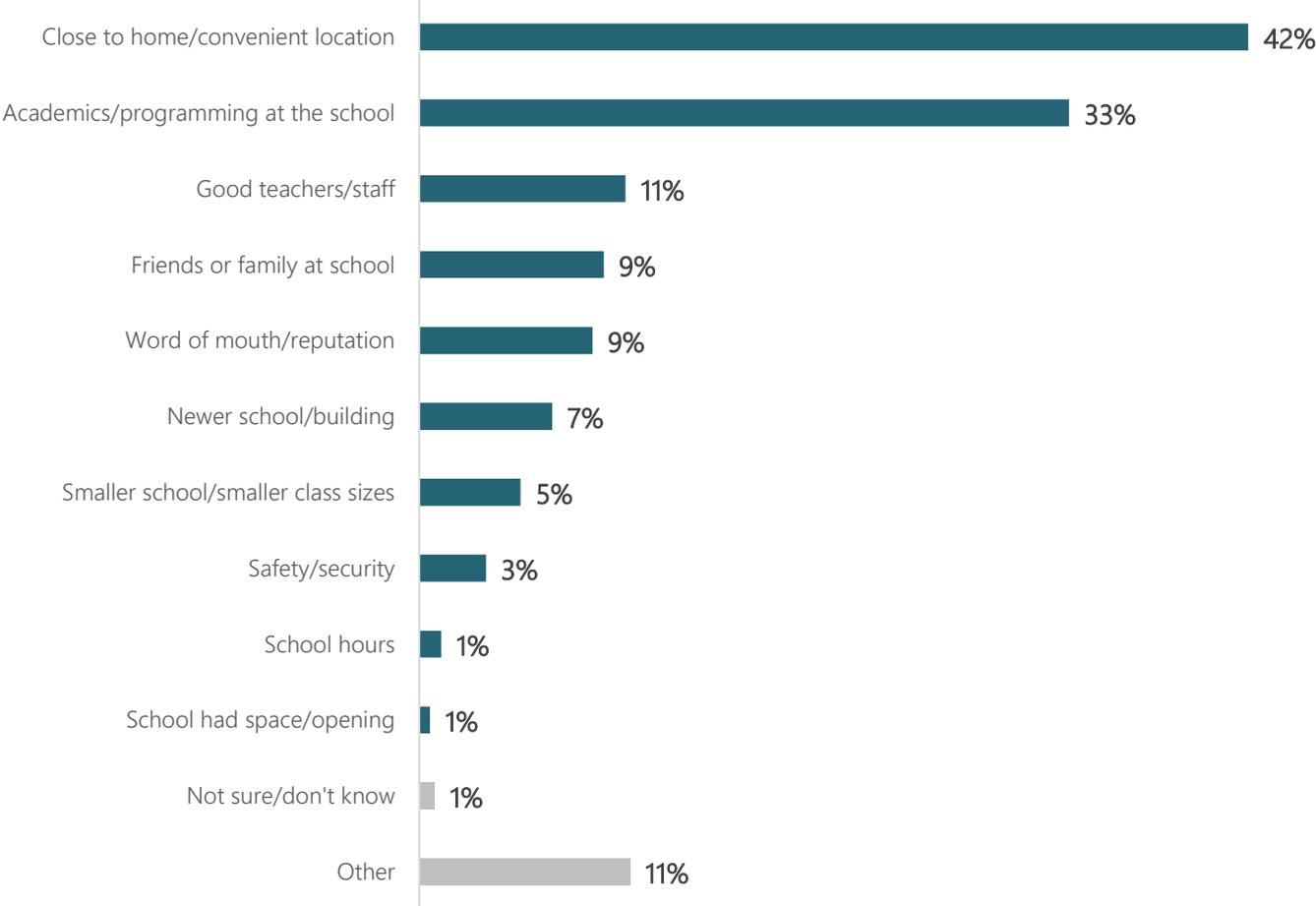


- > Over half of parents/guardians (55%) made the decision for their children to attend their schools, while just over one-quarter of parents/guardians made the decision alongside their children.
- > A similar question was asked in the student survey with different results. Recall that the parent/guardian survey included parents/guardians of K-12 students, while the student survey was primarily high school students.

Location and academics are common factors that influence school choice.

Parents/guardians who either made the decision for their children or made the decision alongside their children to attend their specific school were asked to write what factors influenced their choice. Responses have been coded, and the full list of responses can be found in the accompanying data tables.

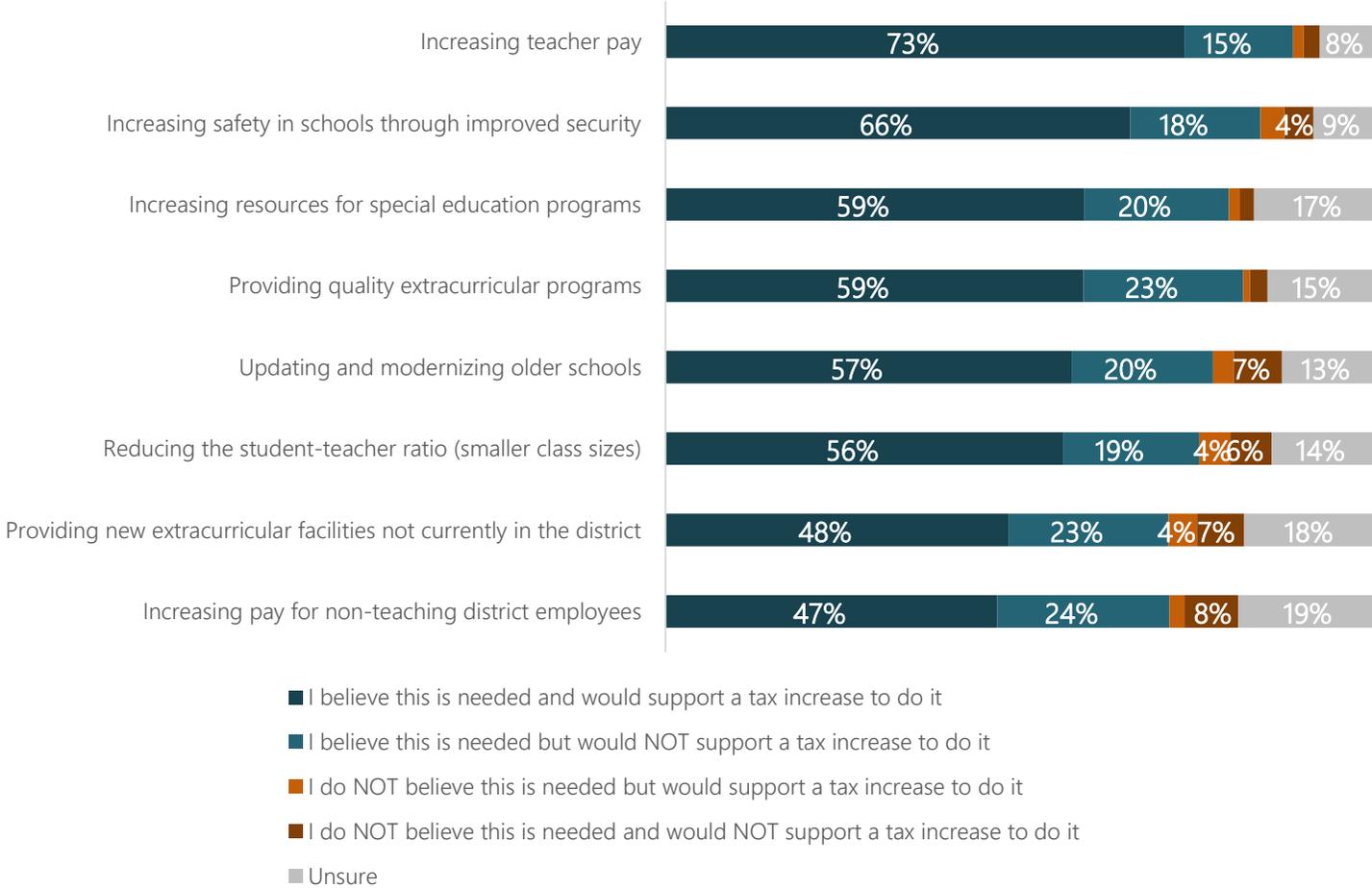
- > Roughly two-fifths of parents/guardians (42%) felt that the school being close to home or in some other convenient location (i.e., close to work) influenced their school choice.
- > One-third of parents/guardians felt that the academics and/or programming at the school influenced their choice.
- > Small class sizes were only a factor for five percent of parents/guardians.



Q13. [If parent/guardian made the decision alone or alongside children] What are some reasons that influenced the choice for the school(s) your child(ren) attend?

SECTION 2.3
FUNDING AND SERVICES

Parents/guardians were supportive of increased funding via taxes for many district purposes.

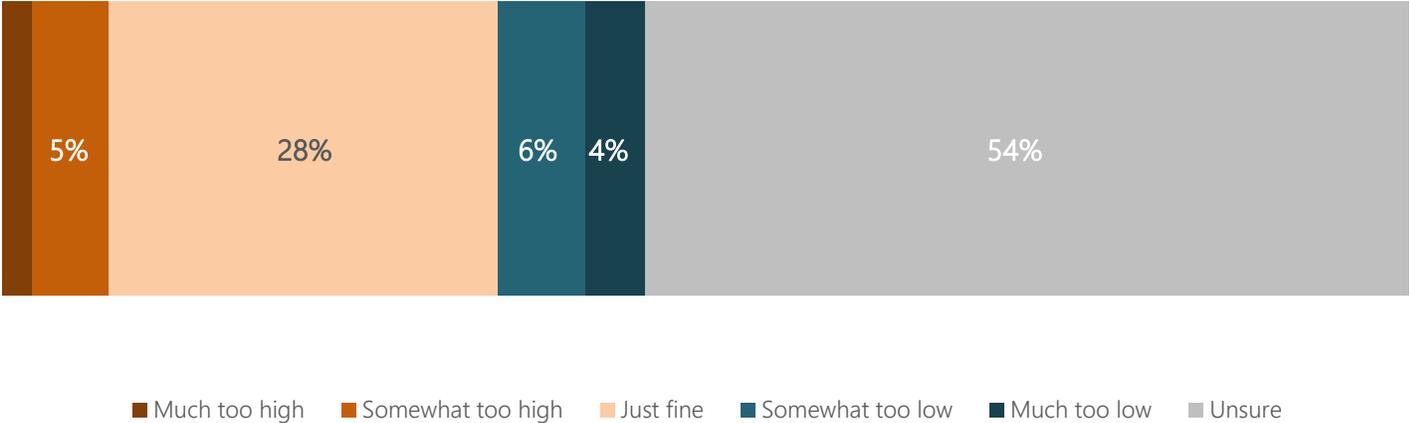


- > Nearly three-quarters of parents/guardians (73%) believe that increased teacher pay is needed and would support a tax increase for it, and two-thirds of parents/guardians (66%) believe increasing safety in schools through improved security is needed and would support a tax increase for it.
- > A tax for increasing pay for non-teaching district employees is the least supported initiative, with under half of parents/guardians (47%) believing it is needed and being willing to support a tax increase for it.

Q14. Please select the answer that best fits your opinion on each of the following situations.

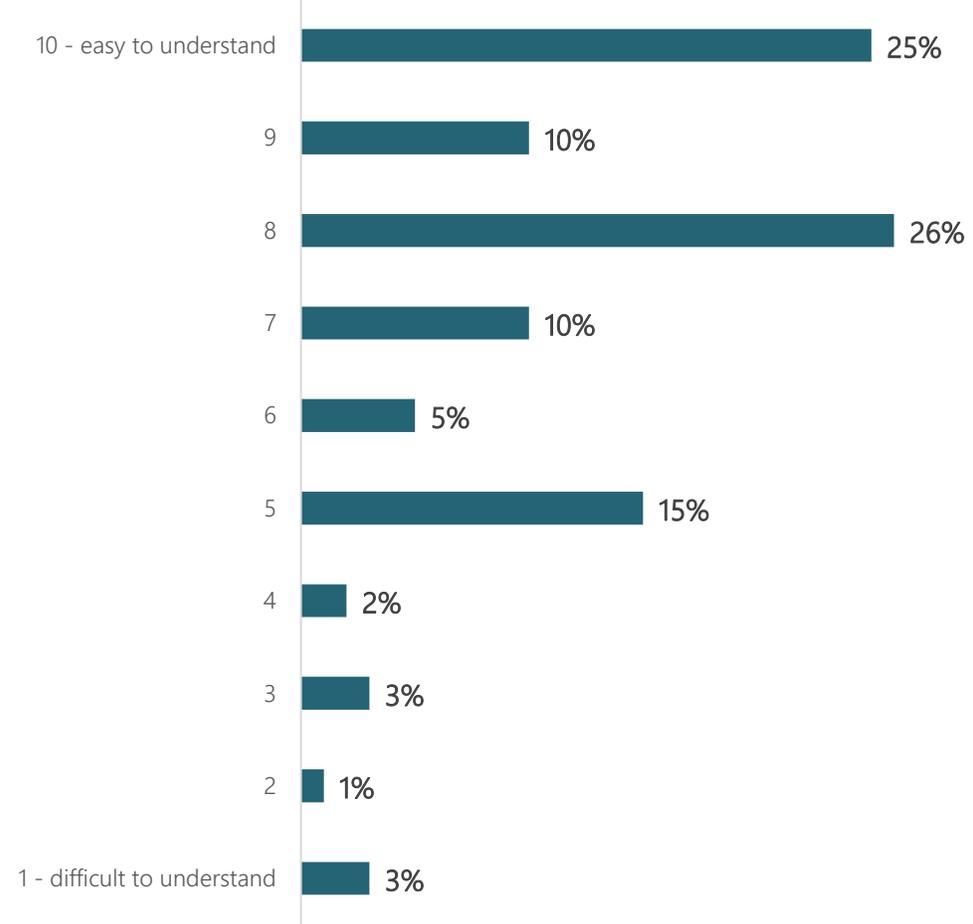
Opinions about the current tax burden were generally ambivalent.

- > Over half of parents/guardians are unsure about the school property taxes. This is likely because many parents/guardians are renters and do not directly pay property taxes.
- > Among those who had an opinion, the strong majority felt that the current tax rate was acceptable.



SECTION 2.4
CURRICULA

On average, parents/guardians find the approach to their children's education to be fairly easy to understand.

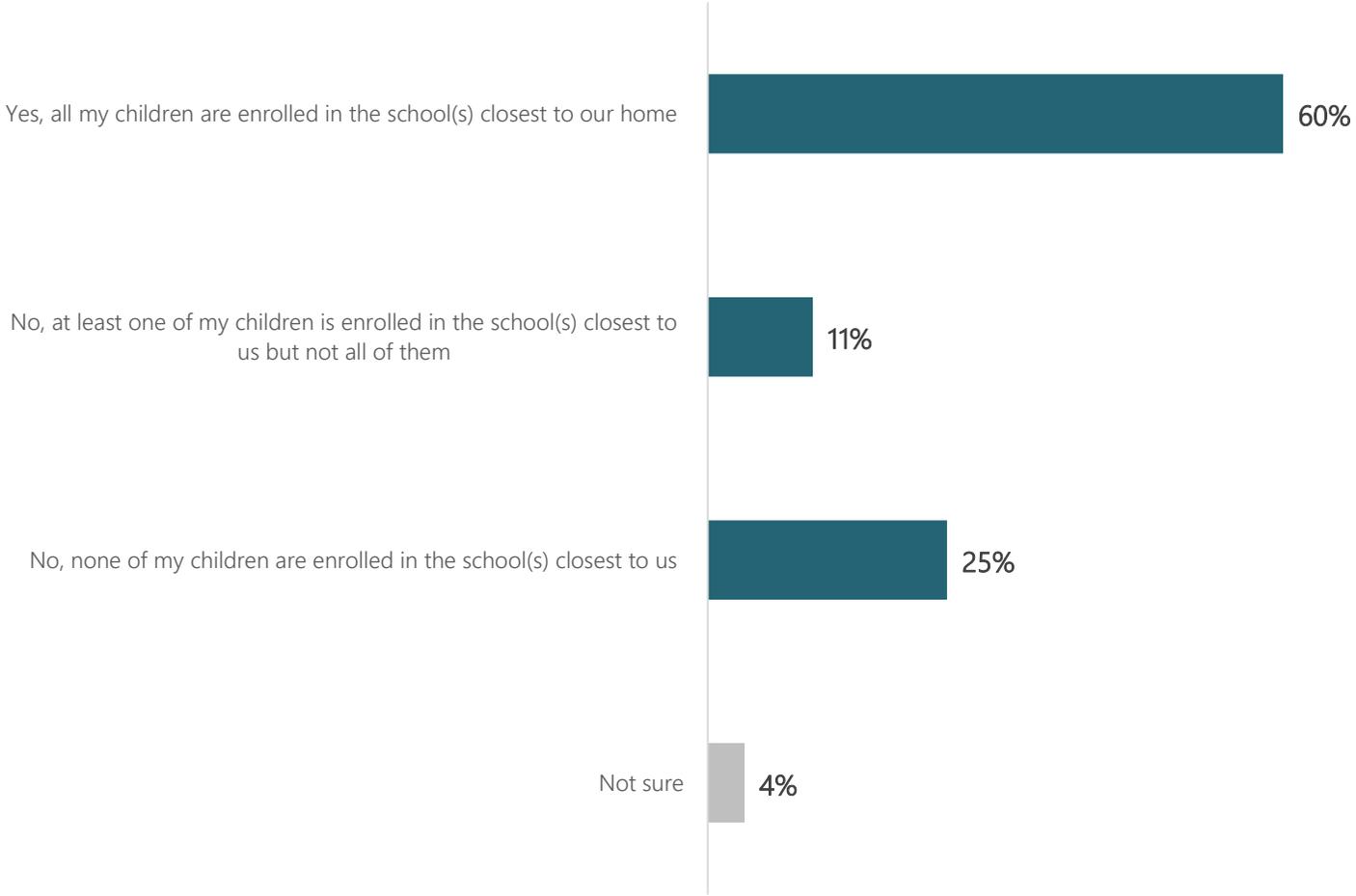


Average = 7.4

> Most parents (76%) rated the ease of understanding their children's education as a 6 or higher. With an average rating of 7.4, parents/guardians find the approach to their children's education to be fairly easy to understand.

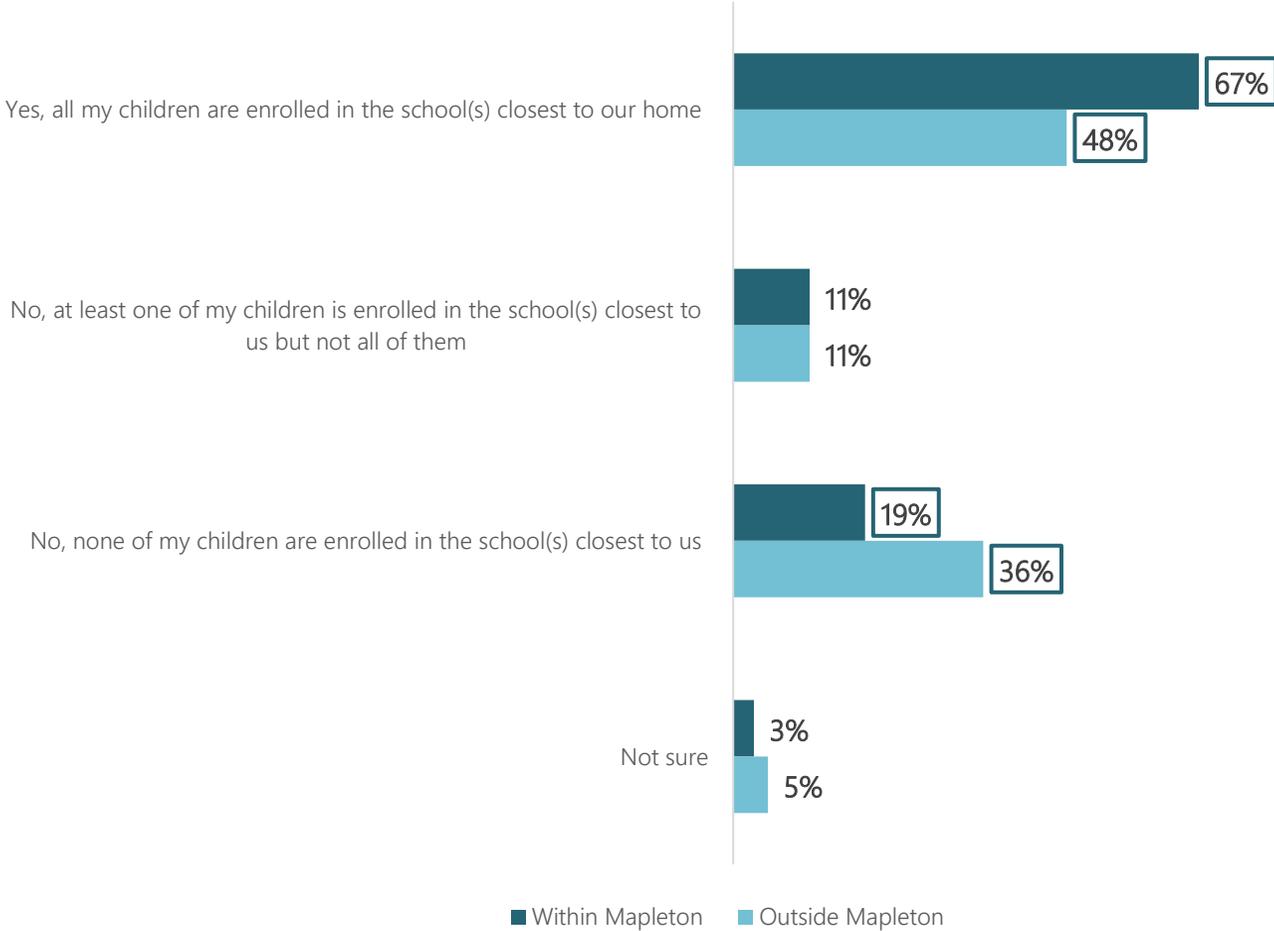
SECTION 2.5
EXPERIENCE OF CHILD(REN)

School choice is utilized heavily.



> While a majority of parents/guardians send all of their children to the closest school geographically, more than one-third do not.

Parents/guardians who reside within Mapleton are more likely to have all their children attend the school closest to home.

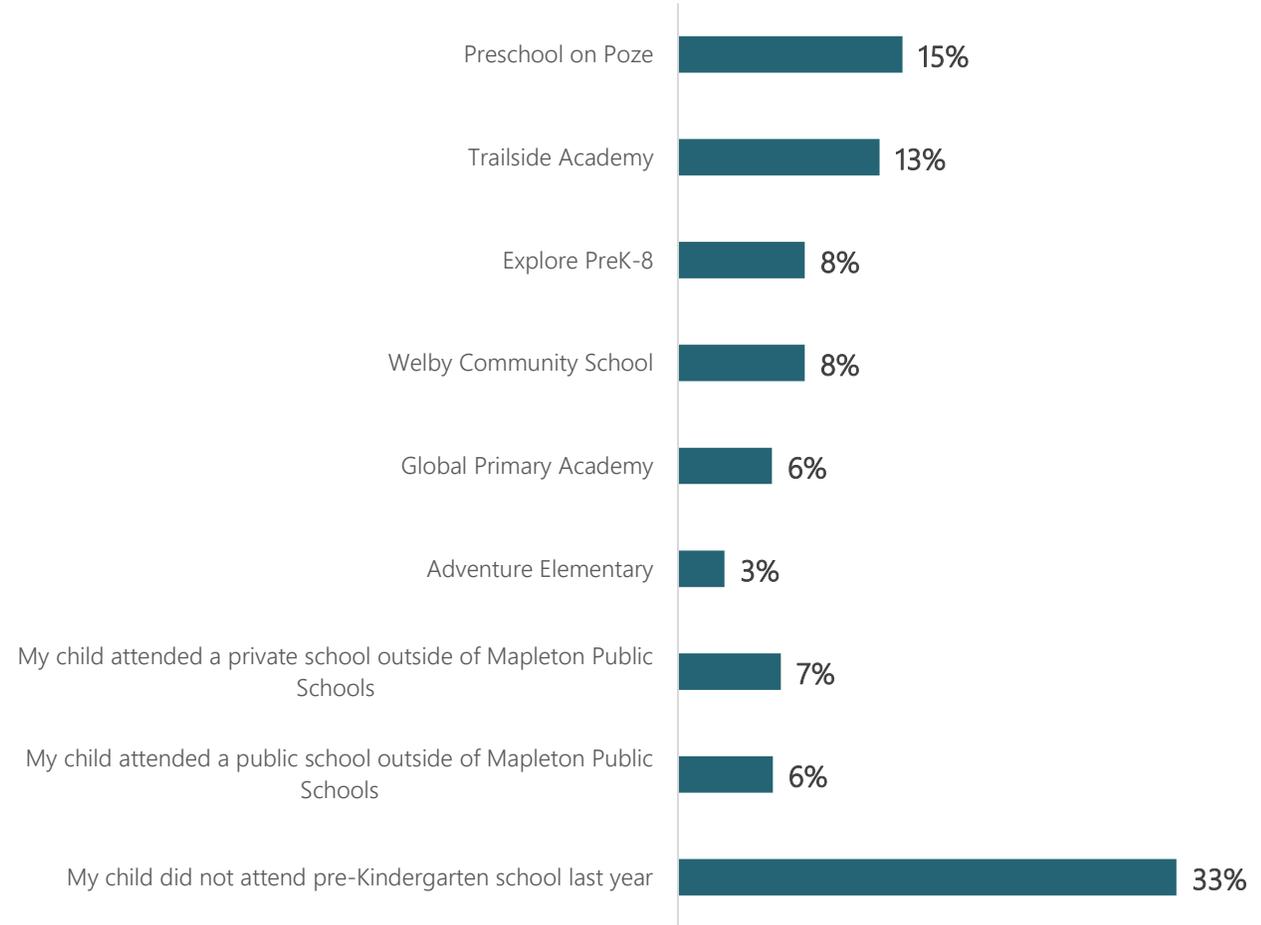


- > Parents who live inside the district still heavily use school choice, with 30 percent enrolling at least one child at the school that is not closest to them.
- > Almost half of parents/guardians who live outside the district send all of their children to the closest school. While surprising at first glance, one theory might be that a Mapleton school is geographically the closest to their home even if they live outside the district borders.

