



A Chester County  
Intermediate Unit

# REPORT



## Kennett Consolidated School District: Communications Audit

Presented to Executive Leadership

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# KENNETT CONSOLIDATED SCHOOL DISTRICT: COMMUNICATIONS AUDIT REPORT

## EXECUTIVE SUMMARY

### BACKGROUND

Kennett Consolidated School District (KCSD), a suburban district in southeastern Chester County known for its rich agricultural heritage and diverse community, has undergone several changes and transitions in recent years. In August 2024, the district welcomed a new superintendent, Dr. Kimberly Rizzo Saunders—the second new superintendent in less than five years. Additionally, just months prior, KCSD welcomed only its second full-time communication specialist since the position was established in 2021.

As part of her entry plan, Dr. Rizzo Saunders has been actively engaging with district audiences. However, given the number of recent changes, KCSD seeks to better understand parent and community expectations regarding district communication. Toward this goal, KCSD approached the Chester County Intermediate Unit (CCIU) to facilitate a communications audit. A communication audit seeks to identify any gaps that may exist and identify steps to collaboratively work with the district community to proactively drive the district forward.

### AUDIT OBJECTIVES

The Chester County Intermediate Unit (CCIU) is uniquely qualified to assist Kennett Consolidated School District (KCSD) in the research and planning necessary for the development of a branded communication plan. As a leader in school communications, and as a shared member of the Pennsylvania Public School System, the CCIU staff are innately aware of the challenges facing our public school districts and communication strategies that are needed to build trust and relationships within our community, to inform our community members of the increasing challenges facing public education, and to celebrate the success and achievements of our programs, our students and our educators.

The CCIU's approach to assisting KCSD centers on the completion of a comprehensive communications audit. Through the audit and this associated audit report, CCIU aims to meet the following objectives:

1. Provide a comprehensive assessment of current communication efforts and the effectiveness of the overall program;
2. Create a snapshot of current perceptions about KCSD schools and the district;
3. Identify gaps in the KCSD communication strategy; and,
4. Provide baseline research to evaluate progress and develop a framework for creating a strategic communication plan.



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## OVERALL INSIGHTS

Kennett Consolidated School District (KCS D) stands at a pivotal moment in its ongoing growth and transformation. With leadership transitions, a dynamic and diverse student body, and an evolving educational landscape, the district has an opportunity to strengthen its communication strategies to better align with audience expectations and reinforce a unified vision for the future.

KCS D's strengths lie in its deep sense of community, engaged and passionate staff, and commitment to balancing tradition with modernization to meet the evolving needs of students. The district's recent communication efforts are well-regarded, with high levels of trust and satisfaction, particularly among parents and staff. However, key challenges remain—audiences desire more proactive, transparent, and consistent communication, stronger engagement opportunities, and clearer pathways for accessing information.

As KCS D continues to evolve, building trust, fostering authentic relationships, and uniting members of the school community around a clear and compelling vision will be critical. Communication must go beyond simply informing—it must inspire confidence, strengthen engagement, and create a shared sense of purpose among students, families, staff, and the broader community.

By proactively shaping its narrative, enhancing two-way dialogue, and ensuring accessibility across all communication channels, KCS D can solidify its role as a leader in education, where every member of the school community feels valued, informed, and empowered to contribute. The district's commitment to strategic, transparent, and engaging communication will be essential in transforming challenges into opportunities for progress and ensuring every child's potential is fully realized.

The path ahead for KCS D is one of possibility and momentum. With a commitment to strengthening communication and deepening community connections, the district is well-positioned to accelerate progress and shape a future that reflects its core values, strengths, and aspirations for student success.



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## KEY FINDINGS

### Communication Strengths

1. **Optimism for Leadership & Direction** – Focus groups and survey responses reflect a positive outlook on new district leadership, with audiences recognizing efforts to engage and set a clear path forward.
2. **Improved Focus on District Vision & Strategy** – “District vision and strategic initiatives” ranked as an area where audiences feel more informed, indicating that outreach from the new superintendent is resonating.
3. **High Levels of Pride & Positive Perception** – A strong sense of pride and ownership exists across audiences, with most parents (73%) and staff (76%) expressing pride in being part of KCSD. Many also indicate a willingness to recommend the district to others.
4. **Trust in District Communications** – KCSD’s communication is well-regarded and trusted, with trust levels among parents (77%) and staff (74%) ranking among the highest seen in CCIU audits.
5. **Recognition & Appreciation for Communication Channels** – Audiences acknowledge multiple channels of communication, reinforcing KCSD’s commitment to reaching diverse audiences.
6. **Welcoming & Caring Culture** – KCSD is consistently described as welcoming, compassionate, and inclusive, with these traits ranking among the top three descriptors across all audience groups.
7. **Teachers as a Key Strength** – Educators are widely recognized as a district asset, with parents viewing them as trusted resources who can further enhance engagement and strengthen connections between families and schools.

### Opportunities for Growth

1. **Clarifying and Unifying the District’s Brand and Vision** – While audiences express strong pride in KCSD, there is a need for a clearer, more unified, and collaborative direction that is consistently communicated across all audiences.
2. **Enhancing Trust and Transparency Through Consistent Communication** – Given recent transitions and broader challenges in education, audiences seek more timely, consistent, and transparent information to build confidence in KCSD’s leadership and future direction.
3. **Bridging the Gap Between District & School-Level Communication** – While district-level communication is trusted, there is a disconnect at the building level, where



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relationships are typically stronger. Strengthening alignment between district and school communication can enhance clarity, engagement, and trust across all levels of the organization.

4. **Strengthening Community Engagement and Inclusion** – With lower-than-desired community participation, especially among Spanish-speaking families, KCSD must reinforce connections, accessibility, and opportunities for meaningful engagement to foster stronger community support.

## OUTLINE OF RECOMMENDATIONS

Based on the overall findings from the strategic review (page 22) and functional review (page 29) of current KCSD communications, four core areas of recommendation are proposed for consideration to strengthen KCSD communications and to better support the district's brand and vision.

### Foundational Recommendations:

1. **Strengthen and Unify KCSD's Narrative and Vision**
2. **Enhance Transparency with Proactive and Strategic Communication**
3. **Cultivate a Culture of Engagement and Collaboration**
4. **Improve Accessibility and Ease of Information Sharing**

Detailed tactics for each recommendation are contained in the next section (Page 7).



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## RECOMMENDATIONS

Each of the following four core recommendations focuses on a specific area of communication that will strengthen the overall strategic foundation of KCSD's community. Within each area are listed several recommended actions. *The expectation is not that KCSD seek to incorporate every suggested action but rather assess and select the strategies and tactics that will align best with the structure, capacity and goals of the district. The steps and associated timelines for completion of some actions may require multiple years, additional resources and a concerted ongoing effort.*

### Foundational Recommendations

#### 1. Strengthen and Unify KCSD's Narrative and Vision

To establish a clear and compelling identity, KCSD must develop a strong messaging platform that reinforces who KCSD is and ensures consistency across all communication. This requires a unifying and clear position that reflects the district's values, priorities, and future direction. Given the district's diverse community, it is essential to understand how different cultures view and experience KCSD, ensuring that messaging resonates across audiences. Storytelling should be a central strategy—bringing the narrative to life through authentic stories that highlight student and staff successes, innovation, and the district's unique strengths.

#### *Recommended actions:*

- a. **Clearly define KCSD's messaging platform** – It became clear that KCSD has strong recognized strengths and values; however, the district brand and vision for the future is not clear. Now is the perfect opportunity to establish a collaboratively built messaging platform in alignment with the development of the strategic plan that embraces the traditions and history of the district while reinforcing the foundations for the future. The platform would reinforce the focus on every student, align key initiatives, actions, and metrics, and clarify the role of each community member and the value they provide collectively in helping the district meet its mission and vision.
  - 1) **Messaging Platform Document** – Cement the primary drivers and key supporting messages in a document to be shared with all leadership for consistent understanding and communication, as well as have it serve as a central resource for communications. Revisit annually to capture any key updates.
  - 2) **KCSD Brand Book** – You may consider equipping staff and community members with guidance and direction on how to represent the KCSD brand, both in visual and



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text. The development of a brand book will not only clarify which logos and colors to use, but also the key attributes of the overall brand in mission, beliefs and messages.

[Example] As it relates, as part of the visual direction, consider introducing a secondary color palette to help break up the strong blue and provide options for flow of information.

- 3) **Portrait of a Graduate and Portrait of an Educator** – Take the messaging a step further in coming years by more clearly defining what it looks like in action and in outcomes. Leverage the defined tenants of each to clearly reinforce the “why” behind the district’s actions and decisions, and to celebrate the accomplishments of its students and staff.
- b. **Develop KCSD’s story (narrative)** – Once the messaging platform is defined, it will be important for KCSD to build its story - how KCSD is positioning itself in relation to where it has been (past), where it is (present), and where it wants to go (future). The key is to not focus on the process, but more on the emotional connection and student-centered outcomes. The narrative is what connects the key drivers of the platform in a way that resonates with the various audiences. It is the story that others can retell.
- c. **Increase visibility of the messaging platform and narrative** – Leverage as many existing channels as possible to communicate the messaging platform and narrative. Research has shown that people need to see a message at least seven times before it sinks in. And to then have an impact on the brand perceptions of KCSD, audiences need to see it in action across multiple touchpoints on a consistent basis.
  - 1) **Develop a strategic communication plan** – A strategic communication plan defines the roadmap for getting the desired message delivered to both internal and external audiences and identifies how communication will directly support the overarching goals of the organization. It not only helps drive the strategic direction but also prioritizes and ensures consistency in message and measurable results. The plan may incorporate:
    - a) **Convocation** – Leverage the start of a new school year to clearly communicate and reinforce the messaging and narrative, being sure to incorporate strong visuals and stories to help make it memorable.
    - b) **Website** – Lead with the messaging within the “Our District” overview (perhaps as a video welcome from the Superintendent) and as a more defined structure for the “Our Mission Comes Alive” section currently found at the bottom of each building’s home page. Look to also reinforce the messaging throughout both the district and school building pages.
    - c) **Social media** – Share stories that emphasize the main points of the messaging platform across K-12 and consider developing standard hashtags that align with each area to emphasize the vision in action.



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- d) **District newsletter** – Leverage the existing outreach to highlight each issue a component of the messaging platform and an example within the district. Set a consistent framework for the newsletter so recipients know where to find information (ex. Need to Know info; District story; School highlights; Board Highlights; Upcoming events; Links to frequently referenced items (e.g. district calendar, Board docs).
  - e) **Press releases/website stories** – Commit to a certain number of press releases and stories each month that highlight outcomes associated with the messaging platform and reinforces the commitment of KCSD. Look to update the district boilerplate to incorporate the key driver messages.
  - f) **District points of pride flyer** – This is a perfect opportunity to communicate the messages and reinforce the associated benefits as it helps to support expectations and create connections with new community members and prospective families.
- d. **Employee recognition** – Develop a leadership/staff committee to define both informal and formal opportunities for employee recognition associated with the messaging platform in action. This might include building-level peer-to-peer recognitions or districtwide recognitions. In all instances, seek opportunities to communicate the recognition to as many audiences as possible via channels such as building emails, social media, and Board meetings. To further the recognition, instead of simply sending an organization wide recognition email, a more personal delivery of a certificate and/or gift card can be delivered and presented in front of their peers.

## 2. Enhance Transparency with Proactive and Strategic Communication

To improve transparency and maintain trust, KCSD must establish a systematic flow of information that improves consistency at all levels—from district leadership to staff, parents, and the broader community. Proactive communication is critical; rather than waiting for misinformation or speculation to spread, KCSD should take control of the message, addressing key topics before they become concerns. A vital part of this strategy is leveraging staff as trusted communicators—ensuring they are well-informed and equipped to share accurate, timely, and aligned information.

### *Recommended actions:*

- a. **Review current flow of information and clarify messengers** – Expectations in recent years for faster and more transparent information requires a review of how quickly information moves through the district and who should be responsible for delivering which types of information.



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- 1) **Communication protocols** – There are many demands on administrators and Board members to provide immediate responses. It is important that the team consistently be on the same page to prevent inconsistencies that generate mistrust. Therefore, consider establishing agreed-to communication protocols between central office administrators, building-level administrators, and the Board members to facilitate joint awareness and timely and consistent responses.
  - 2) **Clarify district-delivered versus building-delivered information** – Focus groups and survey comments indicated concern around inconsistencies in communication occurring between and within district and building levels. Work with administrators to clarify what information the buildings should deliver versus the district. If the district shares the information first, what is the expectation at the building level to ensure consistency in message but relevancy to audience?
  - 3) **Implement administrator communication training** – Seek to provide administrator training in areas that will help support the consistency in presentation of the district message and the agreed upon communication protocols and expectations. Continue to seek opportunities to engage leadership in planning and training around the rollout of new initiatives to ensure consistency in mission alignment and presentation.
- b. **Prioritize proactive communication** – To improve transparency, it is important that the district take the lead on sharing and driving information. It not only allows the district to control the message but also shows the community a desire to keep information actively flowing in an open and honest way.
- 1) **Commit to consistent full community outreach** – Whether through direct mail (e.g. postcard w/QR code to digital PDF and/or video), a partnership with a community or township magazine, and/or email, commit to at least three touchpoints each year with the full community to share what is occurring within the district – 1) Start of the school year: goals for the year, what to expect in the coming year, 2) Mid-year: report on how it’s going, and 3) End-of-year: look back and next steps.
    - a) **Strengthen community email list** – Community survey responders indicated that their top preferred communication channel is email; however, there does not really exist a robust community email list. Actively promote email opt-in among community members through channels such as direct mail, website, community partners and paid social media to establish a more direct line of communication.
  - 2) **Plan new initiative communications** – Change is hard, especially if audiences do not understand the “why” behind it. Be sure to fully explain any changes and new initiatives in alignment with the relevant area within the messaging platform (explain the why, the process taken, the rationale for direction chosen, how change will be supported). Ensure that conversation around initiative roll-out (i.e. “how this will be communicated”) is included in every new initiative/change discussion; add it to the



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- agenda. Make communication a priority with any change that is planned and prioritize face-to-face opportunities, especially with staff. This provides staff with the information they may need to communicate with families and community.
- 3) **Key initiative fact sheets/webpages** – According to the National School Public Relations Association (NSPRA) “people appreciate the ‘good news’ but trust and credibility are built on open communication about the business of the school system.” In areas that have a broad impact in the district, develop and proactively share key initiative fact sheets and/or webpages. Each sheet/webpage should describe the initiative, the reasoning behind it, how it relates to the messaging platform, the identified timeline and the outlined next steps, and then it should also include how the KCSD community can provide feedback and when public meeting dates are set. The information should be updated as appropriate and readily accessible to all staff, families and community members.
    - a) This was done well with the Superintendent Entry Plan website. Think about how this might be done for each of the key areas of the strategic plan moving forward.
  - 4) **Talking Points/FAQs** – To assist in the consistency of messaging across all district leadership, seek to develop Talking Points/Frequently Asked Questions (FAQ) documents that are shared with all administrators and Board members on key issues and strategic goals, as well as rumor busters. This will require continued involvement of communication staff in Cabinet and Board discussions, as well as more consistent presentation of key audience insights from the communication staff to leadership based on identified communication metrics.
  - 5) **Provide clear options for Q&A** – There is a lot of information that needs to get pushed out to staff, families and the community, but there should always be the opportunity for audiences to ask follow-up questions. Within all materials developed, provide clear call-to-actions and opportunities to engage in meaningful two-way communication. In addition to promoting the district and/or school phone number, consider identifying a central email for inquiries and perhaps an online website chat for more frequently asked questions. Recognize and provide specific channels for different languages and/or special areas of interest (i.e., special education, lower income/under-resourced families, ELL, taxpayers).
- c. **Leverage internal ambassadors** – Focus groups and surveys highlighted the strength and dedication of KCSD staff and indicated their potential in expanding engagement and pride in the schools. KCSD staff can serve as an extension of the district, but they can only do so if they feel prepared to share the desired messages.



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- 1) **Prioritize staff communication** – Since staff are perceived as the most accessible by families, it is imperative that internal communication is prioritized. In furtherance of this goal, look to potentially start in the following areas:
  - a) **Communicate to staff prior to parents and community** – The staff can help the district in responding to questions but only if they know ahead of time and have the opportunity to seek clarification. The staff may not always be 100% in agreement with decisions, but if well-informed, they are less likely to speak negatively.
    - i. Email is outlined as the preferred channel of communication by staff but many noted the need to be more strategic and relevant in the frequency and messaging as current emails can become overwhelming and carry inconsistent messages. Seek to balance and clarify channel purpose while also leveraging additional outlets such as text messages and the pay day memos, both of which are valued by staff.
  - b) **Provide follow-up communication** – Don't rely on a single meeting or communication for communicating key information. Be certain to follow up with all appropriate staff to ensure everyone receives the same information and limits “whisper down the lane.”
  - c) **Centralize key references** – Revisit the use of SharePoint as a centralized hub of information for staff, so they know one place they can go for district information.
- 2) **Garner employee input** – If Dr. Rizzo Saunders has not done so already, seek to form a cross-district staff advisory council that is made up of all levels of staff to help facilitate two-way communication between leadership and employees. Look at opportunities that enable the consistent and timely flow of information, such as:
  - a) Designating feedback opportunities for implemented changes and visioning exercises for achieving desired outcomes.
  - b) Leveraging each building's staff advisory council members to help coordinate small group leadership Q&A sessions with KCSD staff.
  - c) Clarifying the “why” behind decisions and associated expectations.
- 3) **Empower KCSD staff ambassadors** – Identify KCSD staff ambassadors (potentially advisory council members or “KCSD Champion” supplemental position) who can assist in reinforcing the KCSD brand and visibly serve as positive extensions of the brand within the schools and into the community. Ambassadors can assist in multiple areas to help drive the brand, including such areas as culture-building activities, welcoming new families, community involvement and social media. A defined ambassador program can help further elevate the status of the KCSD brand and encourage higher levels of staff and family engagement.



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- a) This could be especially effective with bilingual staff ambassadors who can not only build relationships with English Learner families, but also serve as trainers for their peers, helping to educate on considerations and communication best practices.
- 4) **Provide an outlet for public sharing** – Staff are proud of the district and what they do to contribute. Enhance staff opportunity to highlight to the greater KCSD community activities that align with the broader messaging happening within their classrooms and schools. Consider a platform like [Class Intercom](#) which allows staff throughout the district the ability to share a photo and caption with the Director of Communications, or designee, who can then review and schedule the post on district social media.

### 3. Cultivate a Culture of Engagement and Collaboration

The new superintendent has set a strong precedent for engagement through her early entry plan, creating an expectation of open dialogue. To maintain this momentum, KCSD must continue strengthening meaningful engagement with families, students and community members. This includes exploring new opportunities for structured two-way communication, such as advisory committees, insight-gathering tools, and superintendent chats to foster more consistent interaction and input. Additionally, expanding relationships with key community partners will reinforce KCSD's role as a collaborative, community-centered institution.

#### *Recommended actions:*

- a. **Maintain active opportunities for input** – New leadership has received very positive reviews to-date specifically because of Dr. Rizzo Saunder's commitment to listening. To build on the trust being developed, ongoing opportunities for sharing input need to be available.
  - 1) **Provide opportunities for input in key decisions** – Specifically in decisions that may directly impact a particular group of employees or broader community, look to include community input in those discussions in order to be aware of potential challenges or sticking points. This doesn't need to be a lengthy process. The National School Public Relations Association recommends a practice called "rounding," whereby, the Executive Leadership Team forms a few questions around an idea they are discussing and asks administrators to inquire with a dozen or more members of the school community in order to capture quick data for consideration. For larger, more expansive changes, it is recommended that a committee or task force be developed to ensure active input throughout the decision-making process. Providing updates throughout aids in gaining buy-in and helps the audience feel much more



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- informed when the final decision is made. The key in any change decision is to be genuine and open to feedback (willing to adjust course as needed) and acknowledge the input when presenting the final decision.
- a) To ensure inclusion of as many impacted audiences as possible, seek opportunities to meet them where they are. Rotating around each school building leverages the higher levels of comfort at the building level and considering meetings within the community may draw more marginalized populations.
  - 2) **Leverage brief surveys as touchpoints** – No need for every survey to be extensive and lengthy. Capture quick temperature checks and perspectives using one to three question polls/surveys. If you want to invest more heavily, you can also consider a platform like [Thought Exchange](#).
  - 3) **Implement ongoing Superintendent Chats and Listening Posts** – Audiences have really appreciated having the presence and the ear of the Superintendent. Continue to provide opportunities for various audiences in the community, so they continue to feel a more personal connection to leadership and to the district.
  - 4) **Elevate “Share Your Voice” webpage** – Expand the existing webpage to include not only notifications of new opportunities, but also an ongoing consistent avenue for sharing input. Also leverage the site to report back on what has been heard and what influence it has had on decisions made.
- b. **Family ambassadors** – Leverage the pride, dedication and commitment that KCSD families already share and empower them to be an extension of the KCSD brand.
- 1) **Key parent influencer network** – Identify key parent influencers (positive and negative) and make an effort to check-in with them on a consistent basis. The goal is to focus not only on those who can sing the district’s praises, but to also connect with those who may drive more of the negativity. The desire is to leverage the relationships built in this network to help address negativity or miscommunication within the community.
    - a) Encourage participation of those already invested in the district through the PTO and Education Foundation.
    - 2) **Leverage KCSD PTOs** – PTOs are often comprised of some of your biggest supporters. Recognize their value and increase their ability to serve as ambassadors by connecting frequently with them. Consider implementing rotations where district and school building leaders provide district updates and provide an opportunity to the families to ask questions or share district information with the PTOs for inclusion in their Bottom of the Backpack communications.
- c. **Student ambassadors** – Nothing clearly communicates the value of KCSD more than its students. Expand opportunities for KCSD students to serve as ambassadors both within the district and in the community.



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- 1) **Engage existing student organizations in districtwide initiatives** – Students want to have a role in the district, and by engaging existing groups such as Student Council, National Honor Society, Humanitarian Club, and UNIDAD, together in a joint effort to strengthen the KCSO community, internally and externally, there is much that can be accomplished to give students a sense of pride and ownership. One area identified in the focus groups and surveys might be in helping students and families feel more comfortable in the transitions from elementary to middle to high school.
  - a) Establish messaging that will strengthen the relatability of the KCSO vision and brand to students and build a stronger sense of pride and community.
  - b) Identify how their specific clubs can carry out the message in word and action.
  - c) Provide recommendations on increasing student engagement, especially for populations currently feeling disconnected.
  - d) Utilize their specific clubs to engage the broader KCSO community.
  - e) Consider a couple key times when a student-takeover on district social account stories would engage the community as a whole.
- 2) **Pull together a student advisory** – Keep the voices of students close to administration by developing a student advisory group with representatives from each school building that not only provide insight and feedback but can also present ideas for advancement.
- 3) **Leverage and grow alumni network** – Some community members voiced in focus groups the feeling of being cut off from the district once they or their children graduated. While the alumni association works to build district support and encourage ongoing connections through reunions, active communication about the district and ways to get engaged directly with the district are missing. Seek to establish “KCSO Alumni and Friends” ambassadors who will actively work with the district to share information and engage alumni.
- d. **Community ambassadors** – Reaching the broader community can be challenging, especially when their only connection to the district may be through the taxes they pay. As such, it is important to identify key influencers within the community who can help drive positive messages and share key information about the work of KCSO.
  - 1) **Expand community partners and influencers** – Seek out community partners who are main influencers in establishing an overall positive community culture and align the district as a collaborative partner. Such partners may include township/municipal leaders, childcare service providers, realtors, youth leagues, minority associations/organizations, religious organizations and nonprofit support groups. Meet with each either individually or as a group to establish agreed upon communication channels that enable the partners to serve as district brand ambassadors. Successful interactions with each partner will not only expand awareness



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- and positive perception of the district among the community but may also help the district engage with harder-to-reach families.
- a) Identify a target list of community partners.
  - b) Meet directly with target partners to discuss communication needs and preferred channels/frequency.
  - c) Provide opportunities for the partners to get to know the district more personally (open houses, superintendent chats, tours).
  - d) Identify exposure opportunities within the district to help the partners as well.
  - e) Engage in each other's community events and activities, as well as follow each other on social media and reshare relevant community information.
- 2) **Promote community partnerships** – Communicate frequently to the whole community the partnerships that are in place and the positive impacts that are occurring. Provide opportunities for additional community members to get involved either directly through the district or through the partners. Consider a “KCSD in the Community” feature to highlight the work being done and how it benefits the students and families of KCSD and the surrounding community.
- e. **English Learner Community ambassadors** – The diversity of the Kennett community is a strength; however, engagement levels remain low, especially with English Learner community members. To connect with this unique audience, it is imperative that the district develop relationships with those who are trusted and have existing connections.
- 1) **Gain understanding** – Sit with members of the English Learner community who can provide insights into the cultural norms and views of the role of schools and expectations of parents/community. From CCIU experience, there is a cultural barrier between schools and families. In many home countries, the schools are the experts and do not necessarily allow families to walk beside them. In the U.S., families do have a say and are encouraged to engage. This is just one example of a cultural difference that may be better understood with additional discussion and education.
  - 2) **Engage community leaders** – Hesitation may exist for a number of reasons, so seek to actively engage with organizations and community leaders where trust has already been formed and may help open the doors more readily between the community and schools. Such organizations may include: Iglesia San Roque, ¿Que Pasa? Facebook Group, The Garage, La Comunidad Hispana, Casa Guanajuato, Kennett Area Community Service (KACS)
  - 3) **Revive the district's Kennett Café en Familia** – This district-led program was successful in the past and is seen as a strong option for return, as supported by some of the Entry Plan feedback. Some of the benefits this group can provide include:
    - a) Removing discomfort and intimidation that can occur when having to attend English-language meetings



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- b) Helping educate on U.S. school systems and available resources
- c) Building relationships with Spanish-speaking district staff so families know at least one person they can contact with questions
- d) Providing in-roads for families who have a desire to get involved but don't know how
- f. **Recognize community engagement lifecycle** – Branching between families and the broader community, identify how audiences in the community connect with and feel about the school district at various points in time and then use that information to help communicate in times of transition. For example, the cycle might appear as such:

Move into district → Have kids who go into community childcare → Enroll in district → Transitions from elementary to middle to high school → Kids graduate → Empty nesters look to still participate or engage with the district → Non-student community member → Grandparents → Retirement community

Each of these points in time have a different level of engagement with the district and a different associated message. Recognizing this allows communications to develop tools that can help in transitions, and a variety of outreach communications that can work to draw more relevant engagement with the district. Consider incorporating into the district editorial/social media calendar.

## 4. Improve Accessibility and Ease of Information Sharing

Effective communication isn't just about providing information—it's about ensuring the right information is delivered at the right time through the right channels. KCSD must be mindful of both internal and external audiences, tailoring communication to meet their specific needs. Information should be efficiently organized, easy to find, and delivered in a way that removes barriers to access, ensuring that all audiences—especially families with language or digital access challenges—can engage seamlessly with district updates and resources.

### *Recommended actions:*

- a. **Review existing communication channels and clarify purpose of each** – Designate specific communication channels for particular audiences and/or types of information so audiences know where to go and consistently can expect what information is relayed through which channels. Create a communication grid of existing channels, communications, topics and audiences and assess versus the preferred channels identified in the survey and the expected timing/priority of the various types of information. Limit



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combining information to the point where key information gets lost and consider limiting the number of channels utilized based on audience preferences.

- 1) **Leverage data** - The benefits of having a large portion of the district's communications being sent out via digital channels is the ability to view engagement metrics. Establish engagement goals for each communication and if not met, either seek ways to increase engagement or consider removing the communication.
  - 2) **Communicate channels** - Each year, share a communication channel overview with audiences so they know where to expect to find each type of information and the associated frequency/timing. At minimum develop one for current families and one for general community members.
  - 3) **Consider more use of text messaging and Talking Points** - While email was identified as the most preferred channel for all English-speaking audiences, there were multiple comments surrounding the challenge of important information getting lost. Additionally, Spanish-speaking audiences are not always technologically savvy enough to successfully navigate email accounts and have shown a preference for push communications via text or Talking Points. Seek to utilize texting, Talking Points and specific subject opt-ins to help follow up with targeted audiences on pertinent, time-sensitive information. Texting can also be a valuable tool with staff to alert them of important information being released to families and/or the community.
  - 4) **Continue to leverage video** - Other than one-to-one conversations, nothing feels more personal with the ability for authentic connections than through video. Wherever possible look for opportunities to incorporate video to share important information, to showcase the activities within the schools, and to create excitement and community.
- b. **Optimize public access to information** - Surveys indicate several topics that audiences have a high interest in knowing more about. Ensure information is easily accessible and in a format desired by the recipient.
- 1) **Continue to optimize website** - The new website has a very clean structure with navigation that appears to address the most frequent areas of inquiry; however, it should never be treated as a finished product. It is a living and breathing representation of the district and will need to continually be updated and optimized. Lean into the suggestions that may come through the online form, but also consider the following:
    - a) Showcase more of the district through the incorporation of photos. All KCSD audiences identified the district as welcoming and caring, but that isn't necessarily coming through in the current site. Photos can help warm it up.
    - b) As outlined previously, build out the "Share Your Voice" page to be a central hub for two-way communication and associated outcomes.



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- c) Establish a greater purpose and opportunities for connection within the “Community” page. This might be a great location for recognizing community partners and spotlighting the work both in the schools and in the community.
- d) Refresh the “Visit or Volunteer” page to include community members. As it is written, it only seems to speak to current district families, and what type of volunteer opportunities may exist is unclear.
- a) Establish a website maintenance plan to ensure information is always up to date, especially surrounding key initiatives and contact information.
- 2) **Clarify social media strategy** – Social media is a necessity at this point in time as part of an effective district communication plan, and within the survey there was a strong parent preference for the use of social media in announcing events and recognizing student successes. To help strengthen KCSD’s current social presence and in turn support the overarching strategic goals of the district and the district’s brand, KCSD should consider:
  - a) Designating target audiences and strategies for each of the existing KCSD main district and school accounts to improve follower engagement and overall awareness of KCSD student engagement and successes;
  - b) Establishing a presence and plan for use of Instagram (opportunity for more photo-driven view of the district and ability to capture additional student and family audience) and LinkedIn (more professional and community presence);
  - c) Aligning each social account’s bio with district messaging platform, and ensuring public visibility of community guidelines on every platform.
    - i. Utilize Linktree for Instagram so that community guidelines are always readily accessible, while also enabling the ability to share multiple links to stories or call to action locations.
  - d) Creating a districtwide editorial calendar to provide guidance on key themes and events for each month that can help drive thought leadership and value-added content at both the district level and school level;
  - e) Engaging social media content leads at each school (staff liaison or PTO representative) to provide training, brand templates and the editorial calendar to help drive stories and consistency in message across all district channels;
  - f) Increasing photography-based posts associated with student, staff and family happenings in the school (announcements/general information should be less than 20% of all posts);
  - g) Identifying a collection of core KCSD social hashtags to help group similar information and help specific audiences follow relevant posts. Similarly, seek to follow and tag more community partners as appropriate so they can help share your message into the community; and



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- h) Actively engaging with those who comment (positively or negatively) on the posts. By actively participating, it shows the community that the district appreciates their interest and ensures the district-desired message is what gets communicated.
- 3) **Promote the calendar of events** – Community members mentioned the challenge in understanding when district events are taking place and which audiences are invited to be a part. Revisit the current digital calendar on the district website and consider a view that includes all events at once, as well as a link to the athletic calendar. Perhaps tag events that are open to the public. Additionally, seek opportunities to promote, well in advance, various events through existing communication channels.
- c. **Ensure accessibility** – With an increasingly diverse demographic makeup of the district, it is imperative that information is shared in a format that is easily understood by any language and/or disability. Much work is already being done by KCSD, but always consider the following:
  - 1) General Best Practice:
    - a) Content development should never assume prior knowledge. Always write as if you are introducing something for the first time and/or provide links to resources that enable new audiences to learn more.
    - b) Condense and visualize information as much as possible to maintain attention span and encourage readership. Break up large blocks of text with visual elements, or consider summarizing in an infographic.
    - c) All videos should have closed captioning.
    - d) Confirm all digital posts and communications are ADA (Americans with Disabilities Act) compliant.
  - 2) English Learner Considerations:
    - a) While email may work for some of the population, there is a large portion that are not technologically savvy; however, this population does seem to work well with text messages and specifically Talking Points. Consider these avenues when needing to get out important information.
    - b) EL families often times are lower-income and prioritize work in order to meet the needs of their families. Be cognizant of meeting times that may be set, and consider offering food and childcare to assist these families.
    - c) Due to busy work schedules, it is important to provide numerous reminders when it comes to important deadlines or meetings.
    - d) There is an uneasiness to request interpretation, so seek to have an interpreter available as often as possible and make it publicly known that the interpreter will be available.



