2023-2024
End of the School Year Research Report

Hewlett-Woodmere Public Schools

Your K12 Insight Research Team

Jennifer Coisson, PhD
Director of Research Operations

Lauren Gonzalez
Research Consultant

Tory Schulte
Renewal Account Director

K12 *Insight*

Overview of K12 Insight and Survey Projects

K12 Insight defines **stakeholder engagement** as the intentional identification, analysis, planning, implementation, and review of actions and plans designed to **connect with and build trust with all district stakeholders.**

K12 Insight's surveys and focus groups are designed and customized to **identify gaps and alignments in stakeholder perceptions**.

When done year to year, K12 Insight can provide trending data so district and school administrators can **easily identify increases and/or decreases in perceptions.**

K12 Insight works with school district leadership to identify study goals, survey topics, reporting requirements, and develop and implement a customized study, and supports districts every step of the way — from project planning and survey promotion to reporting and analysis.

An all-inclusive survey management service led by our expert researchers to guide your team through the entire survey process, from survey development to data analysis and recommendations. A managed survey study package includes:

- An ADA compliant, research-based, customized survey instrument (digital and paper versions)
- Managed promotions, deployment, and participation monitoring
- One language translation
- Presentation-ready, school and district level reports
- Analysis of quantitative data
- Analysis for one open-response question (qualitative data)

The K12 Insight research team will work with your school district leadership to identify study goals, focus group topics, reporting requirements, and develop and implement a customized plan. A focus group study package includes:

-
- Customized focus group protocol
- Participant recruitment
- Facilitation
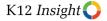- Preparation of a presentation-ready report

K12 *Insight*

OUR PILLARS

Student-centered curriculum

Culture for success

Collaboration and partnership

Stewardship and efficiency

OUR GOALS

1. Ensure high quality and innovative curriculum, instruction, and learning

2. Provide a network of student support to meet the needs of the whole child

3. Strengthen family, school, and community partnerships to support student growth

4. Provide efficient and cost-effective operations, systems, and services

2023-2024 Year in Review

2023-2024 Research Calendar

Project	Participant Group(s)	Timeframe
State of the District	Parents, Community Members, Employees, Students in Grades 6-12	January 2024
Senior Exit Survey	Graduating Seniors and Parents/Guardians of Graduating Seniors	May 2024

State of the District Survey for All Stakeholders
Key Findings

Parents & Community Members (N= 368) Employees (N= 332) Students 6-12 (N=1,009)

- A strong majority of participants rate the overall quality of the District as excellent or good, including 94% of families and community members, 93% of staff members, and 84% of students in grades 6-12. That is an increase of 2 percentage points among families and community members (92%) and 6 percentage points among students (78%) since the last survey administration in 2020-2021. However, there was a 3 percentage-point decrease among staff (96%).

- Participating families, community members, and staff members were aligned about district performance. For example, 100% of families and community members and 99% of staff members strongly agreed or agreed that a school district with high-performing schools is important to them, increases from 2020-2021 of 9 percentage points and 6 percentage points, respectively.

- Participating families, community members, and students had growing confidence in district leadership. For example, 78% of families and community members and 69% of students said that district leaders' actions are consistent with their words, increases of 7 percentage points (71%) and 13 percentage points (56%), respectively. 77% of participating staff members said the same, a 1 percentage-point decrease (78%).

- Participating families, community members, and students also had growing trust in district leadership. 80% of families and community members and 67% of students strongly agreed or agreed that they trust district leaders to make good decisions, which are 8 and 1 percentage-point increases, respectively. The 76% agreement among participating staff members was unchanged from 2020-2021.

- All participant groups deemed college and career readiness as the top focus area, with 95% of families and community members, 93% of staff members, and 83% of students saying it is very important or important. Having a diverse workforce was considered the least important focus area, with 70% of families and community members, 76% of staff members, and 60% of students deeming it very important or important.

- Bathrooms had the lowest ratings (Fair or Poor) of all areas in District facilities among all the participant groups.

Senior Exit Survey for Seniors and Parents of Seniors
Key Findings

Seniors/Graduating Students (N=40) Parents (N=55)

- 94% of participating graduating students plan on continuing their education. 89% of those who will be going into higher education will be attending a 4-year private or public university.

- 45% of respondents anticipate that they will pursue a Master's Degree and 20% anticipate they will receive their doctorate.

- There was a decrease in students' confidence in their preparation for World Languages compared to last year. Results observed a 28 percentage point to 25 percentage point decrease in students who noted they were Well Prepared or Prepared in capacities relating to preparation in World Languages.

- There was an increase in students who felt well prepared or prepared in science. For example, 95% of students felt well prepared or prepared in their overall ability to succeed in science courses in college, a six percentage point increase from last year. Additionally, 90% felt well prepared or prepared in their ability to read and comprehend required scientific texts, a 9 percentage point increase.

- When asked about school climate and culture students and parents identified different areas of improvement. 31% of students were dissatisfied or very dissatisfied with the sense of community, and 23% were dissatisfied or very dissatisfied with the diversity of the faculty. While 20% of parents were dissatisfied or very dissatisfied with social experiences and 18% were dissatisfied or very dissatisfied with the sense of community.

- Results suggest efforts to increase awareness of services offered by guidance counsellors were successful. For example, 90% of students noted they were aware that career information was available and that they were aware that financial aid and scholarship information was available through their school's counselor, a 16 percentage point and 11 percentage point increase from last year.

- Results suggest parents/guardians are satisfied with engagement and ability to support their students to prepare for life after high school. For example, 100% noted they were confident in supporting their student's college and career readiness, and 92% noted their student's school provided them with information to help their student prepare for their college or career plans.

2024-2025 Year Ahead

2024-2025 Research Calendar

Project	Participant Group(s)	Timeframe
Focus Groups	Parents, Community Members, Employees, Students in Grades 6-12	October – November 2024
Focus Groups	Parents, Community Members, Employees, Students in Grades 6-12	January 2025

K12 *Insight*

703.542.9601 | www.k12insight.com