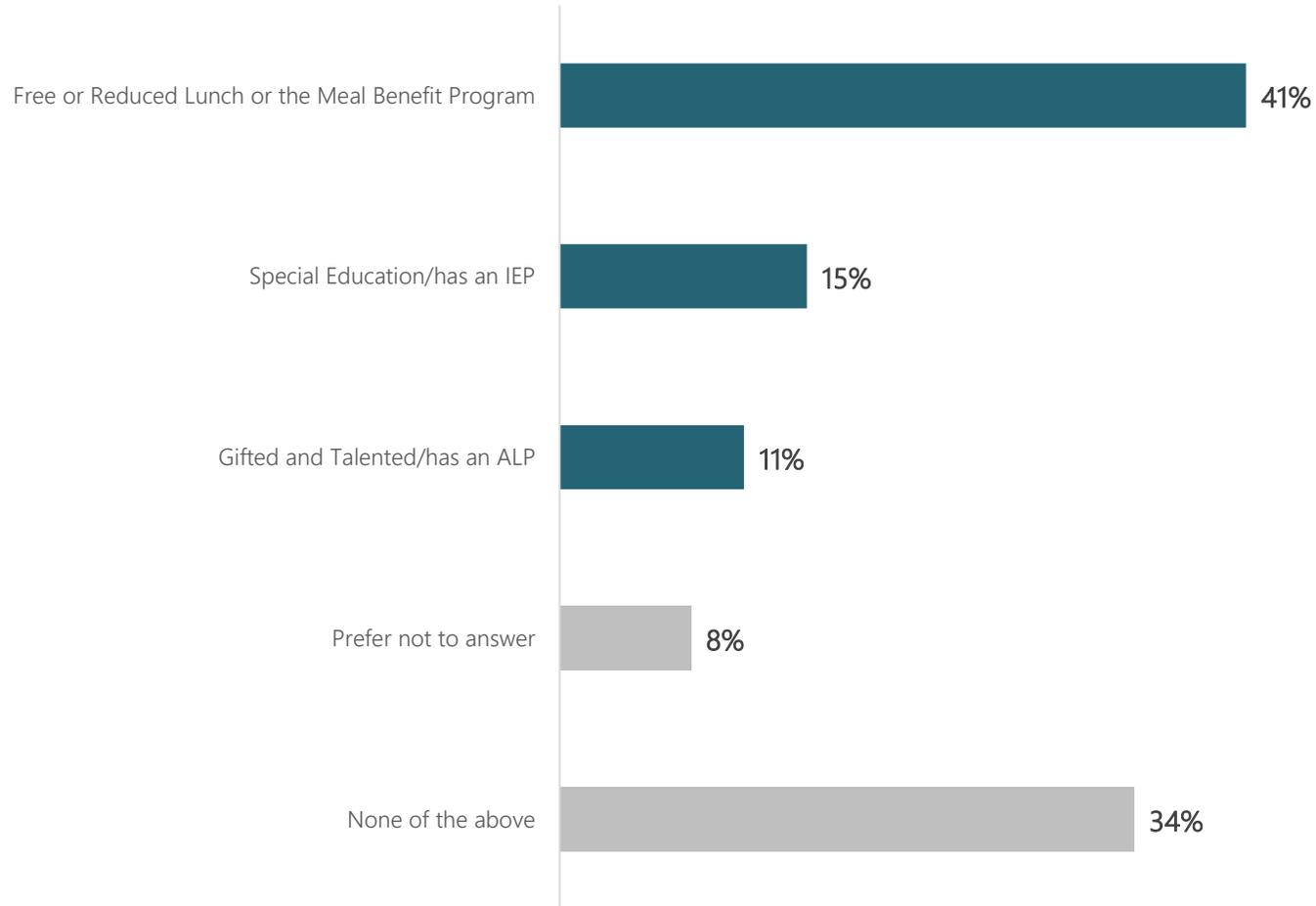
Percentages inside a blue box indicate statistically significant differences at the 95% confidence level.

One-third of parents/guardians with a Kindergarten-enrolled child did not have this child attend Pre-Kindergarten.

- > One-third of parents/guardians (33%) with a Kindergarten-enrolled child did not have that child attend Pre-Kindergarten.
- > Among parents/guardians who did send their Kindergarten-enrolled child to Pre-Kindergarten, Preschool on Poze and Trailside Academy were the most common schools this child was sent to, though no school had a dominant percentage.



Two-fifths of parents/guardians have their children enrolled in free or reduced-price lunch.



- > Roughly two-fifths of parents/guardians (41%) have their children enrolled in free or reduced-price lunch.
- > 15% of parents/guardians have a child with an IEP, and 11% have a child with an ALP.

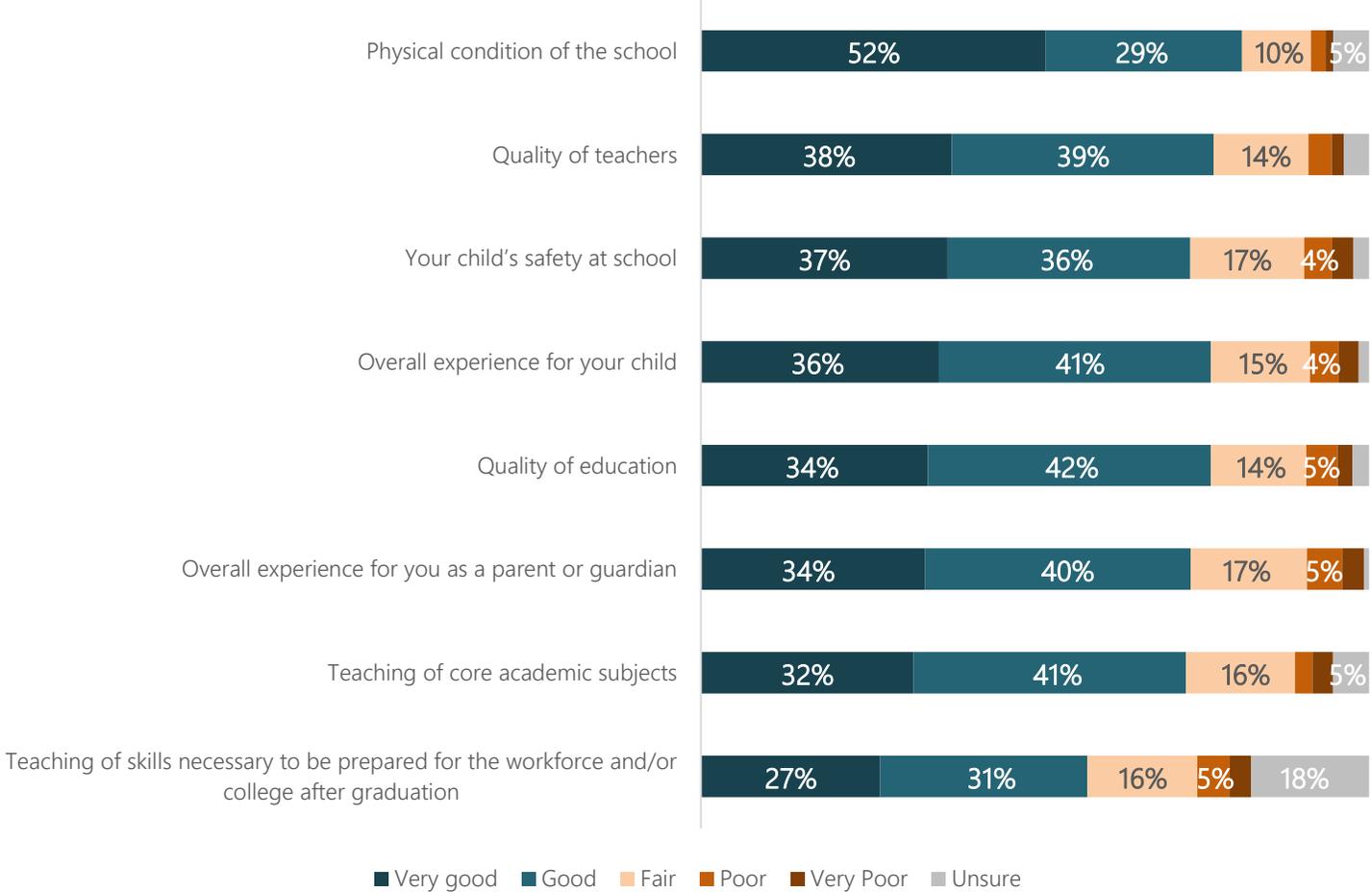
SECTION 2.6

SATISFACTION WITH SCHOOL AND EDUCATION

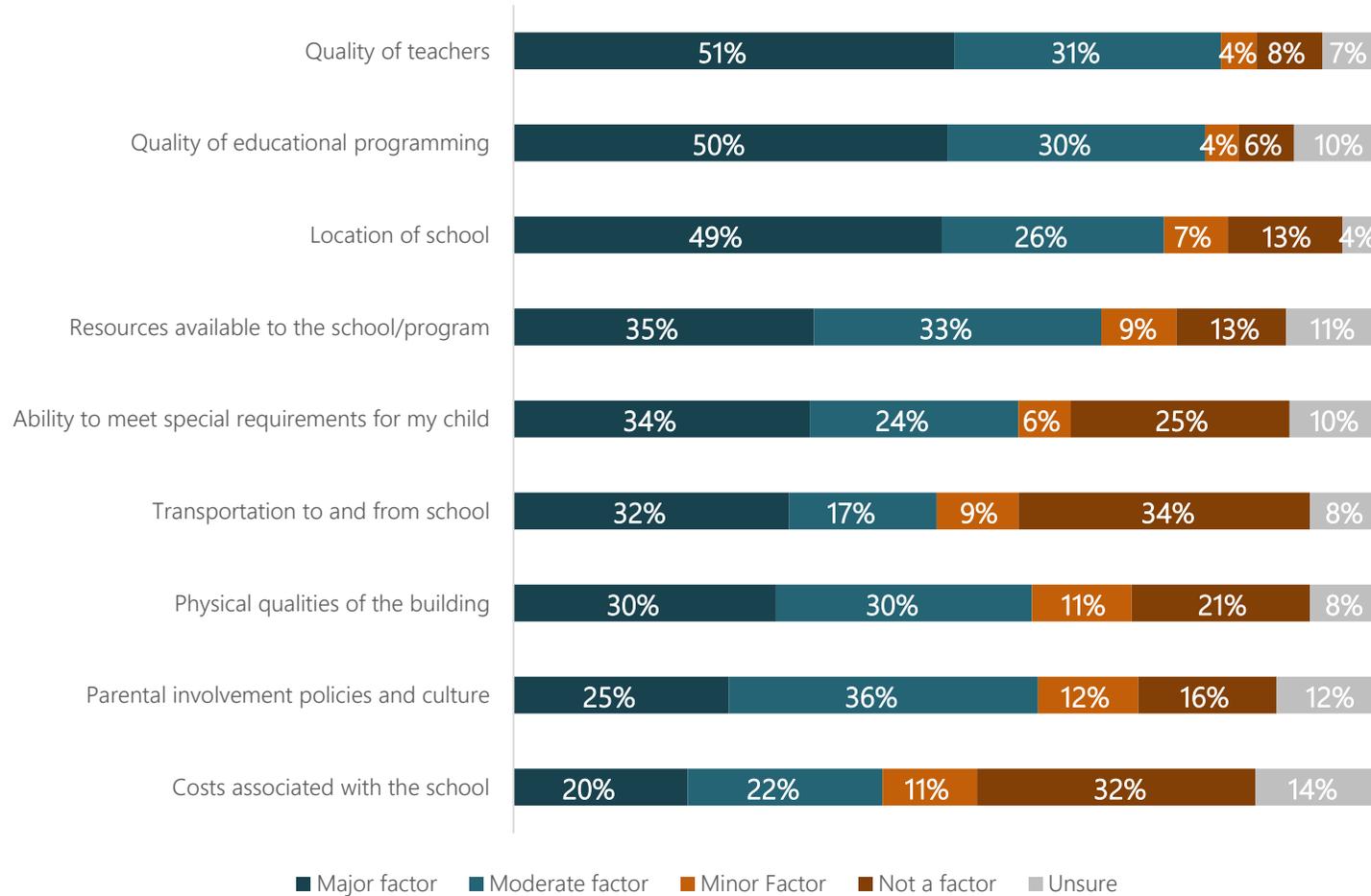
Parents/guardians generally rate their children’s schools as good or very good.

Parents/guardians were asked to answer this question for the child with the next birthday and had the opportunity to provide comments for other children. These comments can be found in the accompanying data tables.

- > Roughly four-fifths of parents/guardians (81%) feel the physical condition of their children’s schools are good or very good.
- > Just over three-quarters of parents/guardians (77%) feel the quality of their children’s teachers are good or very good.
- > Teaching of skills necessary to be prepared for the workforce and/or college after graduation was rated the lowest, with just under three-fifths of parents rating their children’s schools good or very good in this area.



The quality of teachers and education programming were the largest factors when choosing their children's program or school.



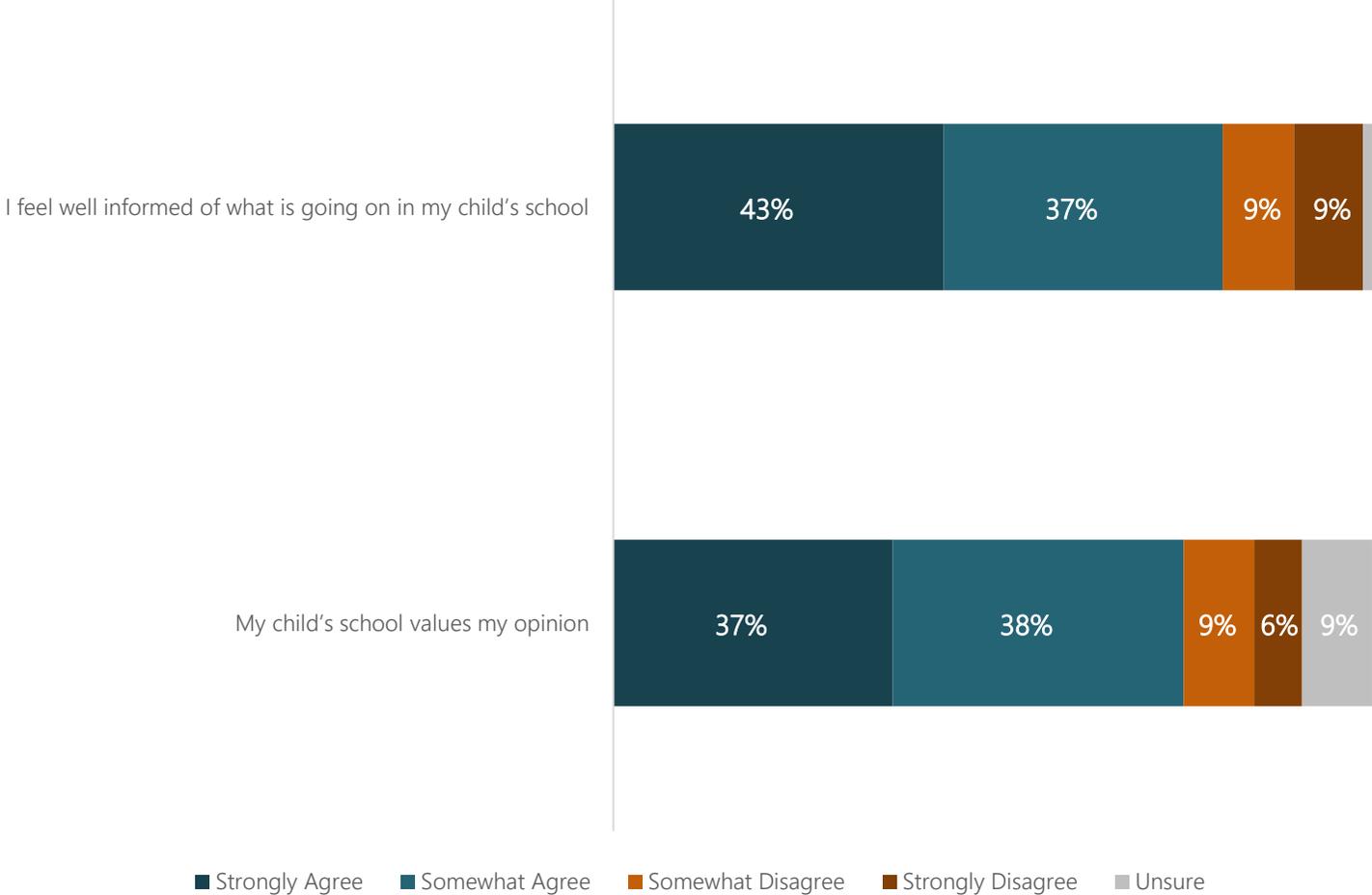
Parents/guardians were asked to answer this question for the child with the next birthday and had the opportunity to provide comments for other children. These comments can be found in the accompanying data tables.

- > Most parents feel that the quality of teachers (82%) and educational programming (80%) were moderate or major factors when choosing their children's program or school.
- > The costs associated with the school was the smallest factor, with roughly one-third of parents/guardians saying that this was not a factor.

Most parents/guardians feel well-informed of what is going on in their children's schools.

Parents/guardians were asked to answer this question for the child with the next birthday and had the opportunity to provide comments for other children. These comments can be found in the accompanying data tables.

- > Four-fifths of parents/guardians (80%) somewhat or strongly agree that they are well informed of what is going on in their children's schools.
- > Three-quarters of parents/guardians (75%) somewhat or strongly agree that their children's schools value their opinion.



Four-fifths of parents/guardians are satisfied with how Mapleton is serving their children.

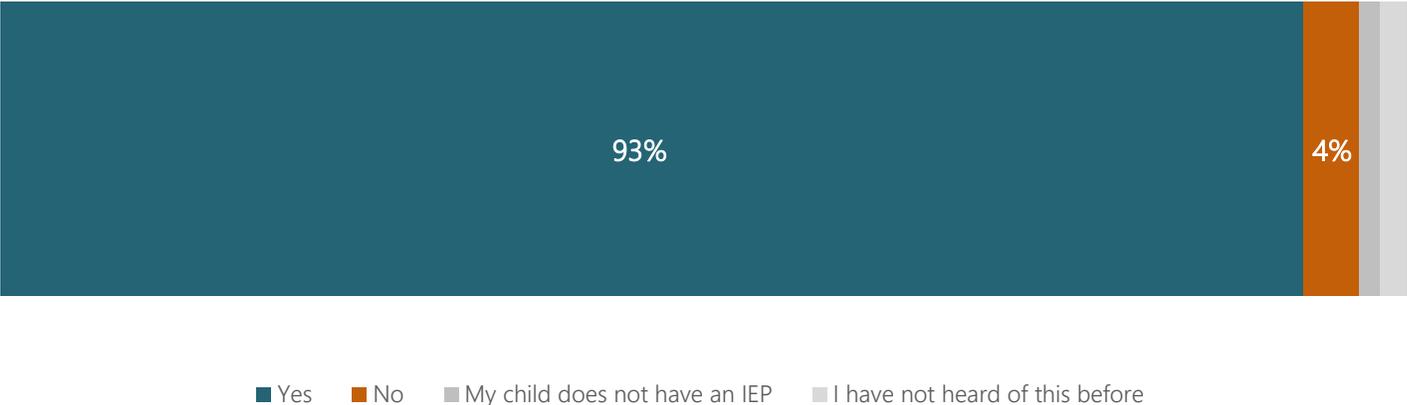


Parents/guardians were asked to answer this question for the child with the next birthday and had the opportunity to provide comments for other children. These comments can be found in the accompanying data tables.

■ Very satisfied ■ Somewhat satisfied ■ Neither satisfied nor dissatisfied ■ Somewhat dissatisfied ■ Very dissatisfied ■ Unsure

SECTION 2.7
SPECIAL NEEDS

Among parents/guardians with a child with an IEP, a majority understand their child's IEP.



A majority of parents/guardians with a child with an IEP played a role in developing the IEP.

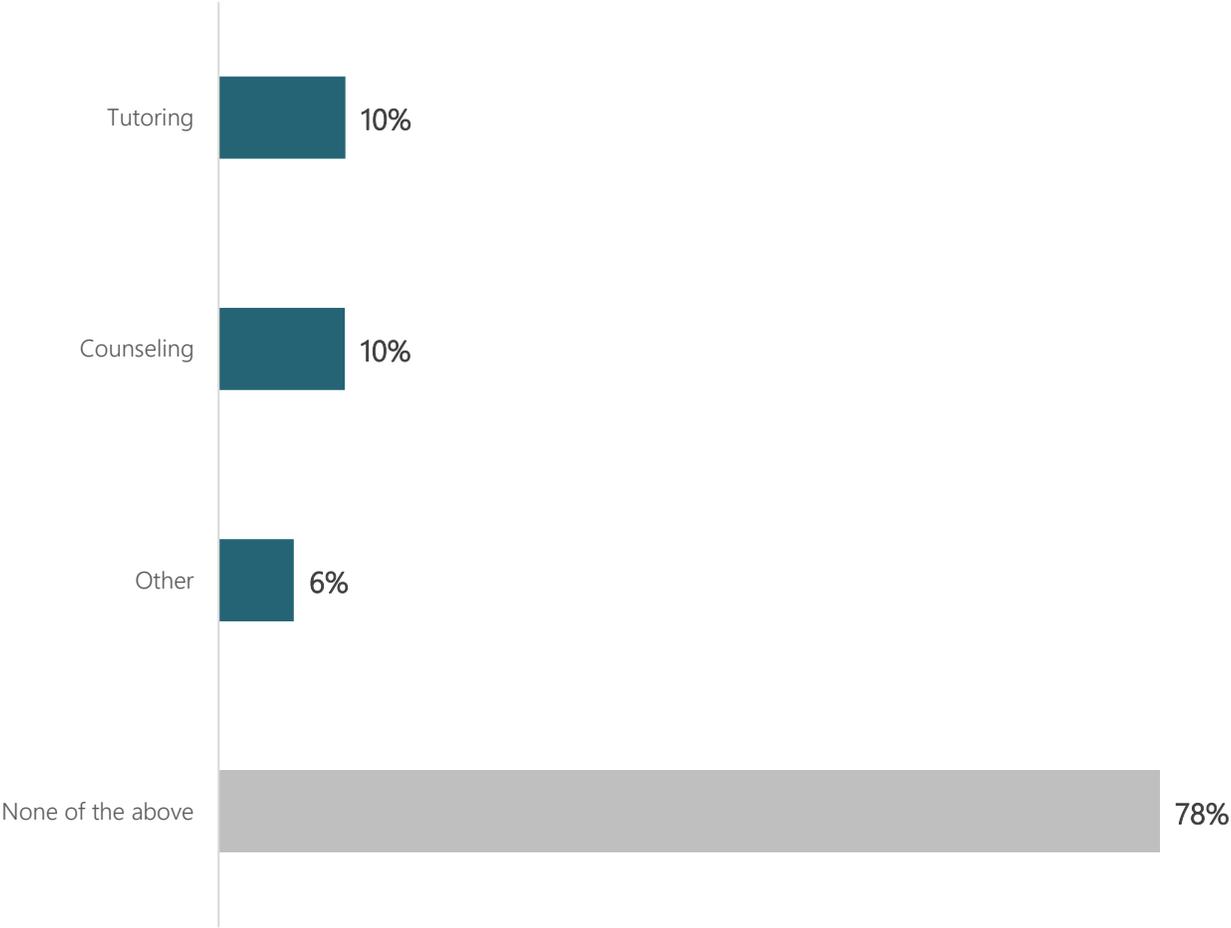


■ Yes, definitely ■ Yes, somewhat ■ Yes, a little ■ No, not at all

Over four-fifths of parents/guardians with a child with an IEP are satisfied with the progress their child has made on their IEP.



Over three-quarters parents/guardians have not spent money out of pocket on additional educational services for their children.



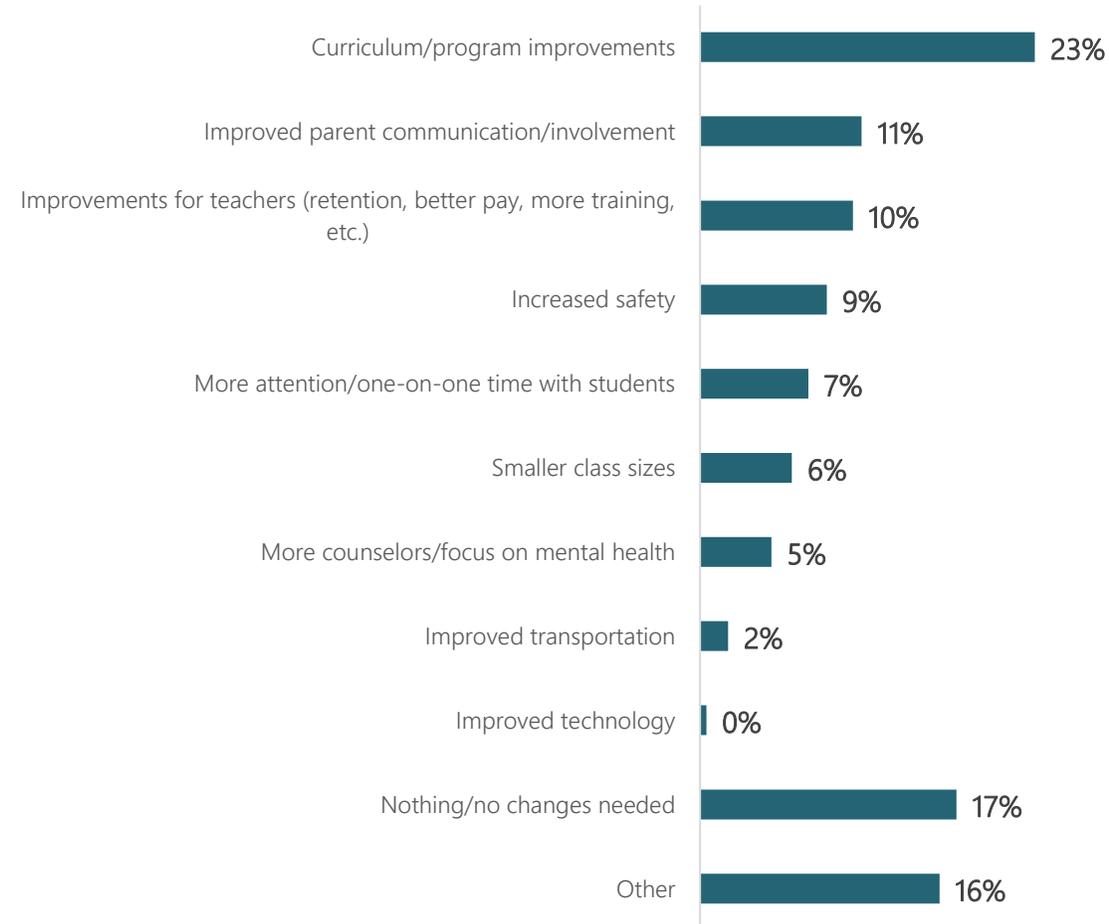
Q34. Have you spent money out of pocket on additional educational services for your child(ren), beyond the services you receive at Mapleton Public Schools?