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- e) Culturally, there is an emphasis on follow through, so be sure to provide clarity on next steps and ensure those steps are met.
- f) Translation, even by native speakers, has the potential of being miscommunicated due to understanding of context and various differences in dialect. Seek to keep content as simple as possible without use of idioms and at an 8<sup>th</sup> grade reading level or below, to minimize potential for misrepresentation in translation.
- g) When possible, leverage a native speaker to proofread any automated translations to ensure the message is clear.



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## STRATEGIC REVIEW

Good communication strategy looks at all tiers of the target audience continuum – what they know about the organization (Knowledge), how they feel about the organization (Attitude), how they interact with the organization (Behavior), and ultimately what outcomes develop as a result of their engagement with the organization (Outcomes) – and identifies the best strategies for moving audiences further along the continuum in the desired direction from not existing to ideal.

Through initial interviews with the KCS D Cabinet and Board of Directors, ideals (i.e., where KCS D desires its audiences to be) in the areas of knowledge, attitude, behavior and outcomes were defined and, through the process of the audit, the current position of audiences in relation to the ideals became clearer. The following strategic review presents the communication ideals as identified by leadership along with the findings of the audit regarding how closely to the ideal current communication efforts are perceived by district audiences.

### KNOWLEDGE OVERALL

Not Existing		X	Ideal
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#### Ideals:

1. **Multicultural Community:** KCS D intentionally establishes its multicultural community as a distinct strength that sets it apart from other districts.

Not Existing			X	Ideal
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2. **District in Motion:** KCS D is a dynamic district that embraces continuous learning and growth, progressively transforming to meet the needs of its community.

Not Existing	X		Ideal
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3. **Tradition and Modernization:** KCS D skillfully balances the traditions and heritage of the community while modernizing its approaches to address evolving student needs.

Not Existing		X	Ideal
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4. **Student Achievement:** The student body of KCS D is resilient and strong, consistently achieving excellence both in and outside the classroom.

Not Existing			X	Ideal
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5. **Passionate Staff:** KCSD is enriched by a dedicated and passionate staff whose commitment is essential to the district's success.

Not Existing			X	Ideal
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6. **Inclusive Support:** KCSD is committed to meeting the diverse needs of all students, ensuring access to the resources, support, and opportunities they require to thrive.

Not Existing	X			Ideal
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### Current:

Across all focus groups, there was a strong sense of appreciation, ownership, and connection to the unique character and diversity of the KCSD community. Members of the community see this diversity as a defining strength, and despite the challenges it may bring, there is recognition that KCSD is making meaningful strides in balancing community traditions with modernization to meet evolving student needs.

However, while the district is seen as evolving, its commitment to continuous learning and progressiveness is not fully realized in external perceptions. Less than half of parents (46%) and staff (44%) describe KCSD as innovative or forward-thinking, and only 37% of staff and 28% of the community perceive the district as progressive. This perception gap presents a challenge in establishing a clear brand identity that audiences can easily recognize and articulate. Currently, only 28% of parents and 39% of staff agree that KCSD has a defined brand.

Despite this, there is widespread recognition of the district's passionate and dedicated educators. Teachers are consistently viewed as a strength and a key driver of student-focused efforts. Their commitment provides a strong foundation for reinforcing KCSD's identity and vision.

To fully align with the district's ideals, KCSD must enhance the consistency and clarity of its communication regarding programs, offerings, and student successes. Awareness remains low, with just over a third of parents feeling informed about academic (32%) and extracurricular (37%) opportunities. Similarly, district successes are not widely recognized, with only 28% of parents, 33% of staff, and 28% of community members feeling well-informed in this area. Strengthening these areas will be essential in shaping a unified and forward-looking district identity that reflects both its rich heritage and its progressive aspirations.



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## ATTITUDE OVERALL

Not Existing		X	Ideal
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### Ideals:

1. **Compelling Choice:** KCSD's unique strengths position it as a compelling and purposeful choice for families and staff alike.

Not Existing		X	Ideal
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2. **Pride and Ownership:** KCSD inspires a sense of pride and ownership among its community members as they collectively work towards a brighter future.

Not Existing			X	Ideal
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3. **Trust in Decisions:** The community has confidence that decisions made by KCSD are thoughtful and centered around the needs of students, families, and the community.

Not Existing		X	Ideal
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4. **Supportive Environment:** Students at KCSD feel seen, welcomed, and supported, fostering a positive learning atmosphere.

Not Existing			X	Ideal
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5. **Valued Staff:** All staff at KCSD feel valued and empowered, playing a vital role in the district's transformation and success.

Not Existing		X	Ideal
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### Current:

KCSD's district culture is widely recognized as welcoming, compassionate, and inclusive—key attributes that contribute to a strong sense of pride and ownership among members of the school community. Parents (73%), staff (76%), and community members (56%) express pride in being part of KCSD, and many would recommend the district to others (70% of parents, 74% of staff). These findings align with KCSD's ideal of being a compelling choice for families and staff alike.

However, while there is broad appreciation for KCSD's community and culture, perceptions of overall district quality remain inconsistent. The district's weighted average rating across all audience groups is a 3 out of 5, indicating a disconnect between sentiment and confidence in the district's direction. Additionally, fewer than half of parents (46%) and community members



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(50%) agree that KCSD makes student-centered decisions, and just over half of staff (53%) share this view. This signals a need to reinforce trust in decisions by deepening engagement and transparency in decision-making.

While KCSD’s district-level scores for valuing input and opinions are stronger than those of other districts previously audited by the CCIU, they are lower than expected at the school building level. Typically, school-based relationships are stronger than district-wide connections, but at KCSD, this pattern does not hold—suggesting a need for stronger communication and consistency across district and building-level leadership.

Despite these challenges, KCSD’s community culture remains a driving force in maintaining engagement. To further strengthen a supportive environment and ensure that staff feel valued, the district must focus on empowering its educators and fostering greater collaboration with families and community members. A team-driven approach will be key to shaping positive attitudes and reinforcing KCSD’s identity as a district committed to student success.

## BEHAVIOR OVERALL

Not Existing		X	Ideal
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### Ideals:

1. **Collective Hope and Purpose:** The KCSD community acts with a collective sense of hope and purpose, actively sharing positive stories and the district's vision.

Not Existing		X	Ideal
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2. **Engaged Community:** All audiences feel welcomed and empowered to engage, advocate, and contribute in constructive ways.

Not Existing		X	Ideal
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3. **Source of Truth:** KCSD is recognized as the single source of truth, with clear pathways for all audiences to access information in the language they need.

Not Existing		X	Ideal
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4. **Authentic Relationships:** Authentic relationships are nurtured between schools and the community, fostering collaboration and trust.

Not Existing		X	Ideal
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5. **Supportive Network:** A robust network of support exists within KCSD, helping staff, students, and families to grow and thrive together.

Not Existing		X	Ideal
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### Current:

Authentic relationships are built through meaningful connections, yet KCSD audiences—while eager to engage—often feel disconnected from leadership, decisions, and available opportunities. While 65% of parents and 57% of staff actively seek to support school activities and events, 44% of community members frequently or occasionally attend. An additional 28% express interest in participating but don't know when or how to get involved. While a majority of parents (54%) and community members (45%) feel their involvement is welcomed and appreciated, others remain unsure or disagree.

KCSD's communication is largely viewed as timely but not always proactive, with 66% of parents and 71% of staff agreeing that district communication is timely, yet only 54% of parents and 43% of staff feel it is proactive. Information channels—including the website, social media, local news outlets, and meetings—are recognized but not fully utilized, with all audience groups expressing a desire for more communication. Currently, fewer than 50% of any audience feels fully informed on key district topics, impacting the ability to confidently share positive district narratives.

A further challenge is knowing who to contact with questions or concerns. While 77% of parents know whom to contact at the classroom level, this drops to 70% at the school level and just 51% at the district level. Similarly, 60% of staff know whom to contact at the district level, and only 44% of community members feel they have a clear point of contact.

To foster a supportive network and act collectively, KCSD must expand its role as a trusted resource, ensuring that communication is not just timely but proactive, accessible, and aligned with audience needs. Strengthening engagement pathways and providing clearer access to information will empower all members of the school community to advocate for and contribute to the district's success.



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## OUTCOMES OVERALL

Not Existing		X	Ideal
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### Ideals:

1. **Realizing Potential:** The potential of every child in KCSD is fully realized, fostering an inclusive environment that addresses achievement gaps and promotes diverse engagement.

Not Existing		X	Ideal
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2. **Accelerated Progress:** A shared vision and message empower the community to move swiftly and effectively for the benefit of students and families.

Not Existing		X	Ideal
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3. **Leading the Future:** The collective efforts of KCSD schools and the community are recognized as a driving force in the future of education.

Not Existing		X	Ideal
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4. **Exceptional Talent:** KCSD successfully recruits and retains exceptional talent, enhancing the quality of education provided.

Not Existing		X	Ideal
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5. **Trust-Building Communication:** Respectful and open communication fosters trust and cultivates an ongoing desire to engage with KCSD.

Not Existing		X	Ideal
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### Current:

KCSD audiences share a collective commitment to realizing the full potential of every child, ensuring an inclusive environment that fosters achievement and engagement. This shared focus is supported by generally high satisfaction with district communications, with 61% of parents and 56% of staff expressing approval. Additionally, trust in communication is strong, with more than three-quarters of parents (77%), staff (74%), and community members (67%) viewing district communications as trustworthy.

However, while communication is a strength, there are lingering concerns about inconsistency, disorganization, and a lack of transparency. Only half of parents (50%) and staff (47%) believe the district has a clear focus and vision, and just 39% of the community shares this view.



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Similarly, while 58% of parents and staff see KCSD as trustworthy, perceptions of transparency remain lower, with only 48% of parents, 40% of staff, and 33% of community members agreeing that the district is transparent. Focus groups reinforced these concerns, with community members expressing a sense of disconnection and a desire for more intentional engagement.

To address these challenges, KCSD must prioritize opportunities for two-way dialogue and deeper community collaboration. While 67% of parents and 67% of staff feel they can engage in conversations at the school level, this drops to 41% and 49%, respectively, at the district level. For the community, only 28% feel they have opportunities to engage in conversations with district leadership.

By strengthening a shared vision, clear messaging, and open dialogue, KCSD can accelerate progress, build confidence in its future, and solidify its role as a leader in education—where students, families, staff, and the broader community work together to drive meaningful change.



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## FUNCTIONAL REVIEW

For a more functional review of Kennett Consolidated School District’s (KCSD) current communication materials and practices, the National School Public Relations Association’s (NSPRA) 2023 Rubrics of Practice and Suggested Measures were utilized to provide a standardized, benchmarked approach to assessment. NSPRA’s tool was developed specifically for school communication and is quite extensive, but as a focus for this audit, specific areas in alignment with the Ideals and the survey results have been pulled from within five of the designated Critical Function Areas. Each of these areas have been deemed by NSPRA as necessary areas of focus for any educational communications program. Each area has been identified as Emerging (approaching expectations), Established (meets or exceeds expectations) or Exemplary (distinguished) with varying levels of alignment within each.

### Critical Function Area 1: Comprehensive Professional Communication Program

*This critical function area focuses on the core of the communication function within an organization; assessing how well it aligns with organizational goals and whether communications are positioned as systematic, transparent, two-way and comprehensive.*

Best Practices	Emerging	Established	Exemplary
1. Maximizing Communication with Trained Leadership at the Executive Level			X
2. Managing Communication through RACE – Research, Analyze, Communicate, Evaluate		X	
3. Communication Effectiveness Embedded Across District & Building Operations		X	
4. Effectively Engaging Target Audiences Through Social Media	X		
5. Effective Crisis Communication Plans and Procedures		X	
6. Supporting Constituent Involvement/Engagement Through Communication		X	

**Summary:** Kennett Consolidated School District is making important strides toward a more strategic and effective communication program. The Communications Director’s placement on the Executive Team and connection to the School Board reflects a strong structural commitment to communication leadership. Initial efforts to apply a research-based approach are evident, with recent data from this audit and the superintendent’s entry plan providing a valuable foundation



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for a more comprehensive communication strategy. At the same time, the district is beginning to establish greater consistency across schools—most notably through a unified website—though continued focus is needed to clarify communication roles, establish a consistent flow of information, and strengthen two-way dialogue. Communication efforts to date have largely been responsive, both in social media use and crisis management, and would benefit from a more proactive, planned approach to messaging, outreach, and preparedness. As the district works to define its future direction, there is an opportunity to build out structured social media practices and formalize crisis communication protocols to ensure readiness and alignment. Engagement with audiences is also growing, particularly through leadership’s outreach and committee structures, but will require deeper, sustained connections with community members—especially those who are English learners—to build trust and ensure inclusive access to district communications. By refining its message, planning proactively, and building intentional engagement structures, KCSD is well-positioned to transform its communications program into a cohesive and strategic system that strengthens relationships, trust, and shared purpose across the school community.

## Critical Function Area 2: Internal Communications

*This critical function area recognizes the value of employees in serving as extensions of the organization’s brand and focuses heavily on ensuring employees have the information and resources they need to represent the brand in a positive way.*

Best Practices	Emerging	Established	Exemplary
1. Researching & Understanding Employee Needs, Expectations, Opinions, Attitudes & Knowledge Levels		X	
2. Employee Engagement	X		
3. Employee Alignment with the School District’s Vision, Mission and Goals		X	
4. Leadership and Management Communications		X	
5. Managing Information Overload		X	
6. Employee Ambassadors		X	

**Summary:** Kennett Consolidated School District is building early momentum in internal communications, supported by the superintendent’s entry plan and this audit, which have helped



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surface staff perspectives. However, staff continue to express a sense of disconnect—fewer than half feel their opinions are valued, and many are unclear about the district’s brand, vision, and successes. While communication volume feels manageable, primarily delivered through emails and paystub memos, it is not generating the clarity, consistency, or engagement staff desire—particularly at the building level. There is a strong call for more visible, transparent, and collaborative leadership at all levels. Encouragingly, staff identified district vision and strategic initiatives as one of the better-communicated areas, signaling progress, but overall alignment remains limited. Although 74% of staff would recommend KCSD to families, only 63% would recommend it as a workplace—highlighting the need to strengthen internal culture, reinforce shared purpose, and empower staff to feel more connected, informed, and engaged in district goals.

### Critical Function Area 3: Parent/Family Communications

*This critical function area acknowledges the importance of parent/family engagement and relationships in student outcomes and satisfaction with the district.*

Best Practices	Emerging	Established	Exemplary
1. Researching and Understanding Parent/Family Needs, Expectations, Opinions, Attitudes, Knowledge Levels		X	
2. Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity		X	
3. Communicating Academic Programs and Expectations with Parents/Families; Communicating Extra- and Co-Curricular Offerings and Requirements with Parents/Families		X	
4. Communicating School and District Goals, Plans, Programs, Finances and Issues with Parents/Families	X		
5. Supporting Parent-Teacher and Parent-Building Communications	X		
6. Involving Parents/Families in Decision-making to Support Shared Responsibility		X	



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**Summary:** Kennett Consolidated School District has taken meaningful steps to better understand and engage families, with the superintendent’s entry plan, audit efforts, and growing committee representation opening the door to more inclusive dialogue. However, English learner families remain underrepresented, signaling the need for more intentional outreach and clear communication on how input will be used. The district utilizes multiple, well-recognized communication channels—often with translation support—and its use of digital platforms presents opportunities for improved reach and impact. Still, fewer than 40% of parents feel informed about academic or co-curricular offerings, pointing to the need for greater consistency in how information is communicated across schools. Messaging around district goals has begun on a strong note, and as goals and messaging platforms are finalized through committee work, there is an opportunity to amplify communication efforts by engaging parent voices from within those groups. While satisfaction with teacher-level communication is somewhat stronger, it is notable that the expected improvement from district to building to teacher does not follow typical patterns. The building level appears to be a weak point, affecting the clarity and relational strength of communication at other levels. As KCSD continues to build its vision for the future, it will be essential to ensure that communication efforts extend beyond the district office—empowering schools and teachers to build stronger, more personal connections with families.

## Critical Function Area 4: Marketing/Branding Communications

*This critical function area focuses on the branding and positioning of the organization which helps lead to clearer expectations and positive associations with the direction of the organization.*

Best Practices	Emerging	Established	Exemplary
1. Developing Your Brand Position, Attributes, Points of Pride, Promise and Traditions	X		
2. Defining Brand Experience for Target Audiences		X	
3. Providing Standards and Guidelines for Consistent Use of Adopted Brand Assets through a Brand Standards Guide	X		
4. Fostering Brand Ownership and Loyalty Among Staff and Leadership in Their Roles as Ambassadors	X		

**Summary:** KCSD is in the foundational stages of developing a cohesive brand identity. While elements of the brand—such as being welcoming, caring, and inclusive—are consistently recognized, only 28% of parents and 39% of staff feel the district has a clearly defined brand.



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There is strong community pride and engagement, but without a formal messaging platform or brand promise, the district lacks a unifying narrative that consistently shapes perception across audiences. Visual brand application is strong, with consistent use of logos and color schemes, but would benefit from formalized brand guidelines and consideration of an expanded color palette. To advance along NSPRA’s rubric, KCSD should define its brand position and attributes, clarify the intended brand experience, and foster ownership through a network of brand ambassadors. With a clear narrative and shared language, KCSD can build stronger emotional connection, loyalty, and trust across its school community.

## Critical Function Area 5: Diverse, Equitable and Inclusive Communications

*This critical function area acknowledges the importance of effective, equitable communications and engagement opportunities in supporting a respectful, inclusive culture.*

Best Practices	Emerging	Established	Exemplary
1. Shared Vision and Language			X
2. Commitment to Diversity and Inclusion			X
3. Deploying Equitable Communication Strategies			X

**Summary:** KCSD’s diversity is widely viewed as a strength and defining characteristic of the district. While “inclusive” is one of the top descriptors used by families and staff, there is a clear desire to deepen this commitment through broader representation and more intentional outreach. The district demonstrates a foundational commitment to equitable communication, including bilingual materials and interpretation services, yet the effectiveness of these strategies—particularly for English Learner families—warrants closer examination. Strategic use of communication channels should be refined to ensure accessibility for families who may face barriers related to language, literacy, or technology. To continue progressing along NSPRA’s rubric, KCSD should formalize a shared vision and language around inclusion, while expanding engagement efforts that elevate culturally relevant perspectives and build trust across all communities. With these enhancements, KCSD can create a more inclusive communication culture where all voices are heard, valued, and empowered.

## METHODOLOGY

The Chester County Intermediate Unit (CCIU) employed a variety of qualitative and quantitative data collection measures and assessments throughout the completion of the Kennett Consolidated School District (KCSD) communication audit as outlined below.

### 1. Ideals Discussion with KCSD Administrators and Board of Directors

- a. An interview with KCSD Administrators was conducted on October 16, 2024 and with the Board of Directors on October 30, 2024. In each session the discussion focused on target audiences and associated ideals in the areas of knowledge, attitude, behavior and outcomes. The ideals summary can be found in the Appendix of this report.

### 2. Focus Groups

- a. Three focus groups with three distinct audiences were scheduled between November 18-21, 2024, with the following groups:
  - i. KCSD Staff
  - ii. KCSD Parents/Guardians
  - iii. KCSD Community Members
- b. In addition, an email address (KCSDCommAudit@cciu.org) was provided to all focus group participants as a method to provide follow up communication.
- c. All focus groups revolved around questions pertaining to knowledge, attitude, behavior and outcomes in alignment with the leadership-identified ideals. Results of the focus groups were summarized based on emerging themes and can be found in the Appendix of this report.

### 3. Surveys

- a. Three distinct surveys were opened on January 29, 2025 – one to all KCSD staff, one to current KCSD parents/guardians and one to the KCSD community.
- b. All three surveys focused within the areas of knowledge, attitude, behavior and outcomes.
- c. Upon closing of the survey on February 12, 2025, the final completed responses collected were as follows:

Group	Total Possible Respondents	# Collected	Margin-of-Error (95% Confidence Interval)
Internal Staff	549	70	+/- 11%
Parents/Guardians	2,792	114	+/- 9%
Community	10,129	27 (18 English Survey; 9 Spanish Survey)	+/- 19 %

- d. Summary of final survey responses can be found in the Appendix of this report.

#### 4. **Communication Materials Analysis**

- a. CCIU communications staff reviewed and assessed a selection of communication materials provided by KCSD including: print publications, newsletters, flyers, website, social media accounts and videos.
- b. Materials were reviewed based on a rubric that looked at the following criteria:
  - i. Organization – Is the information presented in a logical manner?
  - ii. Content – Is the content clear, understandable and free of proofing errors?
  - iii. Audience – Is it clear who the intended audience is?
  - iv. Call to Action – Is the desired takeaway or call to action clear?
  - v. Engagement – Is there an opportunity provided for two-way communication?
  - vi. Big Picture – Is the content connected to a bigger, overarching message or direction?
  - vii. Medium – Does the chosen medium effectively communicate the content?
  - viii. Visuals – Are the eyes drawn to the most important information first?
  - ix. Brand Identity – Is the KCSD brand identity clearly visible and consistent?
  - x. Inclusivity – Do the visuals reflect a culturally inclusive environment?

#### 5. **Social Media Analysis**

- a. CCIU communications staff reviewed and assessed KCSD's existing Facebook, Instagram and YouTube accounts through a two-part process.
  - i. The first step was reviewing every account identified for number of followers, number of accounts following, number of posts over the past month, date of last post and whether comments were enabled.
  - ii. The second step was drilling down further into a selection of social media accounts to analyze the following criteria:
    1. Branding – How does the account profile represent the KCSD brand?
    2. Frequency – What is the frequency and consistency of posting?
    3. Messaging Mix – What is the current range of content topics?
    4. Visual Mix – How much variation exists in types of visuals utilized?
    5. Engagement Levels – What is the average level of likes/comments/shares from account followers?
    6. Responsiveness – How well are follower comments addressed?

# APPENDIX

## ABOUT CCIU COMMUNICATIONS AUDIT TEAM

### **Christa Fazio, Division Director, CCIU Communications, Marketing & Engagement**

Ms. Christa Fazio, director of communications, marketing and engagement, joined the Chester County Intermediate Unit in December 2023. In her role, Ms. Fazio is responsible for communications and marketing leadership across the organization and throughout the county. Ms. Fazio's experience spans 20 years from the newsroom to a top PR agency in Philadelphia, to her roles as communications coordinator for the Penn-Delco School District and director of communications and community relations for the Unionville-Chadds Ford School District. Ms. Fazio has developed a strong skill set rooted in successful strategic planning, effective crisis management, and creative storytelling. She has spent the last 12 years in education, elevating school districts' profiles through innovative and transparent communication strategies and sophisticated branding campaigns to support her districts' and the IU's goals. She also serves as the executive director of the Pennsylvania School Public Relations Association (PenSPRA) providing communication leadership to its 200 members from school districts across the state.

### **Melissa J. Smith, Assistant Division Director, CCIU Communications, Marketing & Engagement**

Mrs. Melissa J. Smith is an impactful, creative marketing professional with over 20 years of local, national and global experience spanning industries such as manufacturing, financial services, pharmaceutical and education. She thrives on developing brand positioning and messaging and delivering upon the goals and objectives of those she works with. The perspectives and experience gained from her more than 12 years in the advertising agency environment has transitioned well into driving branding and strategic marketing in the educational space. Mrs. Smith has been with the CCIU since 2015 and has played an active role in the refresh of marketing and communications across the organization. Mrs. Smith has a bachelor's degree in marketing and management from LaSalle University and a master of business administration (MBA) from West Chester University. Mrs. Smith has presented on branding at local and national communication conferences and has led multiple branding workshops within the CCIU and with school districts.

### **Ashley Boyd, CCIU Communications Manager**

As a creative and successful communications professional with over ten years of experience on a high-impact communications team, Mrs. Ashley Boyd has consistently worked on large-scale communication and marketing campaigns, advocated to legislative representatives and shared relationship-building techniques and strategies with numerous district-level groups. In her work as a communications manager at the Chester County Intermediate Unit, she manages a wide variety of customer interactions, which can include everything from quick, internal culture-building emails to executive-level speeches and presentations. Mrs. Boyd is a current member of the Pennsylvania School Public Relations Association and has her Crisis Communication certification from the Public Relations Society of America. She has a bachelor's degree in business and communication from Arizona State University and her master's degree in communication from Drexel University.

# STRATEGIC COMMUNICATION IDEALS



## Knowledge (What we want our audiences to know about KCSD)

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### Ideals

1. **Multicultural Community:** KCSD intentionally establishes its multicultural community as a distinct strength that sets it apart from other districts.
2. **District in Motion:** KCSD is a dynamic district that embraces continuous learning and growth, progressively transforming to meet the needs of its community.
3. **Tradition and Modernization:** KCSD skillfully balances the traditions and heritage of the community while modernizing its approaches to address evolving student needs.
4. **Student Achievement:** The student body of KCSD is resilient and strong, consistently achieving excellence both in and outside the classroom.
5. **Passionate Staff:** KCSD is enriched by a dedicated and passionate staff whose commitment is essential to the district's success.
6. **Inclusive Support:** KCSD is committed to meeting the diverse needs of all students, ensuring access to the resources, support, and opportunities they require to thrive.



## Attitudes (What we want our audiences to think and feel about KCSD)

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### Ideals

1. **Compelling Choice:** KCSD's unique strengths position it as a compelling and purposeful choice for families and staff alike.
  2. **Pride and Ownership:** KCSD inspires a sense of pride and ownership among its community members as they collectively work towards a brighter future.
  3. **Trust in Decisions:** The community has confidence that decisions made by KCSD are thoughtful and centered around the needs of students, families, and the community.
  4. **Supportive Environment:** Students at KCSD feel seen, welcomed, and supported, fostering a positive learning atmosphere.
  5. **Valued Staff:** All staff at KCSD feel valued and empowered, playing a vital role in the district's transformation and success.
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## Behavior (What we want our audiences to do)

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### Ideals

1. **Collective Hope and Purpose:** The KCSD community acts with a collective sense of hope and purpose, actively sharing positive stories and the district's vision.
2. **Engaged Community:** All audiences feel welcomed and empowered to engage, advocate, and contribute in constructive ways.
3. **Source of Truth:** KCSD is recognized as the single source of truth, with clear pathways for all audiences to access information in the language they need.
4. **Authentic Relationships:** Authentic relationships are nurtured between schools and the community, fostering collaboration and trust.
5. **Supportive Network:** A robust network of support exists within KCSD, helping staff, students, and families to grow and thrive together.



## Outcomes (Shifts we want to see based on positive audience interaction)

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### Ideals

1. **Realizing Potential:** The potential of every child in KCSD is fully realized, fostering an inclusive environment that addresses achievement gaps and promotes diverse engagement.
2. **Accelerated Progress:** A shared vision and message empower the community to move swiftly and effectively for the benefit of students and families.
3. **Leading the Future:** The collective efforts of KCSD schools and the community are recognized as a driving force in the future of education.
4. **Exceptional Talent:** KCSD successfully recruits and retains exceptional talent, enhancing the quality of education provided.
5. **Trust-Building Communication:** Respectful and open communication fosters trust and cultivates an ongoing desire to engage with KCSD.

## FOCUS GROUP THEMES

The following is a report of the major themes that emerged from the focus groups conducted to assess the effectiveness of district communications.

A total of three focus groups were scheduled with internal and external members of the school community. All focus groups were held online via Zoom with a Spanish interpreter available at each session.

### Focus Groups – 3 Focus Groups

1. KCS D Staff
2. KCS D Parents/Guardians
3. Community-at-Large

### Focus Group Themes

Based on participant comments and discussion, the following core themes were identified:

#### Across All Groups

1. Across all focus groups there was an overarching appreciation, ownership and connection with the unique character and diversity of the Kennett community.
2. There exists a sense of optimism with what has been experienced to-date with new leadership.

#### KCS D Staff

1. Staff highly value communication; however, it seems disorganized and lacks desired timeliness and detail.
2. There is a recognized need for collaboration, but staff currently feel a disconnect with district administration and decisions being made.
3. Staff strongly desire a student-focused approach, maintaining a holistic view of student experience and success.

#### KCS D Parents/Guardians

1. There is a strong appreciation for multiple communication channels and recent improvements in consistency and the level of information, but areas of improvement still exist, especially around student transitions.
2. Parents/Guardians recognize the potential surrounding Kennett's unique community strengths and are cautiously optimistic for the direction the new Superintendent has initiated with active partnering and conversation.

3. Teachers are clearly recognized as a strength and families feel they have the ability to further impact engagement and pride in the schools.

### Community-at-Large

1. The community feels disconnected from the district and desires more intentional and continuous communication and outreach.
  2. A strong level of pride exists within the community, and they want to see and hear stories from the schools that reinforce that pride.
- 

### Focus Group Insights

The following is a summary of key discussion points and not a verbatim transcript of the dialogue. Key phrases and thoughts have been pulled from each focus group in order to highlight the discussion regarding the individual themes that have been generated.

### Across All Groups

1. **Across all focus groups there was an overarching appreciation, ownership and connection with the unique character and diversity of the Kennett community.**
  - a. Strong community sense, diversity, and dedicated teachers.
  - b. Reputation for being a strong district in the area
    - i. People move to the area for the district
    - ii. Pride in district
    - iii. Belief that the district is providing students with a top-notch education
  - c. Strong community
  - d. Strong sense of community. There is a lot of Kennett pride
  - e. Community members that are connected in some way definitely have a sense of pride (especially those who were alumni)
2. **There exists a sense of optimism with what has been experienced to-date with new leadership.**
  - a. Staff are optimistic about the new superintendent's entrance plan.
  - b. Positive feedback for the superintendent's school visits but more transparency is needed.
  - c. Parents are very excited for the initiatives Dr. Rizzo Saunders has brought to the district. "You don't know what you don't know" in terms of leadership; some didn't realize how much was lacking in until seeing what new leadership has brought to the district in such a short time
  - d. New leadership has brought a very welcoming initiative for people to communicate
    - i. Belief that good things are on the way in the coming years
  - e. Some parents have a lot of trust in new leadership
    - i. Families are excited about the new direction for the district

- ii. Definitely hopeful for the future of Kennett!
- f. Excited for the new Superintendent and the possibility of better engagement
- g. I am proud of the district and have met the new Superintendent who appears to be crossing all her t's and dotting her i's.
- h. Community really enjoys having more opportunities to provide insight and feedback

## KCSD Staff

### 1. Staff highly value communication; however, it seems disorganized and lacks desired timeliness and detail.

- a. Effective communication examples:
  - i. Pay Day memos are valued and widely read.
  - ii. Principals' "News and Notes" or "Smore" communications are actionable and appreciated.
- b. Communication feels scattered (e.g., too many newsletters and links).
- c. Consolidate and prioritize important information at the top of newsletters.
- d. Centralize newsletters in one accessible location.
- e. Calendar information is lacking (e.g., concert dates).
- f. SharePoint was effective but underused now.

### 2. There is a recognized need for collaboration, but staff currently feel a disconnect with district administration and decisions being made.

- a. Collaborative team effort is crucial to KCSD's success.
- b. Staff take pride in students' progress and teacher-student connections.
- c. Disconnect between admin and schools; lack of consistent values/ communications among principals.
- d. Admin turnover creates confusion about roles and responsibilities. Staff don't know who to contact in the administration office for certain scenarios.
- e. Teachers recommend KCSD because of their colleagues, not admin.
- f. Staff feel excluded from decision-making.
  - i. Concerns about admin decisions (e.g., over-focus on testing, new program implementations).
- g. Lack of two-way communication with district leadership.
- h. Trust was lost over the past five years due to a lack of transparency and unclear expectations.
- i. Confidence in principals but skepticism toward broader admin teams.
- j. Develop clear communication protocols for all levels.
- k. Admin should act on survey feedback and provide evidence for decisions.
  - 1. Staff suggest admin share all survey feedback
- l. More emphasis on frontline teaching support over admin expansion.
  - i. Reduce the number of admin positions; hire more teachers and special education staff.

3. **Staff strongly desire a student-focused approach, maintaining a holistic view of student experience and success.**
  - a. Communication is disorganized, overwhelming, and data-focused rather than student-centered.
  - b. Support from migrant families is a positive factor.
  - c. The district is seen as overly focused on data and testing, ignoring student enjoyment.
  - d. Suggest balance testing demands with fun, engaging learning activities.

#### KCSD Parents/Guardians

1. **There is a strong appreciation for multiple communication channels and recent improvements in consistency and the level of information, but areas of improvement still exist, especially around student transitions.**
  - a. Very transparent communication in multiple formats (paper, talking points, email, etc.)
  - b. Inconsistencies in communication
    - i. Some teachers use Talking Points a lot and some don't use it at all
    - ii. Information districtwide is a text, email, or phone call – it varies
      1. Channels have been getting more consistent with new leadership
  - c. Communication at the same time every week is helpful
  - d. Not all events are on district calendar at kcsd.org
  - e. Historically, communication from district has been poor; Much better recently
  - f. More recent information has been great and informative since change in leadership
  - g. Parents are seeing more consistency and cohesion in communication between teachers and administration
  - h. Good communication from elementary school; Felt lost when student transitioned to middle school
  - i. Higher grade level schools are not as involved with communication
    - i. Would like to see improvement across the board at the higher grade levels
  - j. One parent knows where to get information at the elementary level but not above 5th grade
  - k. High school is considered “the worst” in terms of communications; Some noticeable improvement with this recently
    - i. At this level, high school students are expected to own the information – then the info doesn't get communicated because the onus is on the kids
    - ii. Parents understand that in high school, students need to have more responsibility and be more independent, but we also need to show them how to do this at home and at school. We cannot assume that all children will relay information sent to them. Parents need to be cc'd on important e-mails sent to the students
  - l. For college/career prep, there needs to be more communication to students and parents, and it should start earlier
  - m. Grateful for district affiliation with TCHS; however, when students shifted to career-based curricula, the CTCE kids seemed to be left out

- i. Need to provide a clear path for these students too
  - n. The website is not efficient or as informative as it could be
    - i. Looking forward to website update
    - ii. Previous website: Information was available online that parents needed to know (e.g. curriculum)
      - 1. No resources or roadmap online for students/parents
        - a. Need to be more proactive than reactive
  - o. Anything that is posted on Facebook should be sent through a text from the district as well. Some parents no longer have Facebook and miss things, based on what they've heard from others in the community
  - p. It may be beneficial for district to put out guidelines on what they can/cannot disclose during significant/heightened situations and make this information available to parents/community
  - q. Some parents feel like the district makes a huge effort to communicate with Hispanic community (Talking Points is very helpful); however, sometimes technology is a barrier for this community

**2. Parents/Guardians recognize the potential surrounding Kennett's unique community strengths and are cautiously optimistic for the direction the new Superintendent has initiated with active partnering and conversation.**

- a. District feels like it's in flux a lot; Disjointed
- b. Parents appreciate the activity that has followed the new leadership but have apprehension because it's still a new situation
  - i. Would like to see the positive changes continue, including the improvements in communication
  - ii. It's too soon to have an opinion. We are in the infancy stages with the new Superintendent.
  - iii. There is some confidence that the district stays up to date on the generation shifts. They think it needs to be a continuous partnership with parents and the community
- c. Parents are hopeful that positive trajectory continues after 90-day plan
  - i. People are hungry for implementation
  - ii. Renewed level of trust and energy
- d. To retain community engagement, create document about what new leadership has learned about community/district
  - i. Parents would like to know how to support new superintendent so everyone can succeed
- e.

**3. Teachers are clearly recognized as a strength and families feel they have the ability to further impact engagement and pride in the schools.**

- a. Teachers are something else in this district – in a very positive way
  - i. They demonstrate an exceptional level of commitment
  - ii. Promoting a sense of play and fun into the educational experience
  - iii. Teachers seem to take pride in what they do

- iv. Moral with teachers seems to be increasing since change in leadership
- v. Our teachers – We should listen to them
- b. Some parents would like to see more diversity in the district, especially in terms of activities offered to students. Would like to see more exposure to different cultures
- c. Another parent would recommend the district because their children have had terrific teachers
- d. Spirit of students towards the school district
  - i. Homecoming has become a non-event for students
  - ii. Need to find ways to get the kids excited and proud of the district

## Community-at-Large

1. **The community feels disconnected from the district and desires more intentional and continuous communication and outreach.**
  - a. Very little communication received; sometimes presentations at Township Board meetings
  - b. Very little information received around new Superintendent and very little input requested from community
  - c. No kids, so don't hear about anything
  - d. District hasn't seemed to intentionally present itself to its taxpayers – those who don't have a connection at all to the schools want to know more about what is going on in the district
  - e. Really desire continuous communication to help draw people in
  - f. Word of mouth fills the gap with mix of accurate and inaccurate information in the absence of regular, credible and engaging information. A communication plan that does this is needed.
  - g. Only able to share with others that KCSD is diverse, but don't know anything further
  - h. Introduction to the school district for new residents would be helpful, including ways to get involved
  - i. Mailer that highlights key initiatives occurring or being planned; There used to be a newsletter sent out and it has been missed
  - j. Major initiatives, highlights and "brag posts" about teachers and students, calls for community engagement/volunteers
  - k. Feel the community gets blind-sided a lot...decisions being made without getting community input or sharing the decision-making process...desire for district to explain "why"
  - l. How are my tax dollars being spent and is it justified?
  - m. Would have liked to be involved in high school sports, but information is just not readily available
  - n. Overcommunication is the key and it can't just be on the website – desire to utilize multiple communication channels
  - o. When all information is on a website, community members must seek out the information. That's great when you know what you're seeking for, but we don't know what we don't know. I'd love to see invitations to volunteer, serve, etc.

- p. Would like the opportunity for push communications based on particular content areas you are interested in
- q. Would like to see more district information included in the Township newsletters (even just links to website)
- r. Presentations to local municipalities (quarterly or semiannual) would be very helpful (not just when they are coming to try and get approvals surrounding budget or facilities)

**2. A strong level of pride exists within the community, and they want to see and hear stories from the schools that reinforce that pride.**

- a. Feel there are a lot of positive things going on, but get the sense that it is happening in a bubble – you only know if you know
- b. Districts that are typically the “gems” are those without the highest test scores – hears from others about the personal attention from the teachers and that would be something to recommend any day
- c. Diversity – Kennett has been afraid to push, but it should be a sense of pride; it is a strength
- d. Would like to highlight the work of the ESL and special ed supports; they are doing great work
- e. The practicing teachers I know in the district work hard and experience a lot of success in ways that may or may not make it into aggregated test score data
- f. Would love to hear what is going on in the high school (academics, clubs), want to know what the elementary students are learning and their activities
- g. Need better public relations with the community – we’re doing a nice job with such a diverse population and spreading the good news would be so valuable

## MATERIALS REVIEW SUMMARY

CCIU communications staff reviewed and assessed a selection of communication materials provided by Kennett Consolidated School District (KCSD) including: print publications, newsletters, flyers, website, and social media accounts. Below is a summary of findings:

### Strengths

1. The balance in the number of total touchpoints with each audience and the ability to speak to many audiences within a single communication is well done. The number of recent opportunities available for two-way conversation with leadership further enhances this area of strength.
2. Good use of multiple channels for release of content. Strong reliance on email, social media and website for communications not only provides an opportunity to develop and track metrics for areas of improvement but also increases opportunities for translation on the receiving end.
3. There is an authentic and relatable tone utilized in the majority of the Superintendent's written and video communications, helping to make better connections with audiences.
4. Successful use of high-level visual district branding in district materials. Assisting schools in following similar consistency can help drive even strong brand recognition.
5. There is a clear effort being made to present information in an organized, well-structured format for easier understanding.
6. Photography captures a positive and diverse representation of the district.
7. There exists an understanding of the current diversity of the population, and efforts are being made to provide communication in more than one language.

### Areas of Opportunity

1. Identify a strong overarching district brand message that gets carried through materials and establishes a strong foundation for community development.
  2. Consider relevancy, understanding and importance of information to each audience when prioritizing order of information and ensure a strong call to action or notification of next steps in every message.
  3. Desire to be transparent creates a tendency to be too content heavy leading to information overload. Look to leverage more visuals and introduce a secondary color palette to help break up content into more digestible chunks.
  4. Review and refresh the overall social media strategy for the district to optimize engagement and maximize positive brand associations.
-

## SURVEY COMPARATIVE SCORECARD

The CCIU reviewed a selection of key communication markers of Kennett Consolidated School District (KCS D) in comparison to benchmark data established through the completion of six communication audits with other school districts in the region.

STAFF	Average	Low	High	KCS D
Communication is received on a timely basis.	3.6	3.2	3.7	3.7
District communication is trustworthy.	3.7	3.2	3.9	3.8
School building communication is trustworthy.	3.9	3.6	4.1	3.7
I feel my opinions and input are valued by the district.	2.9	2.3	3.2	3.3
I feel my opinions and input are valued in my school.	3.5	3.1	3.8	3.3
Overall satisfaction with communication.	3.6	3.2	3.7	3.5
Overall perception of district.	3.5	3.0	3.9	3.1

FAMILY	Average	Low	High	KCS D
Communication is received on a timely basis.	3.7	3.6	3.8	3.5
District communication is trustworthy.	3.8	3.6	3.9	4.0
School building communication is trustworthy.	4.1	4.0	4.2	3.9
Teacher communication is trustworthy.	4.2	4.1	4.3	4.0
I feel my opinions and input are valued by the district.	3.0	2.7	3.2	3.3
I feel my opinions and input are valued by the school.	3.5	3.5	3.6	3.3
I feel my opinions and input are valued by the teachers.	3.9	3.8	4.1	3.7
Overall satisfaction with communication.	3.9	3.7	4.2	3.6
Overall perception of district.	3.7	3.3	4.0	3.1

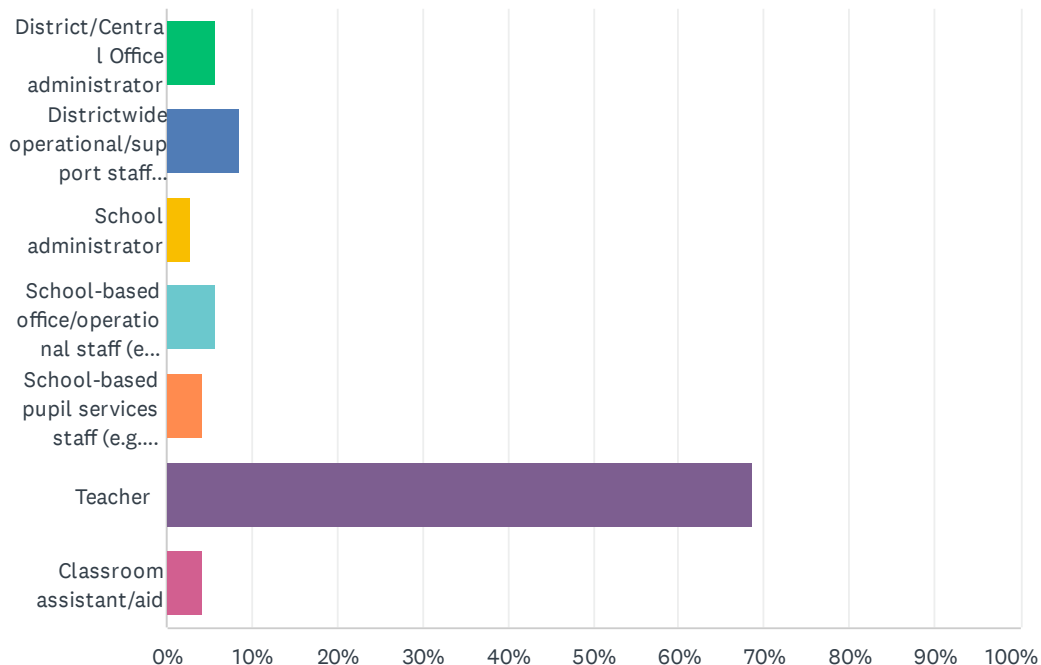
COMMUNITY	Average	Low	High	KCS D
Communication is received on a timely basis.	3.3	2.8	3.9	3.4
District communication is trustworthy.	3.4	3.1	3.8	4.0
I feel my opinions and input are valued by the district.	2.9	2.6	3.2	3.4
Overall satisfaction with communication.	3.3	2.8	3.8	3.7
Overall perception of district.	3.4	3.0	3.8	3.4

Scored out of a range of 1-5 with 5 being the high.

# STAFF SURVEY RESULTS

# Q1 Please indicate your current role within Kennett Consolidated School District (KCSD):

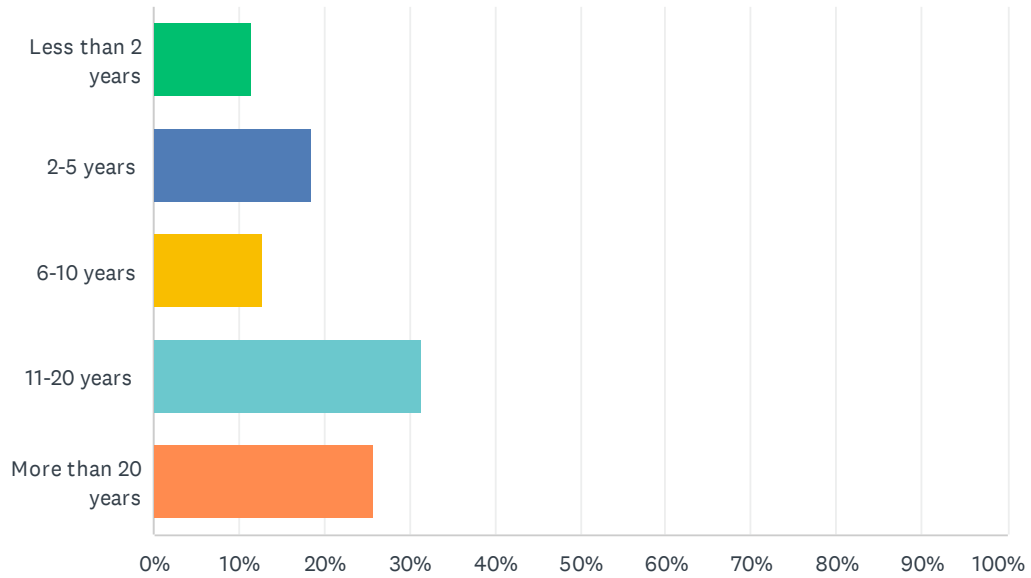
Answered: 70 Skipped: 0



ANSWER CHOICES	RESPONSES	
District/Central Office administrator	5.71%	4
Districtwide operational/support staff (e.g. IT, transportation, business office, HR, central office secretarial, etc...)	8.57%	6
School administrator	2.86%	2
School-based office/operational staff (e.g. secretarial, attendance, maintenance/custodial)	5.71%	4
School-based pupil services staff (e.g. counselor, specialist, therapist, etc...)	4.29%	3
Teacher	68.57%	48
Classroom assistant/aid	4.29%	3
<b>TOTAL</b>		<b>70</b>

## Q2 How long have you worked for KCSD?

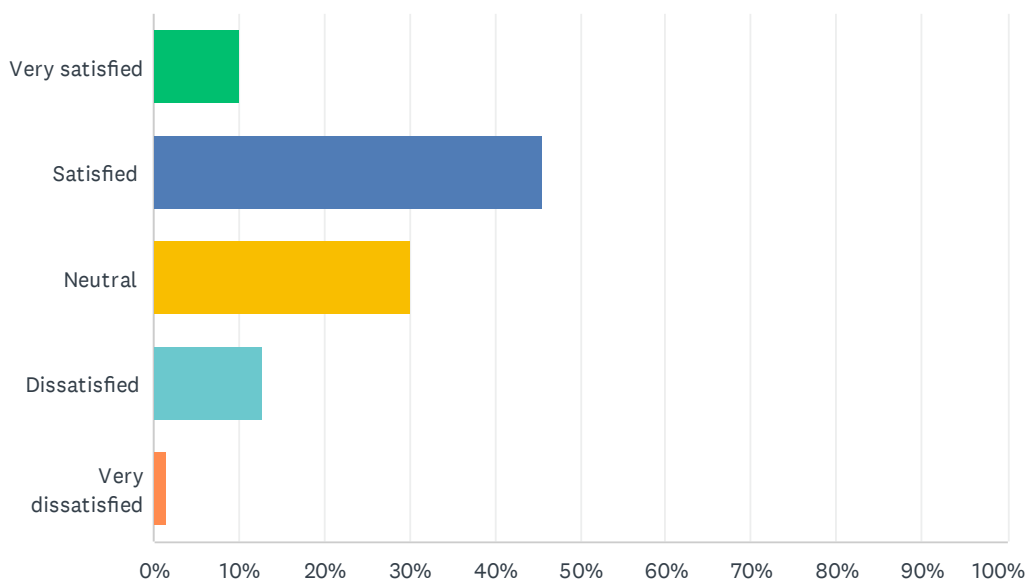
Answered: 70 Skipped: 0



ANSWER CHOICES	RESPONSES	
Less than 2 years	11.43%	8
2-5 years	18.57%	13
6-10 years	12.86%	9
11-20 years	31.43%	22
More than 20 years	25.71%	18
<b>TOTAL</b>		<b>70</b>

### Q3 Overall, how satisfied are you with communication from KCSD?

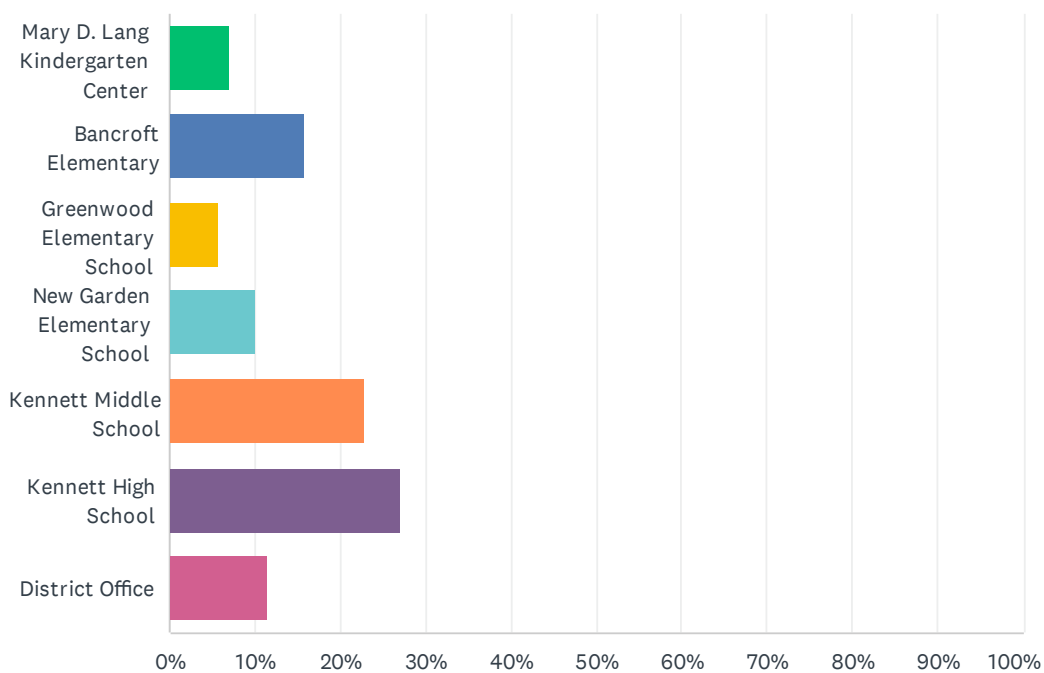
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ANSWER CHOICES	RESPONSES	
Very satisfied	10.00%	7
Satisfied	45.71%	32
Neutral	30.00%	21
Dissatisfied	12.86%	9
Very dissatisfied	1.43%	1
<b>TOTAL</b>		<b>70</b>

## Q4 Where is your primary employment location within the district?

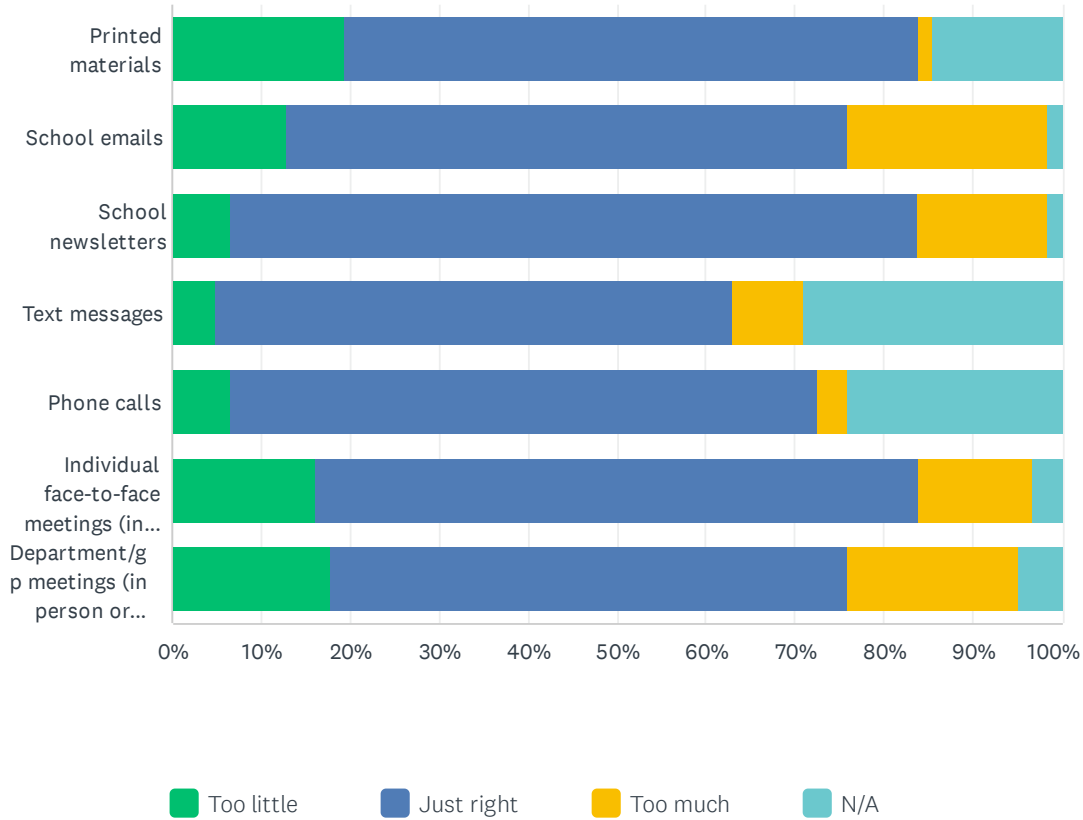
Answered: 70 Skipped: 0



ANSWER CHOICES	RESPONSES	
Mary D. Lang Kindergarten Center	7.14%	5
Bancroft Elementary	15.71%	11
Greenwood Elementary School	5.71%	4
New Garden Elementary School	10.00%	7
Kennett Middle School	22.86%	16
Kennett High School	27.14%	19
District Office	11.43%	8
<b>TOTAL</b>		<b>70</b>

### Q5 Please rate your level of satisfaction with the volume of information you currently receive from your primary employment location through each of the channels listed below.

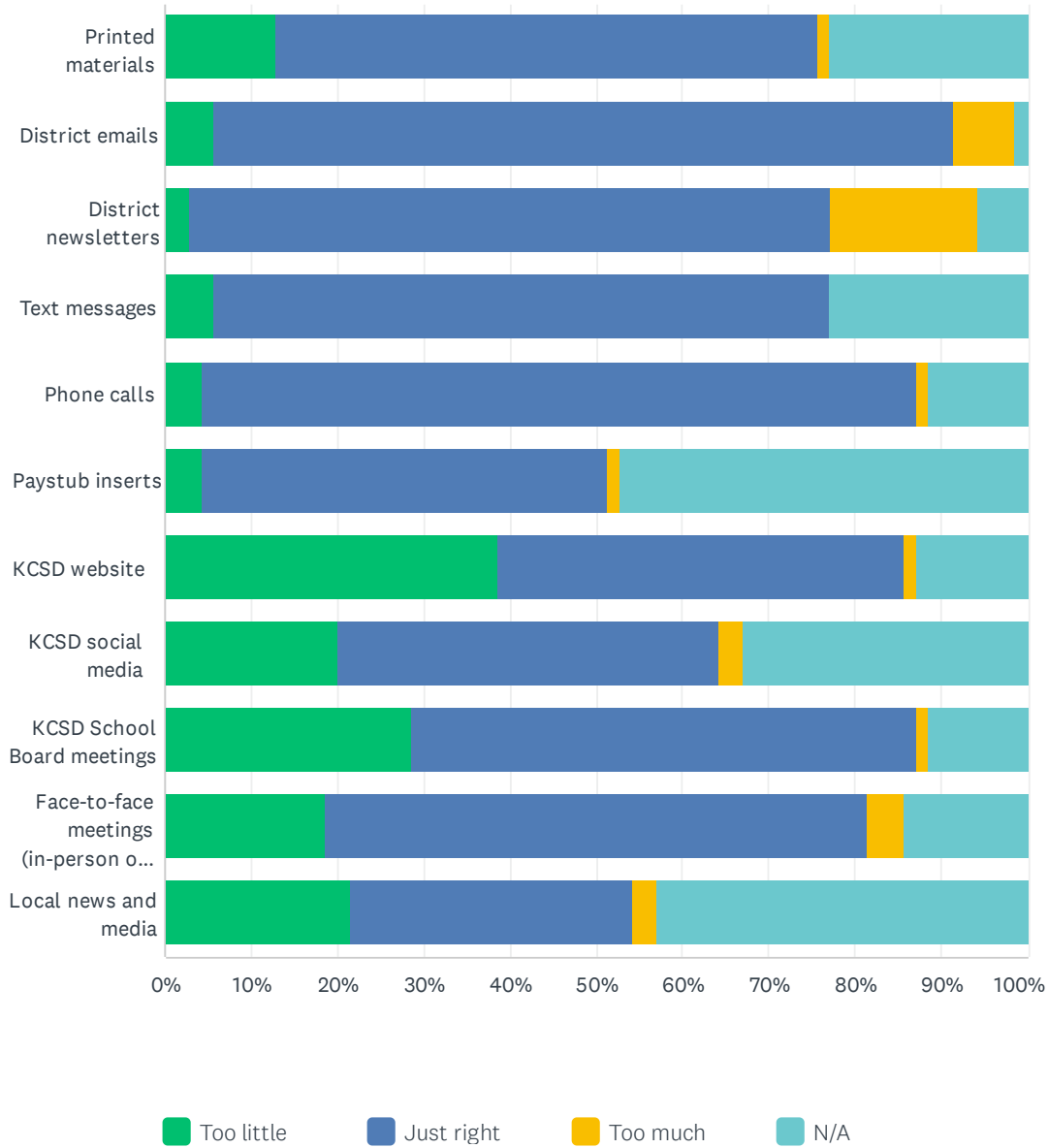
Answered: 62 Skipped: 8



	TOO LITTLE	JUST RIGHT	TOO MUCH	N/A	TOTAL
Printed materials	19.35% 12	64.52% 40	1.61% 1	14.52% 9	62
School emails	12.90% 8	62.90% 39	22.58% 14	1.61% 1	62
School newsletters	6.45% 4	77.42% 48	14.52% 9	1.61% 1	62
Text messages	4.84% 3	58.06% 36	8.06% 5	29.03% 18	62
Phone calls	6.45% 4	66.13% 41	3.23% 2	24.19% 15	62
Individual face-to-face meetings (in person or virtual)	16.13% 10	67.74% 42	12.90% 8	3.23% 2	62
Department/group meetings (in person or virtual)	17.74% 11	58.06% 36	19.35% 12	4.84% 3	62

Q6 Please rate your level of satisfaction with the volume of information you currently receive from KCSD Central Office through each of the channels listed below.