SECTION 2.8
DISTRICT IMPROVEMENTS

Nearly one-quarter of parents/guardians would prioritize curriculum and/or program improvements as a means of better serving their child.

Parents/guardians were asked to write what one thing they would change about Mapleton to better serve their children. Responses have been coded, and the full list of responses can be found in the accompanying data tables.

- > While responses varied widely, curriculum and program improvements were a common response, with just under one-quarter of parents/guardians (23%) feeling this change is needed to better serve their children.
- > Just under one-fifth of parents/guardians feel no changes are needed.



SECTION 2.9

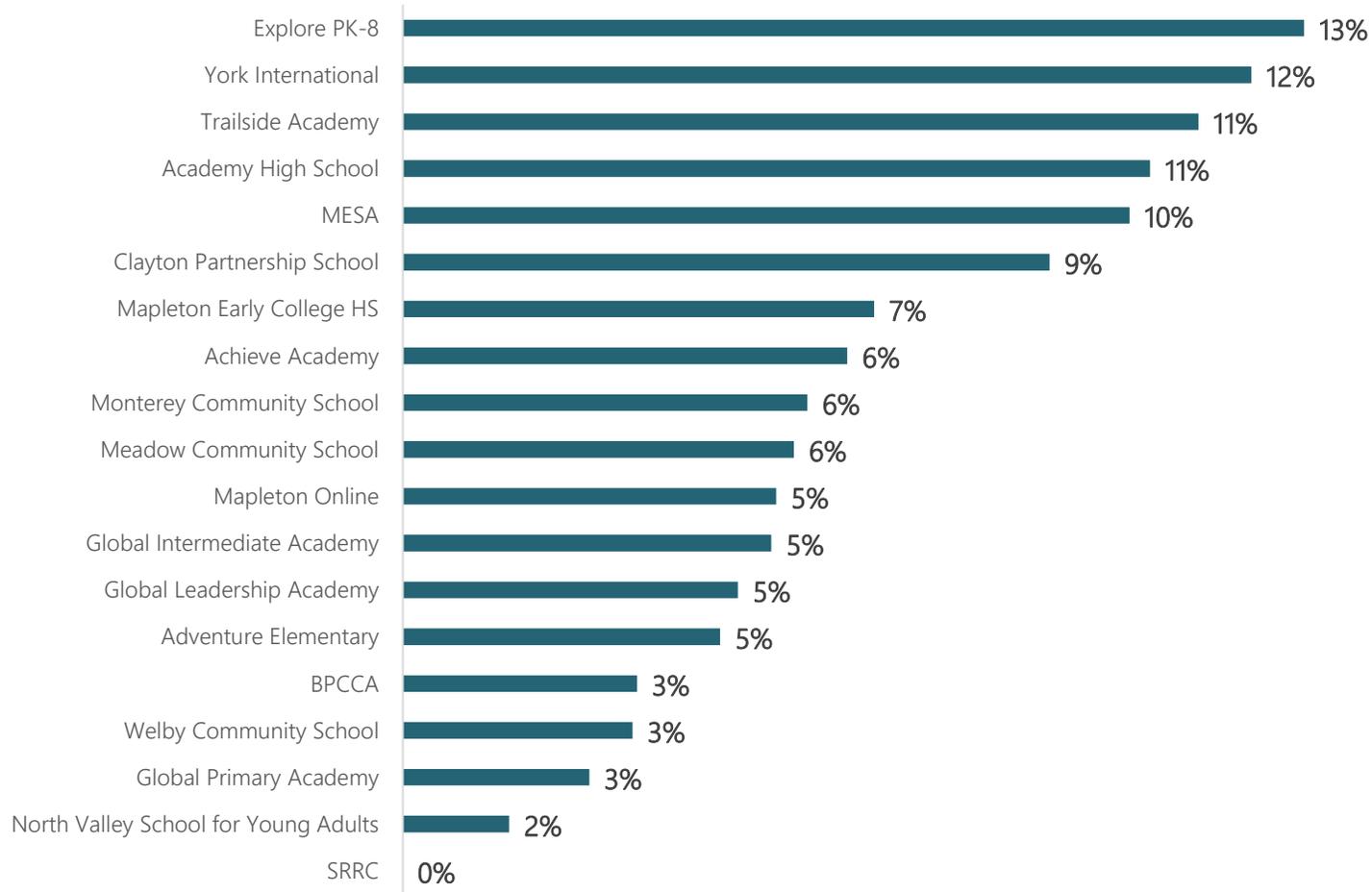
PARENT/GUARDIAN SURVEY DEMOGRAPHICS

Because certain subpopulations may be more likely than others to respond to a survey, the results of a survey can be skewed even if everyone has an equal opportunity to participate.

To adjust for this and enhance the survey's accuracy, we can examine the populations that are overrepresented or underrepresented, and we can statistically weight the responses in order to make sure the survey sample is representative of the overall population of parents/guardians.

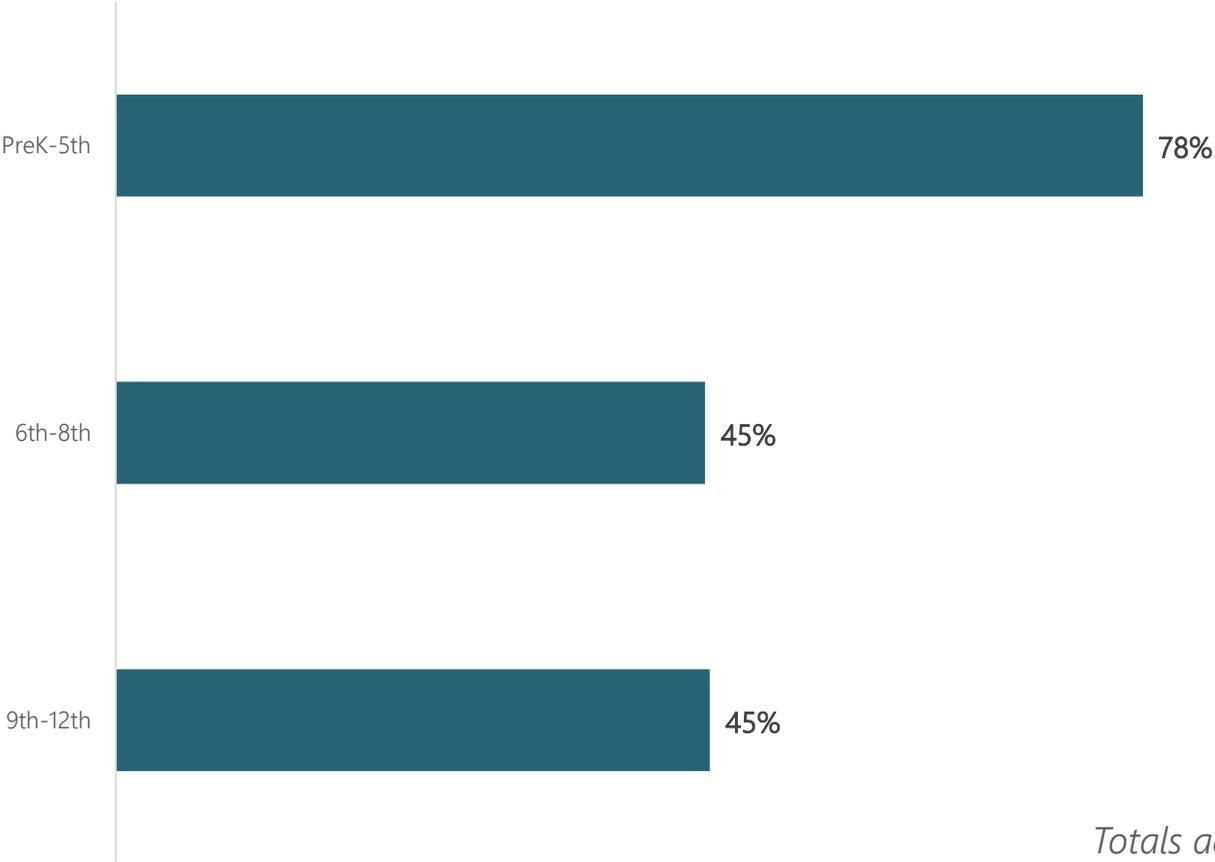
In this case, the survey sample differed from expectations somewhat in number of parents responding per one child and total number of children. Thus, the data were weighted on number of parents/guardians responding per child and total number of children to ensure that the sample matched the district's featured in those areas. Weights ranged from 0.44 to 1.15.

Parents/guardians who participated in the survey have children in a wide variety of schools.



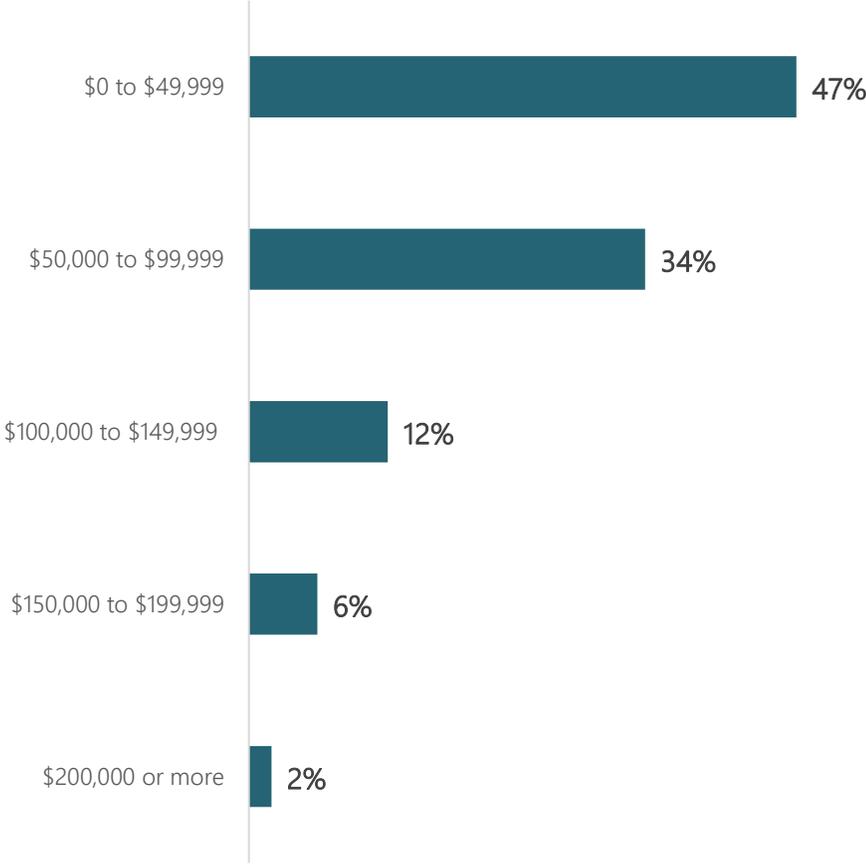
Q18. From the following list, select the school(s) that your children attend most frequently.

Over three-quarters of parents/guardians who participated in the survey have PreK-5 children.

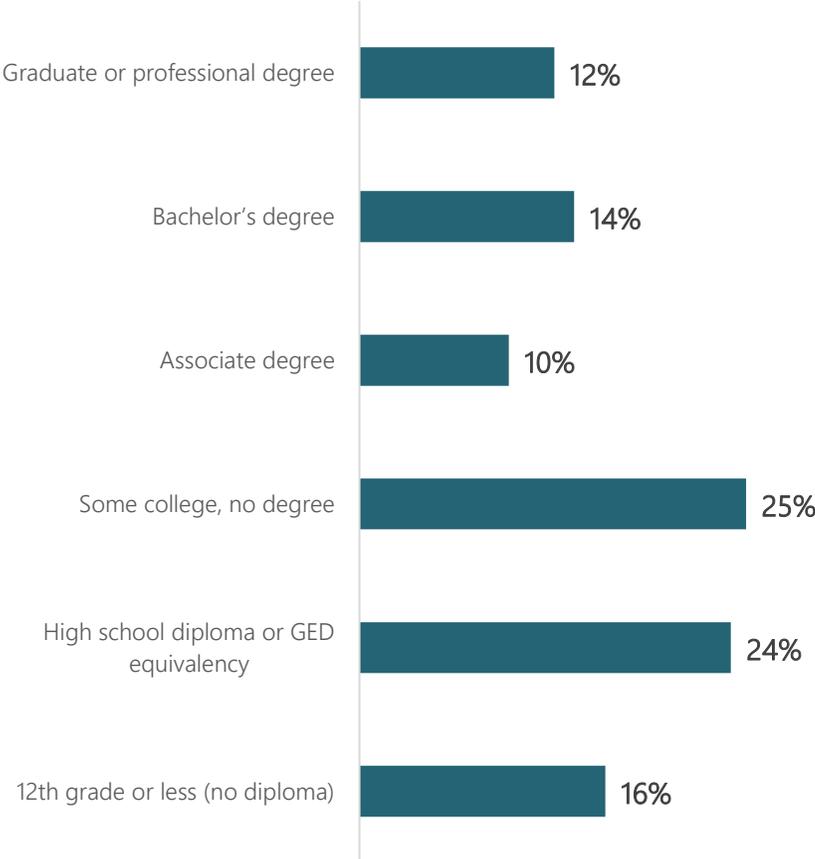


Totals add to more than 100 percent because many parents/guardians had more than one child.

Roughly half of parents/guardians who participated in the survey have an annual household income of \$0 to \$49,999.

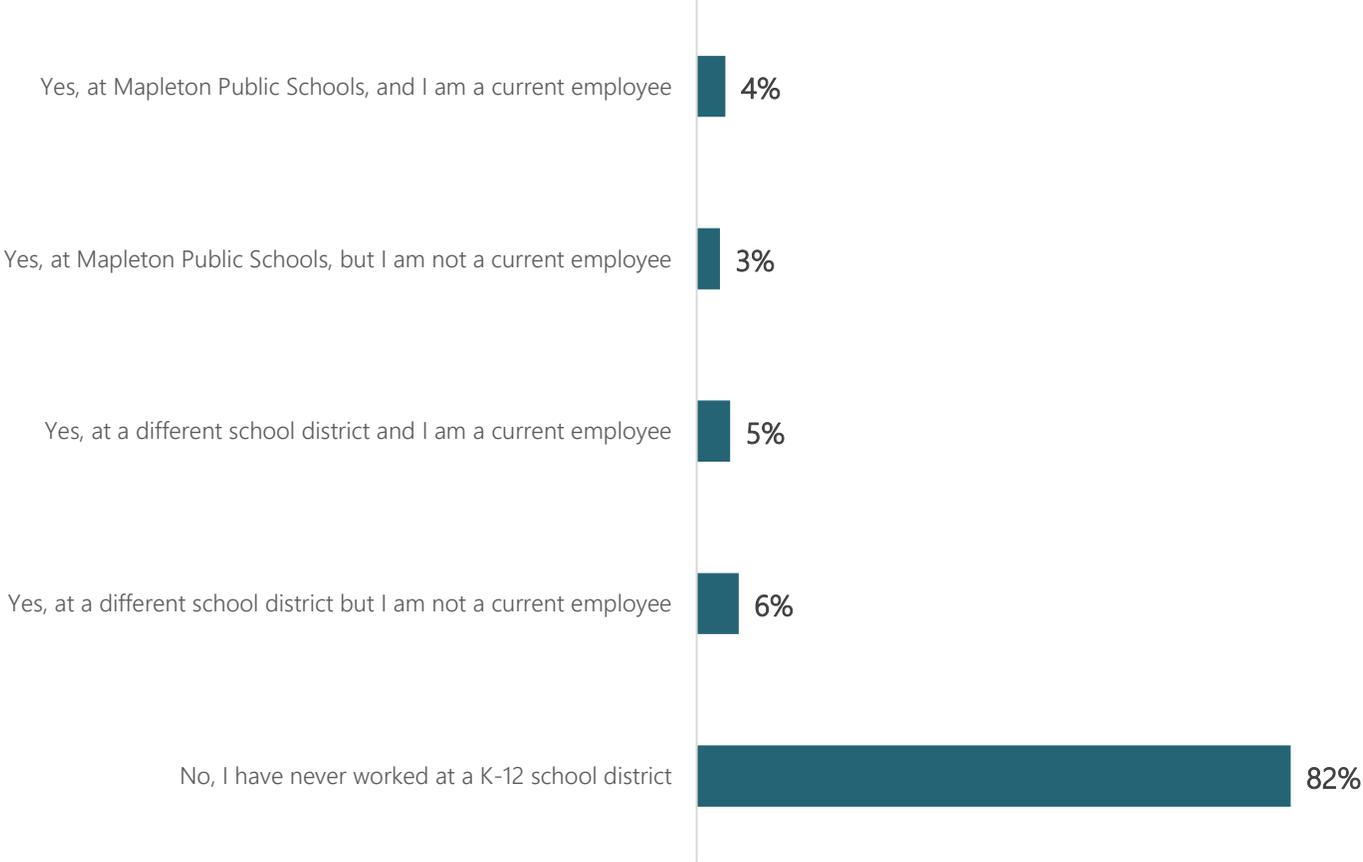


The education levels of parents/guardians who participated in the survey vary widely.



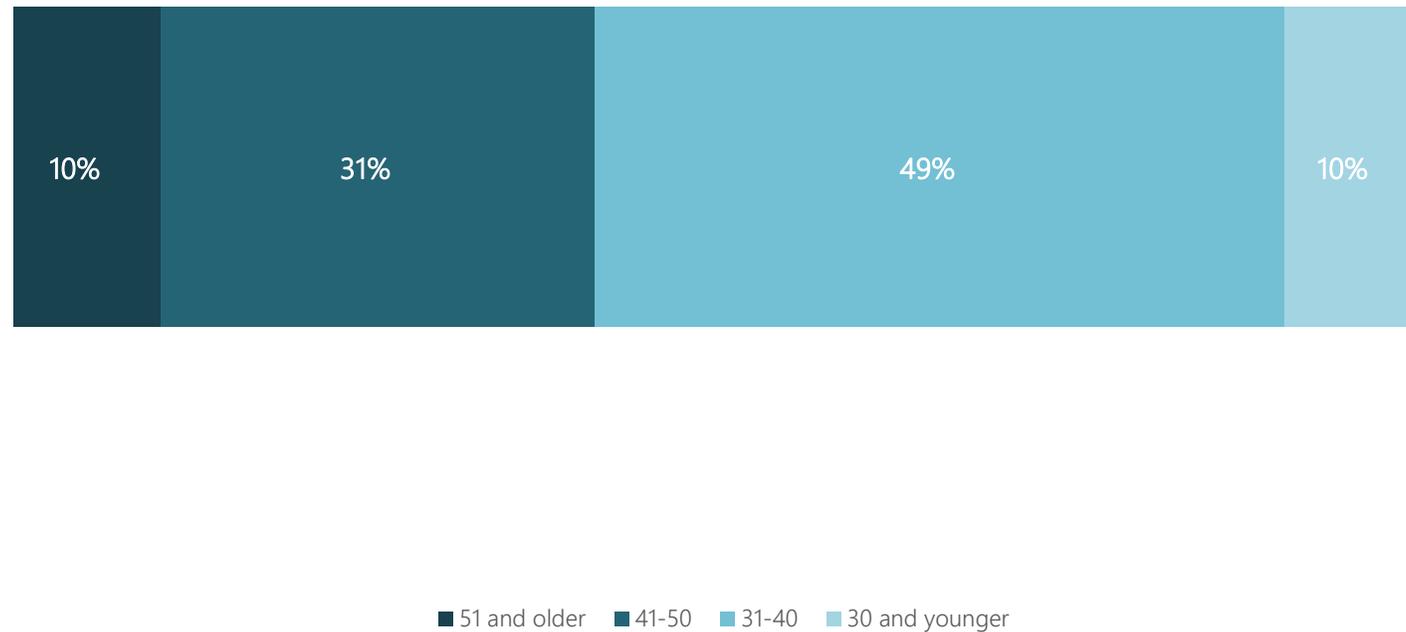
Approximately one in four parents/guardians hold a four-year degree, while one in six do not hold a high school diploma. Roughly half finished high school but did not obtain a college degree.

Roughly four-fifths of parents/guardians have never worked for a K-12 school district.

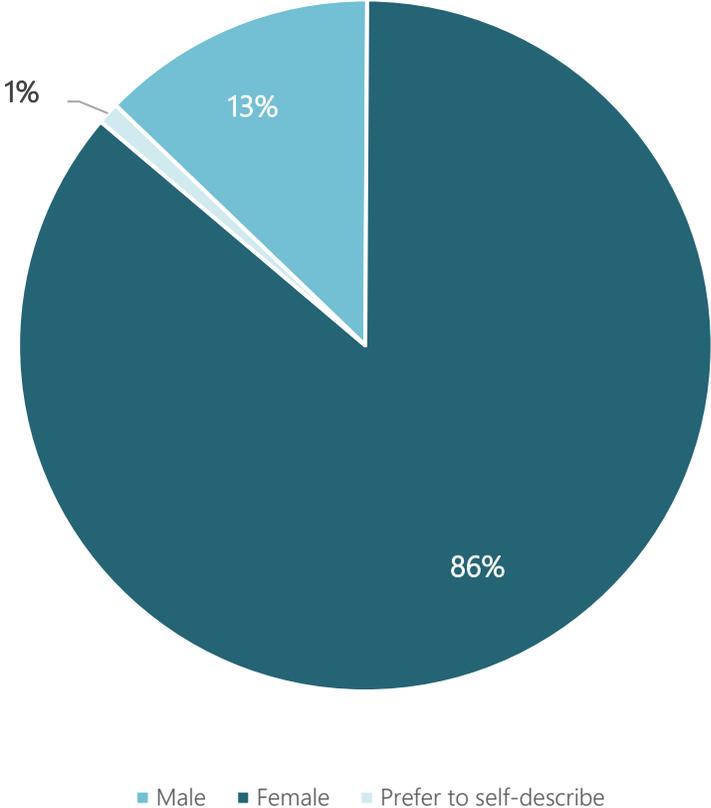


Q38. Have you ever been employed at a K-12 school district? Check all that apply.

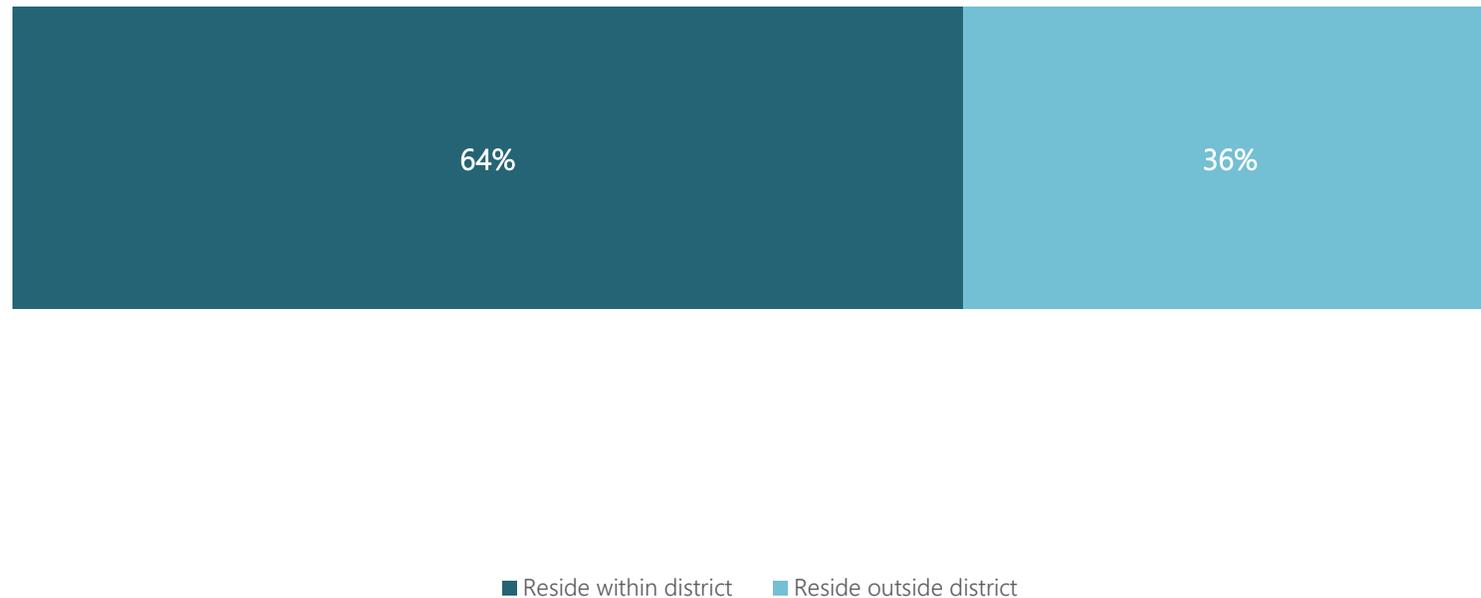
A majority of parents/guardians who participated in the survey are 40 and under.



A majority of parents/guardians who participated in the survey are female.