Answered: 70 Skipped: 0

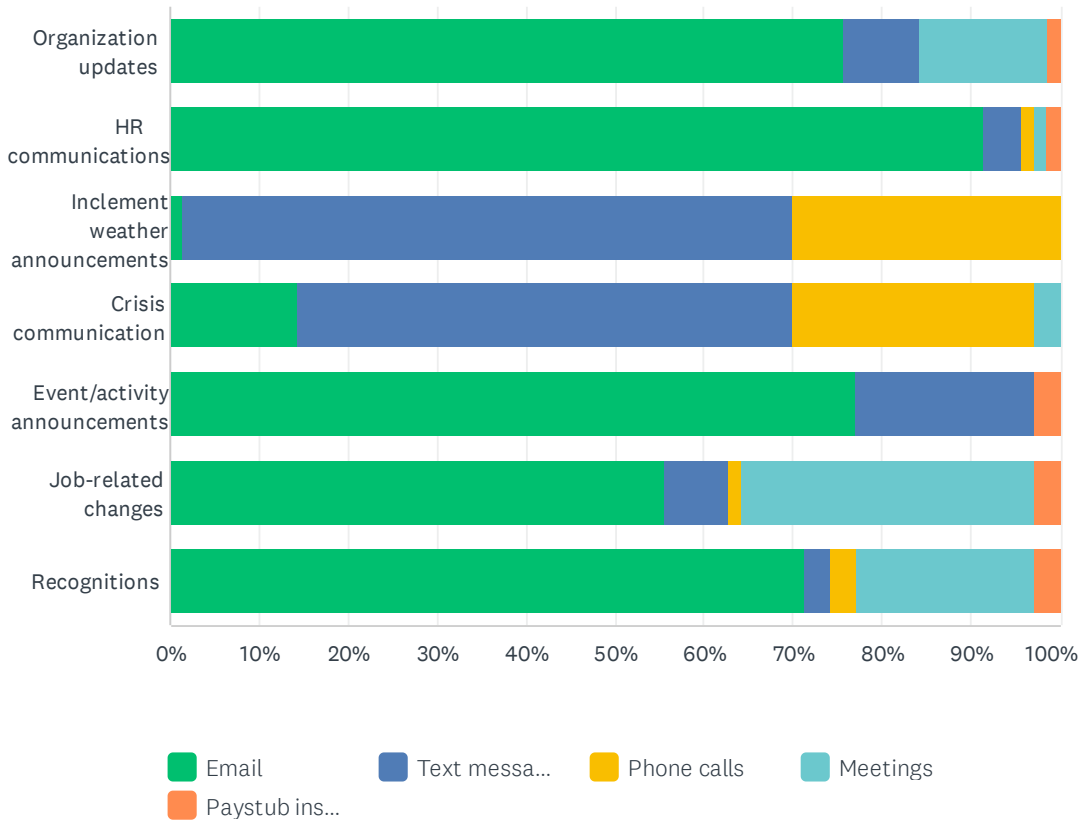


## KCSO Communications Audit Staff Survey

	TOO LITTLE	JUST RIGHT	TOO MUCH	N/A	TOTAL
Printed materials	12.86% 9	62.86% 44	1.43% 1	22.86% 16	70
District emails	5.71% 4	85.71% 60	7.14% 5	1.43% 1	70
District newsletters	2.86% 2	74.29% 52	17.14% 12	5.71% 4	70
Text messages	5.71% 4	71.43% 50	0.00% 0	22.86% 16	70
Phone calls	4.29% 3	82.86% 58	1.43% 1	11.43% 8	70
Paystub inserts	4.29% 3	47.14% 33	1.43% 1	47.14% 33	70
KCSO website	38.57% 27	47.14% 33	1.43% 1	12.86% 9	70
KCSO social media	20.00% 14	44.29% 31	2.86% 2	32.86% 23	70
KCSO School Board meetings	28.57% 20	58.57% 41	1.43% 1	11.43% 8	70
Face-to-face meetings (in-person or virtual)	18.57% 13	62.86% 44	4.29% 3	14.29% 10	70
Local news and media	21.43% 15	32.86% 23	2.86% 2	42.86% 30	70

## Q7 Which of the following channels is your preferred channel of communication from the district for each content area listed below?

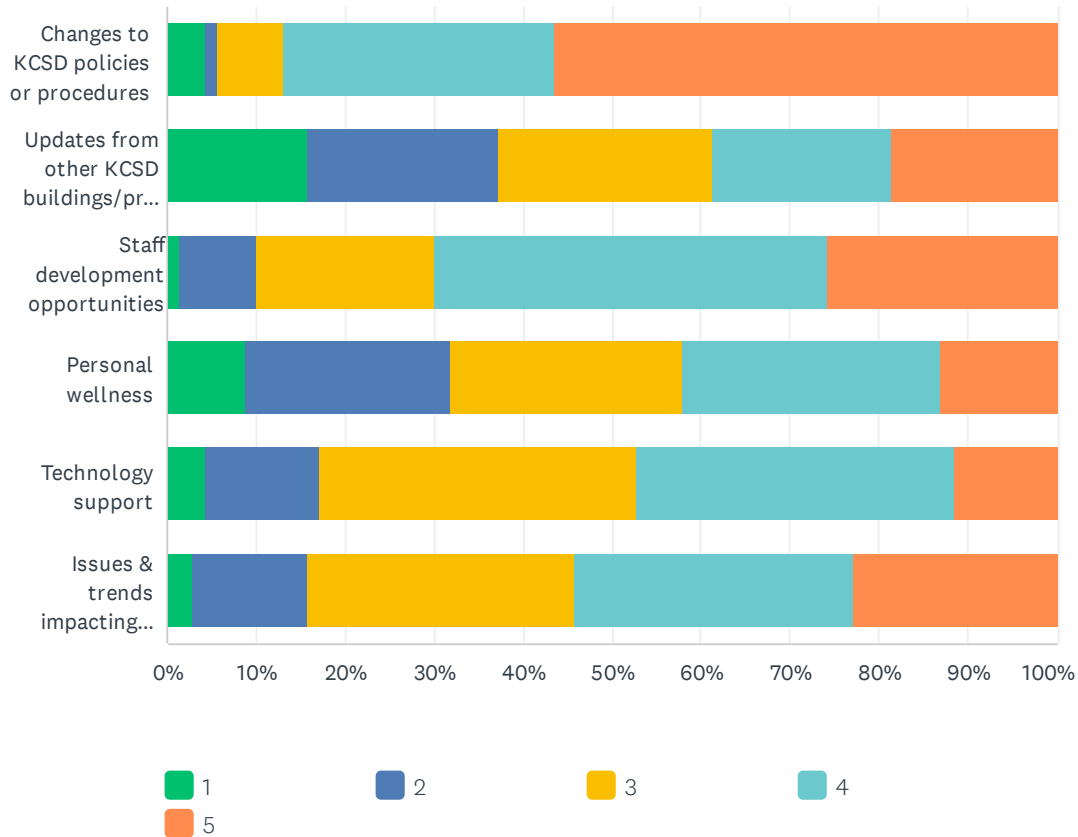
Answered: 70 Skipped: 0



	EMAIL	TEXT MESSAGES	PHONE CALLS	MEETINGS	PAYSTUB INSERT	TOTAL
Organization updates	75.71% 53	8.57% 6	0.00% 0	14.29% 10	1.43% 1	70
HR communications	91.43% 64	4.29% 3	1.43% 1	1.43% 1	1.43% 1	70
Inclement weather announcements	1.43% 1	68.57% 48	30.00% 21	0.00% 0	0.00% 0	70
Crisis communication	14.29% 10	55.71% 39	27.14% 19	2.86% 2	0.00% 0	70
Event/activity announcements	77.14% 54	20.00% 14	0.00% 0	0.00% 0	2.86% 2	70
Job-related changes	55.71% 39	7.14% 5	1.43% 1	32.86% 23	2.86% 2	70
Recognitions	71.43% 50	2.86% 2	2.86% 2	20.00% 14	2.86% 2	70

Q8 For the job-related topics listed below, please rate your level of interest in the topic from 1 being not at all interested to 5 being very interested.

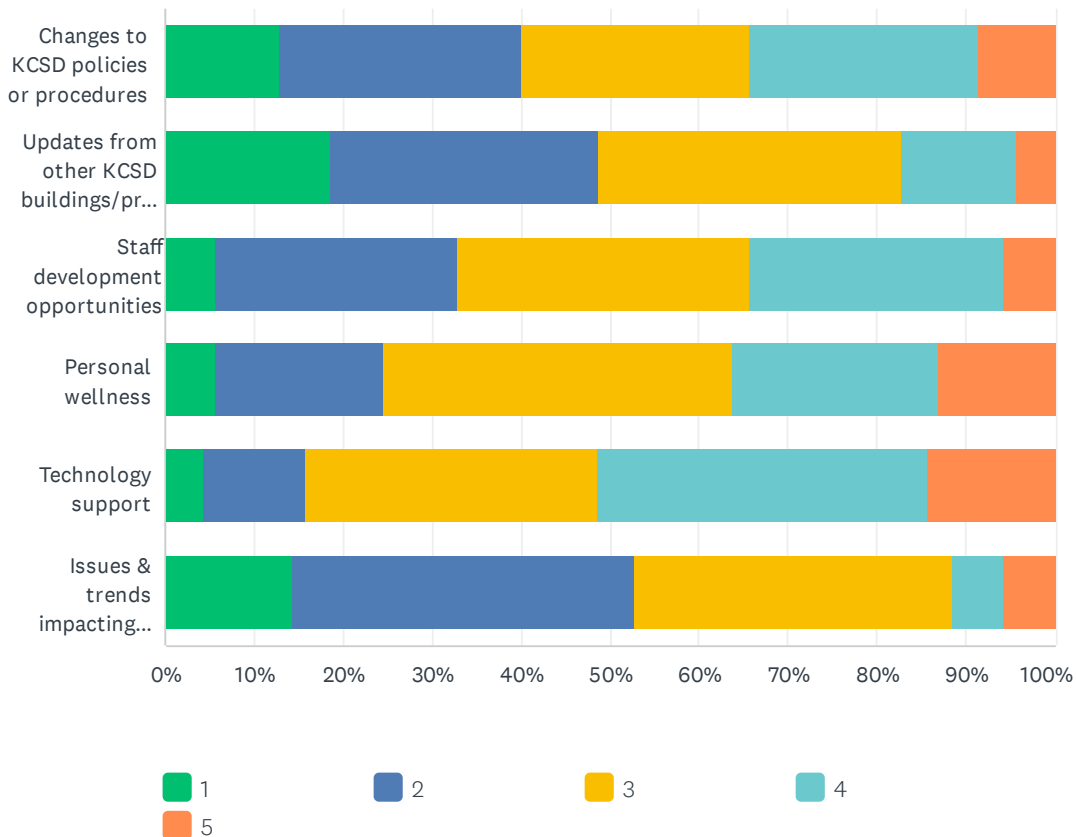
Answered: 70 Skipped: 0



	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Changes to KCSD policies or procedures	4.35% 3	1.45% 1	7.25% 5	30.43% 21	56.52% 39	69	4.33
Updates from other KCSD buildings/programs	15.71% 11	21.43% 15	24.29% 17	20.00% 14	18.57% 13	70	3.04
Staff development opportunities	1.43% 1	8.57% 6	20.00% 14	44.29% 31	25.71% 18	70	3.84
Personal wellness	8.70% 6	23.19% 16	26.09% 18	28.99% 20	13.04% 9	69	3.14
Technology support	4.29% 3	12.86% 9	35.71% 25	35.71% 25	11.43% 8	70	3.37
Issues & trends impacting education	2.86% 2	12.86% 9	30.00% 21	31.43% 22	22.86% 16	70	3.59

### Q9 For these same job-related topics, please rate how well KCSD keeps you informed from 1 being not at all informed to 5 being very well informed.

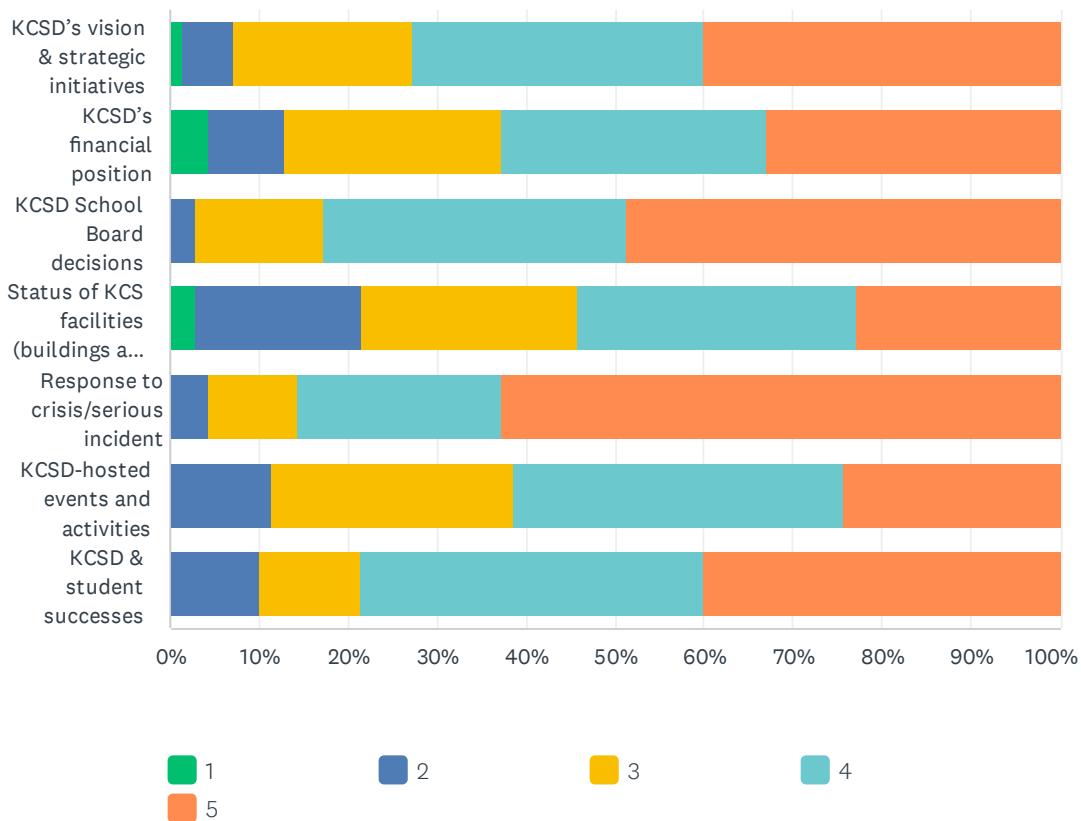
Answered: 70 Skipped: 0



	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Changes to KCSD policies or procedures	12.86% 9	27.14% 19	25.71% 18	25.71% 18	8.57% 6	70	2.90
Updates from other KCSD buildings/programs	18.57% 13	30.00% 21	34.29% 24	12.86% 9	4.29% 3	70	2.54
Staff development opportunities	5.71% 4	27.14% 19	32.86% 23	28.57% 20	5.71% 4	70	3.01
Personal wellness	5.80% 4	18.84% 13	39.13% 27	23.19% 16	13.04% 9	69	3.19
Technology support	4.29% 3	11.43% 8	32.86% 23	37.14% 26	14.29% 10	70	3.46
Issues & trends impacting education	14.29% 10	38.57% 27	35.71% 25	5.71% 4	5.71% 4	70	2.50

### Q10 For the district-related topics listed below, please rate your level of interest in the topic from 1 being not at all interested to 5 being very interested.

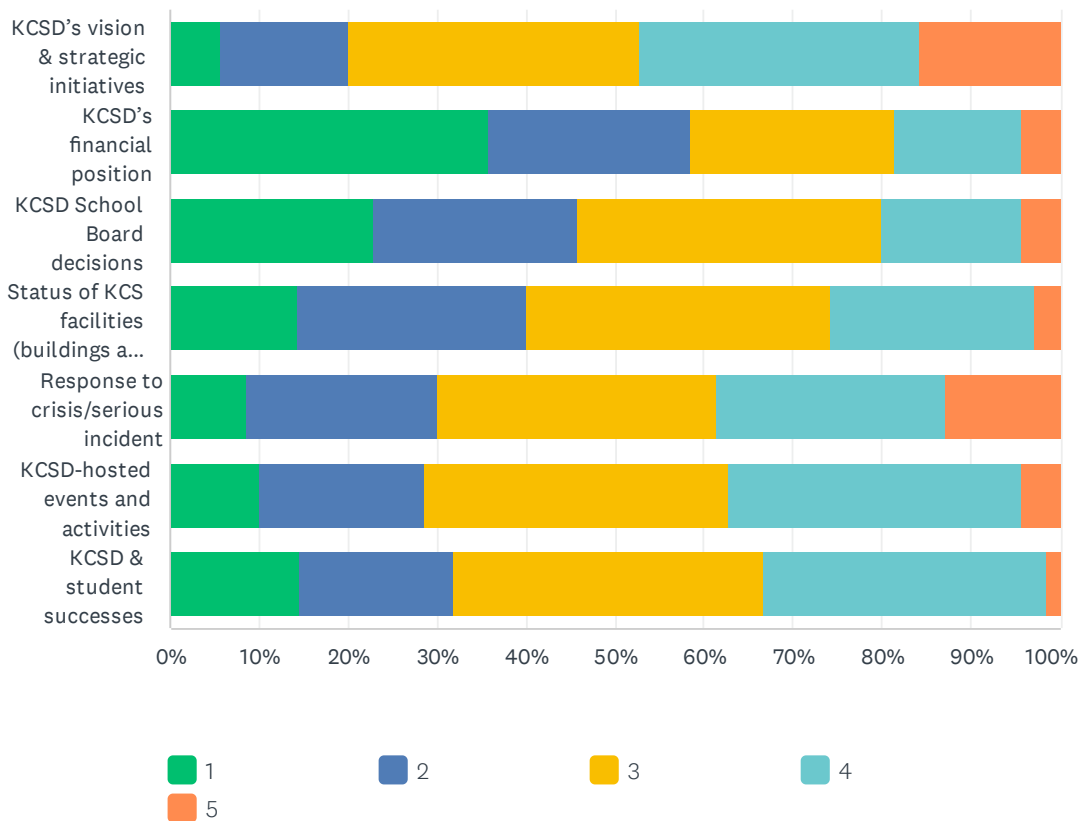
Answered: 70 Skipped: 0



	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
KCSD's vision & strategic initiatives	1.43% 1	5.71% 4	20.00% 14	32.86% 23	40.00% 28	70	4.04
KCSD's financial position	4.29% 3	8.57% 6	24.29% 17	30.00% 21	32.86% 23	70	3.79
KCSD School Board decisions	0.00% 0	2.86% 2	14.29% 10	34.29% 24	48.57% 34	70	4.29
Status of KCSD facilities (buildings and grounds)	2.86% 2	18.57% 13	24.29% 17	31.43% 22	22.86% 16	70	3.53
Response to crisis/serious incident	0.00% 0	4.29% 3	10.00% 7	22.86% 16	62.86% 44	70	4.44
KCSD-hosted events and activities	0.00% 0	11.43% 8	27.14% 19	37.14% 26	24.29% 17	70	3.74
KCSD & student successes	0.00% 0	10.00% 7	11.43% 8	38.57% 27	40.00% 28	70	4.09

### Q11 For these same district-related topics, please rate how well KCSD keeps you informed from 1 being not at all informed to 5 being very well informed.

Answered: 70 Skipped: 0

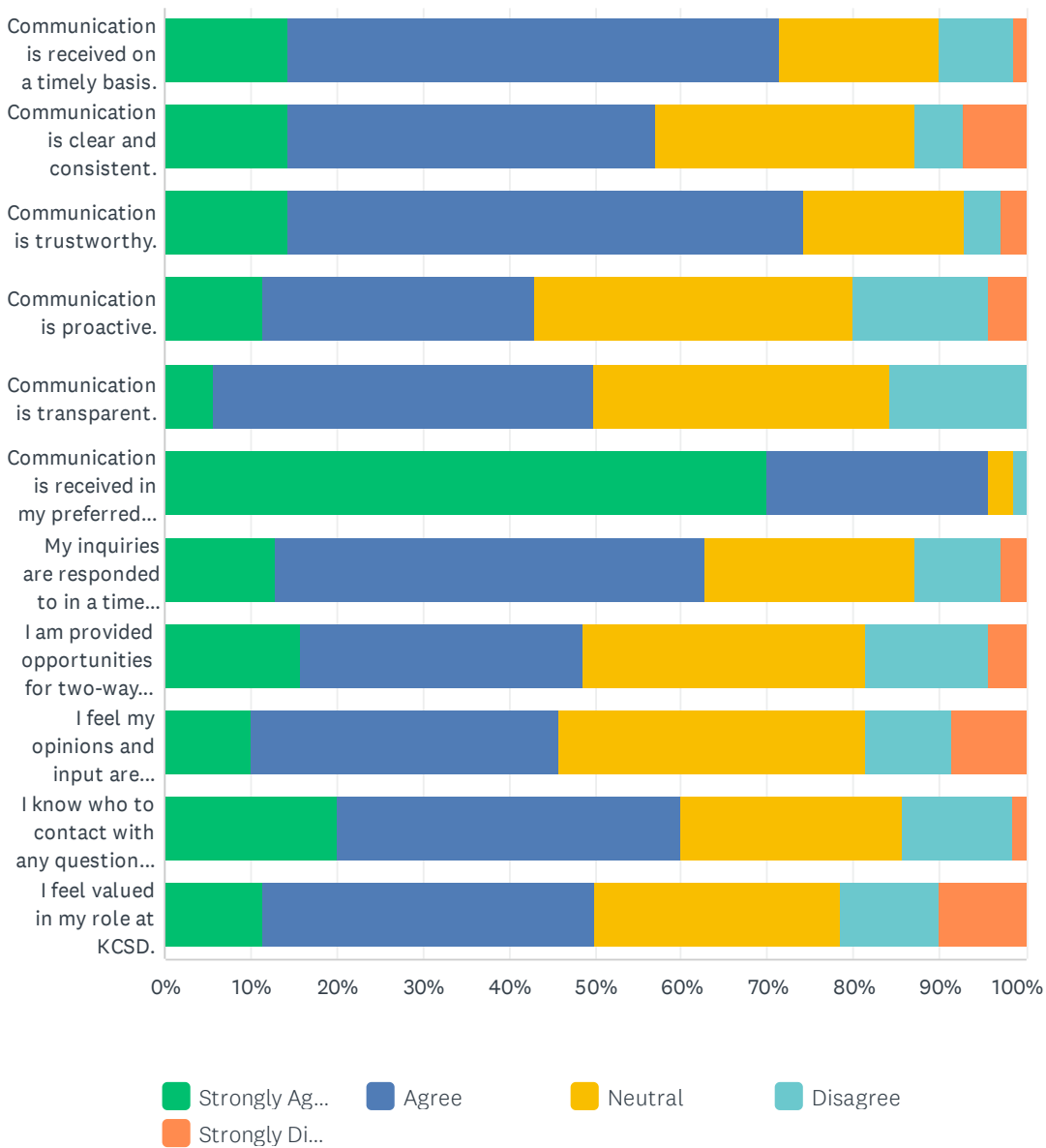


	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
KCSD's vision & strategic initiatives	5.71% 4	14.29% 10	32.86% 23	31.43% 22	15.71% 11	70	3.37
KCSD's financial position	35.71% 25	22.86% 16	22.86% 16	14.29% 10	4.29% 3	70	2.29
KCSD School Board decisions	22.86% 16	22.86% 16	34.29% 24	15.71% 11	4.29% 3	70	2.56
Status of KCSD facilities (buildings and grounds)	14.29% 10	25.71% 18	34.29% 24	22.86% 16	2.86% 2	70	2.74
Response to crisis/serious incident	8.57% 6	21.43% 15	31.43% 22	25.71% 18	12.86% 9	70	3.13
KCSD-hosted events and activities	10.00% 7	18.57% 13	34.29% 24	32.86% 23	4.29% 3	70	3.03
KCSD & student successes	14.49% 10	17.39% 12	34.78% 24	31.88% 22	1.45% 1	69	2.88

# Q12 Please select your level of agreement with each statement listed below at the district and school building levels.

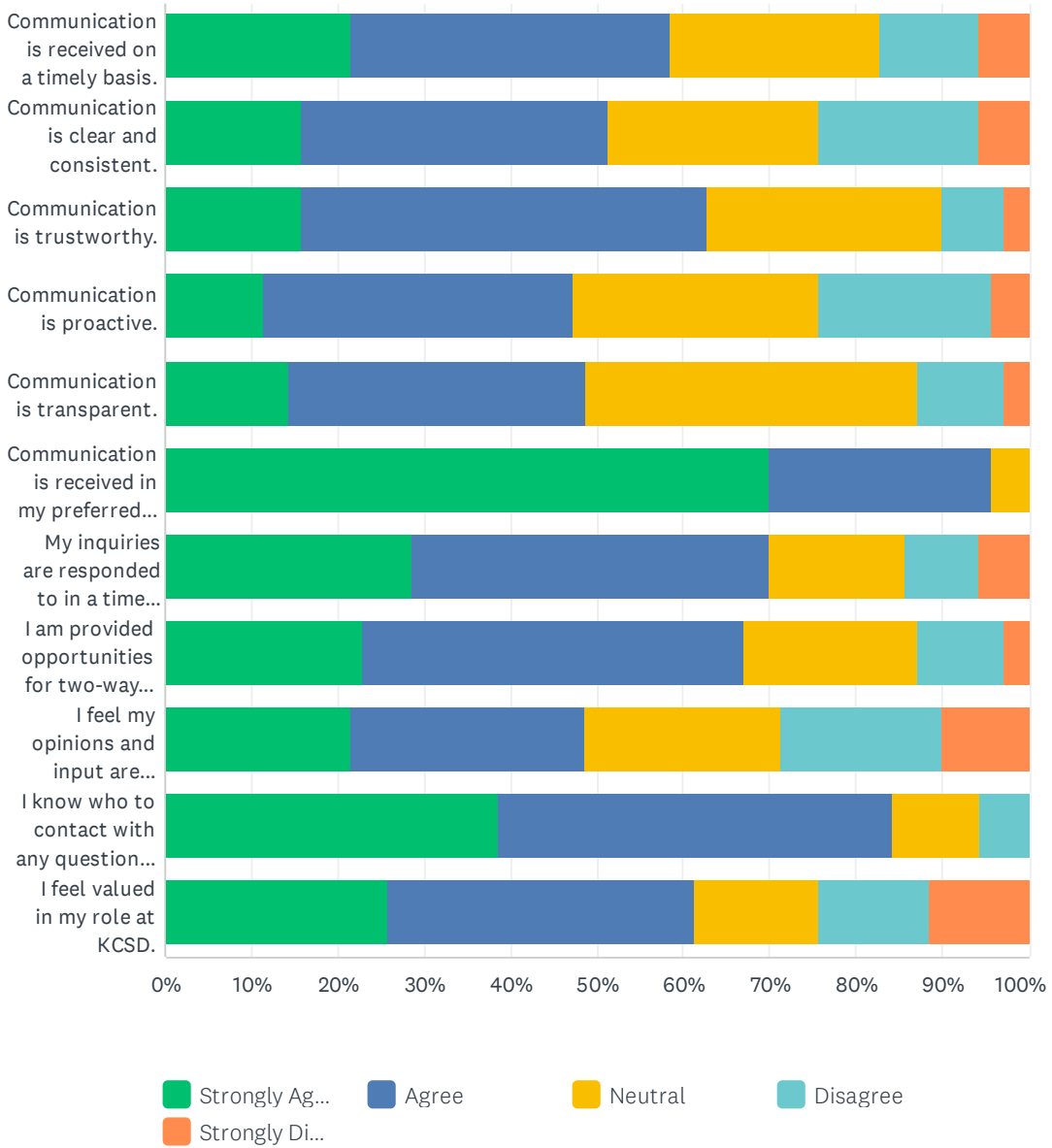
Answered: 70 Skipped: 0

## District



# KCSD Communications Audit Staff Survey

## School Building



## KCSD Communications Audit Staff Survey

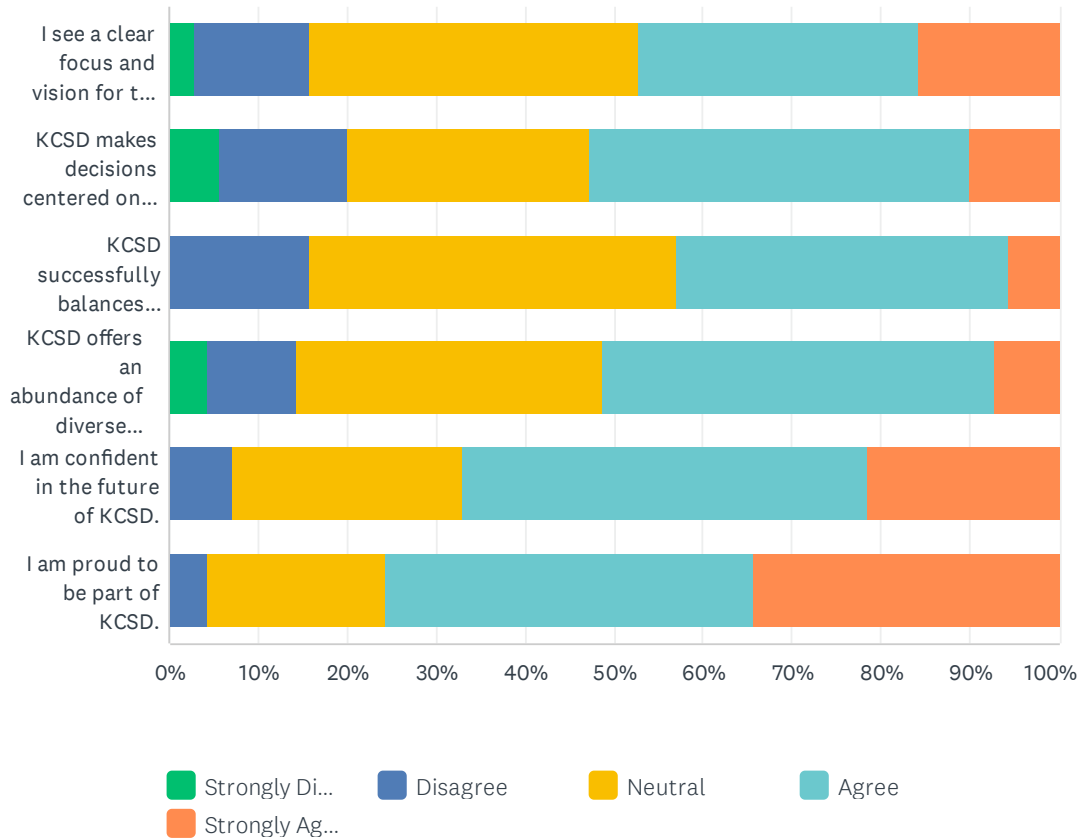
District	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
Communication is received on a timely basis.	14.29% 10	57.14% 40	18.57% 13	8.57% 6	1.43% 1	70
Communication is clear and consistent.	14.29% 10	42.86% 30	30.00% 21	5.71% 4	7.14% 5	70
Communication is trustworthy.	14.29% 10	60.00% 42	18.57% 13	4.29% 3	2.86% 2	70
Communication is proactive.	11.43% 8	31.43% 22	37.14% 26	15.71% 11	4.29% 3	70
Communication is transparent.	5.71% 4	44.29% 31	34.29% 24	15.71% 11	0.00% 0	70
Communication is received in my preferred language.	70.00% 49	25.71% 18	2.86% 2	1.43% 1	0.00% 0	70
My inquiries are responded to in a timely manner.	12.86% 9	50.00% 35	24.29% 17	10.00% 7	2.86% 2	70
I am provided opportunities for two-way discussion.	15.71% 11	32.86% 23	32.86% 23	14.29% 10	4.29% 3	70
I feel my opinions and input are valued.	10.00% 7	35.71% 25	35.71% 25	10.00% 7	8.57% 6	70
I know who to contact with any questions I may have.	20.00% 14	40.00% 28	25.71% 18	12.86% 9	1.43% 1	70
I feel valued in my role at KCSD.	11.43% 8	38.57% 27	28.57% 20	11.43% 8	10.00% 7	70

## KCSD Communications Audit Staff Survey

School Building						
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
Communication is received on a timely basis.	21.43% 15	37.14% 26	24.29% 17	11.43% 8	5.71% 4	70
Communication is clear and consistent.	15.71% 11	35.71% 25	24.29% 17	18.57% 13	5.71% 4	70
Communication is trustworthy.	15.71% 11	47.14% 33	27.14% 19	7.14% 5	2.86% 2	70
Communication is proactive.	11.43% 8	35.71% 25	28.57% 20	20.00% 14	4.29% 3	70
Communication is transparent.	14.29% 10	34.29% 24	38.57% 27	10.00% 7	2.86% 2	70
Communication is received in my preferred language.	70.00% 49	25.71% 18	4.29% 3	0.00% 0	0.00% 0	70
My inquiries are responded to in a timely manner.	28.57% 20	41.43% 29	15.71% 11	8.57% 6	5.71% 4	70
I am provided opportunities for two-way discussion.	22.86% 16	44.29% 31	20.00% 14	10.00% 7	2.86% 2	70
I feel my opinions and input are valued.	21.43% 15	27.14% 19	22.86% 16	18.57% 13	10.00% 7	70
I know who to contact with any questions I may have.	38.57% 27	45.71% 32	10.00% 7	5.71% 4	0.00% 0	70
I feel valued in my role at KCSD.	25.71% 18	35.71% 25	14.29% 10	12.86% 9	11.43% 8	70

### Q13 Please select your level of agreement with each statement listed below.

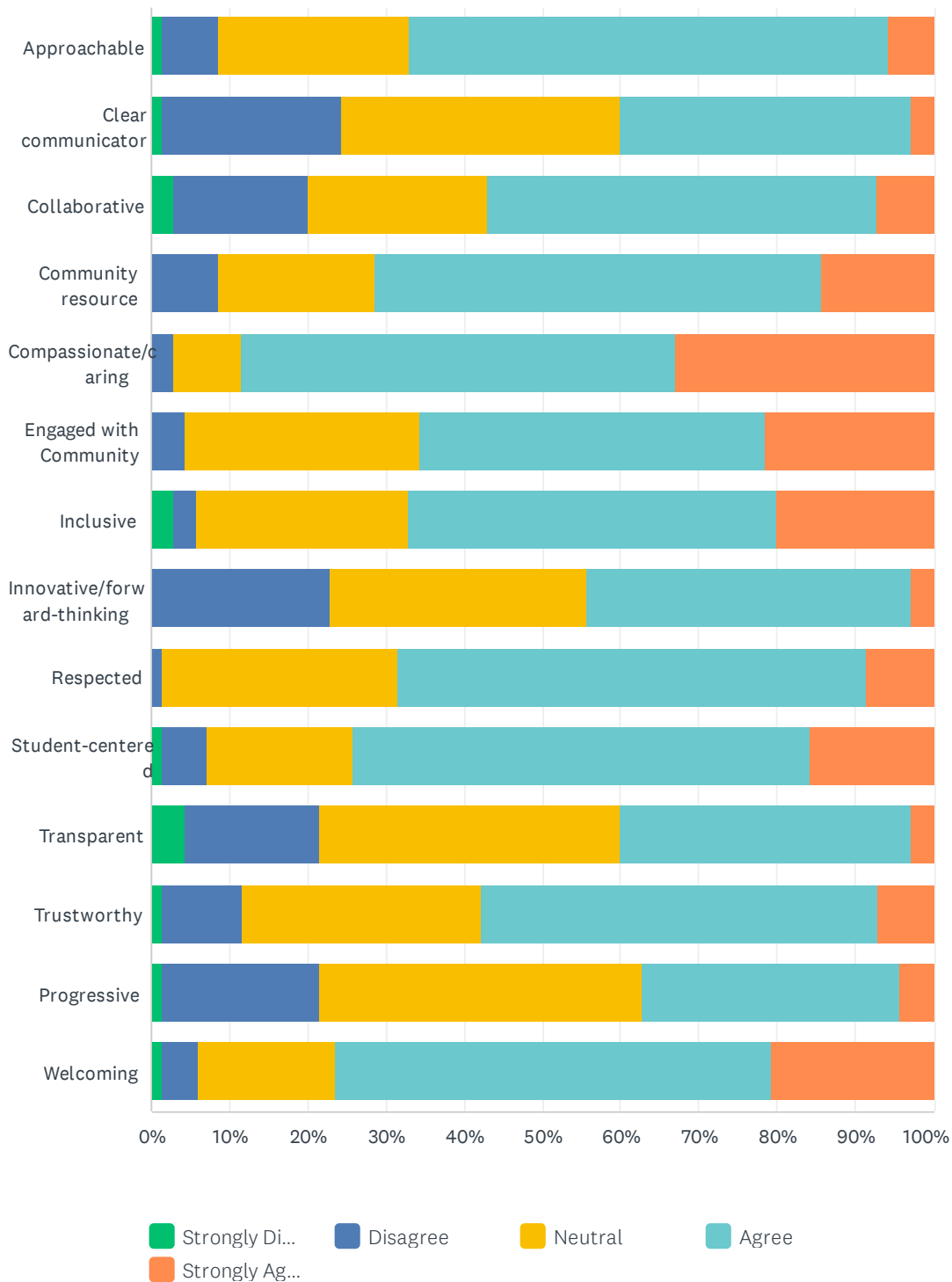
Answered: 70 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
I see a clear focus and vision for the future of KCSD.	2.86% 2	12.86% 9	37.14% 26	31.43% 22	15.71% 11	70	3.44
KCSD makes decisions centered on what is best for students.	5.71% 4	14.29% 10	27.14% 19	42.86% 30	10.00% 7	70	3.37
KCSD successfully balances community tradition with student-needed modernization.	0.00% 0	15.71% 11	41.43% 29	37.14% 26	5.71% 4	70	3.33
KCSD offers an abundance of diverse opportunities for students.	4.29% 3	10.00% 7	34.29% 24	44.29% 31	7.14% 5	70	3.40
I am confident in the future of KCSD.	0.00% 0	7.14% 5	25.71% 18	45.71% 32	21.43% 15	70	3.81
I am proud to be part of KCSD.	0.00% 0	4.29% 3	20.00% 14	41.43% 29	34.29% 24	70	4.06

### Q14 For the following, please indicate your level of agreement on how well the word or phrase overall describes KCSD.

Answered: 70 Skipped: 0



KCSD Communications Audit Staff Survey

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
Approachable	1.43% 1	7.14% 5	24.29% 17	61.43% 43	5.71% 4	70	3.63
Clear communicator	1.43% 1	22.86% 16	35.71% 25	37.14% 26	2.86% 2	70	3.17
Collaborative	2.86% 2	17.14% 12	22.86% 16	50.00% 35	7.14% 5	70	3.41
Community resource	0.00% 0	8.57% 6	20.00% 14	57.14% 40	14.29% 10	70	3.77
Compassionate/caring	0.00% 0	2.86% 2	8.57% 6	55.71% 39	32.86% 23	70	4.19
Engaged with Community	0.00% 0	4.29% 3	30.00% 21	44.29% 31	21.43% 15	70	3.83
Inclusive	2.86% 2	2.86% 2	27.14% 19	47.14% 33	20.00% 14	70	3.79
Innovative/forward-thinking	0.00% 0	22.86% 16	32.86% 23	41.43% 29	2.86% 2	70	3.24
Respected	0.00% 0	1.43% 1	30.00% 21	60.00% 42	8.57% 6	70	3.76
Student-centered	1.43% 1	5.71% 4	18.57% 13	58.57% 41	15.71% 11	70	3.81
Transparent	4.29% 3	17.14% 12	38.57% 27	37.14% 26	2.86% 2	70	3.17
Trustworthy	1.45% 1	10.14% 7	30.43% 21	50.72% 35	7.25% 5	69	3.52
Progressive	1.43% 1	20.00% 14	41.43% 29	32.86% 23	4.29% 3	70	3.19
Welcoming	1.47% 1	4.41% 3	17.65% 12	55.88% 38	20.59% 14	68	3.90

**Q15 If you could choose just one word or phrase to best describe KCSD, what would you choose? NOTE: The word does not have to be listed in the previous question.**

Answered: 70 Skipped: 0

#	RESPONSES	DATE
1	top-heavy	2/12/2025 2:42 PM
2	Community	2/11/2025 7:06 PM
3	Identity Crisis	2/11/2025 12:01 PM
4	The needs of the many outweigh the needs of the few.	2/10/2025 10:07 AM
5	n/a	2/10/2025 9:14 AM
6	BOXOFCHOCOLATES is what I want to write- but since that is not a word- I'll go with Diverse	2/9/2025 12:58 PM
7	Growing	2/9/2025 11:38 AM
8	Welcoming	2/8/2025 10:40 AM
9	Inconsistent and authoritative	2/7/2025 8:37 PM
10	Students are important	2/7/2025 8:27 PM
11	Community	2/6/2025 8:12 AM
12	Community	2/6/2025 7:54 AM
13	Improving	2/6/2025 6:51 AM
14	inclusive	2/5/2025 7:29 PM
15	diverse	2/4/2025 12:25 PM
16	inclusive	2/3/2025 2:18 PM
17	Caring/Compassionate	2/3/2025 8:55 AM
18	Positive	2/3/2025 8:25 AM
19	Tight-knit	2/2/2025 10:15 PM
20	Community Driven	2/2/2025 9:20 PM
21	Top Heavy - In recent years the district has gotten top heavy. Would like to see more direct supports for students. At the very least, an administration that wants to work with KCSD staff to make decisions.	2/2/2025 7:18 PM
22	I feel like past decisions/changes, many in response to COVID, have made life much more difficult for KCSD teachers and in some ways moved the focus away from our students.	2/2/2025 1:19 PM
23	Striving for improvement, but unclear about the path to get there	2/1/2025 8:54 AM
24	Caring	1/31/2025 2:04 PM
25	inconsistent information in all schools!	1/31/2025 1:12 PM
26	deteriorating	1/31/2025 9:23 AM
27	cooperative	1/30/2025 7:33 PM
28	collaborative	1/30/2025 7:25 PM
29	Behind	1/30/2025 3:54 PM

## KCSO Communications Audit Staff Survey

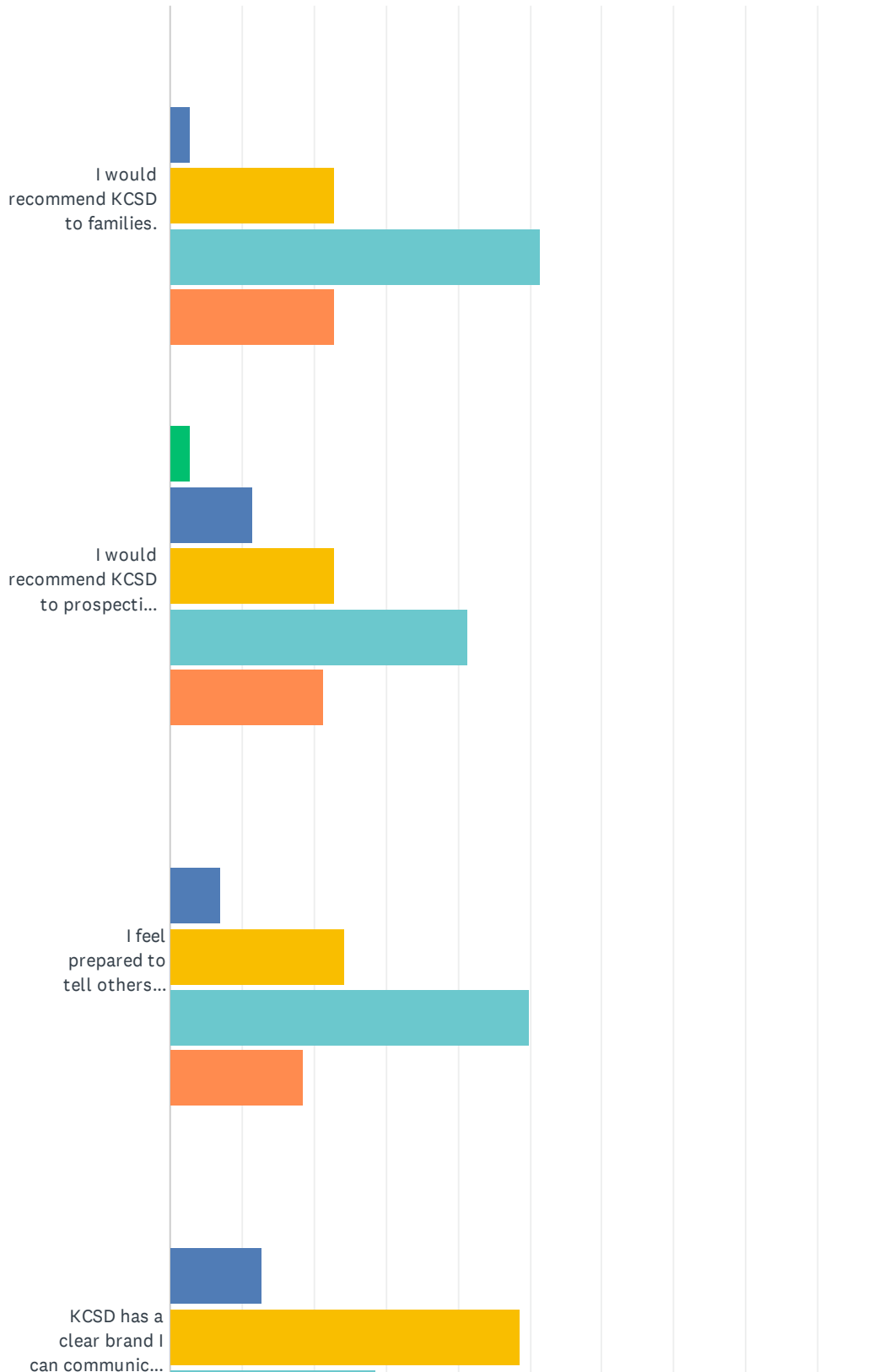
30	Rockstar Teachers	1/30/2025 3:53 PM
31	Diverse	1/30/2025 3:51 PM
32	Diverse	1/30/2025 3:04 PM
33	Caring	1/30/2025 1:54 PM
34	A caring, committed community.	1/30/2025 1:44 PM
35	Inclusive	1/30/2025 12:26 PM
36	COMMUNITY	1/30/2025 12:18 PM
37	unaccountable	1/30/2025 11:41 AM
38	declining	1/30/2025 11:20 AM
39	New leadership brings needed improvement.	1/30/2025 10:56 AM
40	Changing	1/30/2025 10:55 AM
41	Welcoming	1/30/2025 10:24 AM
42	student centered	1/30/2025 10:09 AM
43	Spirited	1/30/2025 9:57 AM
44	Community	1/30/2025 9:42 AM
45	Timeless	1/30/2025 9:28 AM
46	Progressive	1/30/2025 9:25 AM
47	Exito Juntos (Success Together)	1/30/2025 9:15 AM
48	None	1/30/2025 8:56 AM
49	Student-centered	1/30/2025 8:21 AM
50	developing	1/30/2025 8:16 AM
51	I do not have a word - I do think under the new superintendent we are making positive strides. So "Positive"	1/30/2025 8:07 AM
52	Only getting better and catching up with educational trends that have been already established in other districts.	1/30/2025 7:13 AM
53	Changing	1/30/2025 5:55 AM
54	disjointed	1/29/2025 8:46 PM
55	Conservative	1/29/2025 8:44 PM
56	Pride	1/29/2025 8:21 PM
57	Home	1/29/2025 8:20 PM
58	Changing	1/29/2025 8:19 PM
59	traditional	1/29/2025 7:06 PM
60	I'm not sure	1/29/2025 6:40 PM
61	Improving	1/29/2025 5:39 PM
62	Home	1/29/2025 4:45 PM
63	Slow to change	1/29/2025 4:38 PM
64	Transformative or Dynamic	1/29/2025 4:37 PM
65	Improving and growing every day	1/29/2025 4:31 PM
66	Dedicated to students	1/29/2025 4:30 PM

# KCSD Communications Audit Staff Survey

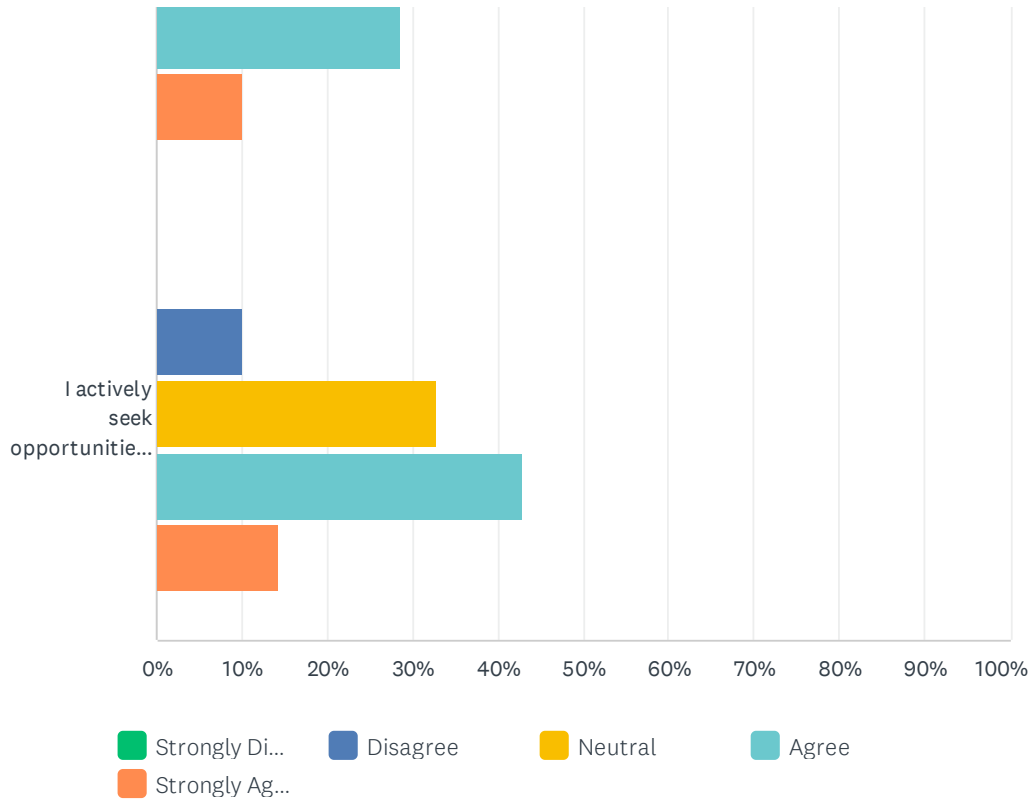
67	supportive	1/29/2025 4:30 PM
68	decline from what it used to be	1/29/2025 4:26 PM
69	DIVERSE	1/29/2025 4:22 PM
70	Evolutionizing	1/29/2025 4:19 PM

# Q16 Please select your level of agreement with each statement listed below.

Answered: 70 Skipped: 0



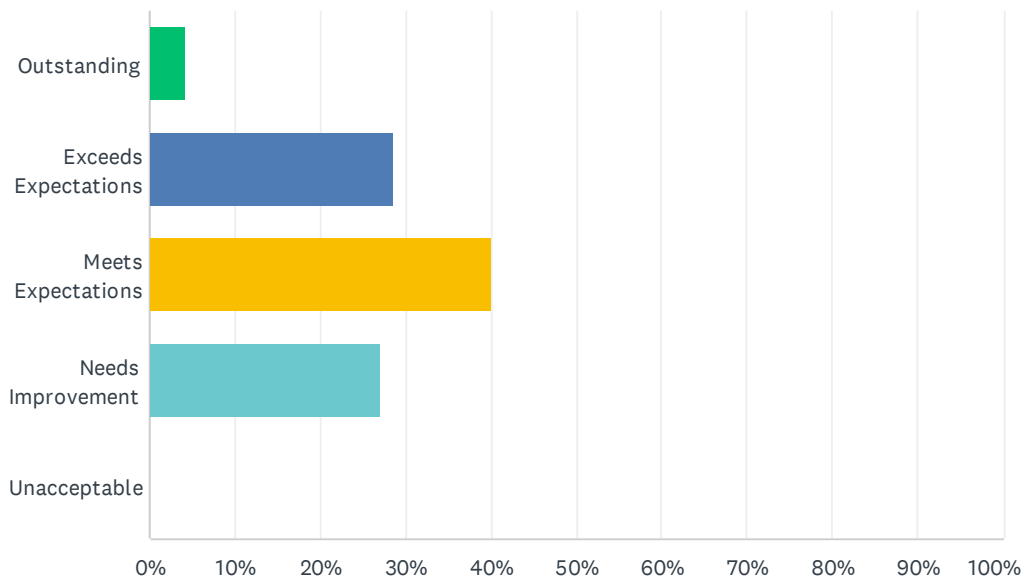
## KCSD Communications Audit Staff Survey



	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
I would recommend KCSD to families.	0.00% 0	2.86% 2	22.86% 16	51.43% 36	22.86% 16	70	3.94
I would recommend KCSD to prospective staff.	2.86% 2	11.43% 8	22.86% 16	41.43% 29	21.43% 15	70	3.67
I feel prepared to tell others about positive aspects of KCSD.	0.00% 0	7.14% 5	24.29% 17	50.00% 35	18.57% 13	70	3.80
KCSD has a clear brand I can communicate to others.	0.00% 0	12.86% 9	48.57% 34	28.57% 20	10.00% 7	70	3.36
I actively seek opportunities to support and/or attend KCSD events and activities.	0.00% 0	10.00% 7	32.86% 23	42.86% 30	14.29% 10	70	3.61

## Q17 Overall, how would you rate Kennett Consolidated School District as a whole?

Answered: 70 Skipped: 0



ANSWER CHOICES	RESPONSES	
Outstanding	4.29%	3
Exceeds Expectations	28.57%	20
Meets Expectations	40.00%	28
Needs Improvement	27.14%	19
Unacceptable	0.00%	0
<b>TOTAL</b>		<b>70</b>

## Q18 In reflecting on KCSD communication and the topics covered in this survey, do you have any additional comments or suggestions you would like to share?

Answered: 32 Skipped: 38

#	RESPONSES	DATE
1	None	2/11/2025 7:07 PM
2	Post Dr. Karkosak we have not had positivity in the District. Barry was a bully and hired a bunch of "mini-me's" who still shape our District. Dr. Blakey was a disaster. We NEED fresh approaches from EVERYONE to right our ship. Our Admin team have not been partners and certainly post Covid have no personal experiences to draw upon to lead us. It is one thing to TELL US WHAT TO DO (Barry/Blakey) and another to be able to SHOW US. Everyone is valuable and we need to recognize that, due to our population, working in KCSD requires MORE WORK than most other Districts. There is always MORE to do- but NEVER anything taken away. It is exhausting and will lead young teachers to leave at their earliest opportunity for better pay and less challenge in their day. Without competent, inclusive leadership we will be nothing more than a churning proving ground where we lose our best employees and recycle the bottom. With the teacher shortage almost anyone can leave for more \$- reflect upon WHY WOULD THEY STAY? Over the last 5 years the answer is they haven't- and many others would go if not close to retiring. THAT is our challenge.....	2/9/2025 1:08 PM
3	I am very happy here at KCSD. It is an excellent district to be a part of.	2/6/2025 8:14 AM
4	I know we are just starting this work, so most of the responses here are based on that. However, all of the work the District is doing to improve staff and community communication has been outstanding. I think we have more to do in terms of improving our overall rating. We are off to a good start! Thank you for everything you are doing!	2/6/2025 7:56 AM
5	Not sure if this is the proper place to say this, but as a Para Educator at the High School - when asked where I work , I always say KHS and not CCRES. But over the past two years, the feeling has become one of where we are an after thought and not considered part of the team anymore but more of an afterthought! Yet we as a group care so much about student success! Yet we receive very little information to have to help in this success!	2/6/2025 6:57 AM
6	no	2/4/2025 12:26 PM
7	N/A	2/3/2025 8:56 AM
8	I believe that everyone is trying their best to do what's right for kids. At the building level, it feels like the significant, daily needs of students get in the way of big picture planning and proactive communication.	2/2/2025 10:19 PM
9	no	2/2/2025 9:21 PM
10	I've noticed lots of positive change in regards to communication since Dr. Rizzo Saunders arrival.	2/2/2025 7:21 PM
11	The question above needs more nuance. In some areas KCSD exceeds expectations, in others it meets and still others needs improvement. This may also vary from district school to other district schools.	2/2/2025 1:24 PM
12	I feel positive about the changes Dr. Rizzo Saunders has brought to our district in such a short time. I had no idea how much communication was lacking in the past. The Pay Day Memo is something I look forward to and enjoy reading. I feel as though we are on the right path. At my place of employment, there is a genuine attempt to be proactive, clear, trustworthy, transparent, and timely. However, most of the time, communication tends to be reactive, unclear, inconsistent, and rushed. I know it is not intentional. However, it has a significant effect on school morale, teacher attitudes, willingness to embrace change, trust among colleagues, and all of that in turn affects student outcomes. Yes, there are absolutely positive	2/1/2025 9:05 AM

## KCSO Communications Audit Staff Survey

relationships between staff and students, and families overall are pleased with the school, as highlighted in Dr. Rizzo Saunders' report. However, the communication challenges within the building cannot be ignored. They create extreme stress, emotional turmoil, and an overall sense of uncertainty and anxiety.

13	No	1/31/2025 2:05 PM
14	I feel that the questions were too generalized and feel that my answers did not adequately address the specific issues and concerns that I have regarding communication. I feel that some things are over-communicated while specific, especially problematic issues, are not communicated at all.	1/31/2025 9:29 AM
15	Communication between administrators from all buildings and teachers needs to be more clear. One building is doing one thing and another building is doing another. Having a K center is hard because students have to adjust to a new school again. Teachers who need to collaborate with K teachers don't have the same opportunity as 1-2, 2-3, 3-4 etc. teachers	1/30/2025 7:27 PM
16	Our leadership at the DO level is confusing and inconsistent. They have thrown so many new programs at us we can barely keep our heads above water, and then they add more. Our teachers do a fabulous job working together to do what's best for our kids. We are significantly overtesting our kids.	1/30/2025 3:56 PM
17	Communication is improving.	1/30/2025 3:53 PM
18	no	1/30/2025 1:45 PM
19	I'm hopeful that the efforts by the Superintendent bring about needed changes and transparency.	1/30/2025 12:31 PM
20	Curriculum understanding, communication, and staff cohesiveness have gotten worse in the last decade. Hopefully things will improve.	1/30/2025 11:21 AM
21	I think we are making really great improvements in this area. Sometimes the amount of information provided is hard to sort through, but I think more is being communicated which is wonderful!	1/30/2025 10:25 AM
22	I feel that things are slowly but surely on the upswing, but a lot of work still needs to be done. I am excited to see where things go	1/30/2025 8:17 AM
23	I am hopeful for the positive changes Kimberly will bring to our staff.	1/30/2025 8:08 AM
24	NA	1/30/2025 7:14 AM
25	My request in regard to communication is that if there is an emergency mtg held due to a tragedy or major change, please send staff a robo call in addition to an email to let us know. For personal wellness, many of us stop checking email at a certain time at home and don't want to miss an emergency before school mtgs as a result.	1/30/2025 5:59 AM
26	With the onboarding of our new superintendent, I see many positive changes already occurring in the district's communication. I am eager to see where she leads us.	1/29/2025 8:48 PM
27	I think KCSO is going to become an outstanding school district with Dr. Rizzo-Saunders at the helm. Her vision is clear and transparent. Her communication skills are extraordinary. She is just what KCSO needs!	1/29/2025 8:23 PM
28	no	1/29/2025 6:41 PM
29	This was difficult to fill out because there is a wide variety of experiences at the district level. Some areas (business office, human resources, payroll, Sup/AssSup offices) are all outstanding in every way (trustworthy, responsive, knowledgeable, helpful, proactive...). However there are district level departments that are impactful in our day to day jobs as educators that should be student centered and transparent yet they are not. These areas lack transparency, clear consistent communication, respect for educators in the buildings, and have made it difficult to trust. These areas lack a vision, or if they do it is not clearly and regularly communicated. Their directives are always changing or poorly communicated. There is little follow through on PD and educators on the front line have been removed from areas of input or feedback marginalized. As a result, I am afraid the the DO offices that are already excelling are going to get swept up in the shortcomings of other district level departments and not recognized for their excellence in this survey. At the building level we are optimistic and looking forward. Things are improving but the effects of these other district level areas make it	1/29/2025 5:53 PM

## KCSD Communications Audit Staff Survey

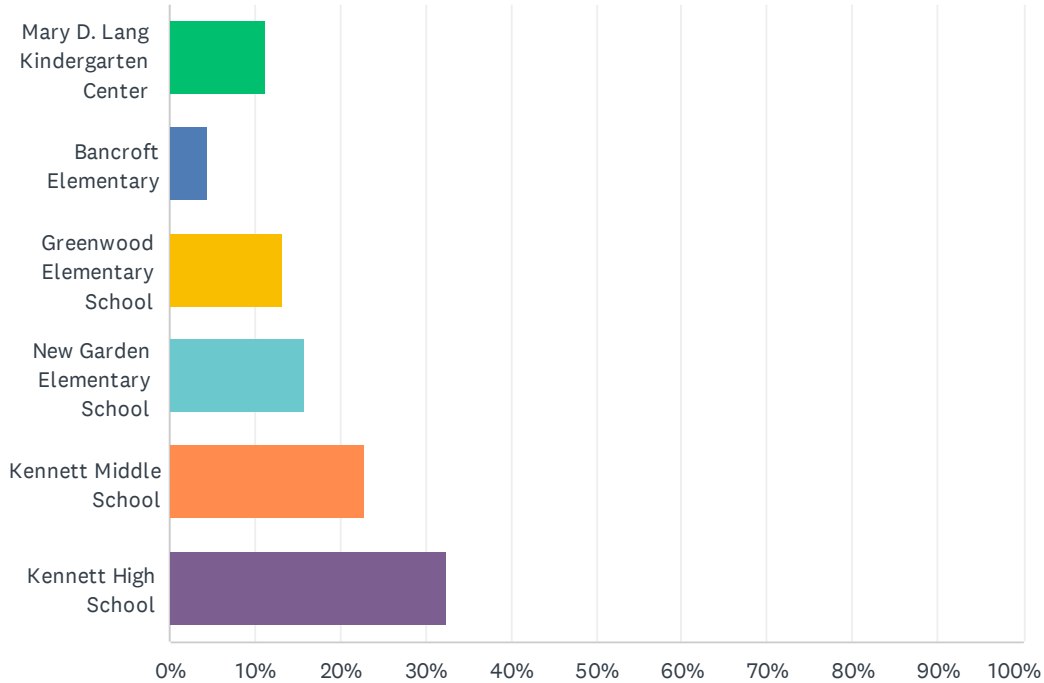
difficult for the building level messaging to have consistency. Things are rapidly improving and we are hopeful. I'm proud to work in Kennett. I'm hopeful for the future after a really difficult time being a district employee.