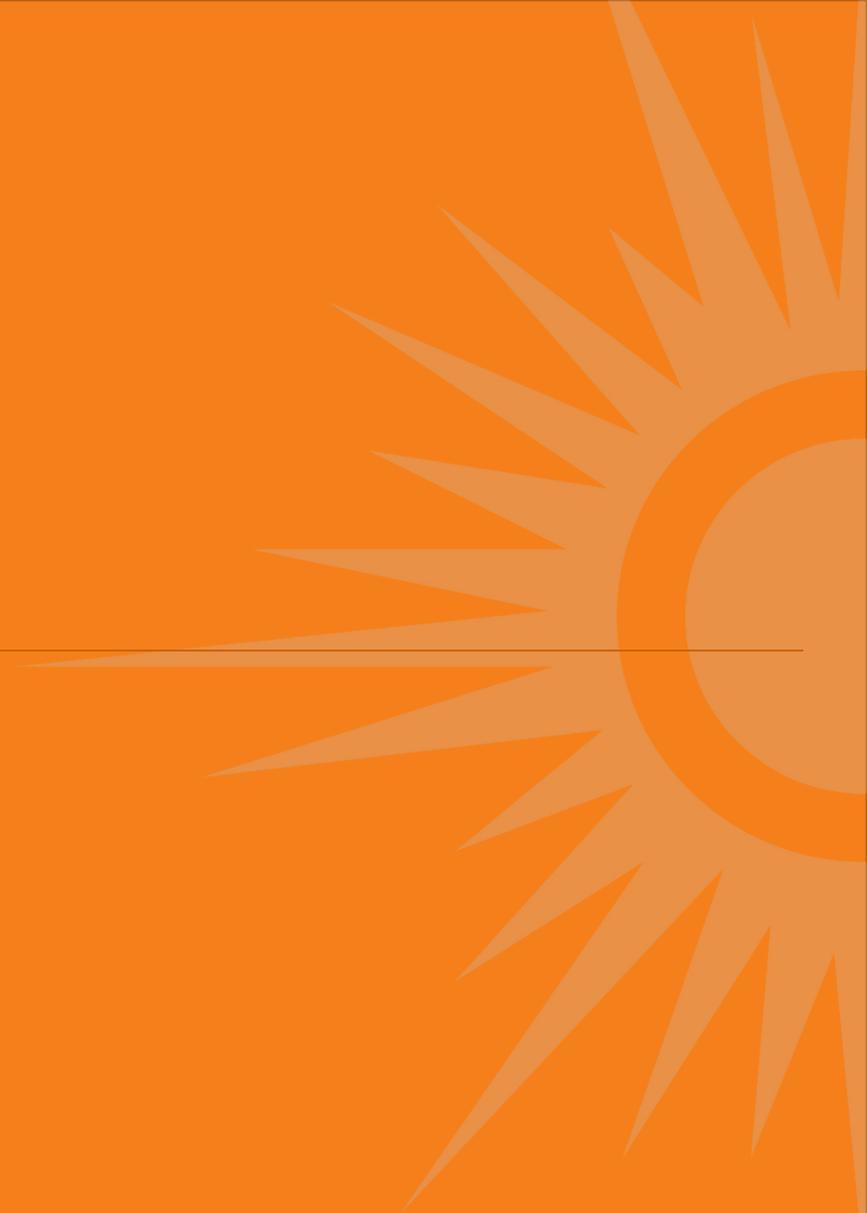


Just under two-thirds of parents/guardians who participated in the survey reside within district boundaries*.



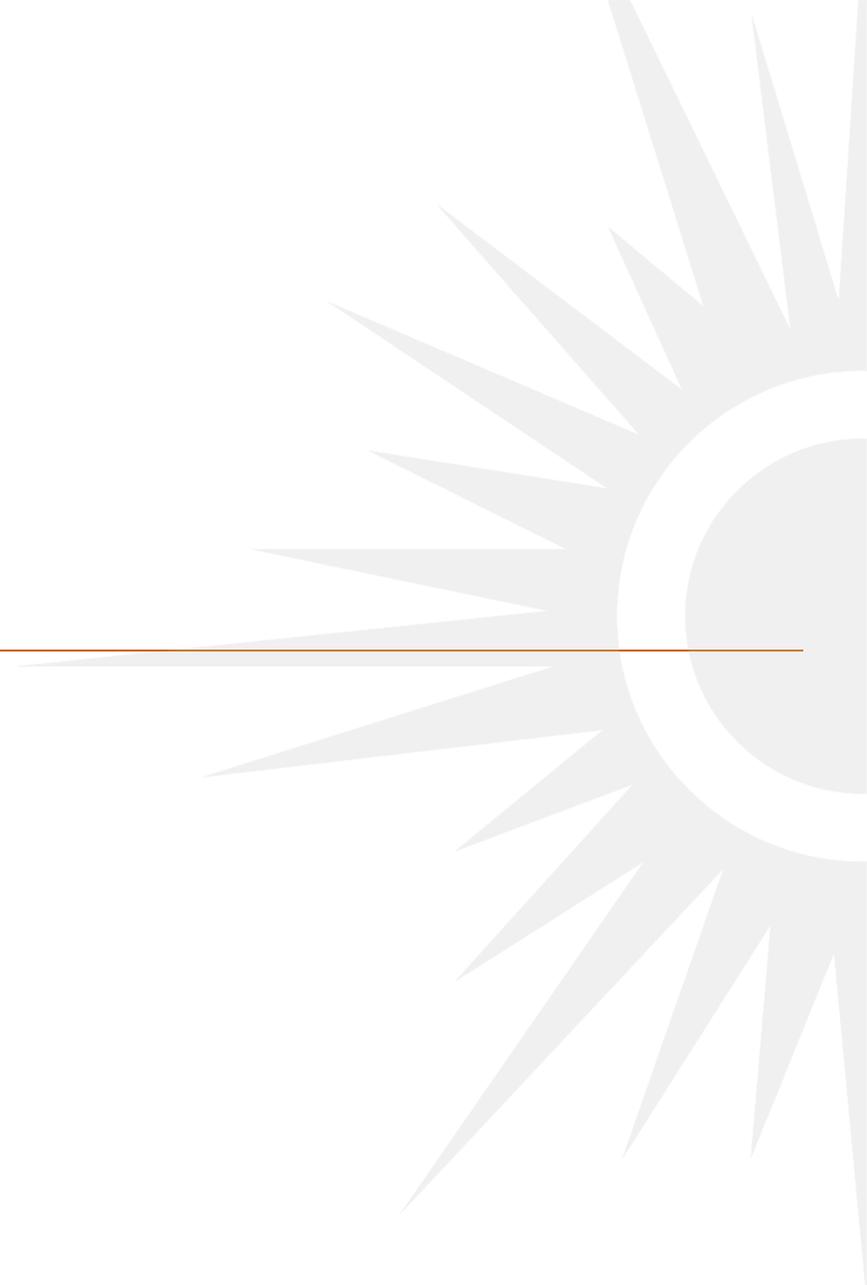
*see appendix for map

SECTION 3
EMPLOYEES

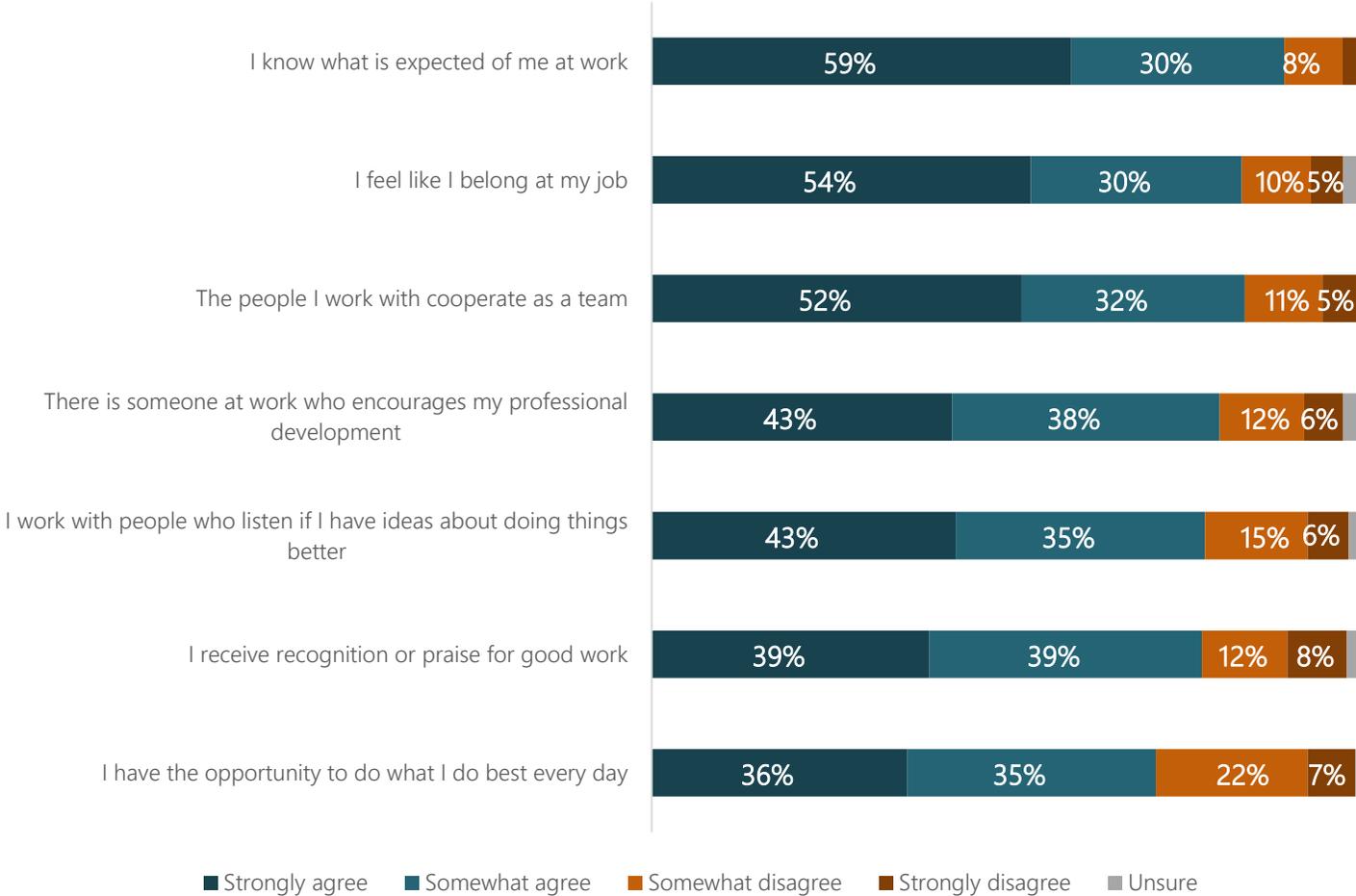


SECTION 3.1

SATISFACTION WITH JOB



Most employees are satisfied with their jobs.



- > Most employees (89%) somewhat or strongly agree that they know what is expected of them at work.
- > Five in six employees (84%) somewhat or strongly agree that they belong at their job and believe the people they work with cooperate as a team.
- > Feelings of being able to do what they do best every day was rated the lowest among the job attributes that were tested, although 71% of employees somewhat or strongly agreed with this sentiment.

While generally satisfied, licensed staff are less likely to feel that they are able to do what they do best everyday.

- > Licensed staff largely agree that they know what is expected of them at work (87%), believe those they work with cooperate as a team (83%), and feel like they belong at their job (82%).
- > However, licensed staff are less likely to feel that they have the opportunity to do what they do best every day (62%), compared to classified (81%) and admin (89%) staff.



Percentages inside a blue box indicate statistically significant differences at the 95% confidence level.

Three-fifths of employees are satisfied with their career progress over the past 12 months.

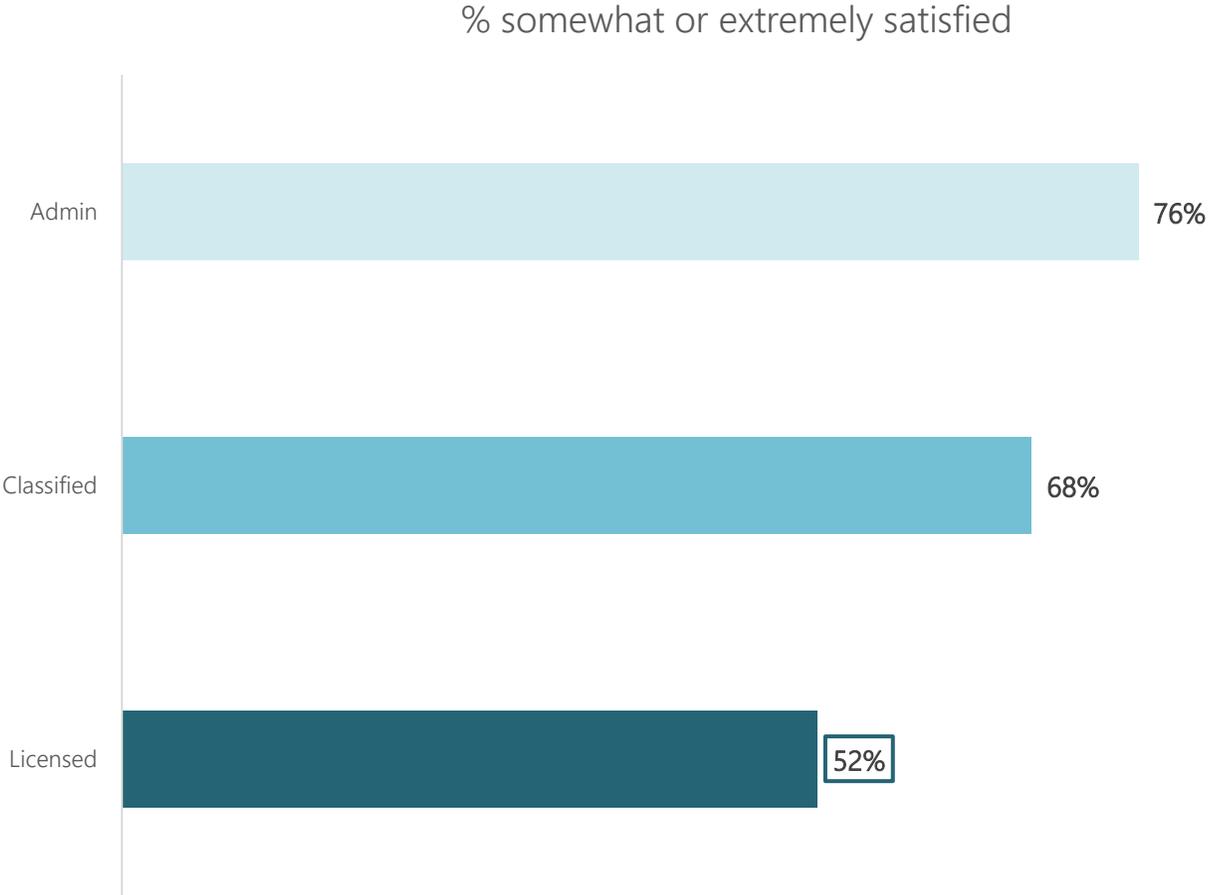


> Three-fifths of employees (60%) are somewhat or extremely satisfied with their career progress over the past twelve months. However, just under one-quarter of employees (22%) are somewhat or extremely dissatisfied.

■ Extremely satisfied ■ Somewhat satisfied ■ Neither satisfied nor dissatisfied ■ Somewhat dissatisfied ■ Extremely dissatisfied ■ Unsure

Licensed staff are the least happy group with their career progress over the past 12 months.

- > While admin and classified staff (76% and 68% respectively) are generally somewhat or extremely happy with their career progress over the past twelve months, licensed staff are less likely to feel this way.
- > Just over half of licensed staff (52%) report being somewhat or extremely satisfied with their career progress.

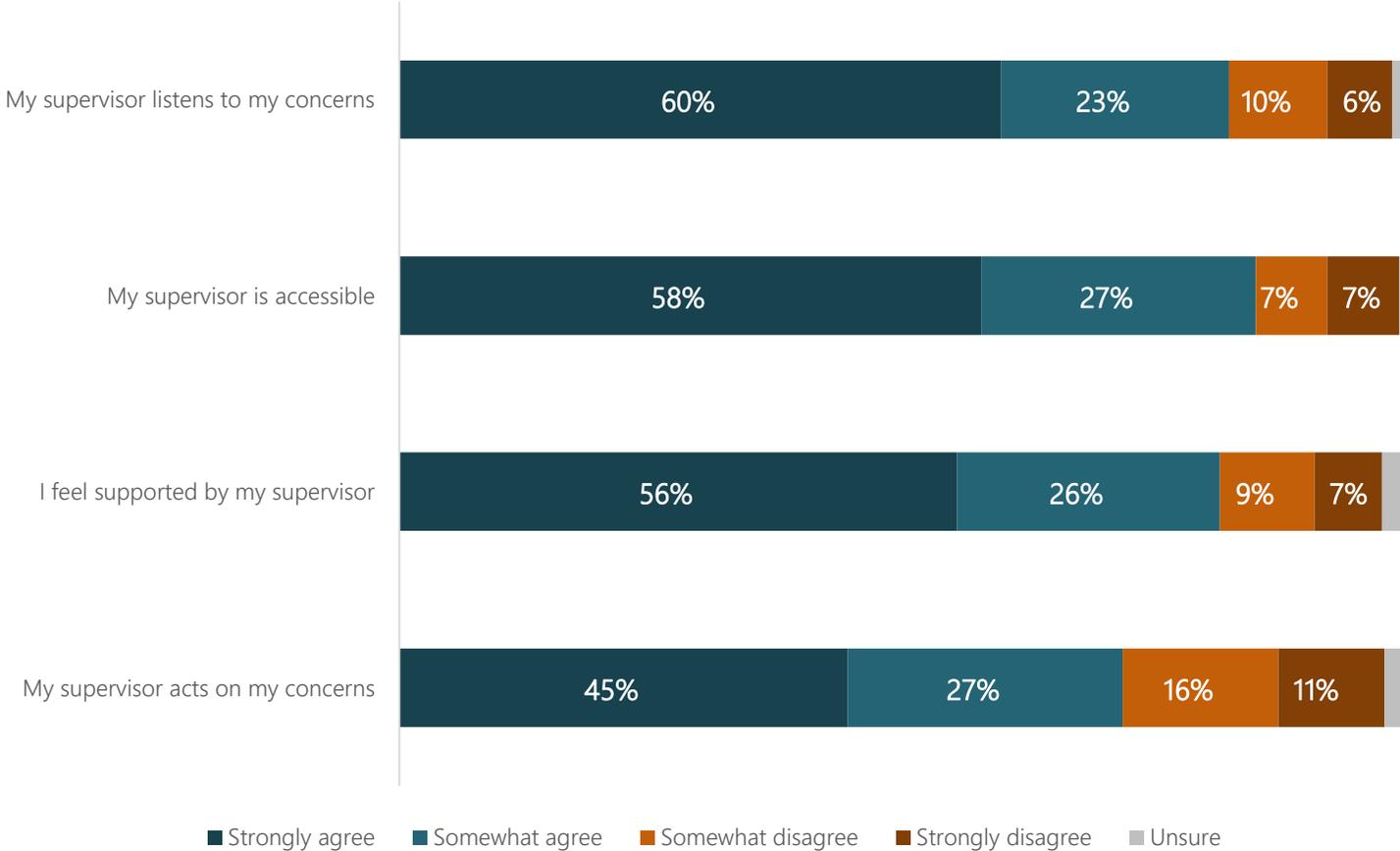


Percentages inside a blue box indicate statistically significant differences at the 95% confidence level.

SECTION 3.2

SATISFACTION WITH SCHOOL AND DISTRICT

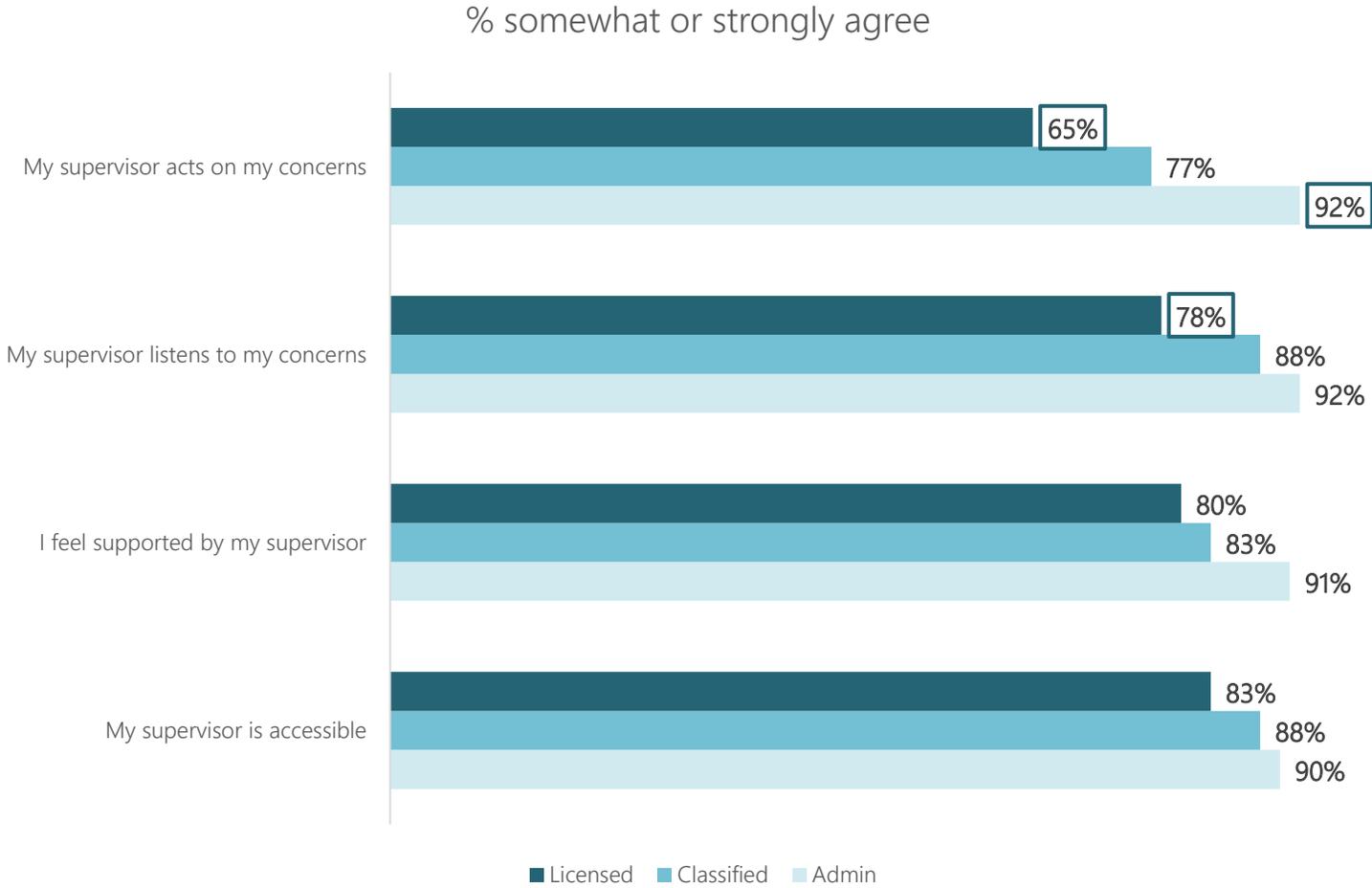
Most employees feel their supervisor is accessible and listens to their concerns.



- > Most employees somewhat or strongly agree that their supervisor is accessible (85%), listens to their concerns (83%), and supports them (82%).
- > Employees feel that their supervisor acts on their concern at a slightly lower rate, with 72% of employees somewhat or strongly agreeing with this.

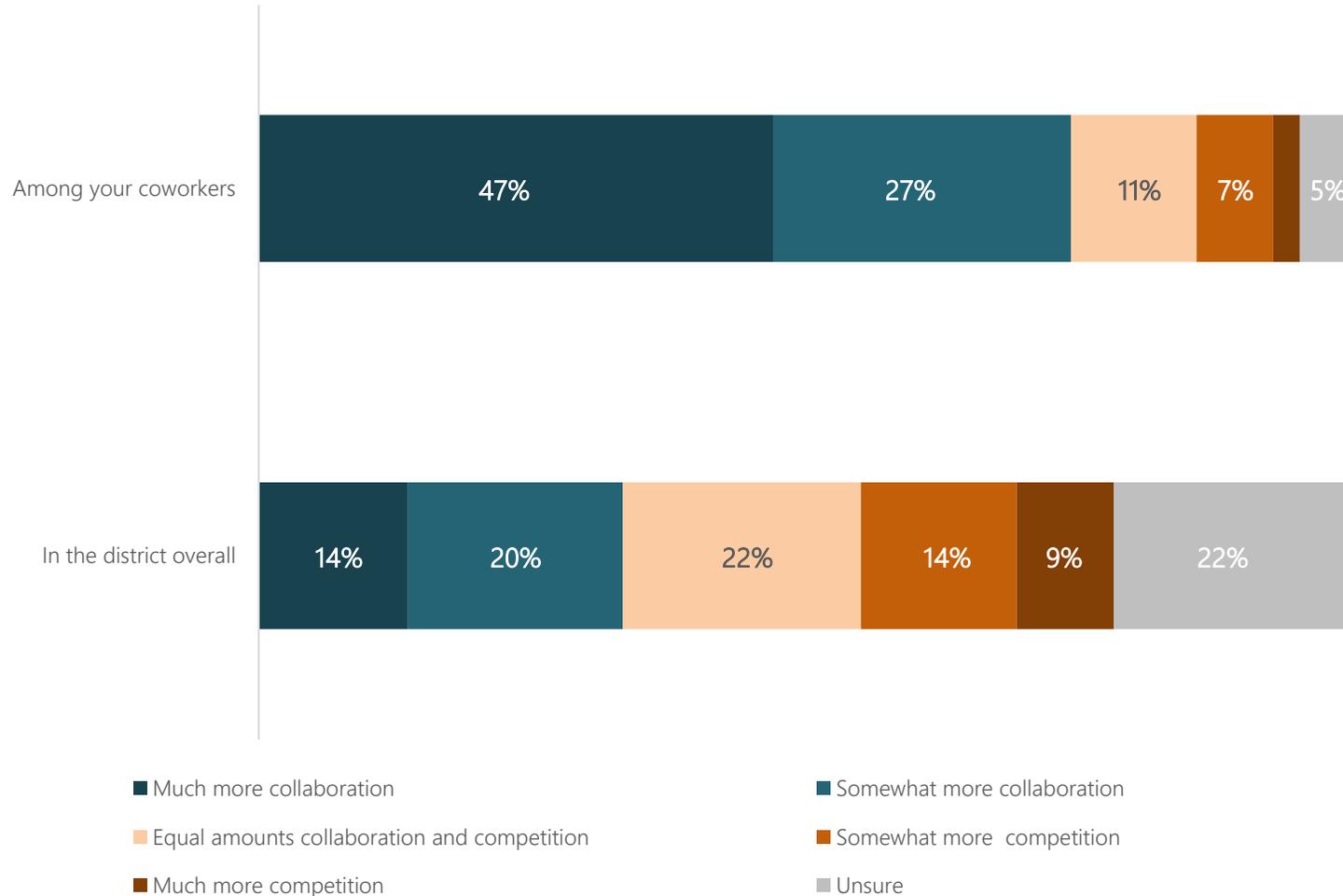
Licensed staff are less likely than other groups to feel their supervisor listens to them and acts on their concerns.