30	I think additional work needs to occur to ensure plans are developed and consistently communicated throughout the district at the set times and amongst buildings. For example, if data is scheduled to go out from all buildings on a scheduled date, than all data should be communicated on that date, rather than buildings agreeing and sending the communication on alternate days.	1/29/2025 4:40 PM
31	The communication has improved such a great deal in just the past 5 months. Trust, growth, transparency, and respect are being earned back, but it may take a little bit still. We've had such turnover and a lack of communication on a district level that it may take some time to sway people over. Overall, our district has taken some leaps forward, and I look forward to continuing to watch us grow in the years to come.	1/29/2025 4:34 PM
32	There has been noticeable and tremendous improvement over the past six months. Much appreciation to the Superintendent and Director of Communications for setting a positive direction in addressing the communication shortcomings. I'm looking forward to continued growth in this area	1/29/2025 4:34 PM

# PARENT/ GUARDIAN SURVEY RESULTS

**Q1 Please identify your child’s current school within Kennett Consolidated School District (KCSD): [Please note: A separate survey can be completed for each child.]**

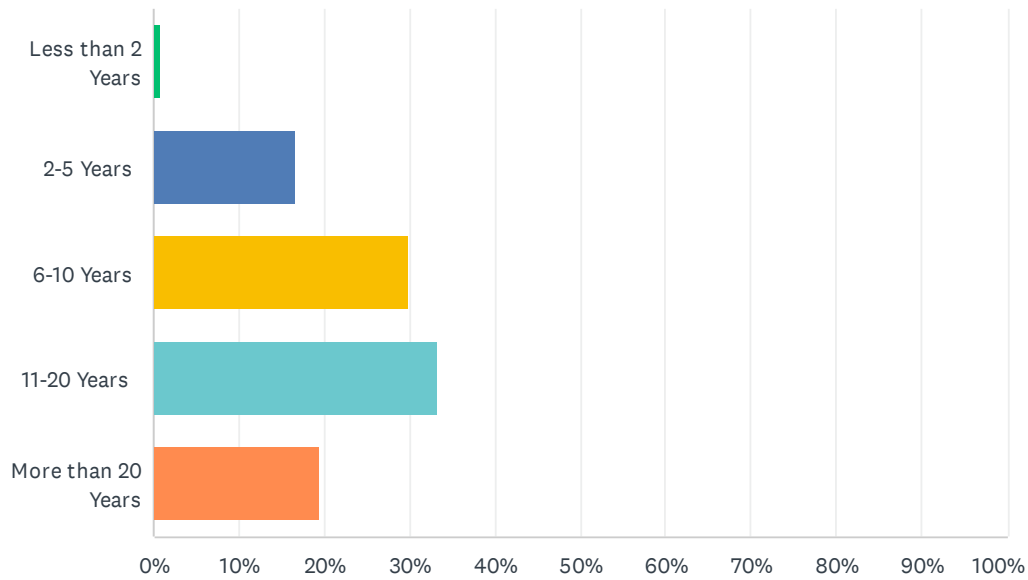
Answered: 114 Skipped: 0



ANSWER CHOICES	RESPONSES	
Mary D. Lang Kindergarten Center	11.40%	13
Bancroft Elementary	4.39%	5
Greenwood Elementary School	13.16%	15
New Garden Elementary School	15.79%	18
Kennett Middle School	22.81%	26
Kennett High School	32.46%	37
<b>TOTAL</b>		<b>114</b>

## Q2 How long have you lived in KCSD?

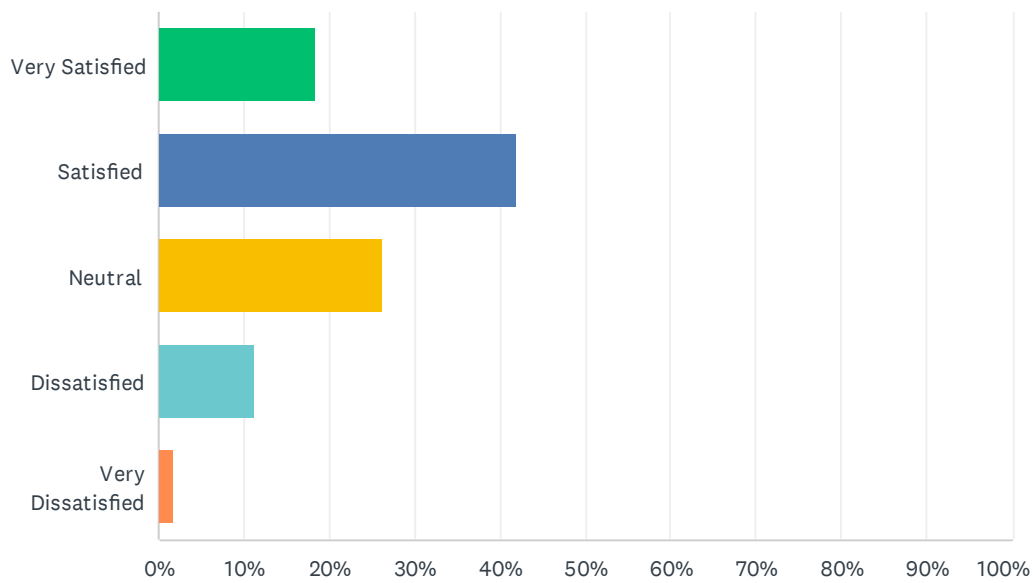
Answered: 114 Skipped: 0



ANSWER CHOICES	RESPONSES
Less than 2 Years	0.88% 1
2-5 Years	16.67% 19
6-10 Years	29.82% 34
11-20 Years	33.33% 38
More than 20 Years	19.30% 22
<b>TOTAL</b>	<b>114</b>

### Q3 Overall, how satisfied are you with communication from KCSD?

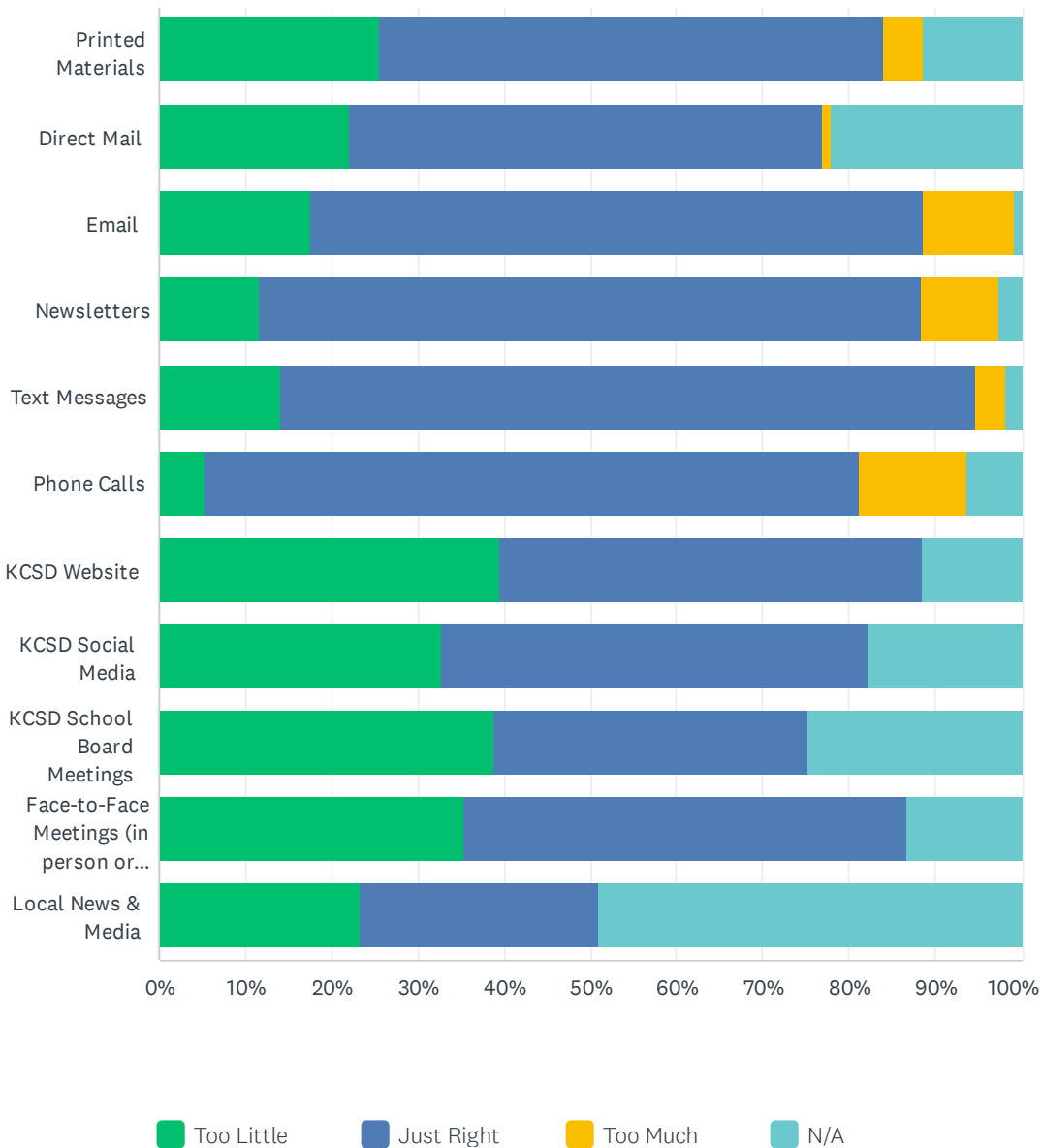
Answered: 114 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very Satisfied	18.42%	21
Satisfied	42.11%	48
Neutral	26.32%	30
Dissatisfied	11.40%	13
Very Dissatisfied	1.75%	2
<b>TOTAL</b>		<b>114</b>

### Q4 Please rate your level of satisfaction with the overall volume of information you currently receive from Kennett Consolidated School District (KCSD) through each of the channels listed below.

Answered: 114 Skipped: 0

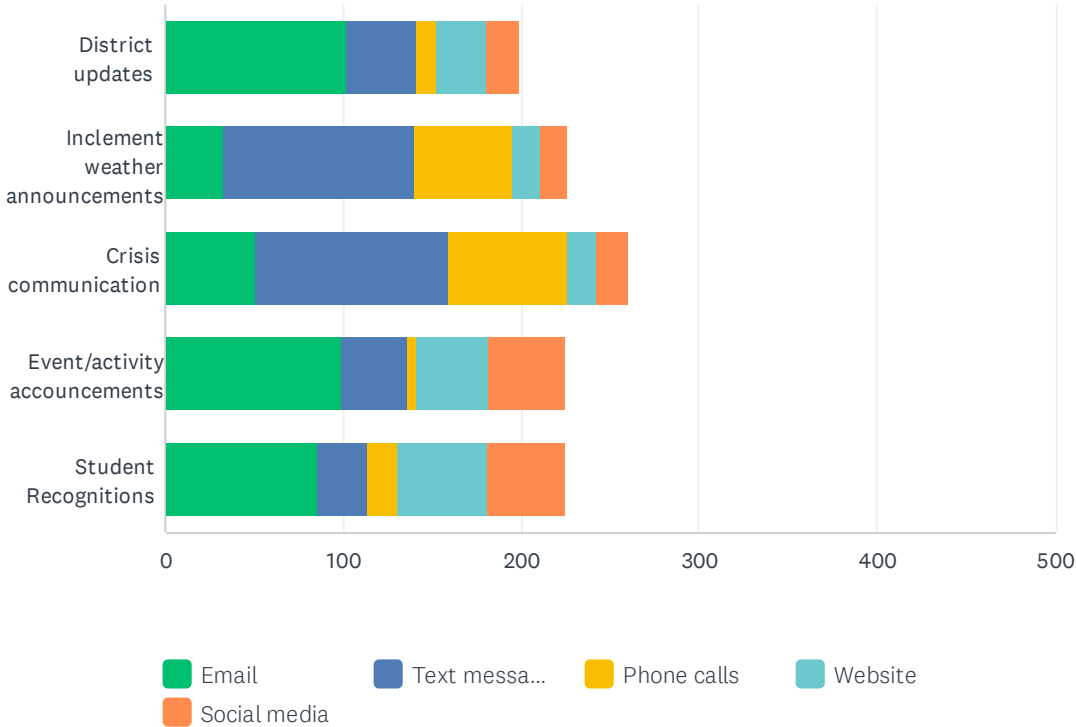


KCSD Communication Audit Parent/Guardian Survey

	TOO LITTLE	JUST RIGHT	TOO MUCH	N/A	TOTAL	WEIGHTED AVERAGE
Printed Materials	25.66% 29	58.41% 66	4.42% 5	11.50% 13	113	1.76
Direct Mail	22.12% 25	54.87% 62	0.88% 1	22.12% 25	113	1.73
Email	17.54% 20	71.05% 81	10.53% 12	0.88% 1	114	1.93
Newsletters	11.61% 13	76.79% 86	8.93% 10	2.68% 3	112	1.97
Text Messages	14.16% 16	80.53% 91	3.54% 4	1.77% 2	113	1.89
Phone Calls	5.36% 6	75.89% 85	12.50% 14	6.25% 7	112	2.08
KCSD Website	39.47% 45	49.12% 56	0.00% 0	11.40% 13	114	1.55
KCSD Social Media	32.74% 37	49.56% 56	0.00% 0	17.70% 20	113	1.60
KCSD School Board Meetings	38.94% 44	36.28% 41	0.00% 0	24.78% 28	113	1.48
Face-to-Face Meetings (in person or virtual)	35.40% 40	51.33% 58	0.00% 0	13.27% 15	113	1.59
Local News & Media	23.21% 26	27.68% 31	0.00% 0	49.11% 55	112	1.54

### Q5 Which of the following channels is your preferred channel of communication from the district for each content area listed below? (Email, Text messages, Phone calls, Website, Social Media)

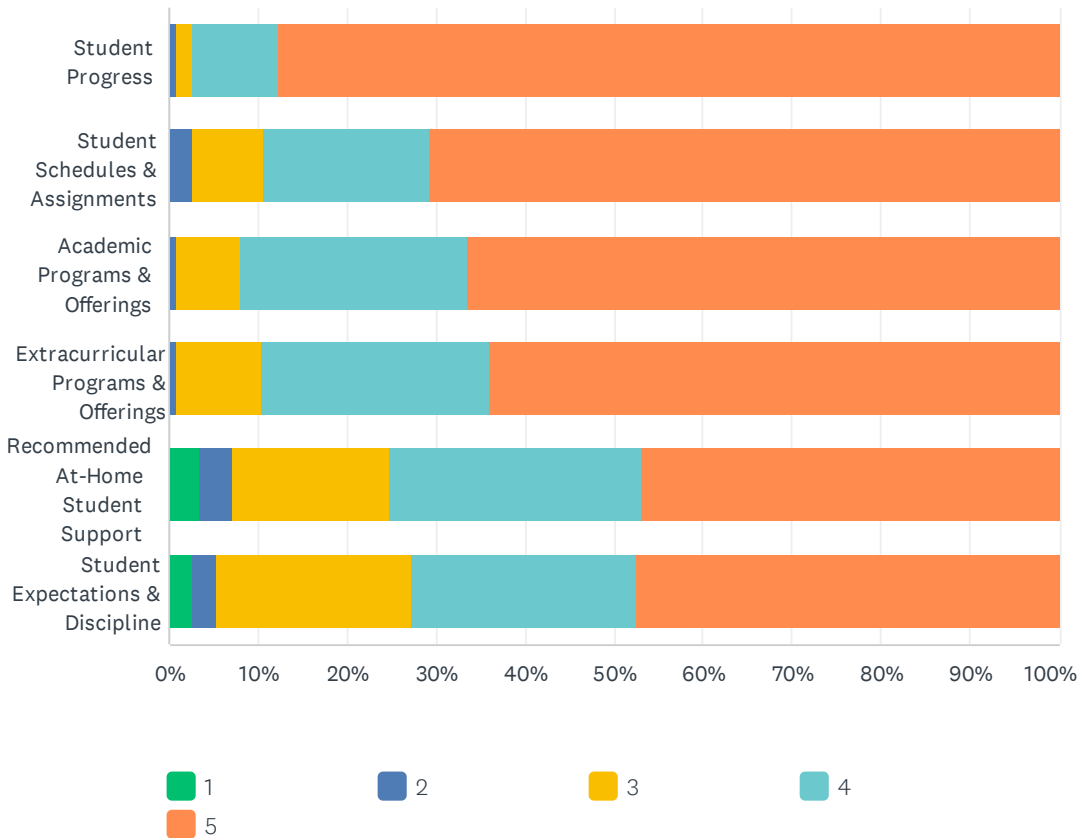
Answered: 114 Skipped: 0



	EMAIL	TEXT MESSAGES	PHONE CALLS	WEBSITE	SOCIAL MEDIA	TOTAL RESPONDENTS
District updates	89.47% 102	34.21% 39	9.65% 11	25.44% 29	15.79% 18	114
Inclement weather announcements	28.95% 33	93.86% 107	48.25% 55	14.04% 16	13.16% 15	114
Crisis communication	44.74% 51	94.74% 108	58.77% 67	14.04% 16	16.67% 19	114
Event/activity announcements	86.84% 99	32.46% 37	4.39% 5	35.96% 41	37.72% 43	114
Student Recognitions	75.44% 86	23.68% 27	15.79% 18	43.86% 50	38.60% 44	114

Q6 For the student-focused topics listed below, please rate your level of interest in the topic from 1 being not at all interested to 5 being very interested.

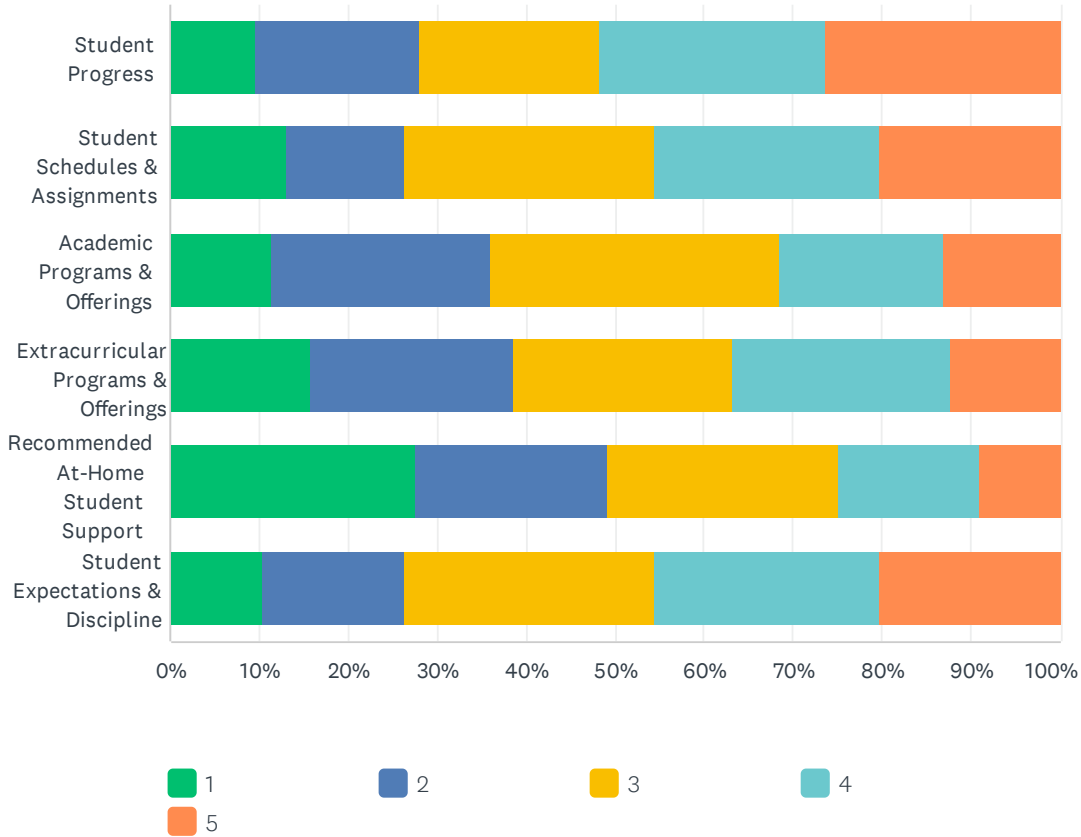
Answered: 114 Skipped: 0



	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Student Progress	0.00% 0	0.88% 1	1.75% 2	9.65% 11	87.72% 100	114	4.84
Student Schedules & Assignments	0.00% 0	2.65% 3	7.96% 9	18.58% 21	70.80% 80	113	4.58
Academic Programs & Offerings	0.00% 0	0.88% 1	7.08% 8	25.66% 29	66.37% 75	113	4.58
Extracurricular Programs & Offerings	0.00% 0	0.88% 1	9.65% 11	25.44% 29	64.04% 73	114	4.53
Recommended At-Home Student Support	3.54% 4	3.54% 4	17.70% 20	28.32% 32	46.90% 53	113	4.12
Student Expectations & Discipline	2.63% 3	2.63% 3	21.93% 25	25.44% 29	47.37% 54	114	4.12

### Q7 For these same student-focused topics, please rate how well KCSD keeps you informed from 1 being not at all informed to 5 being very well informed.

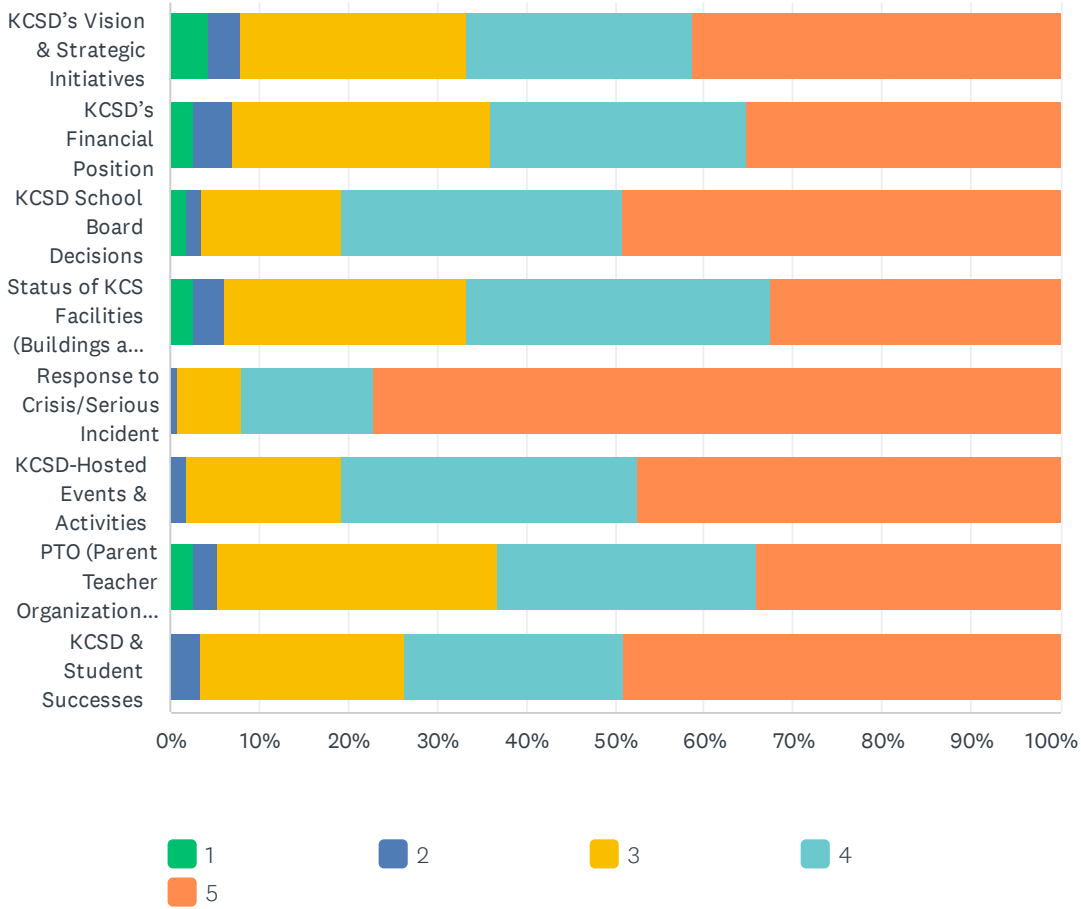
Answered: 114 Skipped: 0



	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Student Progress	9.65% 11	18.42% 21	20.18% 23	25.44% 29	26.32% 30	114	3.40
Student Schedules & Assignments	13.16% 15	13.16% 15	28.07% 32	25.44% 29	20.18% 23	114	3.26
Academic Programs & Offerings	11.40% 13	24.56% 28	32.46% 37	18.42% 21	13.16% 15	114	2.97
Extracurricular Programs & Offerings	15.79% 18	22.81% 26	24.56% 28	24.56% 28	12.28% 14	114	2.95
Recommended At-Home Student Support	27.68% 31	21.43% 24	25.89% 29	16.07% 18	8.93% 10	112	2.57
Student Expectations & Discipline	10.53% 12	15.79% 18	28.07% 32	25.44% 29	20.18% 23	114	3.29

Q8 For the district-related topics listed below, please rate your level of interest in the topic from 1 being not at all interested to 5 being very interested.

Answered: 114 Skipped: 0

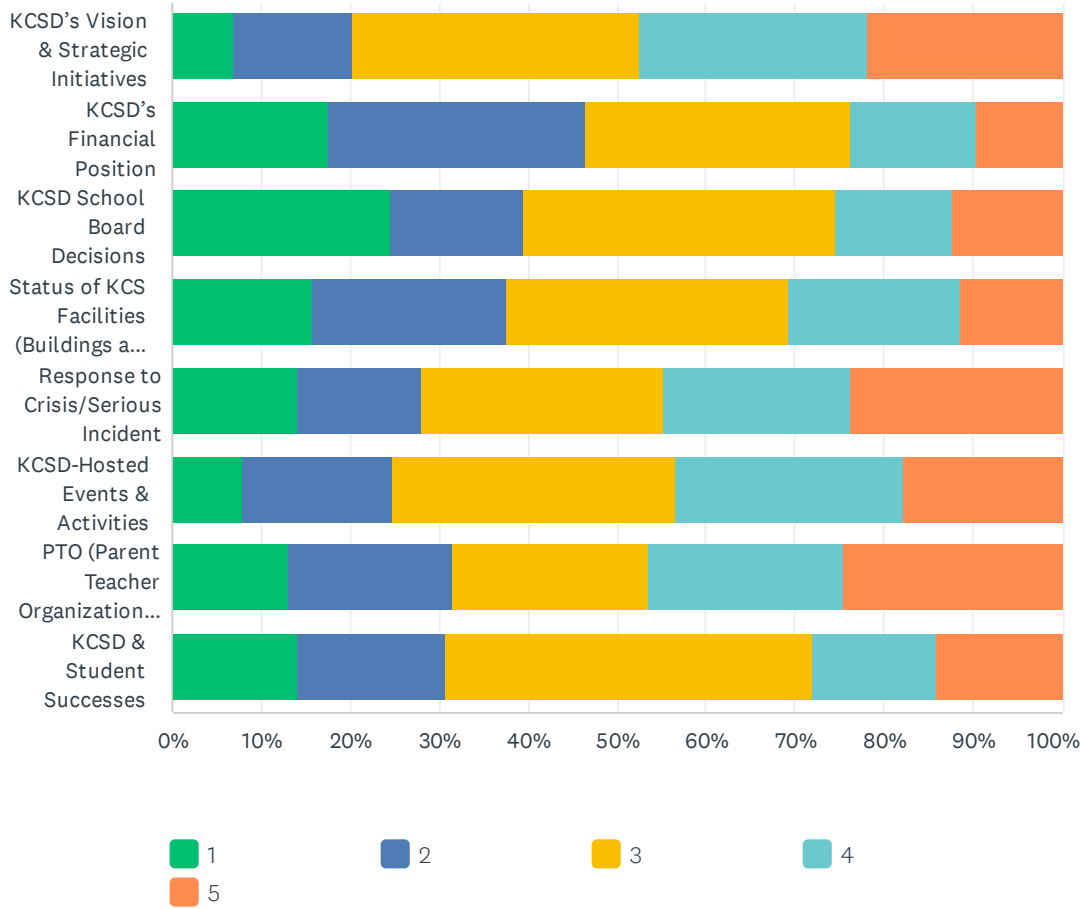


KCSD Communication Audit Parent/Guardian Survey

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
KCSD's Vision & Strategic Initiatives	4.39% 5	3.51% 4	25.44% 29	25.44% 29	41.23% 47	114	3.96
KCSD's Financial Position	2.63% 3	4.39% 5	28.95% 33	28.95% 33	35.09% 40	114	3.89
KCSD School Board Decisions	1.75% 2	1.75% 2	15.79% 18	31.58% 36	49.12% 56	114	4.25
Status of KCSD Facilities (Buildings and Grounds)	2.63% 3	3.51% 4	27.19% 31	34.21% 39	32.46% 37	114	3.90
Response to Crisis/Serious Incident	0.00% 0	0.88% 1	7.02% 8	14.91% 17	77.19% 88	114	4.68
KCSD-Hosted Events & Activities	0.00% 0	1.75% 2	17.54% 20	33.33% 38	47.37% 54	114	4.26
PTO (Parent Teacher Organization) Activities	2.63% 3	2.63% 3	31.58% 36	28.95% 33	34.21% 39	114	3.89
KCSD & Student Successes	0.00% 0	3.51% 4	22.81% 26	24.56% 28	49.12% 56	114	4.19

Q9 For these same district-related topics, please rate how well KCSD keeps you informed from 1 being not at all informed to 5 being very well informed.

Answered: 114 Skipped: 0

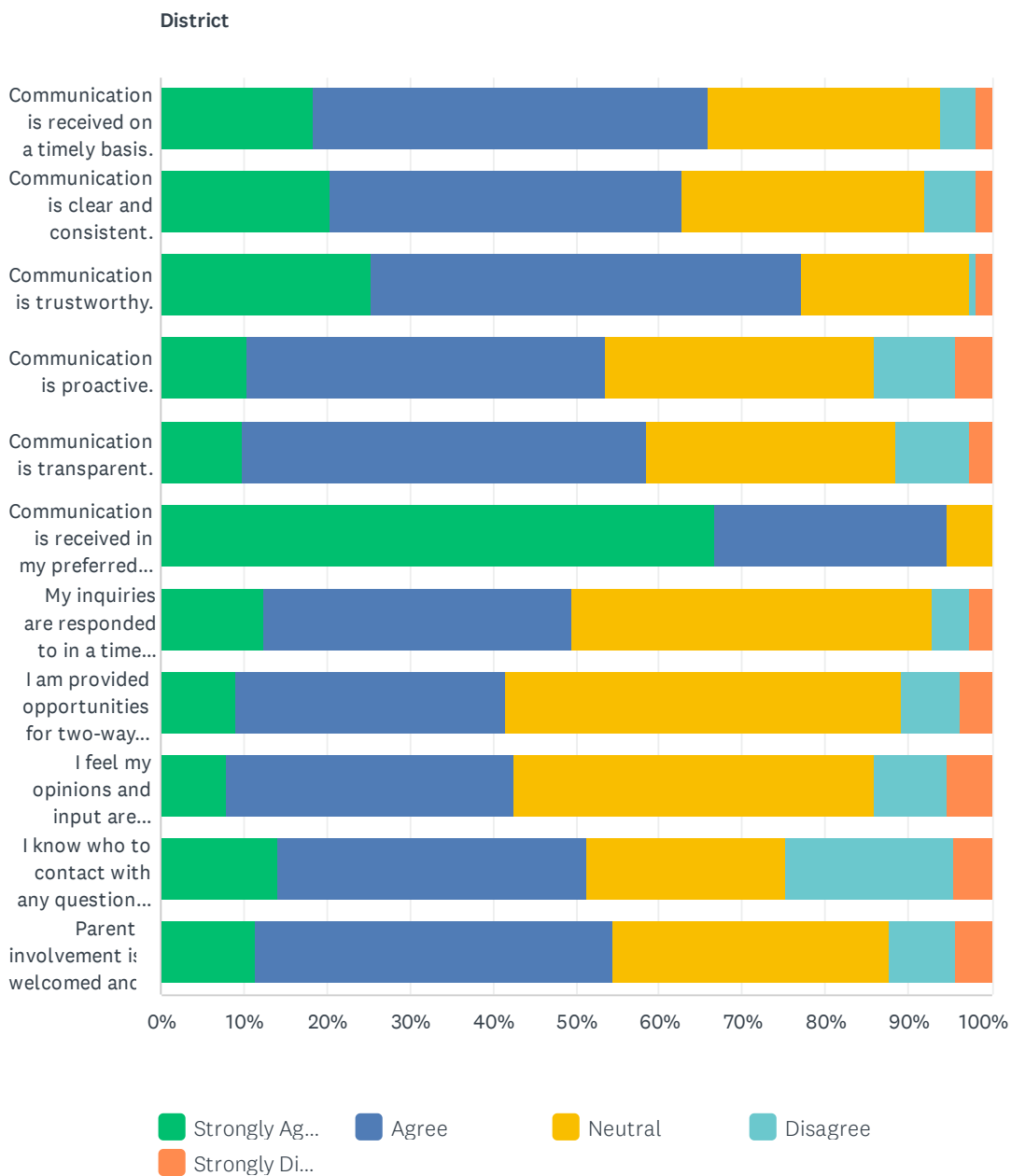


KCSD Communication Audit Parent/Guardian Survey

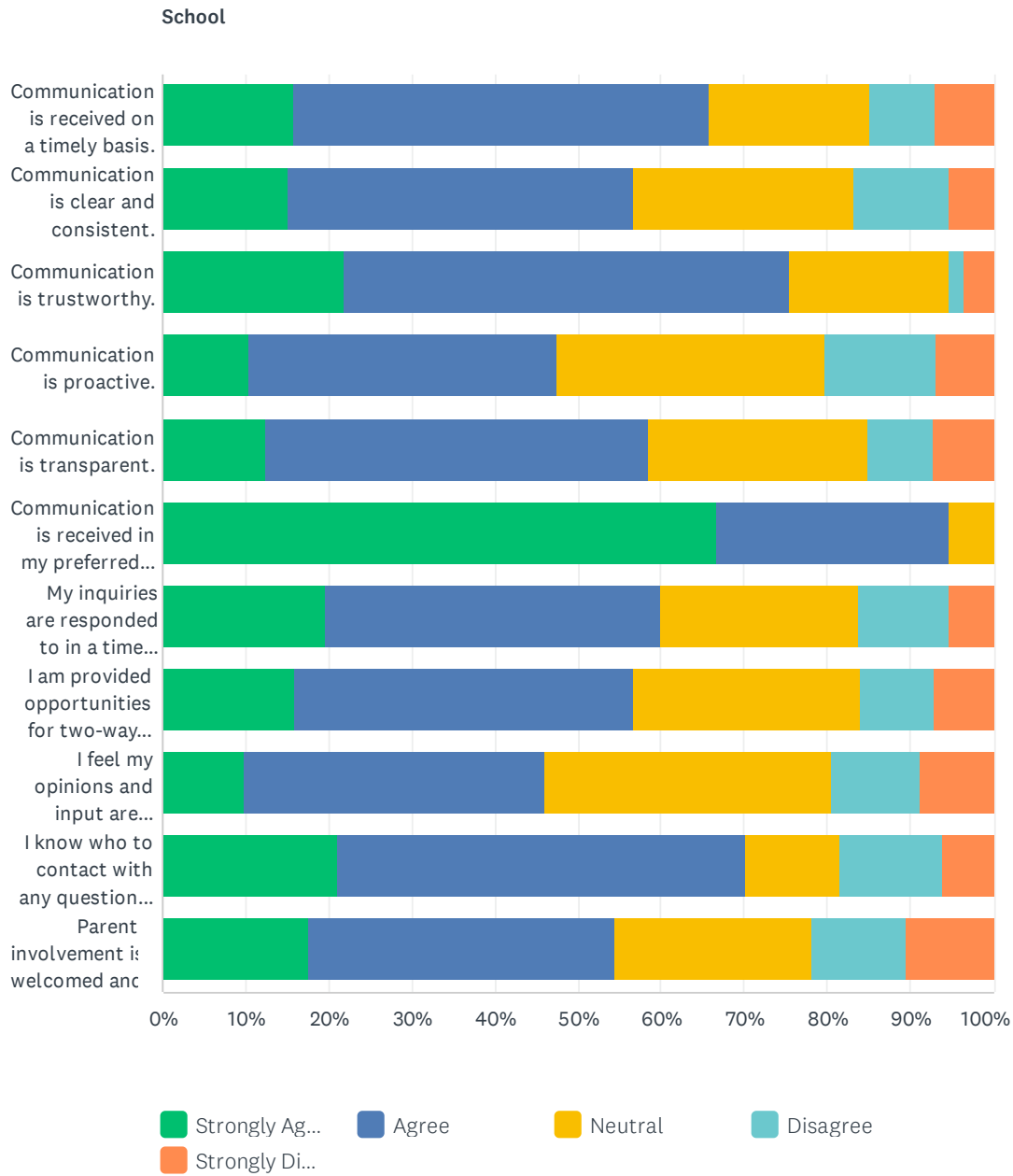
	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
KCSD's Vision & Strategic Initiatives	7.02% 8	13.16% 15	32.46% 37	25.44% 29	21.93% 25	114	3.42
KCSD's Financial Position	17.54% 20	28.95% 33	29.82% 34	14.04% 16	9.65% 11	114	2.69
KCSD School Board Decisions	24.56% 28	14.91% 17	35.09% 40	13.16% 15	12.28% 14	114	2.74
Status of KCSD Facilities (Buildings and Grounds)	15.79% 18	21.93% 25	31.58% 36	19.30% 22	11.40% 13	114	2.89
Response to Crisis/Serious Incident	14.04% 16	14.04% 16	27.19% 31	21.05% 24	23.68% 27	114	3.26
KCSD-Hosted Events & Activities	7.96% 9	16.81% 19	31.86% 36	25.66% 29	17.70% 20	113	3.28
PTO (Parent Teacher Organization) Activities	13.16% 15	18.42% 21	21.93% 25	21.93% 25	24.56% 28	114	3.26
KCSD & Student Successes	14.04% 16	16.67% 19	41.23% 47	14.04% 16	14.04% 16	114	2.97

Q10 Please select your level of agreement with each statement listed below at the district, school and teacher levels. If viewing on a mobile device, please scroll to the right to view all columns.

Answered: 114 Skipped: 0

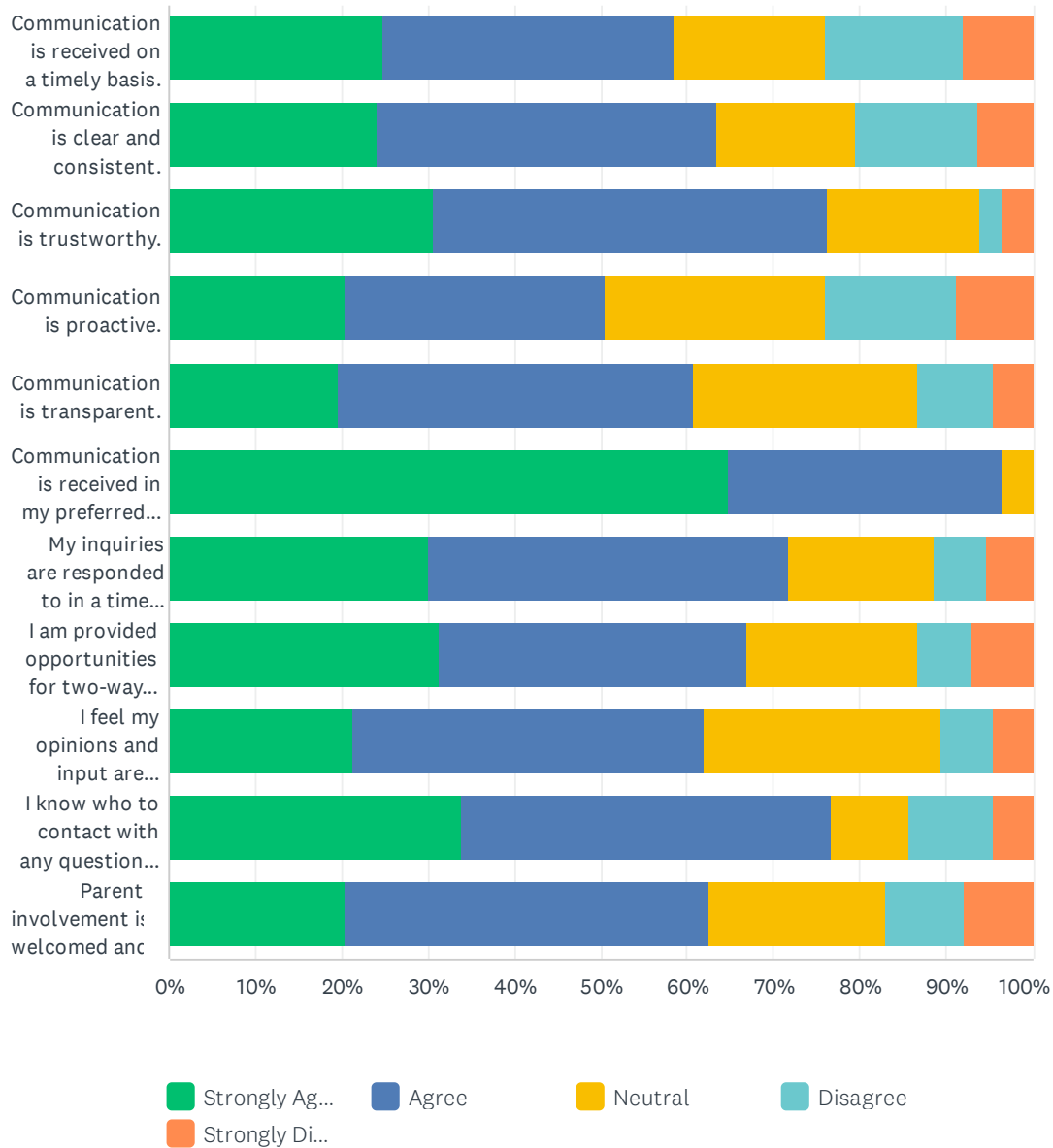


# KCSD Communication Audit Parent/Guardian Survey



# KCSD Communication Audit Parent/Guardian Survey

## Teacher



KCSD Communication Audit Parent/Guardian Survey

District	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
Communication is received on a timely basis.	18.42% 21	47.37% 54	28.07% 32	4.39% 5	1.75% 2	114
Communication is clear and consistent.	20.35% 23	42.48% 48	29.20% 33	6.19% 7	1.77% 2	113
Communication is trustworthy.	25.44% 29	51.75% 59	20.18% 23	0.88% 1	1.75% 2	114
Communication is proactive.	10.53% 12	42.98% 49	32.46% 37	9.65% 11	4.39% 5	114
Communication is transparent.	9.73% 11	48.67% 55	30.09% 34	8.85% 10	2.65% 3	113
Communication is received in my preferred language.	66.67% 76	28.07% 32	5.26% 6	0.00% 0	0.00% 0	114
My inquiries are responded to in a timely manner.	12.39% 14	37.17% 42	43.36% 49	4.42% 5	2.65% 3	113
I am provided opportunities for two-way conversations.	9.01% 10	32.43% 36	47.75% 53	7.21% 8	3.60% 4	111
I feel my opinions and input are valued.	7.96% 9	34.51% 39	43.36% 49	8.85% 10	5.31% 6	113
I know who to contact with any questions I may have.	14.16% 16	37.17% 42	23.89% 27	20.35% 23	4.42% 5	113
Parent involvement is welcomed and appreciated.	11.40% 13	42.98% 49	33.33% 38	7.89% 9	4.39% 5	114

KCSD Communication Audit Parent/Guardian Survey

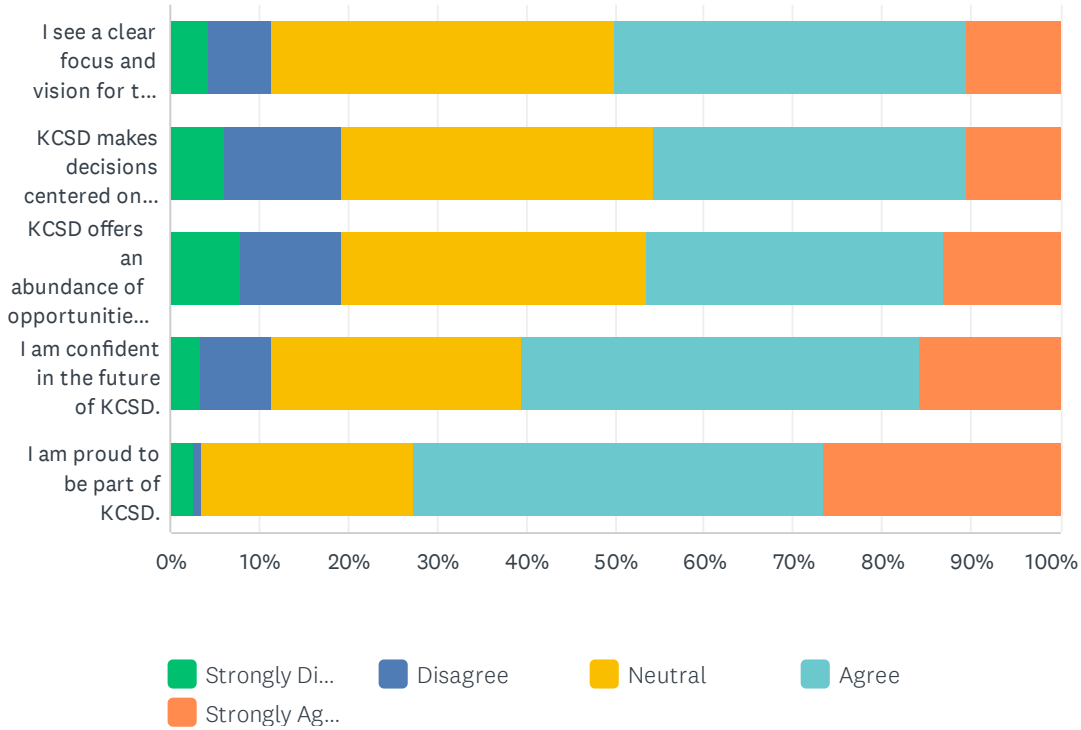
School	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
Communication is received on a timely basis.	15.79% 18	50.00% 57	19.30% 22	7.89% 9	7.02% 8	114
Communication is clear and consistent.	15.04% 17	41.59% 47	26.55% 30	11.50% 13	5.31% 6	113
Communication is trustworthy.	21.93% 25	53.51% 61	19.30% 22	1.75% 2	3.51% 4	114
Communication is proactive.	10.53% 12	36.84% 42	32.46% 37	13.16% 15	7.02% 8	114
Communication is transparent.	12.39% 14	46.02% 52	26.55% 30	7.96% 9	7.08% 8	113
Communication is received in my preferred language.	66.67% 76	28.07% 32	5.26% 6	0.00% 0	0.00% 0	114
My inquiries are responded to in a timely manner.	19.64% 22	40.18% 45	24.11% 27	10.71% 12	5.36% 6	112
I am provided opportunities for two-way conversations.	15.93% 18	40.71% 46	27.43% 31	8.85% 10	7.08% 8	113
I feel my opinions and input are valued.	9.73% 11	36.28% 41	34.51% 39	10.62% 12	8.85% 10	113
I know who to contact with any questions I may have.	21.05% 24	49.12% 56	11.40% 13	12.28% 14	6.14% 7	114
Parent involvement is welcomed and appreciated.	17.54% 20	36.84% 42	23.68% 27	11.40% 13	10.53% 12	114

KCSD Communication Audit Parent/Guardian Survey

Teacher						
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
Communication is received on a timely basis.	24.78% 28	33.63% 38	17.70% 20	15.93% 18	7.96% 9	113
Communication is clear and consistent.	24.11% 27	39.29% 44	16.07% 18	14.29% 16	6.25% 7	112
Communication is trustworthy.	30.70% 35	45.61% 52	17.54% 20	2.63% 3	3.51% 4	114
Communication is proactive.	20.35% 23	30.09% 34	25.66% 29	15.04% 17	8.85% 10	113
Communication is transparent.	19.64% 22	41.07% 46	25.89% 29	8.93% 10	4.46% 5	112
Communication is received in my preferred language.	64.91% 74	31.58% 36	3.51% 4	0.00% 0	0.00% 0	114
My inquiries are responded to in a timely manner.	30.09% 34	41.59% 47	16.81% 19	6.19% 7	5.31% 6	113
I am provided opportunities for two-way conversations.	31.25% 35	35.71% 40	19.64% 22	6.25% 7	7.14% 8	112
I feel my opinions and input are valued.	21.24% 24	40.71% 46	27.43% 31	6.19% 7	4.42% 5	113
I know who to contact with any questions I may have.	33.93% 38	42.86% 48	8.93% 10	9.82% 11	4.46% 5	112
Parent involvement is welcomed and appreciated.	20.54% 23	41.96% 47	20.54% 23	8.93% 10	8.04% 9	112

## Q11 Please select your level of agreement with each statement listed below.

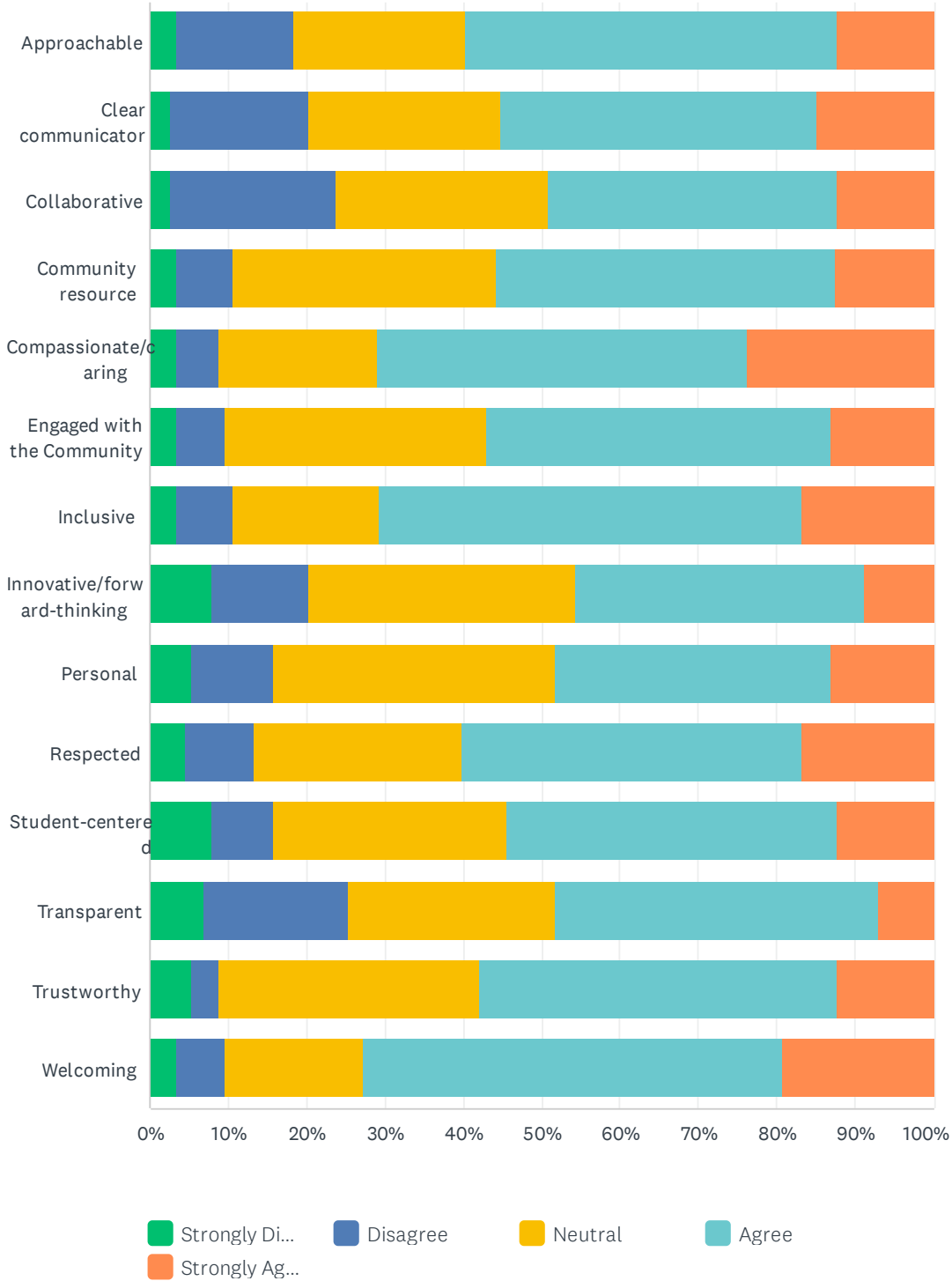
Answered: 114 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
I see a clear focus and vision for the future of KCSD.	4.39% 5	7.02% 8	38.60% 44	39.47% 45	10.53% 12	114	3.45
KCSD makes decisions centered on what is best for students.	6.14% 7	13.16% 15	35.09% 40	35.09% 40	10.53% 12	114	3.31
KCSD offers an abundance of opportunities for students.	7.89% 9	11.40% 13	34.21% 39	33.33% 38	13.16% 15	114	3.32
I am confident in the future of KCSD.	3.51% 4	7.89% 9	28.07% 32	44.74% 51	15.79% 18	114	3.61
I am proud to be part of KCSD.	2.65% 3	0.88% 1	23.89% 27	46.02% 52	26.55% 30	113	3.93

# Q12 For the following, please indicate your level of agreement on how well the word or phrase describes KCSD.

Answered: 114 Skipped: 0



KCSD Communication Audit Parent/Guardian Survey

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
Approachable	3.51% 4	14.91% 17	21.93% 25	47.37% 54	12.28% 14	114	3.50
Clear communicator	2.63% 3	17.54% 20	24.56% 28	40.35% 46	14.91% 17	114	3.47
Collaborative	2.63% 3	21.05% 24	27.19% 31	36.84% 42	12.28% 14	114	3.35
Community resource	3.54% 4	7.08% 8	33.63% 38	43.36% 49	12.39% 14	113	3.54
Compassionate/caring	3.51% 4	5.26% 6	20.18% 23	47.37% 54	23.68% 27	114	3.82
Engaged with the Community	3.51% 4	6.14% 7	33.33% 38	43.86% 50	13.16% 15	114	3.57
Inclusive	3.54% 4	7.08% 8	18.58% 21	53.98% 61	16.81% 19	113	3.73
Innovative/forward-thinking	7.89% 9	12.28% 14	34.21% 39	36.84% 42	8.77% 10	114	3.26
Personal	5.26% 6	10.53% 12	35.96% 41	35.09% 40	13.16% 15	114	3.40
Respected	4.42% 5	8.85% 10	26.55% 30	43.36% 49	16.81% 19	113	3.59
Student-centered	7.89% 9	7.89% 9	29.82% 34	42.11% 48	12.28% 14	114	3.43
Transparent	7.02% 8	18.42% 21	26.32% 30	41.23% 47	7.02% 8	114	3.23
Trustworthy	5.26% 6	3.51% 4	33.33% 38	45.61% 52	12.28% 14	114	3.56
Welcoming	3.51% 4	6.14% 7	17.54% 20	53.51% 61	19.30% 22	114	3.79

**Q13 If you could choose just one word or phrase to best describe KCSD, what would you choose? Note: The word does not have to be listed in the previous question.**

Answered: 114 Skipped: 0

#	RESPONSES	DATE
1	The start of our future	2/12/2025 10:44 AM
2	Well rounded	2/12/2025 8:09 AM
3	Seems to be always looking to improve	2/11/2025 8:05 PM
4	Cares for their students.	2/11/2025 7:33 PM
5	The administrators are in constant turnover	2/11/2025 5:29 PM
6	Inconsistent	2/11/2025 12:12 PM
7	NA	2/8/2025 10:13 AM
8	Inconsistent	2/7/2025 8:06 PM
9	welcoming	2/5/2025 7:22 PM
10	nonresponsive	2/5/2025 3:04 PM
11	Welcoming	2/5/2025 2:39 PM
12	Unprogressive	2/4/2025 8:37 PM
13	complex	2/4/2025 11:13 AM
14	Community	2/4/2025 11:04 AM
15	N/a	2/3/2025 8:05 PM
16	steadfast	2/3/2025 1:22 PM
17	Collaborative	2/2/2025 3:37 PM
18	clique-ish	2/2/2025 2:35 PM
19	Broken	2/2/2025 12:12 PM
20	Diverse	2/2/2025 8:14 AM
21	halcyon	2/1/2025 5:16 PM
22	Inclusive	2/1/2025 1:36 PM
23	Diverse	2/1/2025 12:59 PM
24	School	2/1/2025 11:46 AM
25	Nurturing	2/1/2025 9:22 AM
26	Disjointed	2/1/2025 9:19 AM
27	Positive yet unclear	1/31/2025 10:20 PM
28	Compassionate and community-oriented	1/31/2025 10:11 PM
29	Buen distrito escolar	1/31/2025 8:00 PM
30	.	1/31/2025 6:15 PM

KCSD Communication Audit Parent/Guardian Survey

31	N/A	1/31/2025 11:49 AM
32	Diverse	1/31/2025 10:54 AM
33	Diversity	1/31/2025 9:49 AM
34	Proud	1/31/2025 9:18 AM
35	Student-centered	1/31/2025 8:39 AM
36	inconsistent	1/31/2025 8:04 AM
37	Trying to be more like Unionville, but failing.	1/31/2025 7:52 AM
38	antiquated	1/31/2025 7:22 AM
39	Friendly	1/30/2025 6:32 PM
40	Standard	1/30/2025 4:47 PM
41	Community	1/30/2025 4:16 PM
42	reputable	1/30/2025 1:47 PM
43	Striving	1/30/2025 1:37 PM
44	Diverse	1/30/2025 12:29 PM
45	Progressive	1/30/2025 11:53 AM
46	Confusing	1/30/2025 11:07 AM
47	Separate	1/30/2025 10:56 AM
48	trying	1/30/2025 10:19 AM
49	COMFORTABLE	1/30/2025 10:16 AM
50	supportive	1/30/2025 9:42 AM
51	Thoughtful	1/30/2025 9:19 AM
52	Dedicated	1/30/2025 9:18 AM
53	Student focused	1/30/2025 9:17 AM
54	n/a	1/30/2025 9:11 AM
55	inconsistent	1/30/2025 9:09 AM
56	inclusive	1/30/2025 9:08 AM
57	caring	1/30/2025 9:08 AM
58	disorganized	1/30/2025 9:00 AM
59	fails in communication	1/30/2025 8:34 AM
60	Struggling	1/30/2025 8:28 AM
61	Very happy with the new superintendent	1/30/2025 8:27 AM
62	Welcoming	1/30/2025 8:03 AM
63	Good experience	1/30/2025 7:29 AM
64	stay the course for DEI	1/30/2025 6:44 AM
65	Community	1/29/2025 10:48 PM
66	Supportive	1/29/2025 10:09 PM
67	Pride	1/29/2025 9:15 PM
68	Changing	1/29/2025 9:06 PM

## KCS D Communication Audit Parent/Guardian Survey

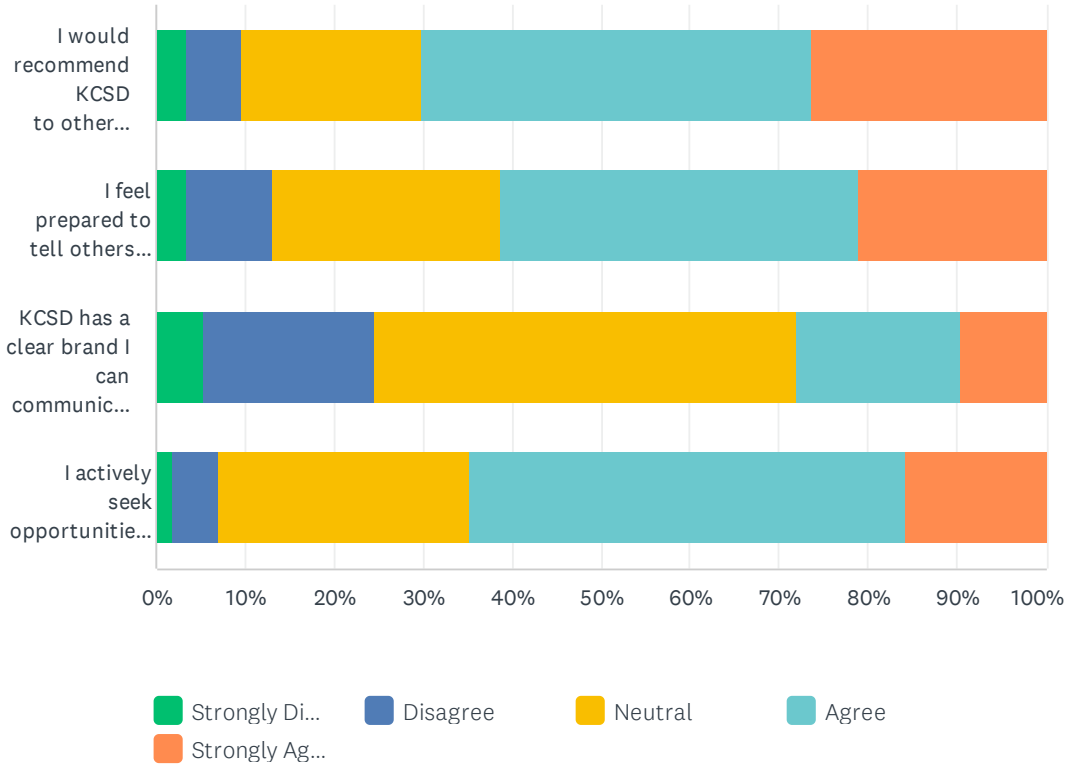
69	Growing	1/29/2025 8:47 PM
70	Disappointing	1/29/2025 8:32 PM
71	Home	1/29/2025 8:08 PM
72	Caring	1/29/2025 8:05 PM
73	Blended	1/29/2025 7:36 PM
74	Community	1/29/2025 7:29 PM
75	Evolving	1/29/2025 7:27 PM
76	community centered	1/29/2025 7:12 PM
77	trying	1/29/2025 6:54 PM
78	Awesome	1/29/2025 6:51 PM
79	Under construction	1/29/2025 6:45 PM
80	Capable	1/29/2025 6:30 PM
81	Great	1/29/2025 6:21 PM
82	Diverse	1/29/2025 6:09 PM
83	student-focused	1/29/2025 6:09 PM
84	Home	1/29/2025 6:08 PM
85	Teacher/Adult-centered	1/29/2025 5:50 PM
86	Failing	1/29/2025 5:40 PM
87	trying	1/29/2025 5:40 PM
88	small group of favored parents and little communication, this is particularly troublesome with the principals.	1/29/2025 5:35 PM
89	In transition	1/29/2025 5:29 PM
90	Compassionate but not supported	1/29/2025 5:25 PM
91	Clueless	1/29/2025 5:15 PM
92	Family	1/29/2025 5:14 PM
93	student-centered	1/29/2025 5:12 PM
94	Passionate	1/29/2025 5:11 PM
95	Kind	1/29/2025 5:10 PM
96	Student-centered	1/29/2025 5:09 PM
97	Great	1/29/2025 5:07 PM
98	versatile	1/29/2025 4:58 PM
99	Wholesome	1/29/2025 4:53 PM
100	inclusive	1/29/2025 4:52 PM
101	Helpful	1/29/2025 4:51 PM
102	potential	1/29/2025 4:41 PM
103	Quality	1/29/2025 4:41 PM
104	Confusing	1/29/2025 4:41 PM
105	Students in the middle of their grade academic wise are not nurtured like this who are over or under performing	1/29/2025 4:38 PM

## KCSD Communication Audit Parent/Guardian Survey

106	Community	1/29/2025 4:33 PM
107	Disjointed	1/29/2025 4:31 PM
108	student-centered	1/29/2025 4:30 PM
109	Diverse	1/29/2025 4:29 PM
110	Diverse	1/29/2025 4:25 PM
111	Quality education	1/29/2025 4:22 PM
112	multicultural	1/29/2025 4:22 PM
113	Diverse	1/29/2025 4:20 PM
114	Perfect	1/29/2025 4:15 PM

## Q14 Please select your level of agreement with each statement listed below.

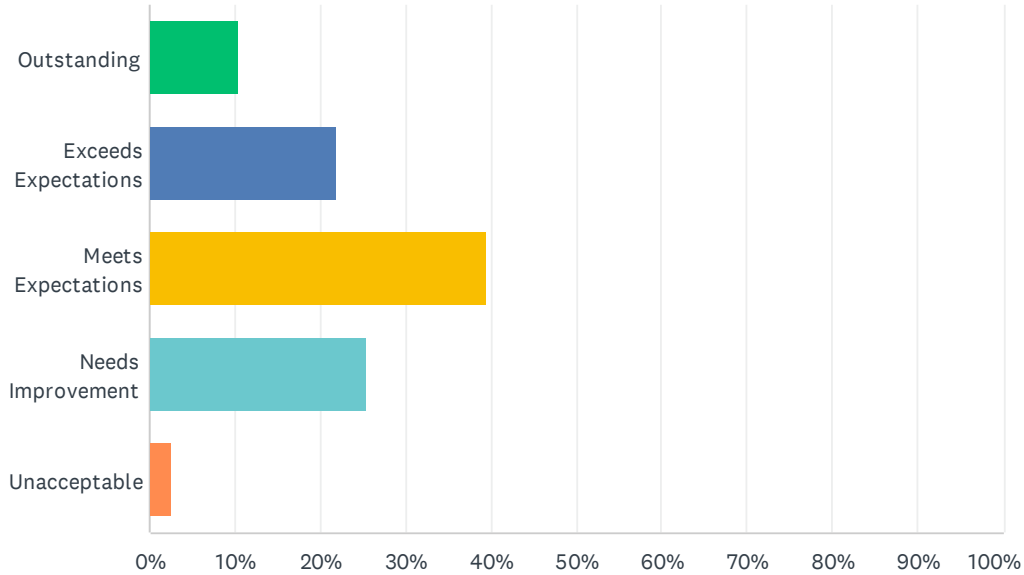
Answered: 114 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
I would recommend KCSD to other families.	3.51% 4	6.14% 7	20.18% 23	43.86% 50	26.32% 30	114	3.83
I feel prepared to tell others about positive aspects of KCSD.	3.51% 4	9.65% 11	25.44% 29	40.35% 46	21.05% 24	114	3.66
KCSD has a clear brand I can communicate to others.	5.26% 6	19.30% 22	47.37% 54	18.42% 21	9.65% 11	114	3.08
I actively seek opportunities to support and/or attend KCSD events and activities.	1.75% 2	5.26% 6	28.07% 32	49.12% 56	15.79% 18	114	3.72

## Q15 Overall, how would you rate Kennett Consolidated School District as a whole?

Answered: 114 Skipped: 0



ANSWER CHOICES	RESPONSES	
Outstanding	10.53%	12
Exceeds Expectations	21.93%	25
Meets Expectations	39.47%	45
Needs Improvement	25.44%	29
Unacceptable	2.63%	3
<b>TOTAL</b>		<b>114</b>

## Q16 In reflecting on KCSD communication and the topics covered in this survey, do you have any additional comments or suggestions you would like to share?