- > Licensed staff are less likely than other groups to agree that their supervisor acts on their concerns, with just under two-thirds of licensed staff (65%) agreeing with this. Admin staff are more likely to feel this way, with 92% agreeing with this sentiment.
- > Licensed staff are also less likely to agree that their supervisor listens to their concerns. While just over three-quarters of licensed staff (78%) feeling this way, 88% of classified staff and 92% of admin staff feel the same.



Percentages inside a blue box indicate statistically significant differences at the 95% confidence level.

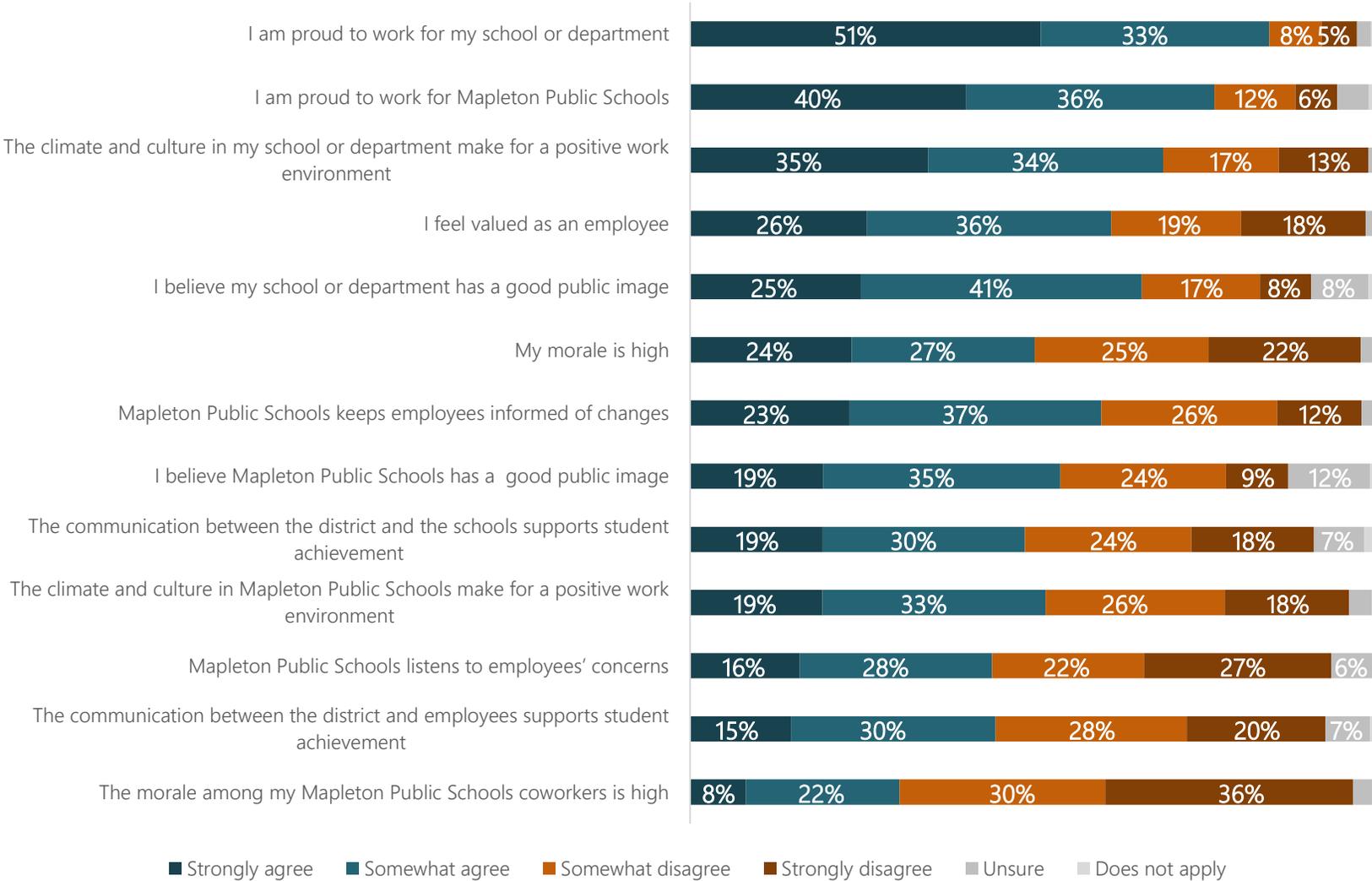
Just under three-quarters of employees feel there is more collaboration than competition among their coworkers.



- > About three-quarters of employees (74%) feel there is more collaboration among their coworkers than competition.
- > However, in the district overall, just over one-third of employees (34%) feel there is more collaboration.

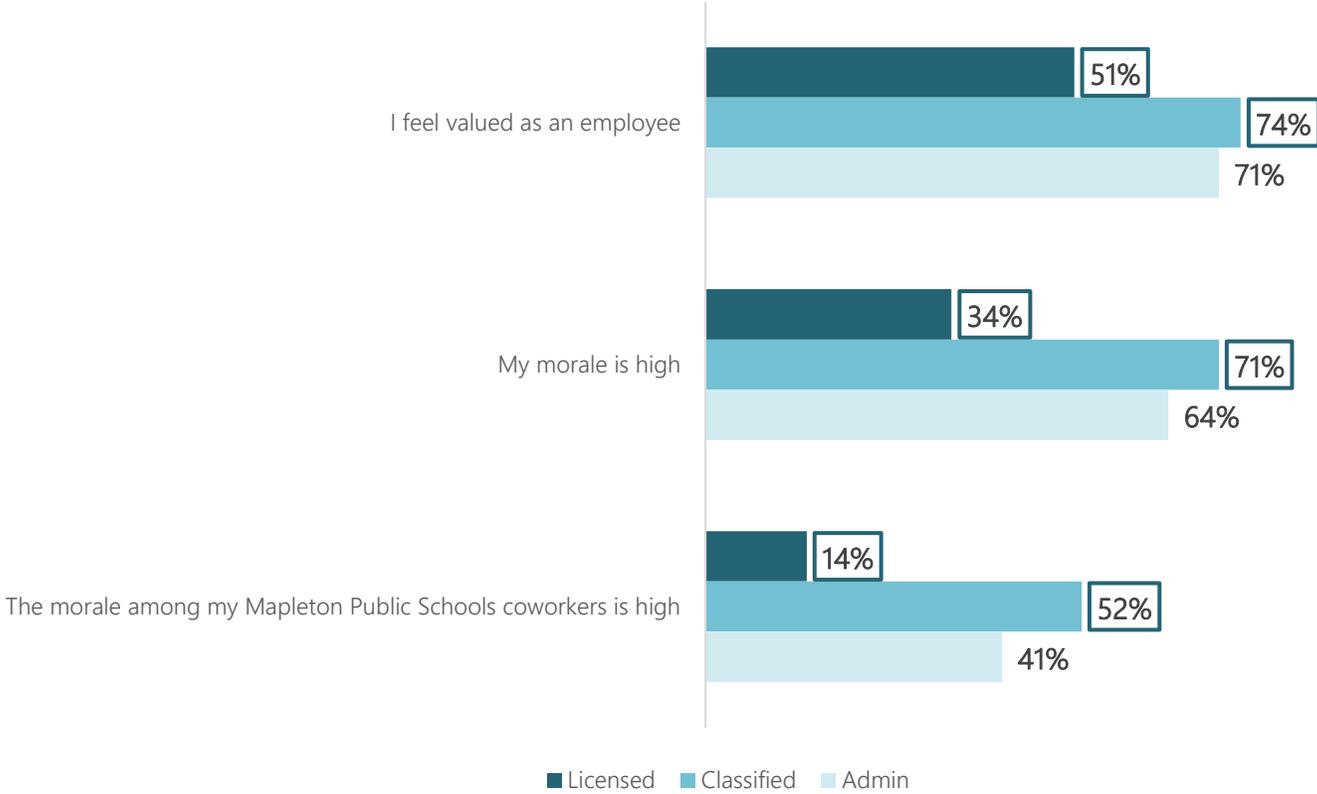
While feelings of pride are high, morale is considerably lower.

- > Over four-fifths of employees (84%) somewhat or strongly agree that they are proud to work for their school or department, and just over three-quarters (76%) are proud to work for Mapleton Public Schools.
- > However, despite these high rates of pride, morale is considerably lower, with just over half of employees (51%) agreeing that their morale is high, and under one-third of employees (30%) agreeing that their coworkers' morale is high.



Classified staff are more likely to feel that morale is high among themselves and their coworkers.

% strongly or somewhat agree

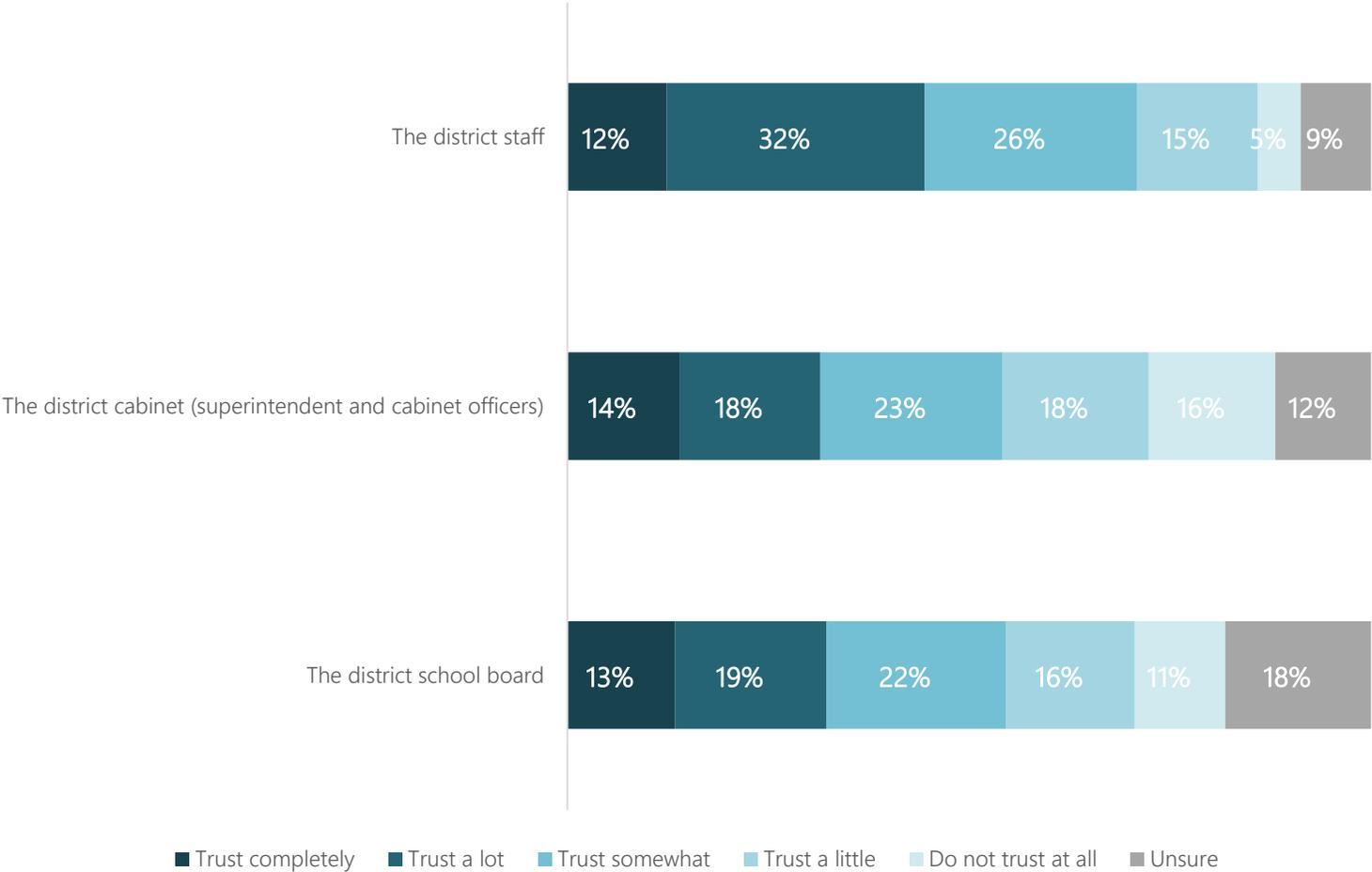


- > 71% of classified and 64% of admin staff feel the same, much higher than the 34 percent reported among licensed staff.
- > Interestingly, employees in all groups are more likely to say that their own morale is high than to say that their coworkers' morale is high. This is an indicator that perhaps negative sentiments are spoken or heard more broadly than positive sentiments.

Percentages inside a blue box indicate statistically significant differences at the 95% confidence level.

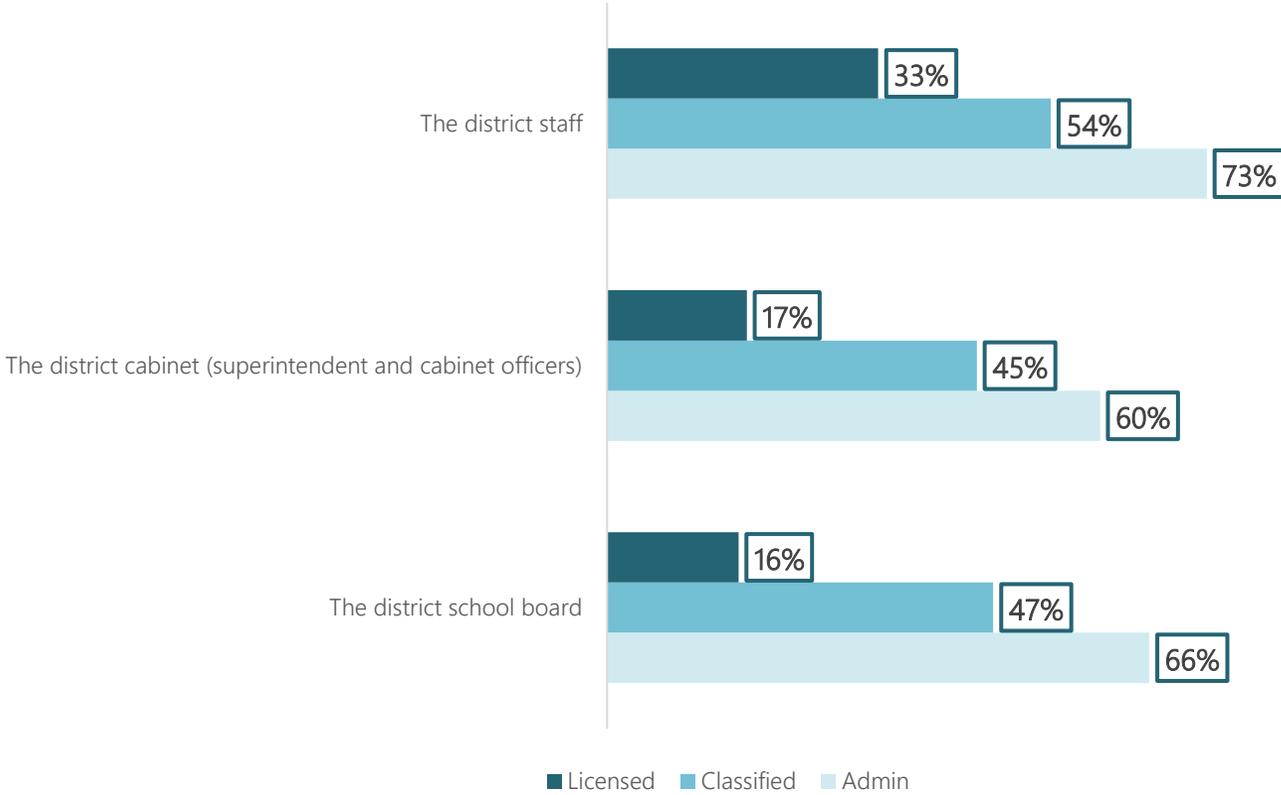
Feelings of trust for those at the district level are split.

- > Employees have more trust in district staff (44 percent trust completely or a lot) than in the district cabinet (32 percent) or school board (32 percent). Roughly one-third say that they trust the cabinet and school board “not at all” or “a little”.



Feelings of trust for those at the district level varies notably by job classification.

% trust completely or trust a lot



- > One-third of licensed staff trust the district staff completely or a lot, while over half of classified staff (54%) and just under three-quarters of admin staff (73%) feel the same.
- > Trust is considerably lower among licensed staff for the cabinet and school board, with 17% trusting the cabinet completely or a lot, and 16% trusting the school board completely or a lot. In contrast, roughly half of classified and admin staff report a lot of trust or complete trust.

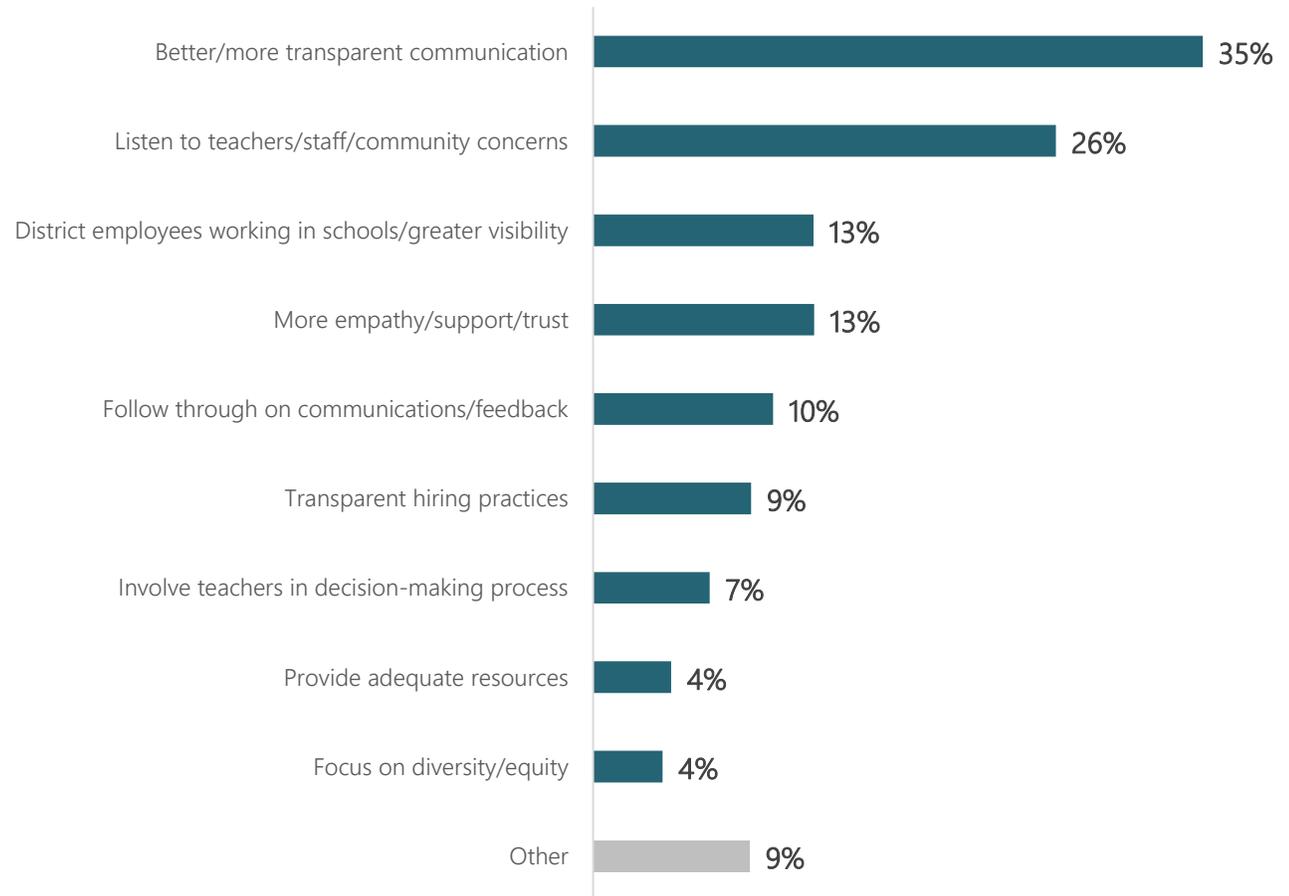
Percentages inside a blue box indicate statistically significant differences at the 95% confidence level.

The most common suggestion or increasing trust at the district level is more transparent communication.

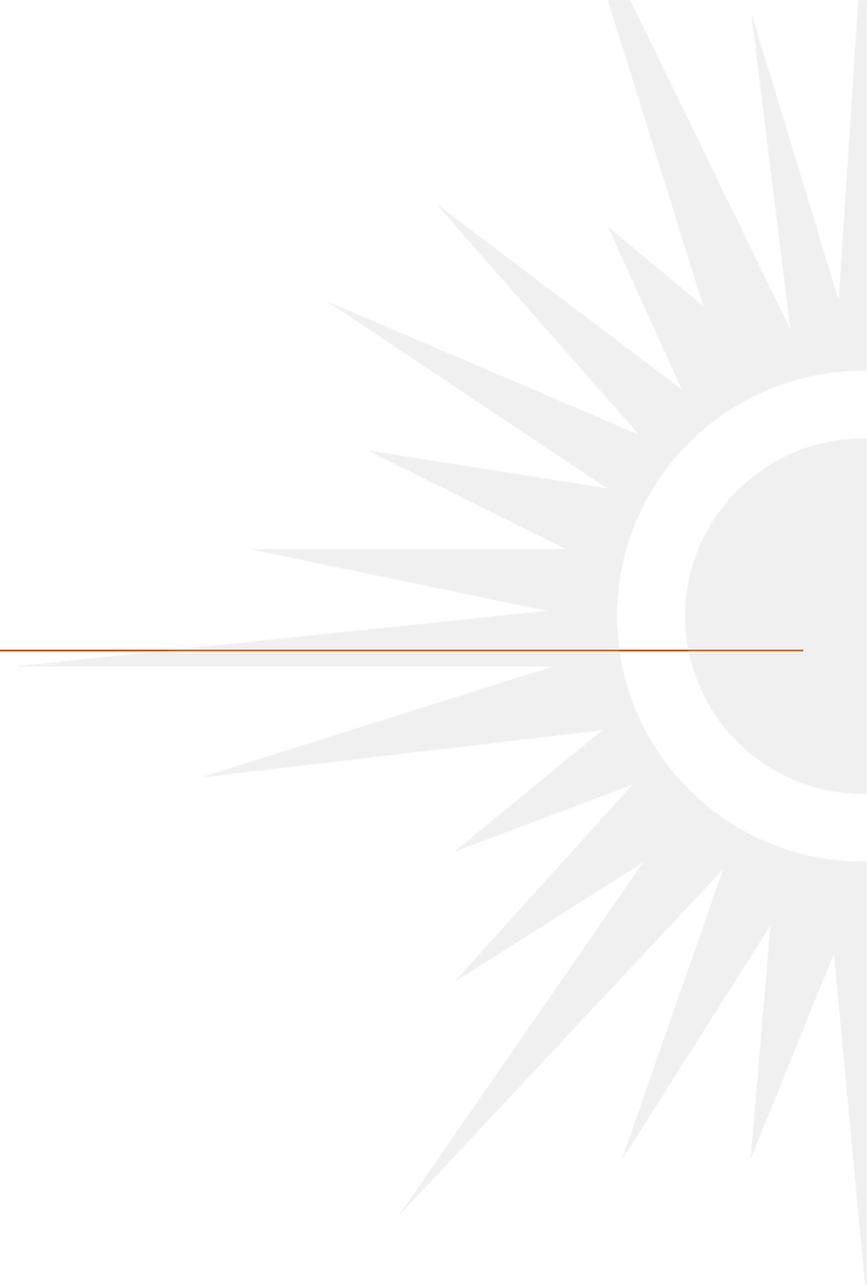
Employees who trust those at the district-level somewhat or less were asked what action they believe would most increase trust. Responses to this question were coded, and the full list of responses can be found in the accompanying data tables.

- > Just over one-third of employees (35%) believe that more transparent communication would most increase trust, and just over one-quarter (26%) believe listening to employees' concerns would increase trust.
- > Other common responses included greater visibility of district-level staff in schools (including working in classrooms) and more empathy and trust for employees.

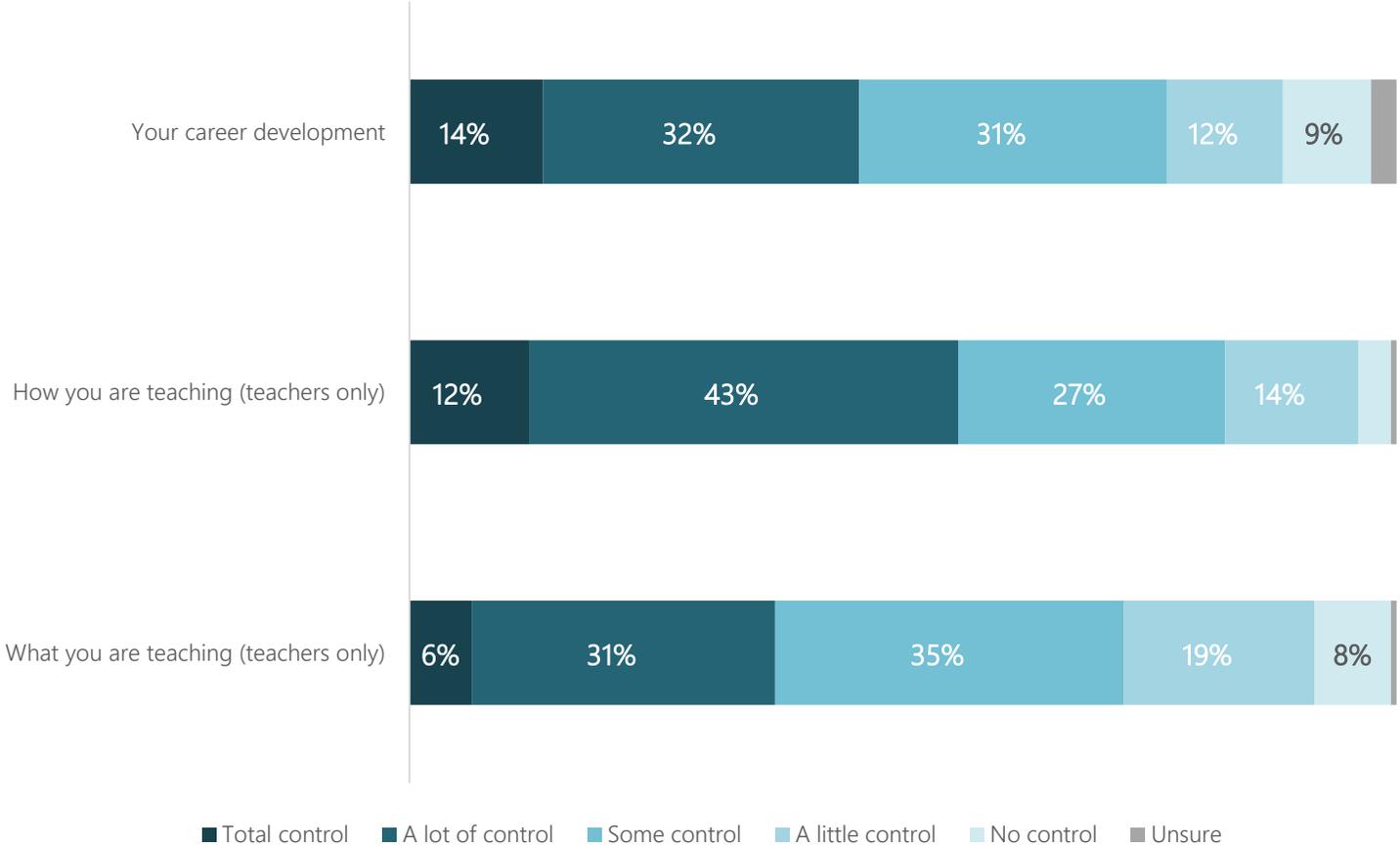
Note that this question was only asked of those who did not report a high level of trust, and so may not reflect the opinions of the full employee population.



SECTION 3.3
DISTRICT SUPPORT



Few teachers feel they have total control over how or what they are teaching.

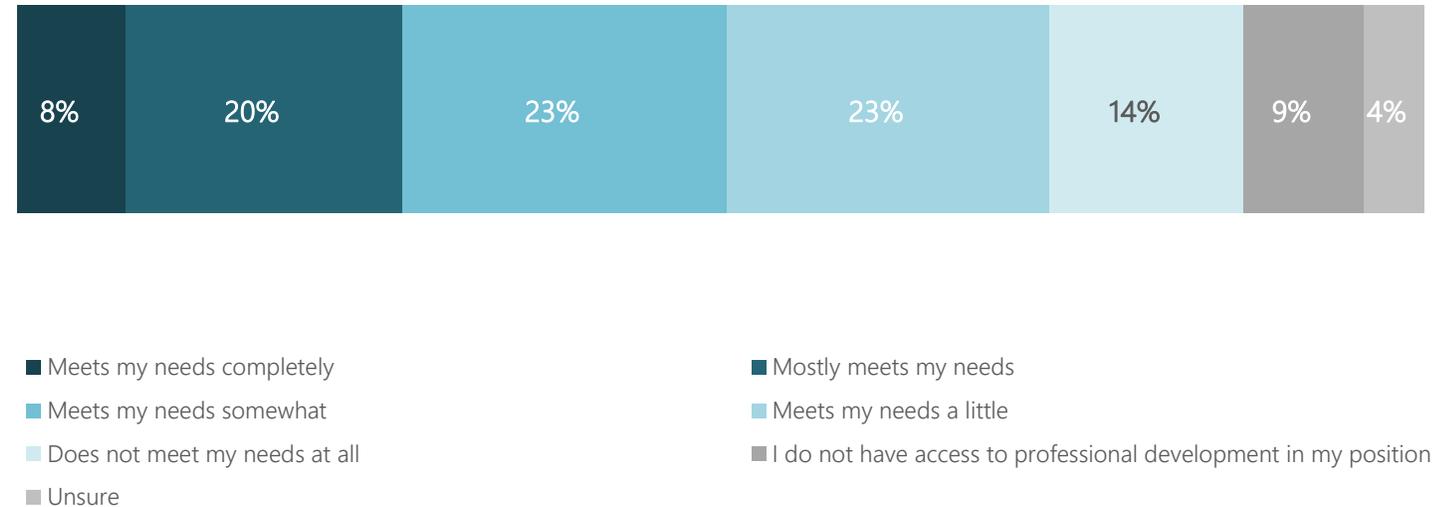


All employees were asked how much control they believe they have over their career development, but only teachers were asked about control over how and what they are teaching.

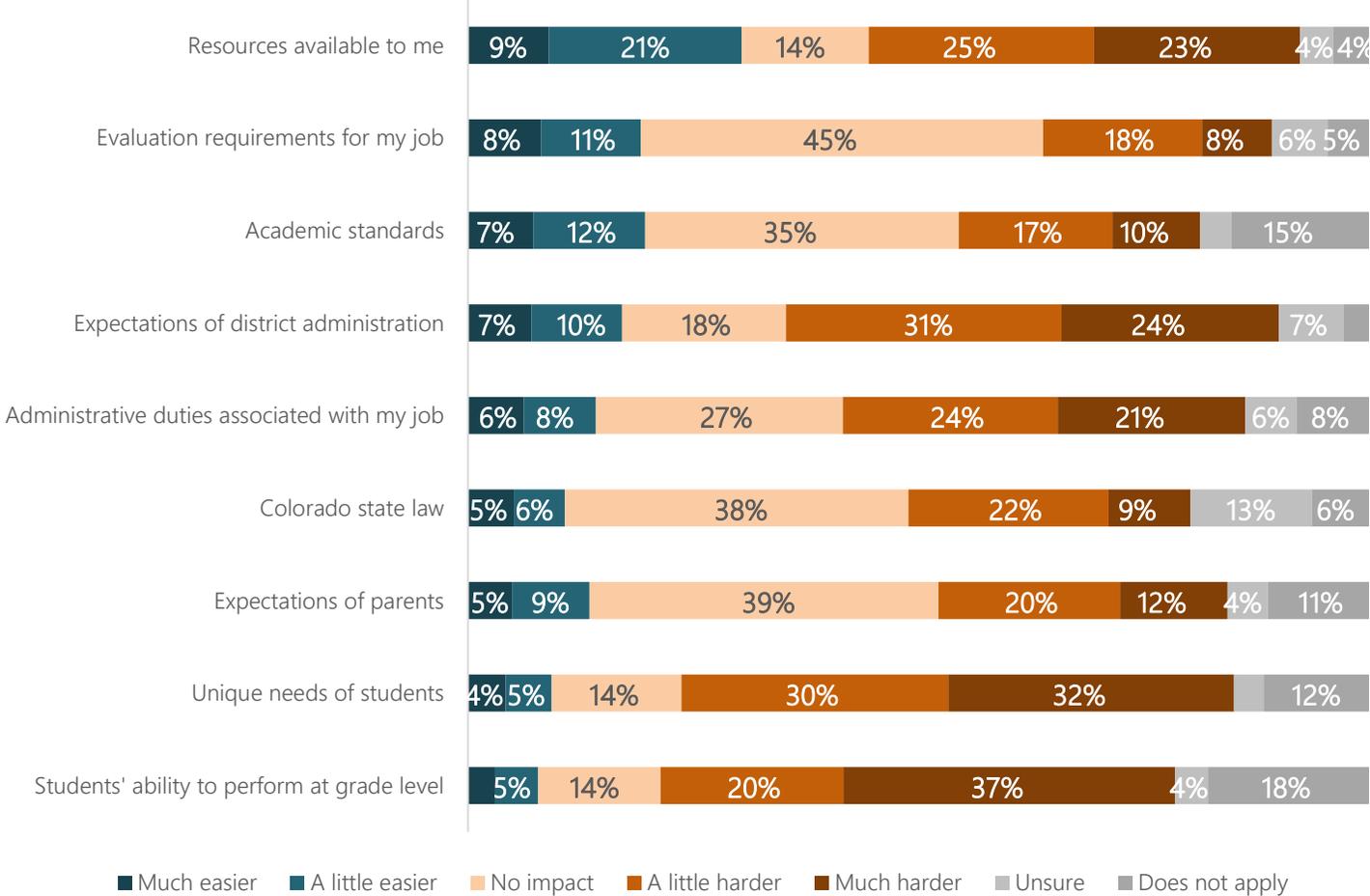
- > Among teachers, feelings of total control over what they are teaching are low, at less than 10 percent. However, most teachers feel they have at least some control over how they are teaching (82%), and two-thirds feel they have a lot or some control (72%) over what they are teaching.
- > While few employees feel they have total control over their career development, three-quarters feel they have at least some control.

Just over one-quarter of employees feel the professional development available to them mostly or completely meets their needs.

- > Just over one-quarter of employees (28%) feel the professional development available to them mostly or completely meets their needs.
- > Just under half of employees (46%) feel the available professional development meets their needs somewhat or a little.



Unique needs of students and their ability to perform at grade level are challenges among employees.

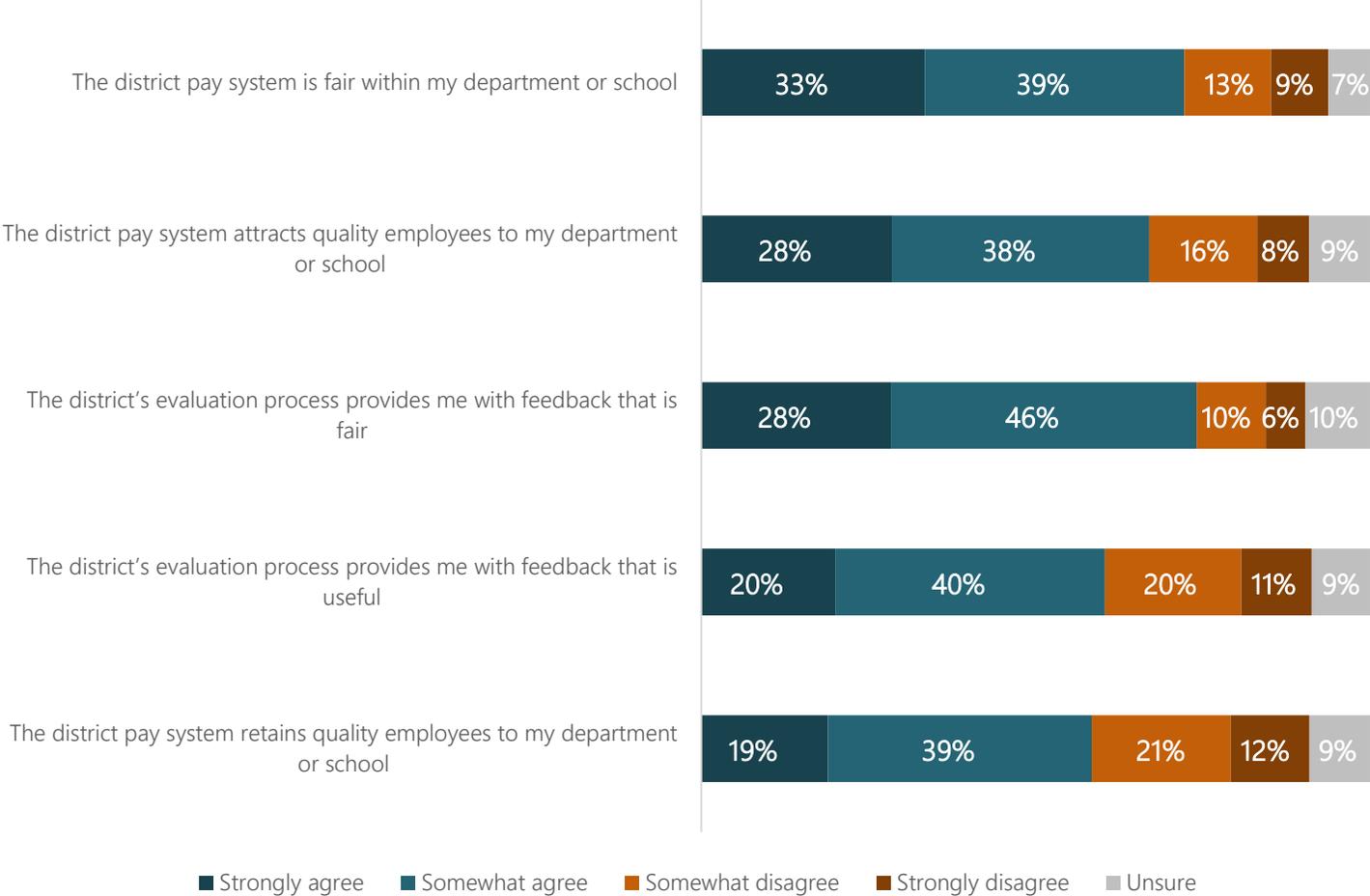


- > Employees generally feel that the listed factors have made their jobs harder over time.
- > However, some of the listed factors have become a more common challenge, with the unique needs of students (62%) and students' ability to perform at grade level (57%) being notable issues.
- > Expectations of district administration was another notable challenge reported by employees, with 55% believing this has made their jobs harder.

Q10. Have any of the following factors made your job easier or harder since you first started working for the district?

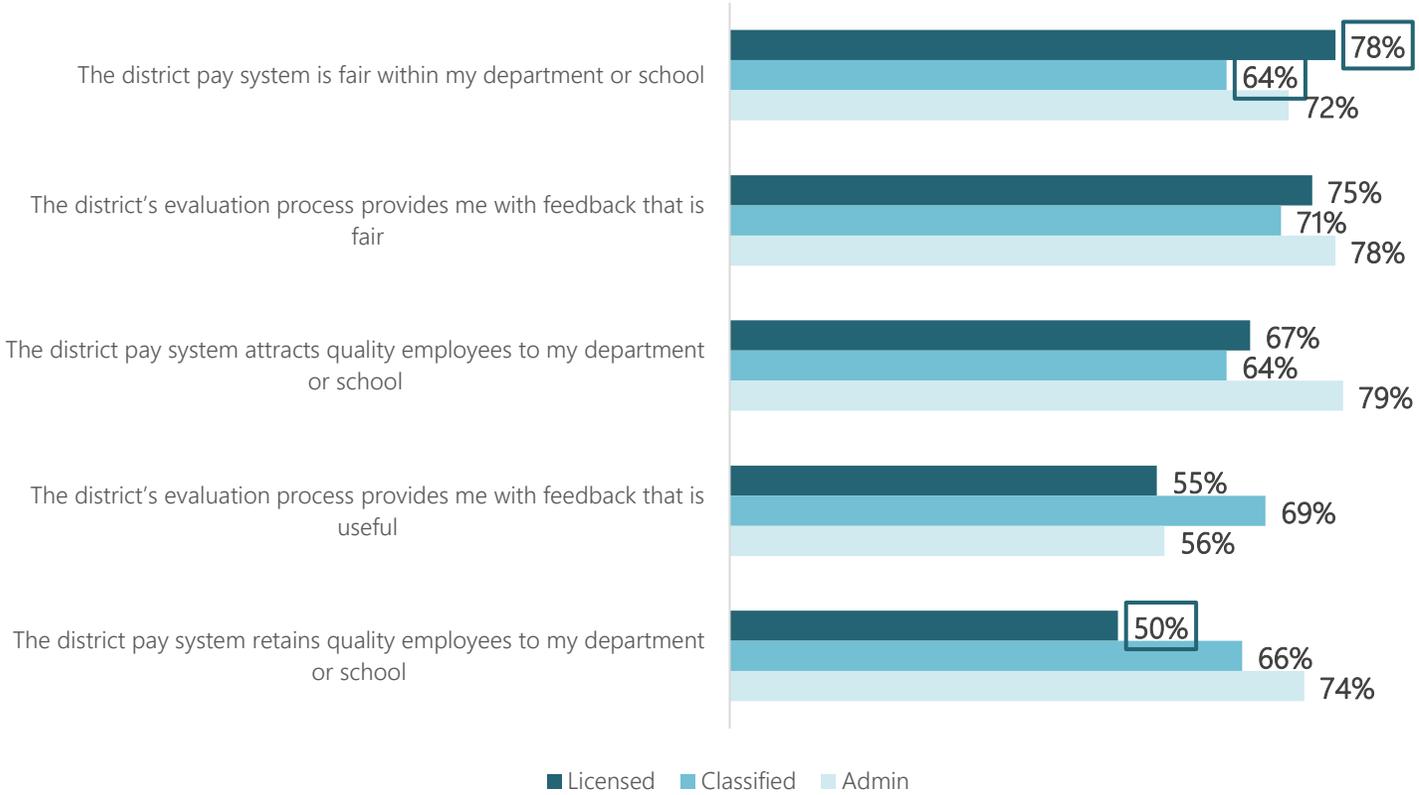
Employees generally have a favorable view of the district pay system and evaluation process.

- > Just under three-quarters of employees (72%) somewhat or strongly agree that the district pay system is fair.
- > Two-thirds of employees (66%) somewhat or strongly agree that the pay system attracts quality employees. However, slightly fewer employees (58%) feel the pay system retains quality employees.
- > While the district evaluation process is generally viewed favorable (74% of employees feel it provides fair feedback), there is still some notable room for improvement. About one-third of employees (31%) do not find the feedback during evaluations useful.



Licensed staff are more likely to feel that the district pay system is fair, but less likely to feel it retains quality employees.

% somewhat or strongly agree



- > Just over three-quarters of licensed staff (78%) somewhat or strongly agree that the district pay system is fair and are more likely to feel this way than classified staff (64%).
- > Despite generally agreeing that the pay system is fair, licensed staff are less likely to agree that it retains quality employees, with half of licensed staff (50%) feeling this way.

Percentages inside a blue box indicate statistically significant differences at the 95% confidence level.

About two-thirds of employees hired within the past five years feel their onboarding experience was positive.

- > About two-thirds of employees (65%) hired within the past 5 years feel their onboarding experience was very or somewhat positive.
- > Another one-quarter of employees (22%) hired within the past five years have a neutral view of their onboarding experience, feeling that it was neither positive nor negative.
- > Approximately one in eight employees had a negative experience (13%).



■ Very positive ■ Somewhat positive ■ Neither positive nor negative ■ Somewhat negative ■ Very negative

Employees who felt their onboarding experience was positive commonly cited helpful and welcoming staff as the reason.



Among those who felt their onboarding experience was positive, most felt it was due to helpful and welcoming staff, and clear and useful information.

Employees hired within the past five years were asked why their onboarding experience was positive, neutral, or negative, depending on their answer to the previous question. Due to a relatively small number of responses, general sentiments rather than percentages are shown here.



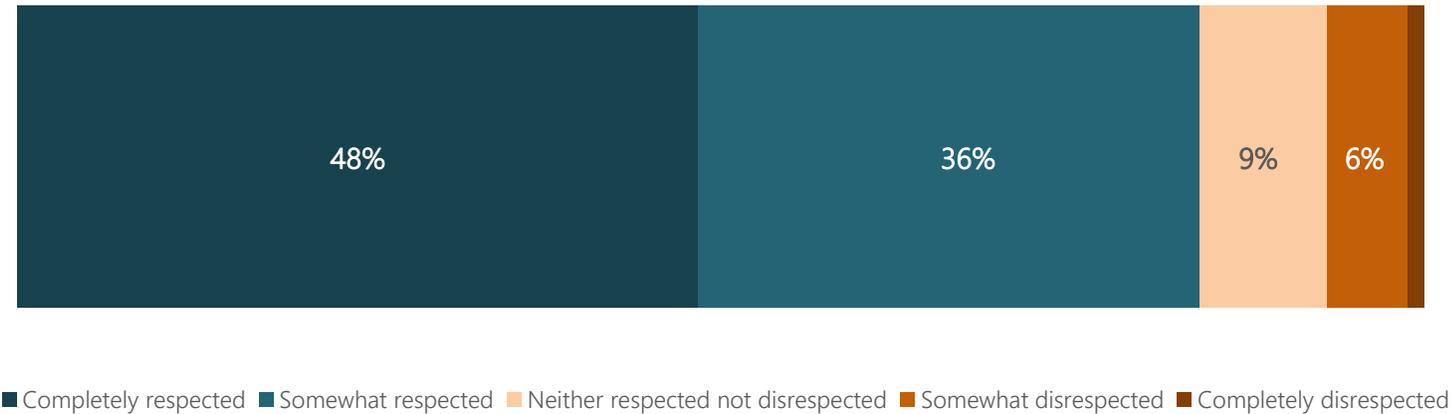
Among those who felt their onboarding experience was neutral, most felt the information and training provided could have been improved.



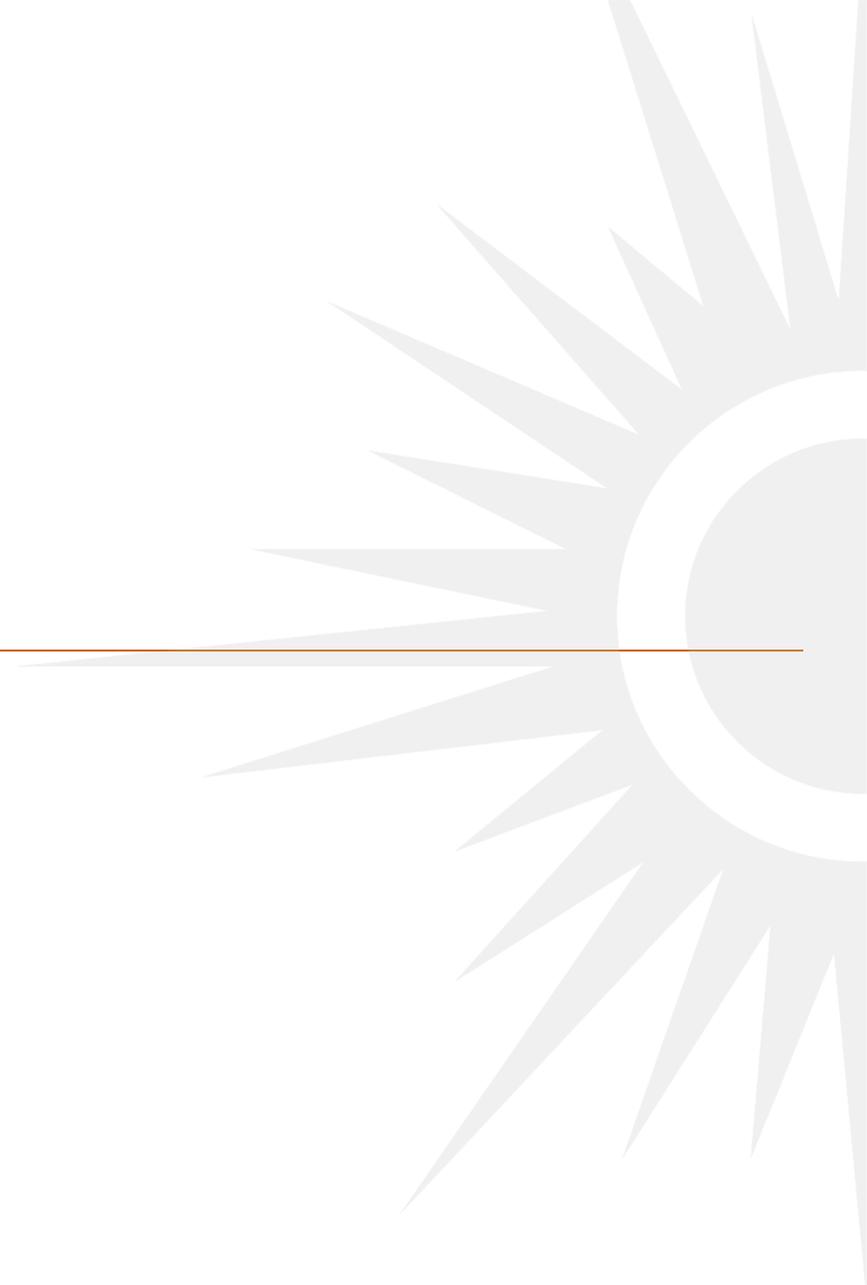
Among those who felt their onboarding experience was negative, most felt there was not enough information provided and wanted more support.

Twelve times as many employees feel respected by peers than disrespected.

- > More than four-fifths of employees (84%) feel completely or somewhat respected, while only 7% of employees disrespected by their peers.

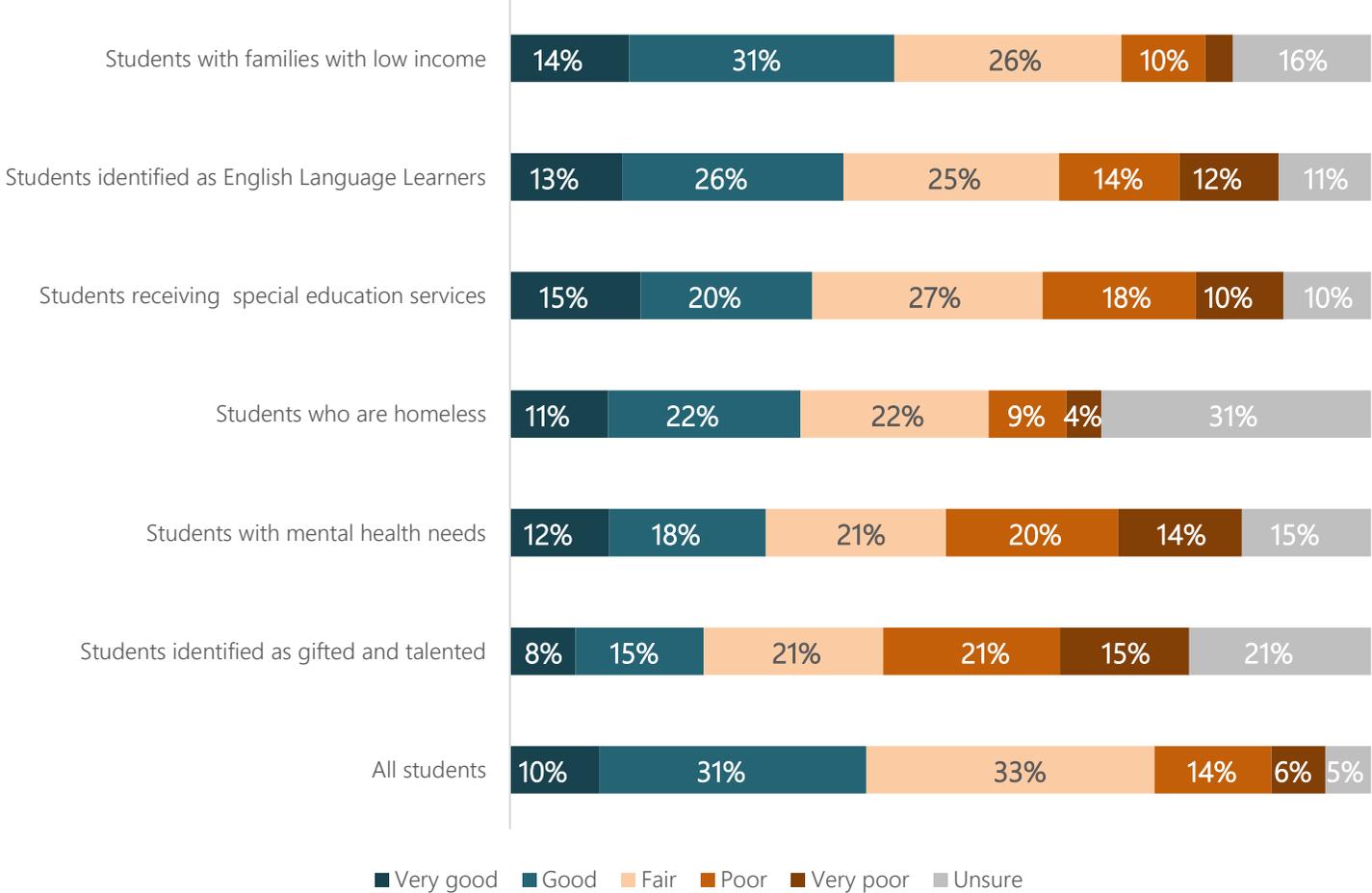


SECTION 3.4
STUDENT SUPPORT

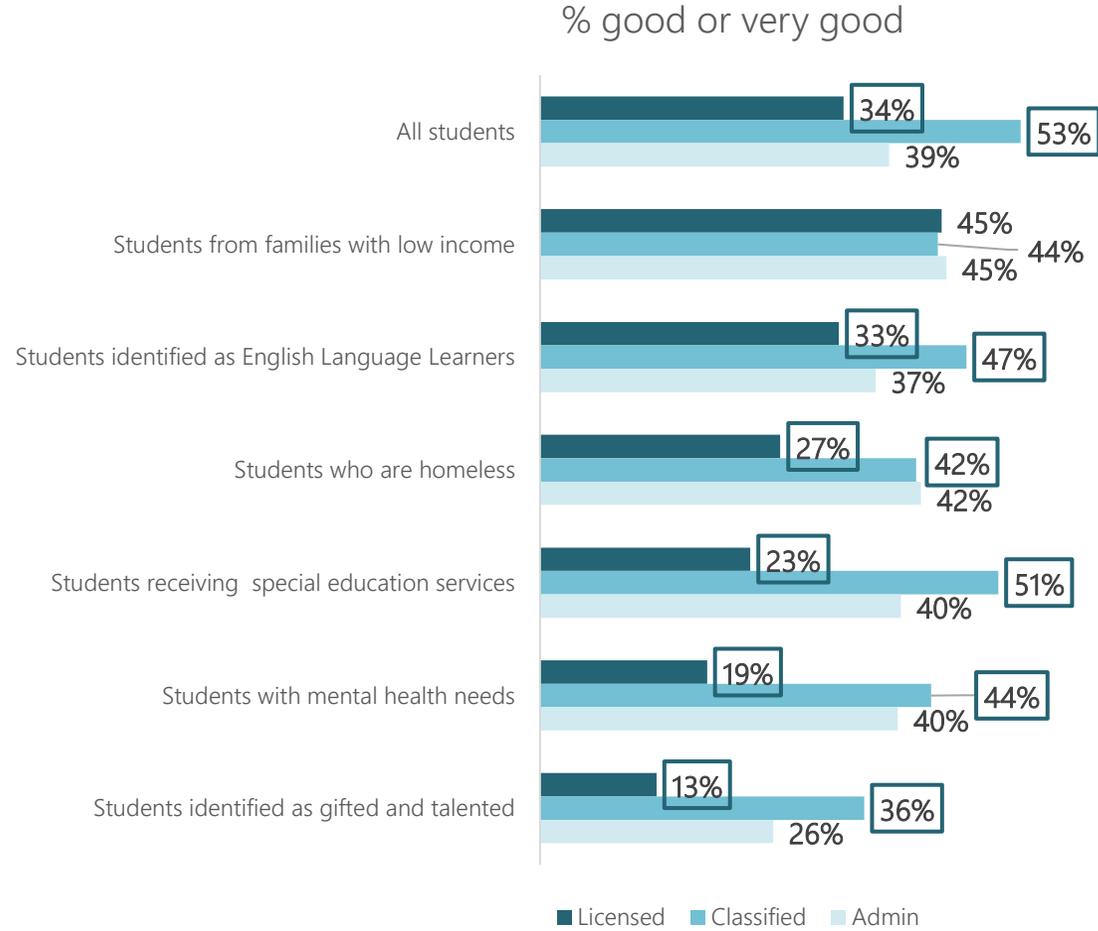


Students identified as gifted and talented are perceived to be the most under-served students in Mapleton.

- > Under one-quarter of employees (23%) feel that Mapleton is good or very good at serving students identified as gifted and talented. Of all subcategories of students, employees rated Mapleton the lowest at serving those identified as gifted and talented.
- > Under half of employees (45%) feel Mapleton is good or very good at serving students from families with low incomes.
- > About two-fifths of employees (41%) feel Mapleton is good or very good at serving all students.



Employee categories have differing opinions on how Mapleton Public Schools is serving students.

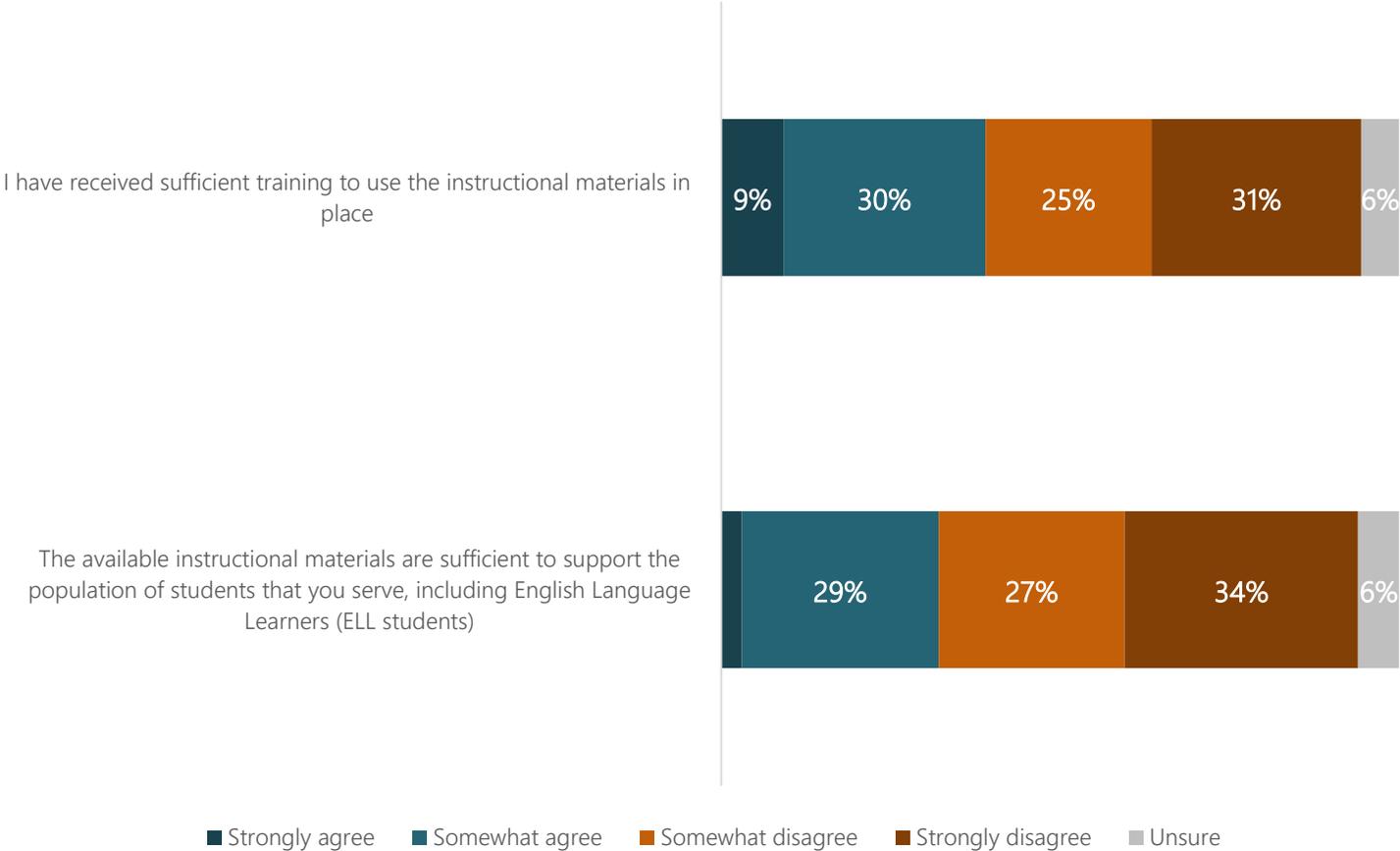


> Classified and licensed staff have strongly differing opinions on how well Mapleton Public Schools is serving many categories of students, though their relative rankings are similar. All groups believe that gifted and talented students are the least well served.

Percentages inside a blue box indicate statistically significant differences at the 95% confidence level.

Less than half of teachers feel they have received sufficient training to use the instructional materials in place.

- > More than half of teachers (56%) feel they have not received sufficient training to use the instructional materials currently in place.
- > Just over three-fifths of teachers (61%) do not feel that the available instructional materials are sufficient to support the population of students at Mapleton.

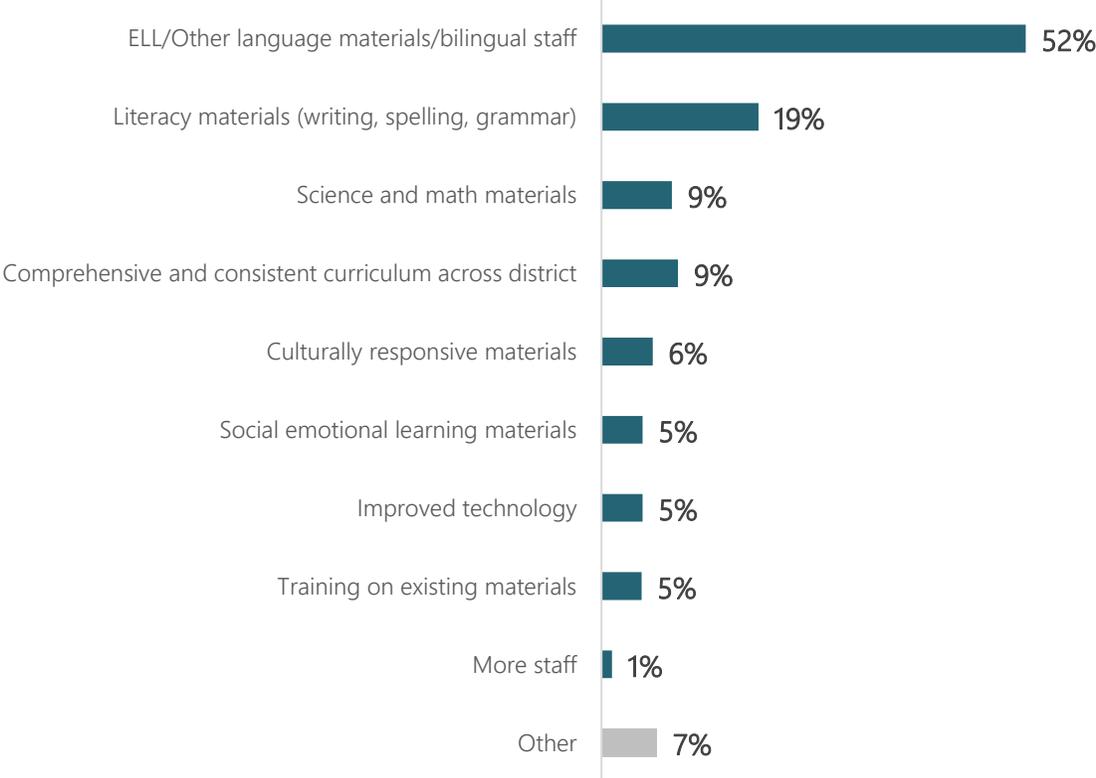


Materials to support ELL students are the most desired additional instructional materials.

About half of teachers (49%) would like the district to acquire additional instructional materials to support students.

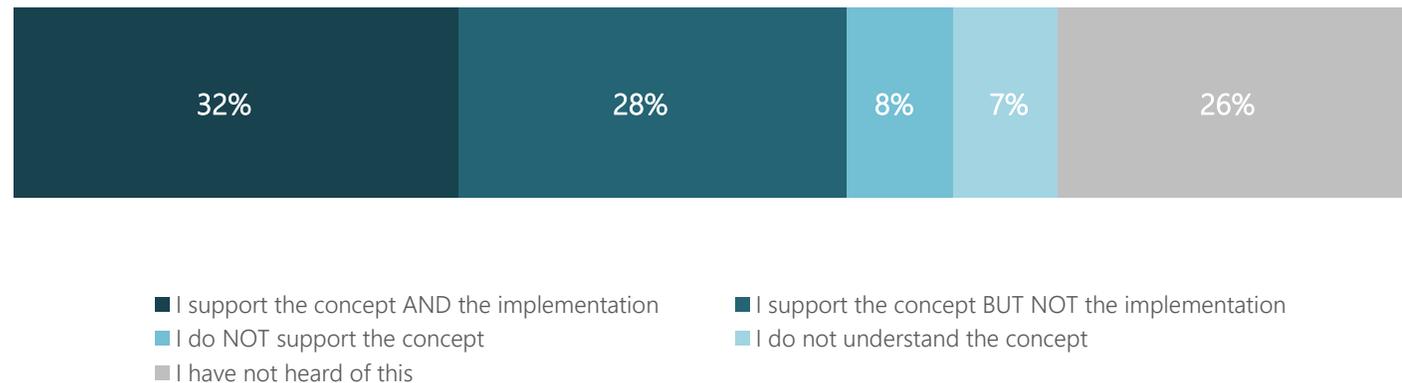
- > If teachers said there were additional materials that they would like the district to acquire, they were asked a follow-up question to describe the materials. Responses have been coded, and the full list of responses can be found in the accompanying data tables.
- > More than half of teachers (52%) who want the district to acquire additional materials would like materials to support ELL students, including materials in other languages and additional bilingual staff.
- > Literacy materials (i.e., writing, spelling, and grammar) were requested by about one-fifth of teachers (19%).

Additional instructional materials desired by teachers
n = 84



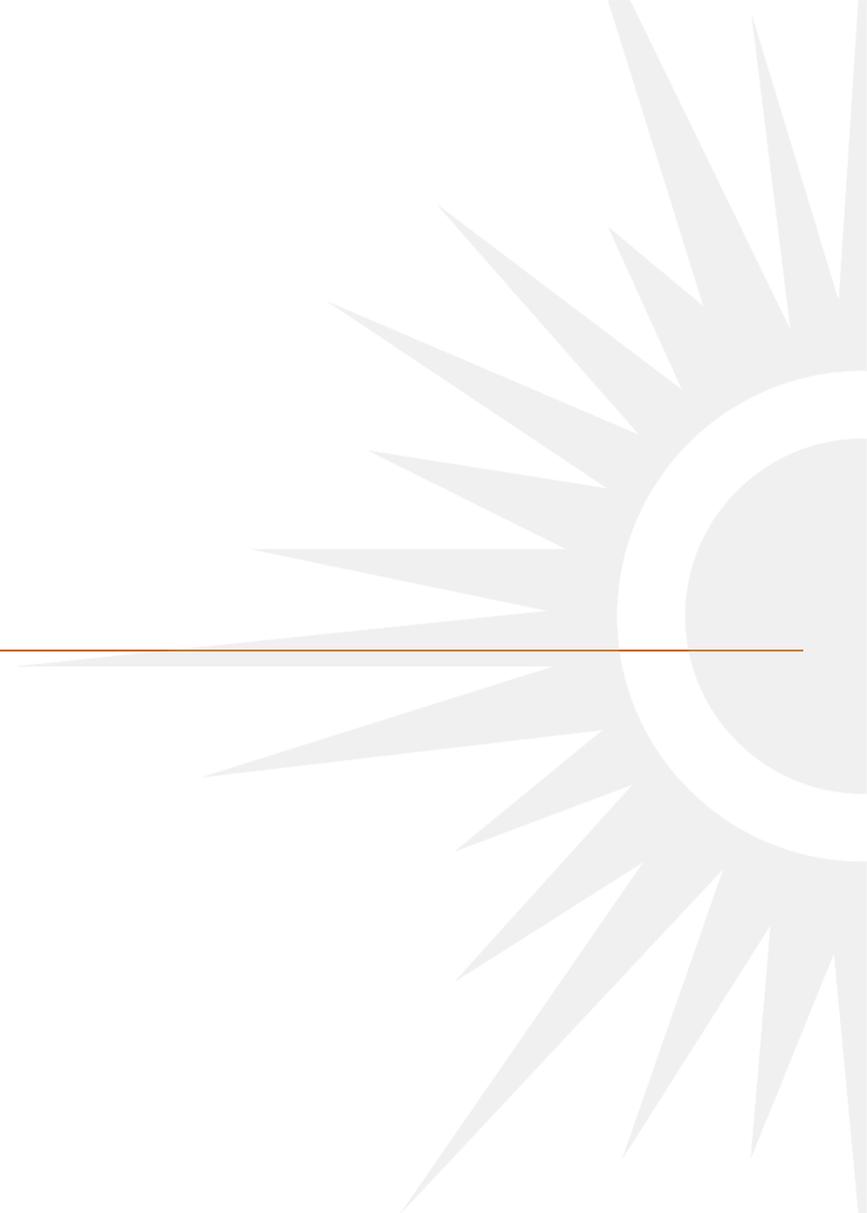
About one-third of employees support the concept and implementation of the Data Driven Instructional Team Data Reviews.

There is generally broad support for the concept, with opposition being more centered on implementation.

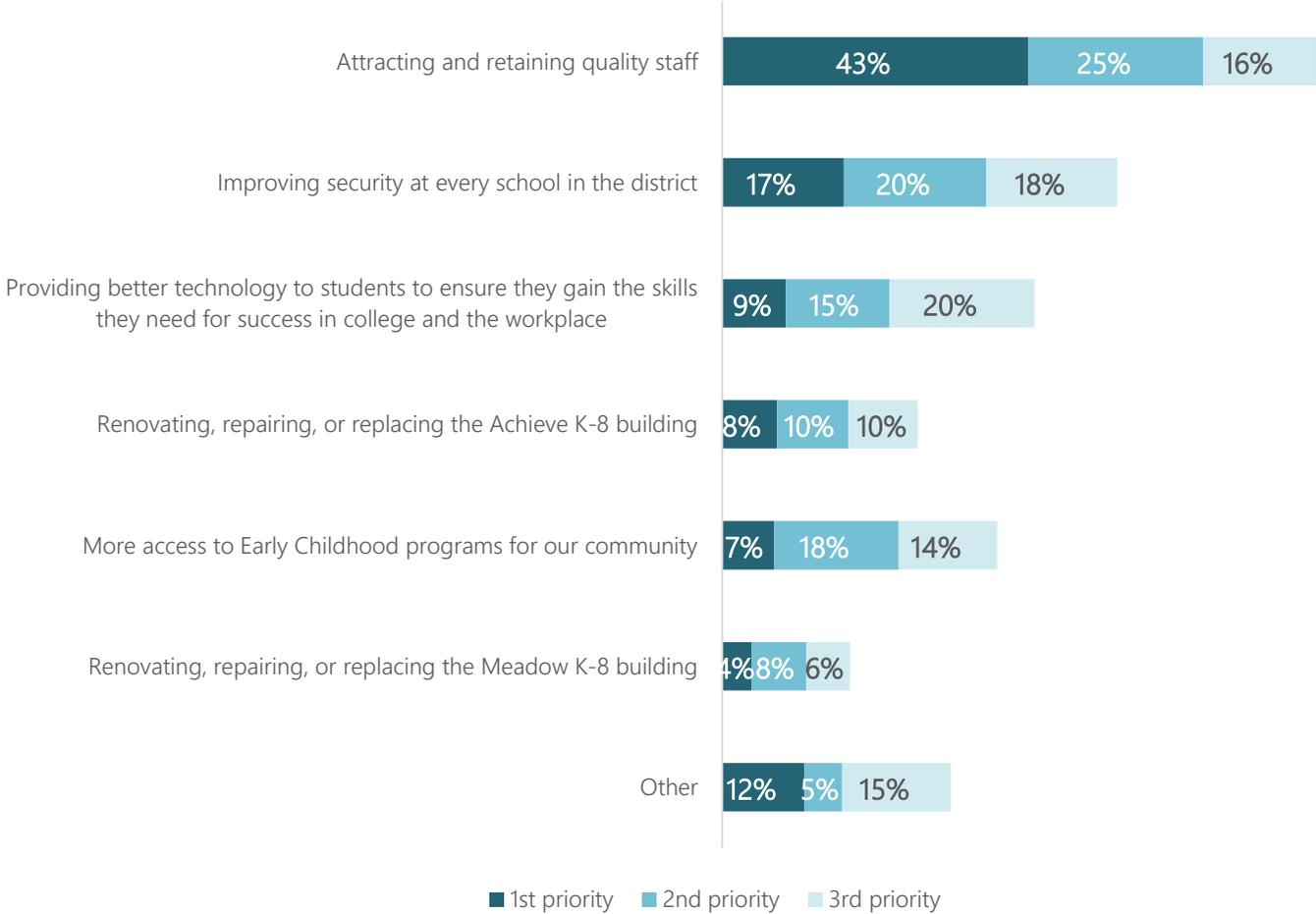


SECTION 3.5

JOB AND DISTRICT IMPROVEMENTS



Most employees feel that any additional state funding should be used for attracting and retaining quality staff.



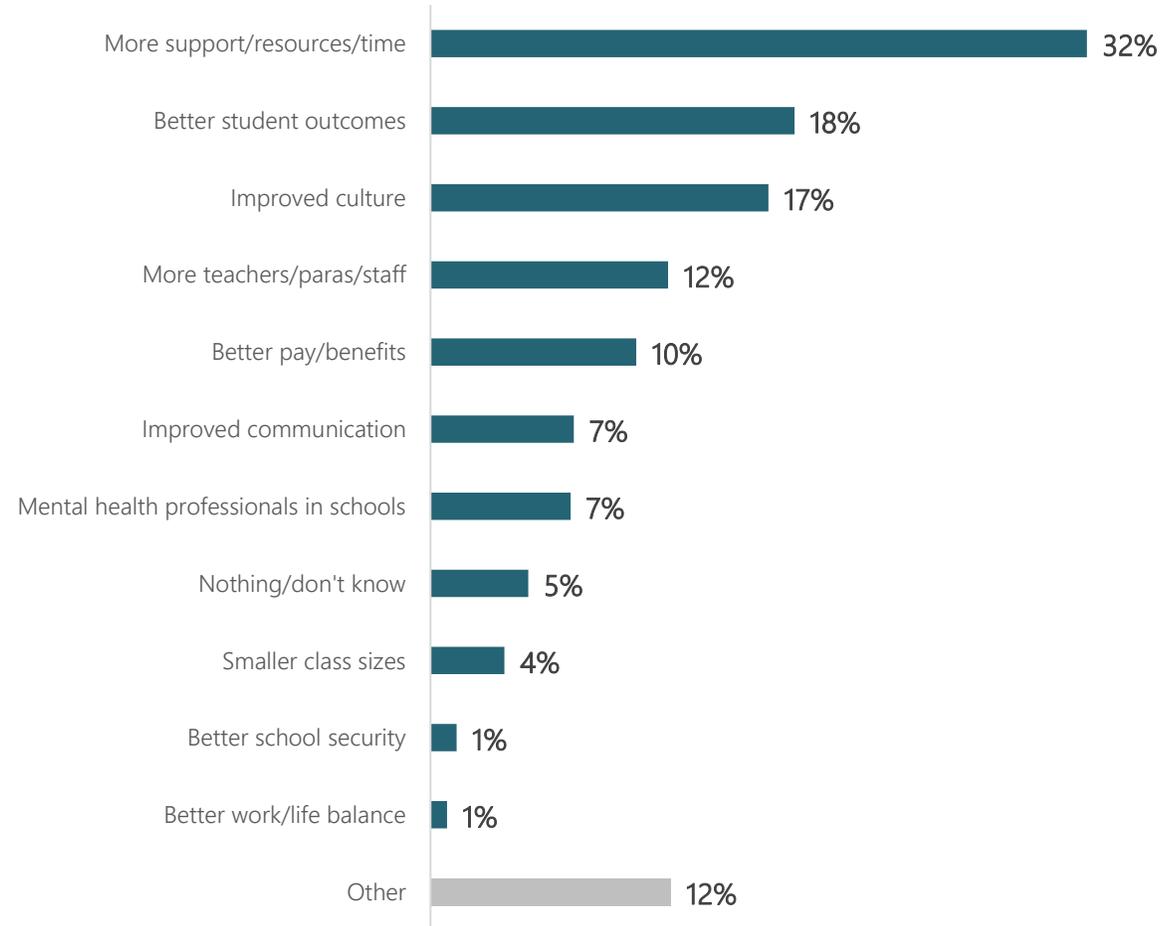
- > Just over two-fifths of employees (43%) feel that the top priority for additional state funding should be attracting and retaining quality staff, and one-quarter think it should be the second priority.
- > Just under one-fifth of employees (17%) feel that improving security at every school should be the top priority for additional state funding.

Q19. If the district receives any additional funds from the state, what three things, in order of priority, should those funds be spent on in order to most improve the district?

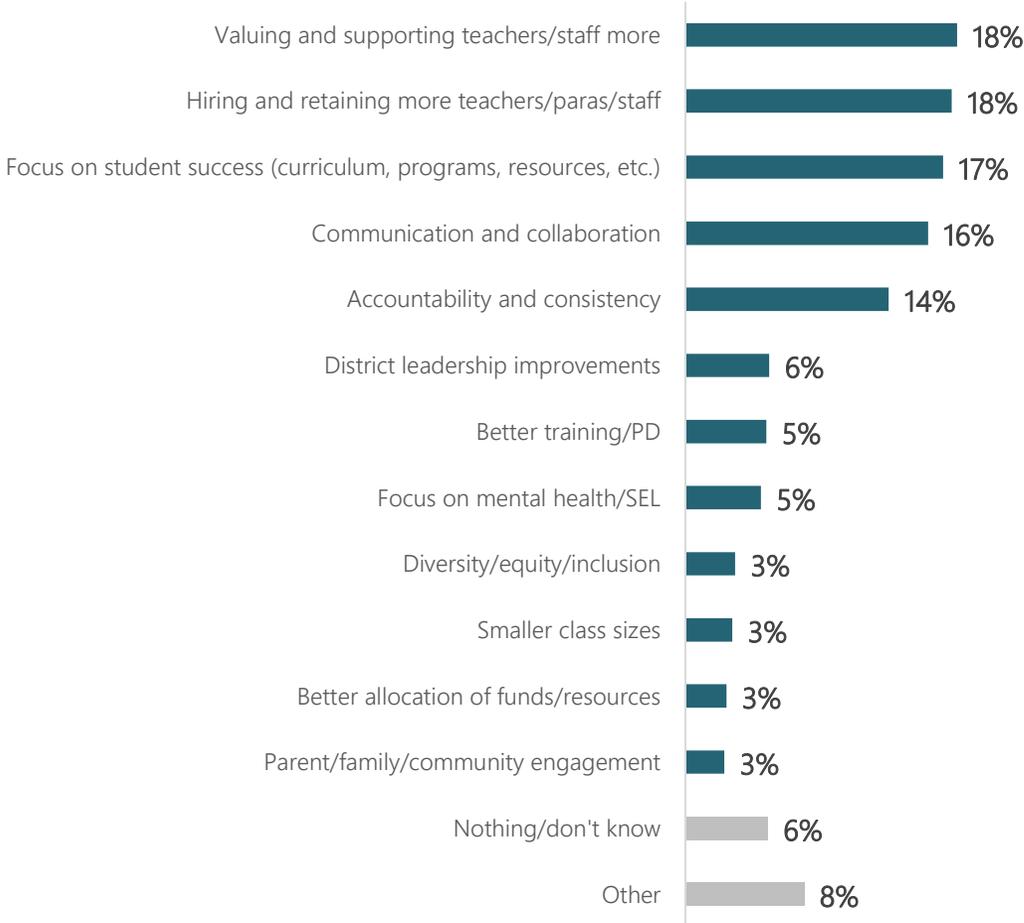
About one-third of employees believe that more support, resources, and time would make them happier with their jobs.

Employees were asked what the number one thing is that would make them happier with their job. Responses have been coded, and the full list of responses can be found in the accompanying data tables.

- > About one-third of employees (32%) indicated that more support, resources, and time would make them happier, and was the most common response. A common response in this category included more planning time and fewer meetings.



Employees had varied opinions on what one thing would improve the school district.



Employees were asked what one thing would improve the district. Responses have been coded, and the full list of responses can be found in the accompanying data tables.

- > While employees had varied responses about what would improve the district, valuing and supporting staff more and hiring and retaining more staff were top responses.
- > Other common responses included a focus on student success (including a better curriculum, more resources for students, after-school programs, etc.), and more communication and collaboration.

SECTION 1.6

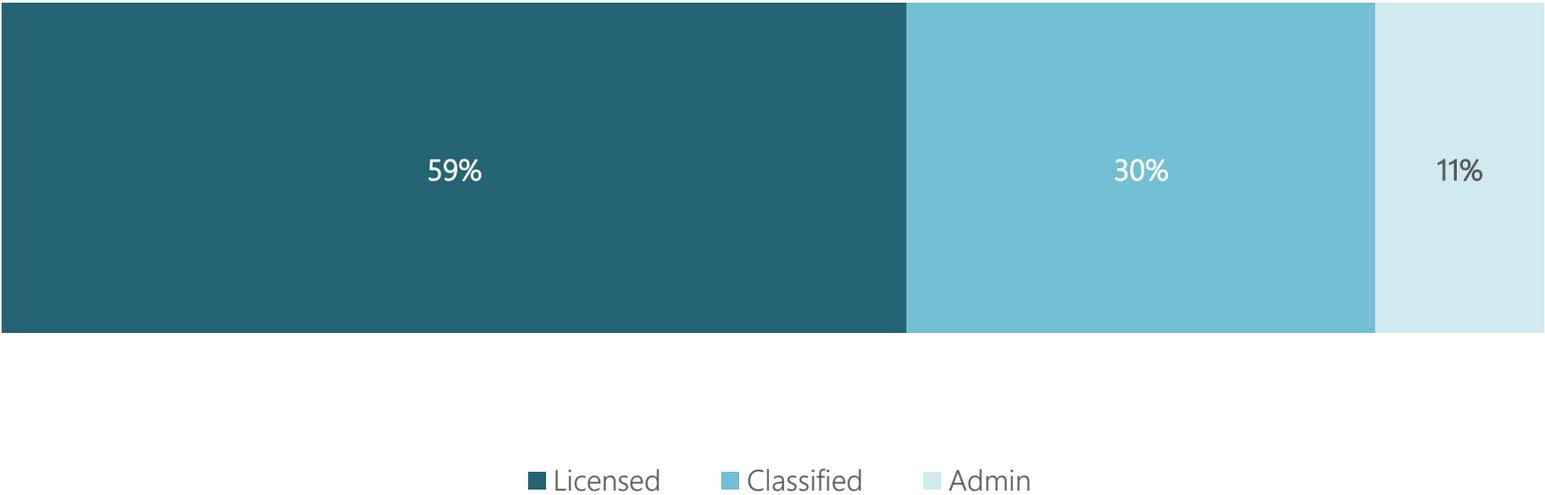
EMPLOYEE SURVEY DEMOGRAPHICS

Because certain subpopulations may be more likely than others to respond to a survey, the results of a survey can be skewed even if everyone has an equal opportunity to participate.

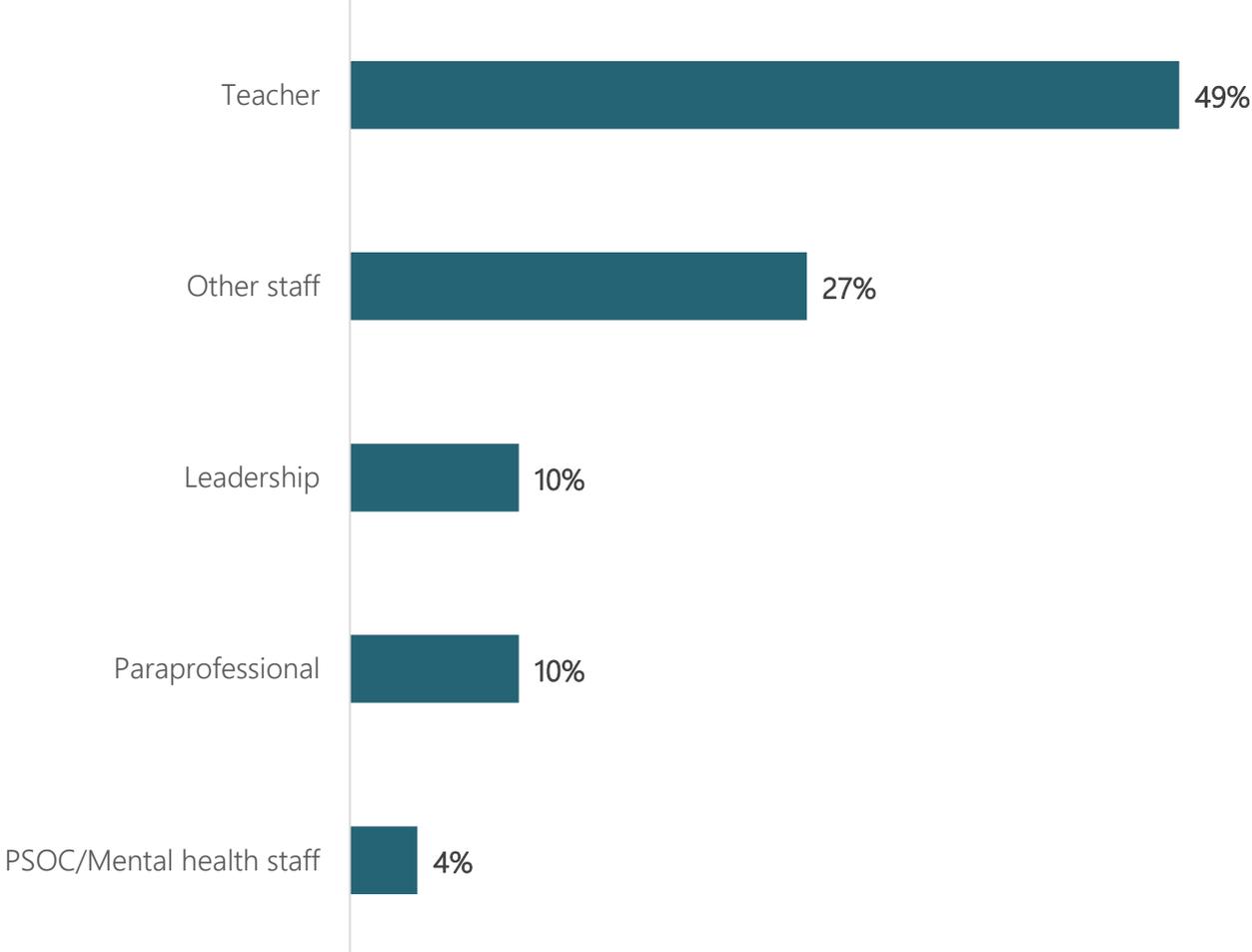
To adjust for this and enhance the survey's accuracy, we can examine the populations that are overrepresented or underrepresented, and we can statistically weight the responses in order to make sure the survey sample is representative of the overall population of employees.

In this case, the survey sample differed from expectations somewhat in job category and years employed by the district. Thus, the data were weighted on job category and years employed to ensure that the sample matched the district's featured in those areas. Weights ranged from 0.74 to 1.90.

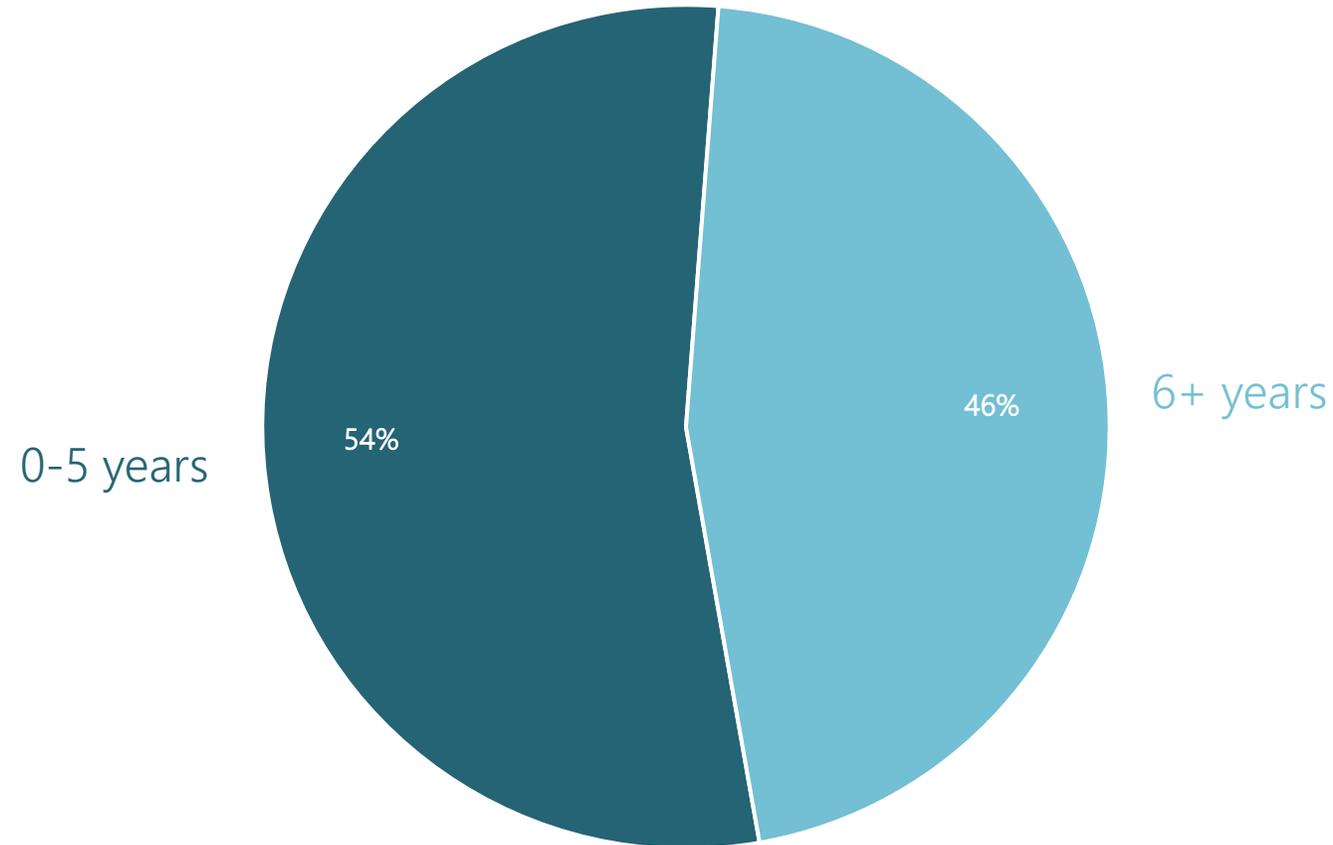
Three-fifths of employees who participated in the survey are licensed staff.



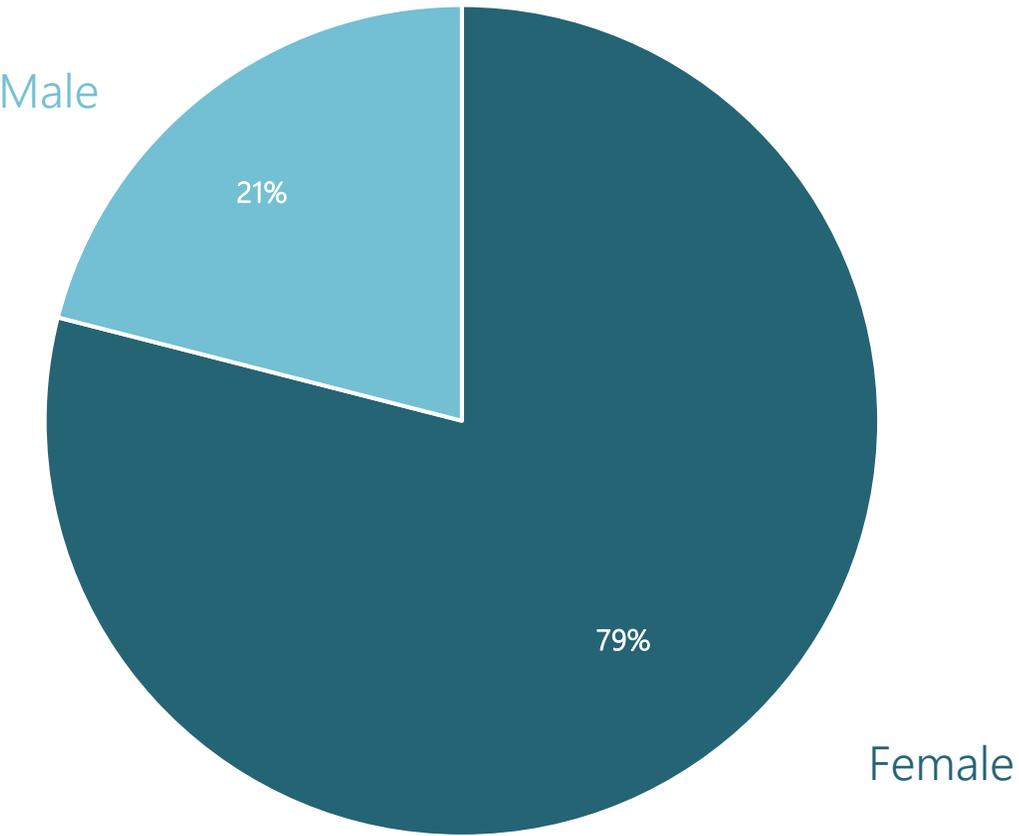
About half of employees who participated in the survey are teachers.



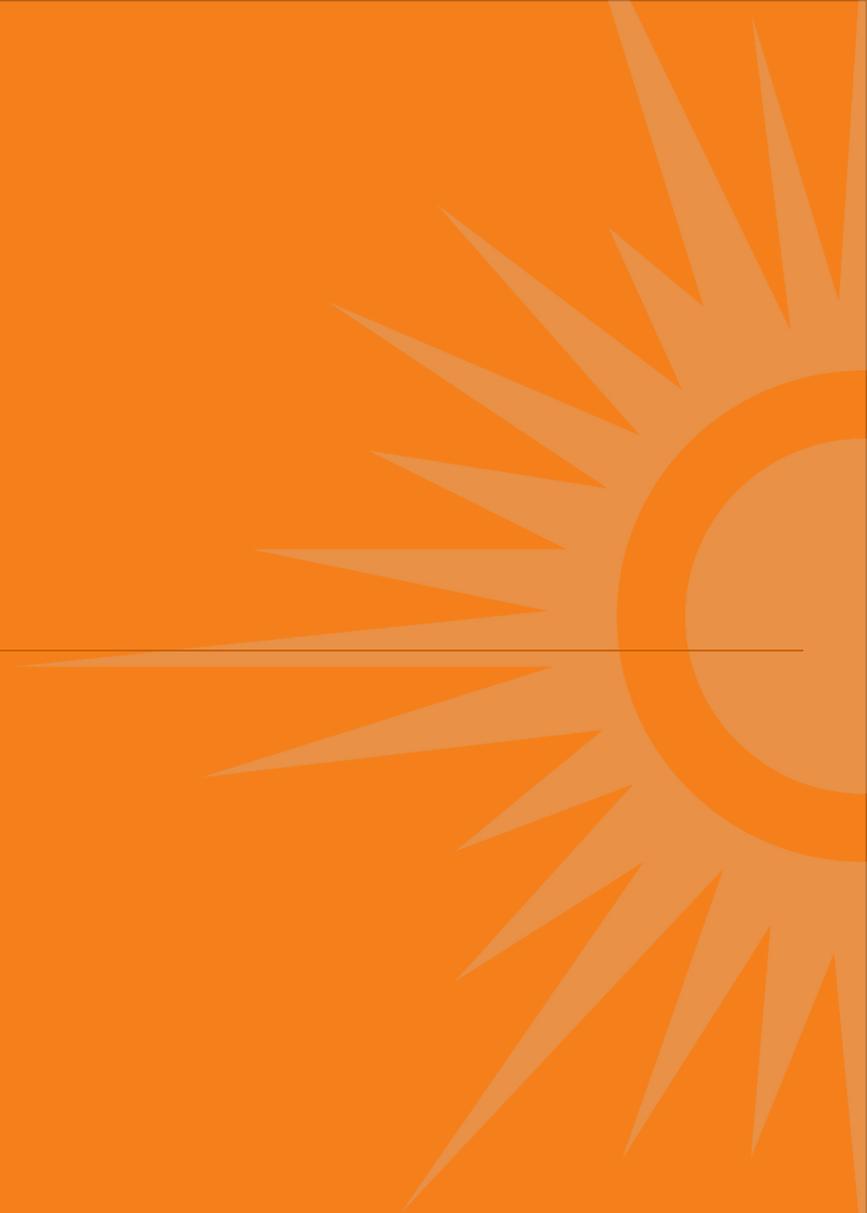
Just over half of employees who participated in the survey have been employed at Mapleton for 5 years or less.



Nearly four-fifths of employees who participated in the survey are female.



APPENDIX



Mode	3 online surveys
Survey instrument	Corona Insights worked with Mapleton Public Schools to establish survey goals. Corona Insights wrote the survey questions and then worked collaboratively with Mapleton to finalize the survey instrument. The survey was offered in English and Spanish.
Sample	Mapleton Public Schools provided contact lists, and Corona Insights emailed invitations to participate to all middle and high school students, parents/guardians, and employees.
Time frame	November 2021 – January 2022
Total completes	Employees: 388 complete, 44 partial Students: 178 complete, 121 partial Parents/guardians: 507 complete, 222 partial
Analysis	Individual survey responses were weighted to correct for selected potential sources of non-response bias, and then analyzed and reported as percentages. Data were analyzed by segments of the employee, student, and parent/guardian population (e.g., by employment category, perception of quality of education, etc.) and, where meaningful statistically significant differences existed, included in the report. Results are broken out by select segments in the additional Excel file. Open-ended responses were coded, and verbatim comments can be found in the accompanying Excel files.

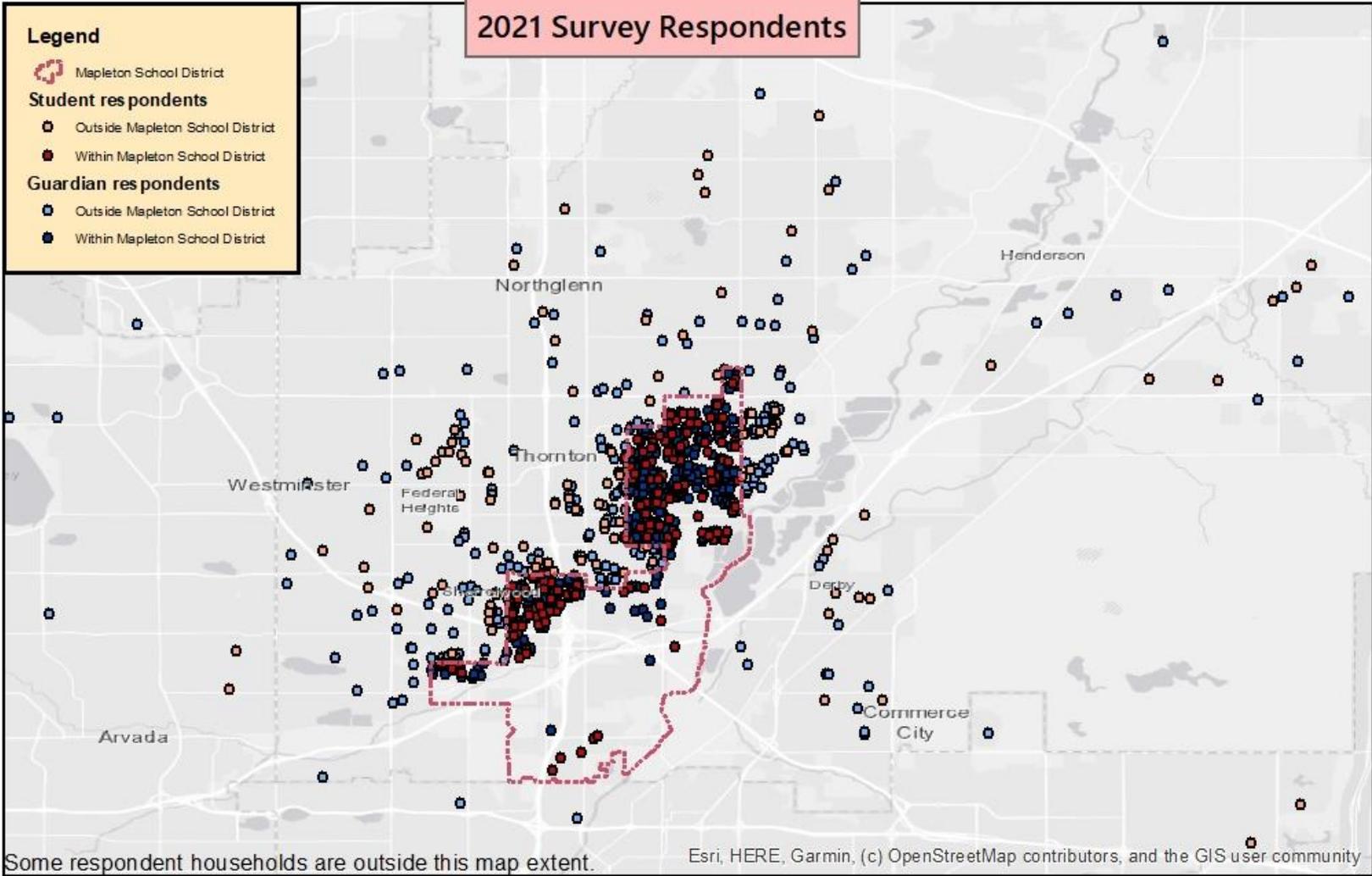
Data Tables

Three accompanying Excel files are included separately with the report. Data tables for each survey (employee, student, and parent/guardian) are included, with results broken out by key segments per survey. Verbatim open-ended responses and comments are included in these files as well.

Survey Instruments

Copies of the survey instrument for employees, students, and parents/guardians are included separately with the report as well.

Within/outside district boundaries map



CORONA INSIGHTS

1401 Lawrence Street

Suite 1600

Denver, CO 80202

303.894.8246

CoronaInsights.com