Answered: 56 Skipped: 58

#	RESPONSES	DATE
1	Please continue to add content to district website including staff lists at the schools. There are many platforms in which communications are sent. This is wonderful, but also makes it difficult to look back to clarify information/details when you don't remember where it came from...email, newsletter (a link in an email), talking points, skyward. There is not one consistent place for information.	2/12/2025 10:49 AM
2	Would like to know if teachers receive education on how to teach students with learning disabilities and what signs to look for in elementary school to detect potential disabilities. Example- my child was diagnosed in 11th grade with a learning disability- all the signs were missed k-11. Some teachers make students with learning disabilities feel like outcasts and they might not be aware of it or mean to do so.	2/11/2025 8:13 PM
3	No.	2/11/2025 7:33 PM
4	I miss the great communication, parent engagement, positive influence, and community outreach that Rebecca Vietri brought when she was the principal at Greenwood Elementary the last two years.	2/11/2025 5:33 PM
5	7th grade pre-algebra terms are not consistent. One teacher says there is a quiz another says summative test. Not all teachers allow parent access to what is being worked on in class even after requesting access.	2/11/2025 12:15 PM
6	New Garden Elementary needs an overhaul in communication, parent involvement, and inclusivity. The same children—typically those of PTO members—are consistently recognized or favored, which is very off-putting in a district that claims to prioritize inclusivity.	2/8/2025 10:17 AM
7	Teacher accountability and communication at KCSD require significant improvement. While the district claims to prioritize parent involvement and open communication, the actions of teachers and school administrators do not reflect these commitments.	2/4/2025 8:41 PM
8	While acknowledging some areas need improvement, there are also many strengths in the school for which I am grateful. Thank you for taking the time to continue working on improvements.	2/4/2025 11:17 AM
9	I am glad that this year, parent-teacher conferences are included at the high school. Unfortunately, it was unclear as to which students should needed or didn't need the conferences. Additionally, the teacher we met with did not know the progress of my daughter's standing in any of her other classes. The middle school has all teachers send an e-mail to the one teacher conducting the conference so she can relay this information to the parents. I feel this would be a great addition. With several of my ratings, I scored the teacher communication a bit lower than the district. I will note that some of the teachers are fantastic with communication, but others rarely communicate with the parents, so that is why I didn't often give the highest rating.	2/2/2025 3:43 PM
10	There is a clear breakdown of communication between the DO and the schools. There is a clear over representation of administrators and DO office workers. Student and teacher needs are being ignored.	2/2/2025 12:14 PM
11	Communication from KHS about my children's learning and progress has been very minimal. Skyward offers a chance for teachers to comment on major assignments, but few do. (English dept has been great). While some teacher conferences have been excellent, others (quite a few) left us with the feeling that we were "bothering" the teacher with our questions. Many teachers wait until the last day of the marking period to grade assignments, leaving no opportunity for students to improve grades. Additionally, students are not able to learn about	2/1/2025 5:29 PM

## KCSO Communication Audit Parent/Guardian Survey

errors from assessments. Students often receive a five minute glance at assessments. They are unable to take them home to review to discuss errors or to be sure not to make similar errors on mid-terms/finals. At one point we had to hire a tutor but the communication between the math teacher and the tutor was abysmal. This was the opposite from our experience at KMS and elementary school.

12	I have a child at Greenwood, KMS and the high school- I am not filling out 3 of these. You may want to consider one per family for feedback and making a section of it school specific, instead of expecting families with kids in multiple schools to fill this out several times.	2/1/2025 1:01 PM
13	No	2/1/2025 11:46 AM
14	I answered this survey from a KHS perspective. Communication from the district office has been so much better lately but communication from the building is inconsistent and mostly not helpful	2/1/2025 9:20 AM
15	I feel that there is a need for improvement and I agree with everything Dr. Rizzo Saunders included in her report she shared with the community. However, we are somewhat stuck in old ways and/or group think. It's a strange dichotomy of sincere care and support from teachers while at the same time, a lack of direction and clarity, which I know a sincere, caring teacher would never intend.	1/31/2025 10:25 PM
16	If I had to complete this survey before Dr. Rizzo Saunders joined our team, my answers would have been very different. Her influence on our school district in such a short time has been transformative. I'm happy with the direction we are moving in, but much more needs to be done.	1/31/2025 10:13 PM
17	N/A	1/31/2025 8:01 PM
18	.	1/31/2025 6:16 PM
19	It would be great to know how many total questions. In Survey monkey you can provide a visual tracker so these long surveys set expectations upfront. On another note, thank you for being interested in our opinion, and trying to listen to the KCSO community. Thanks.	1/31/2025 8:41 AM
20	iReady should be dissolved and find a different math program. All teachers should be on the same page with their grading/online content, i.e., teachers in a grade level, teaching a specific subject, should have the same content and resources on their Clever page. Currently, if you do not have the right teacher, you are missing out on additional resources for your child. The grading procedures and policies need to be revised. The amount of standardized tests to see how well the teacher is teaching, are ridiculous. The teachers should be open to communication with parents about their child's education, and not have the attitude that they know best. If a parent asks the teacher for more work for their child because they are bored in class, the teacher should not respond with "I don't have access to more work". Teachers should not berate or degrade the child for a wrong answer, especially in front of the child's peers. Teachers should treat the children with as much respect as they expect from the child. And, I haven't been to a KCSO board meeting in a year or so, but parents who do attend, should be able to ask questions during the meeting, and not need to schedule their questions weeks ahead of the meeting. Parents be able to hear what the board is discussing and ask questions that pertain to the topic during the meeting. You may have more parent involvement if we think you are actually listening or care what we have to say.	1/31/2025 8:08 AM
21	Communication is so varied between district communications and communication routes in different schools, including, or maybe especially social media. Even within a single school, it is not consistent and I don't know what to expect. Sometimes information comes home on paper and sometimes electronically, and on occasion, what comes from the school contradicts what comes from the district.	1/31/2025 8:06 AM
22	Despite being a small district with the potential to be strong and exceptional, we struggle to utilize the valuable community resources available to us. While the district claims to encourage parent involvement, in practice, families are often excluded from meaningful participation in their children's education. The disconnect between stated intentions and actual acceptance by teachers limits opportunities for collaboration and student success. While Communication from the high school has shown slight improvement this year, there is a ton of growth needed at this school in communication and in rebuilding an all inclusive supportive environment that embraces students, parents and outside community resources.	1/31/2025 7:30 AM
23	The district has all the components to be spectacular but somehow comes up short.	1/30/2025 4:52 PM

## KCS D Communication Audit Parent/Guardian Survey

24	My son's teacher is absolutely fantastic (Ms. Cogliano at GW, give that woman a raise!) and her communication is excellent. Communicating with anything at the school level at GW, on the other hand, feels like a giant black hole. I've felt stonewalled and ignored, and it's not at all clear who to reach out to with questions on various topics.	1/30/2025 1:38 PM
25	Communication from teachers to parents is virtually non-existent. Parent-teacher conferences at the middle school and high school seem to have been purposely set up to discourage parents from attending or to insulate teachers from actually communicating with parents.	1/30/2025 12:32 PM
26	Communication has improved a great deal in the last year. Feeling much more valued and informed as a parent. Keep up the good work!	1/30/2025 11:54 AM
27	Please have more counselors or an ability to interface with people who can help with your students college plans. Counselors and teachers are overwhelmed. Not enough individual support for students to guide them. Teachers are all practicing differently. No easy way for parents to see what their child is missing from school or what volunteer or college events are available. You have to log in to their accounts and rummage around. Please give the teachers more support. Technology is old and outdated. Not an inclusive school. Bullying and isolation is common. Kids do not like the school.	1/30/2025 11:11 AM
28	Schools feel isolated from parents. Teachers seem overworked and therefore unavailable. Not enough resources, offerings for students. Technology is not great. No consistent platform / algorithm to evaluate student success every teacher grades and post grades differently. Teachers need more support so they can support the students and parents.	1/30/2025 10:59 AM
29	I just think a better website & more consistent communication is needed, especially at the student level - for example, I didn't receive an email about ordering the yearbooks until a day before the deadline.	1/30/2025 10:18 AM
30	Parent involvement will only help student behavior. Families need to be involved early on in the classroom on the grounds invited / required to attend extracurriculars. Kcsd needs more clear behavior requirements And Expectations and And requirements for the classroom if parents come see they may carry through at home. Kcsd Has been known to be "behavior light" for years and I think with this growing student mental health crisis that's a dangerous path .	1/30/2025 9:23 AM
31	As the parent of a high school student, I understand that my student is expected to be more independent and self-sufficient. However, there is literally no communication from teachers to parents about anything. We are left to pick our way through schoology and skyward, which are not parent user friendly. Additionally, there is no consistency with how schoology is used. High school students still need some level of support from parents and we cannot provide that without any information. There is a teacher at the high school who says he "doesn't do email". So, I can't even communicate with him in that way. We feel lost and disconnected from the school. And that may be more acceptable during a student's junior and senior year, but at 13 a high school student still needs guidance and structure from a parent.	1/30/2025 9:22 AM
32	Communication has improved significantly this year, both within the district and with a more consistent principal's letter on a building level. At the school level communication is not as substantive as it could be--with things that parents might care about like the status of construction and how it is impacting the kids' school day (including with respect to recess). More proactive communication about the current status of the construction and upcoming plans, as well as plans to ameliorate the impact on kids (including limited recess opportunities) are the sort of more substantive communication we should be receiving. At the elementary school level more proactive classroom level communication would be helpful--this varies significantly by teacher (some communicate weekly or more consistently with updates via Talking Points, e.g.). But we hear bits and pieces from our kids and it would be nice to have a weekly update with more substantive information. Most parents have no idea what is going on in the schools, including when their child's teacher may be out and there are insufficient subs and they get sent into other classrooms, for example, or about classroom incidents that parents should know so they can communicate to their kids about it. If parents don't attend or watch board meetings online or participate in PTO meetings it is very difficult to hear what's going on in the schools except via word of mouth.	1/30/2025 9:18 AM
33	I have been exceedingly pleased with the new district leadership. I finally see a superintendent who appears to care about the district's current position and who wants to maintain and enhance all the things the community loves about the district. I have experience with my children in MDL, an elementary school, the middle school, and the high school and I have	1/30/2025 9:11 AM

## KCSO Communication Audit Parent/Guardian Survey

never been disappointed in the school leadership, communication, or the level of education and care I felt my children received.

34	In KCSO, so much emphasis is placed on the lower students and improving their test scores that high achieving students are not pushed and students in the middle fall through the cracks.	1/30/2025 9:10 AM
35	Communication is inconsistent across buildings/district and throughout the year within buildings/district. KMS is most consistent currently with their weekly principal's report, which is refreshing.	1/30/2025 9:01 AM
36	Please include all schools in surveys like this. I had to choose a school my children don't attend because their school was completely left off of this survey. This is just one example of how we feel let down in communication, as well as excluded. A large survey like this should be proof read and made sure all schools are included especially when parents already feel their voices are not heard.	1/30/2025 8:31 AM
37	appreciate the opportunity to give feedback	1/30/2025 6:44 AM
38	The "new" updated website is terrible. As a technology person, I find It hard to navigate and difficult to find the information you are looking for. The layout and menu bar are not user friendly.	1/29/2025 9:17 PM
39	More clarification and communication on testing is needed.	1/29/2025 9:08 PM
40	Please assess the high school teacher and substitute teacher situation. I can't accept that 'overflow' of kids sitting in a study hall is education. Also my children have had several teachers who do not return tests so students can see and learn from their mistakes for fear of kids cheating. I also can't accept how this is outcome based education for the good of the students. Some tests scores are not even posted prior to the mid term or final. I'd like to hear more about how khs is positioning our kids for post high school options in comparison to nearby schools like Unionville or Avon Grove.	1/29/2025 8:53 PM
41	The staff and administrators are so caring. I went to a funeral/viewing for a KCSO parent recently. There were 3 principals from 3 schools who attended. It spoke volumes that these individuals showed up to support their students and family. This was really impactful to me as a parent.	1/29/2025 8:14 PM
42	Communication with parents about expectations are important. Especially when the kids are changing to a new school. Every time my daughter advance to a new school, I feel very lost in the shuffle. Especially with the transition to middle school. Orientation for new parents is critical both in May and in August. I'm still figuring out expectations. I really wish there would be an orientation for parents who are navigating the system with their children. I'm not a teacher and the abbreviations and changes to curriculum really mean nothing to me. I have to do research and ask my friends who are teachers. It really would be helpful if the school offered more insight to the changes, and how this is better than what was being used.	1/29/2025 7:45 PM
43	I feel like the pendulum has swung way too far. We went from minimal communication to way too much communication. There should be a happy medium.	1/29/2025 7:14 PM
44	Would like more learning opportunities for elementary kids—specifically 1st, 2nd graders. They are never offered before school/after school opportunities like the 3rd+ graders. It's a shame because they could also benefit from the exposure. Also, reading programs from kindergarten are not carried on to 1st graders. That's a real shame for those really struggling. Enrolling my kids in tutoring because the district doesn't offer enough help.	1/29/2025 6:49 PM
45	None at this time.	1/29/2025 6:10 PM
46	I believe the school is trying and working to be inclusive but not yet there. I know we are trying to include all cultures but not yet. The website and newsletters doesn't always reflect the diversity which is Kennett. I have high hopes for this administration but the previous was a let down and disappointing. Teachers barely communicate with parents about grades or anything else. The building does a good job but I feel like in this day and age of communication convenience, they could do more. I keep hearing, go look on schoology and skyward but that doesn't explain what my children are learning, how they are progressing and how I can help at home. Why can't I as a parent help my children grow? I understand some parents don't have the same initiative but for those that do, what about us?	1/29/2025 5:45 PM
47	All the principals need to be fired, they do nothing to advance the school and show extreme favoritism to a few select students and parents. Their own children are involved in serious	1/29/2025 5:41 PM

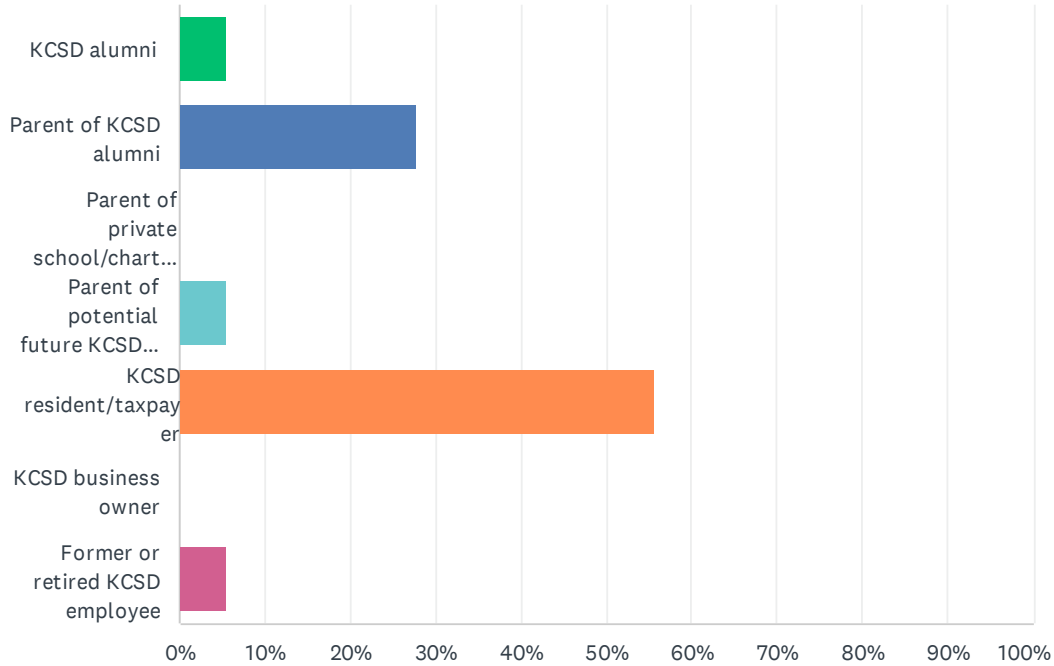
## KCSD Communication Audit Parent/Guardian Survey

	misdeeds in the community and at school and nothing is done.	
48	Schoology could be used more efficiently as a communication tool. There's a wide range of how teachers use it-or not use. It's not always up to date with assignments. With multiple kids going through school using schoology, I have years of experience with Schoology	1/29/2025 5:33 PM
49	Flexibility and curriculum needs to be reworked	1/29/2025 5:17 PM
50	Family activities	1/29/2025 5:14 PM
51	New administration is light years ahead of the past one!! Thanks for starting to make differences in our district, supporting our teachers and schools. Moving in the right direction!	1/29/2025 5:13 PM
52	More parent family activities	1/29/2025 5:11 PM
53	Would like to see more opportunities for kids that excel in class. Sometimes it can be a lot of independent learning.	1/29/2025 4:52 PM
54	District seems to be moving in the right direction with the new administration and that makes me hopeful that sustained improvement will take hold.	1/29/2025 4:34 PM
55	The allocation of funds, especially those that aren't used, needs to be improved. Right now if a program doesn't use all of their budget, they lose it going forward. So the school is encouraged to waste it (I.e. use it or lose it). It penalizes departments for being frugal.	1/29/2025 4:32 PM
56	-	1/29/2025 4:26 PM

# COMMUNITY SURVEY RESULTS

## Q1 What best describes your relationship with Kennett Consolidated School District (KCSD): [Note: A separate survey will be sent to current staff and parents.]

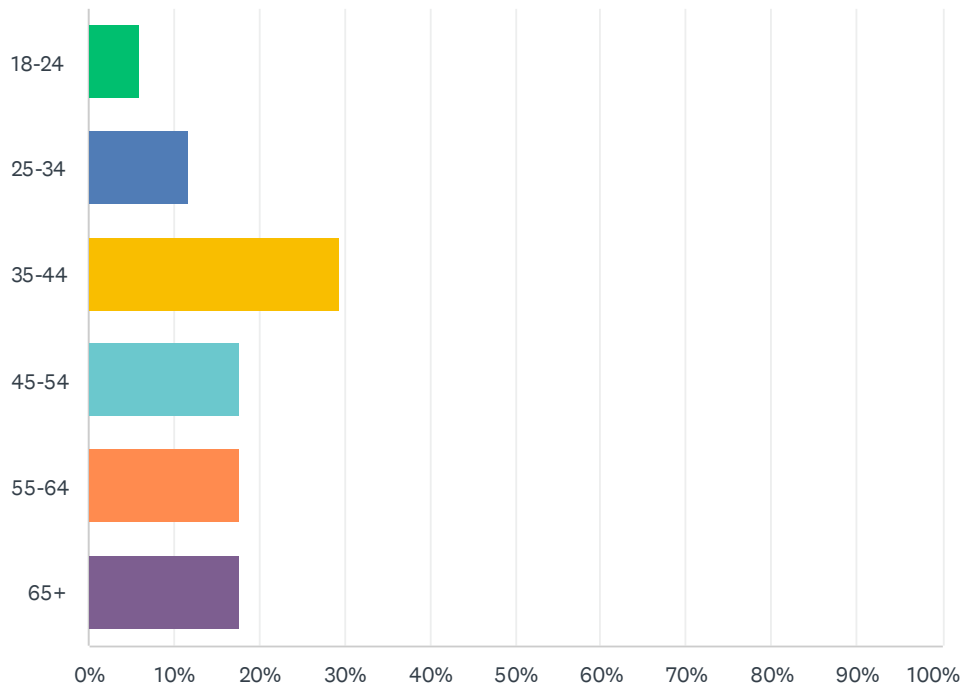
Answered: 18 Skipped: 0



ANSWER CHOICES	RESPONSES	
KCSD alumni	5.56%	1
Parent of KCSD alumni	27.78%	5
Parent of private school/charter school student	0.00%	0
Parent of potential future KCSD student (child age birth – 5)	5.56%	1
KCSD resident/taxpayer	55.56%	10
KCSD business owner	0.00%	0
Former or retired KCSD employee	5.56%	1
<b>TOTAL</b>		<b>18</b>

## Q2 OPTIONAL: Please share your current age range:

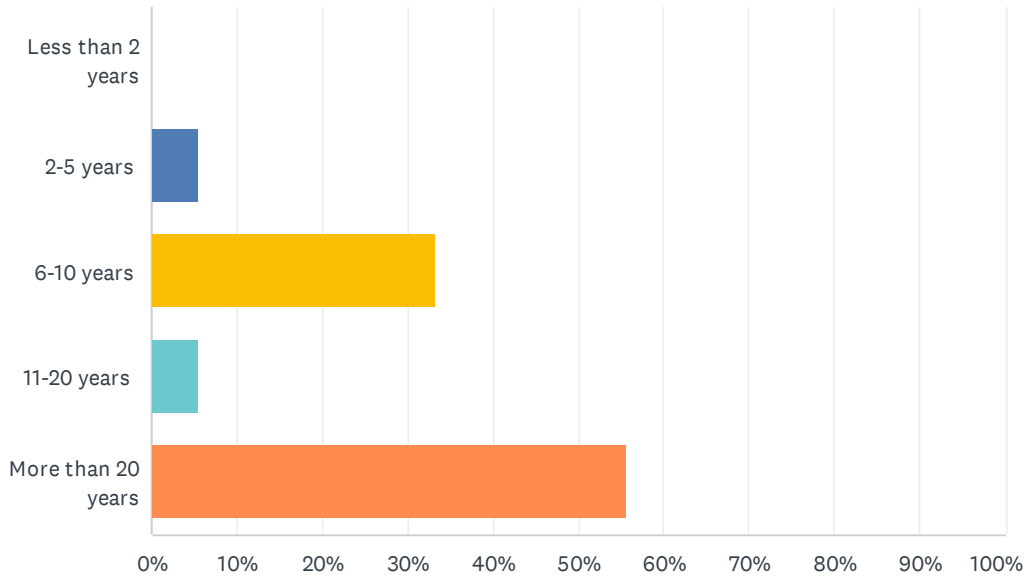
Answered: 17 Skipped: 1



ANSWER CHOICES	RESPONSES	
18-24	5.88%	1
25-34	11.76%	2
35-44	29.41%	5
45-54	17.65%	3
55-64	17.65%	3
65+	17.65%	3
<b>TOTAL</b>		<b>17</b>

### Q3 How long have you lived in KCSD?

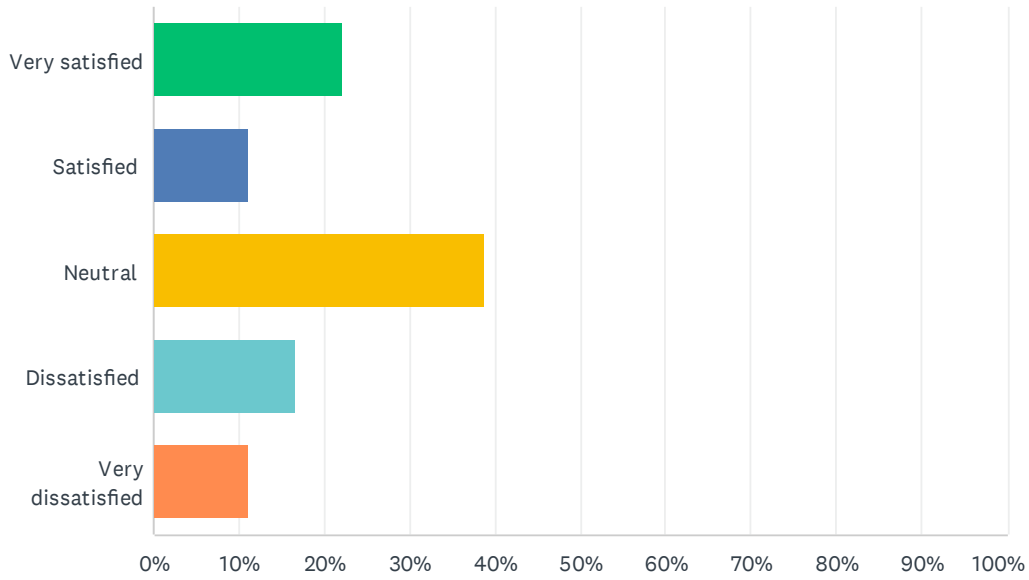
Answered: 18 Skipped: 0



ANSWER CHOICES	RESPONSES	
Less than 2 years	0.00%	0
2-5 years	5.56%	1
6-10 years	33.33%	6
11-20 years	5.56%	1
More than 20 years	55.56%	10
<b>TOTAL</b>		<b>18</b>

## Q4 Overall, how satisfied are you with communication from KCSD?

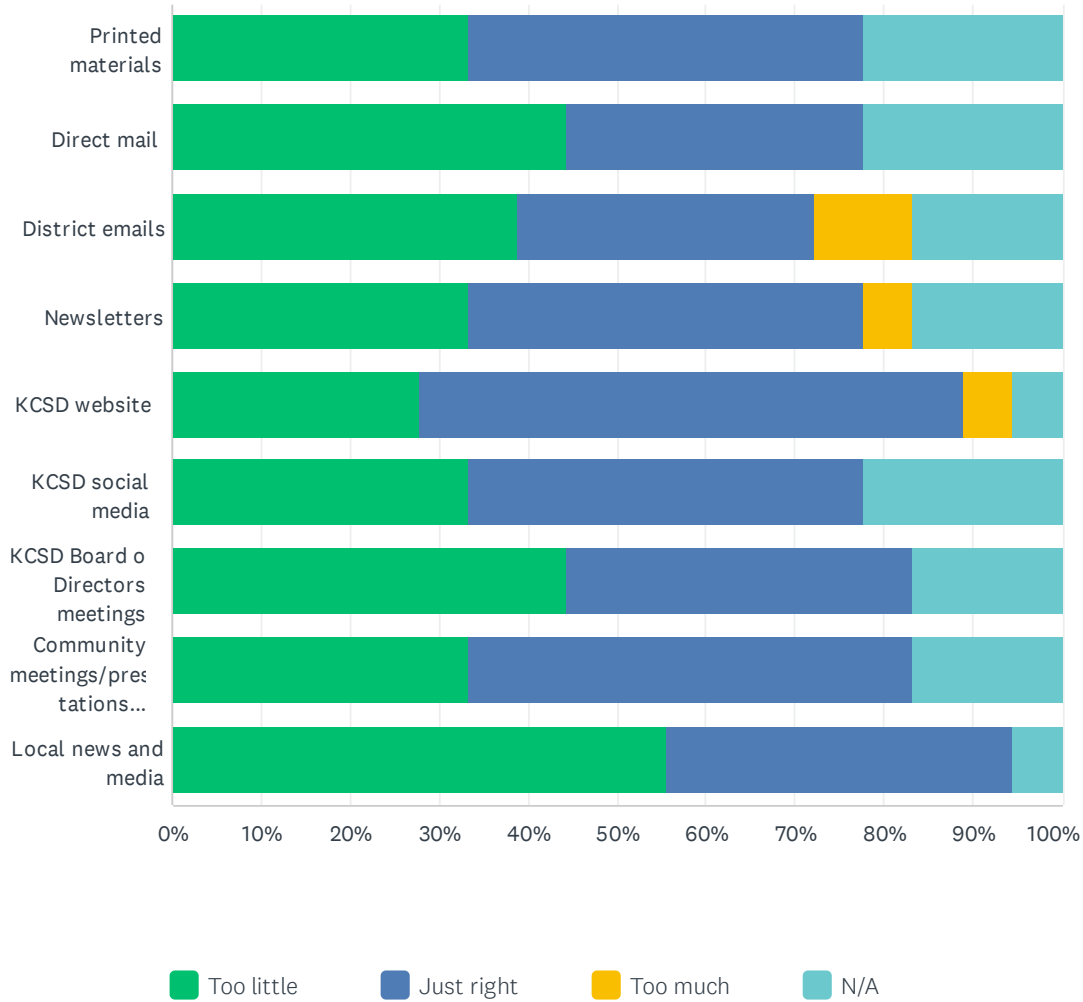
Answered: 18 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very satisfied	22.22%	4
Satisfied	11.11%	2
Neutral	38.89%	7
Dissatisfied	16.67%	3
Very dissatisfied	11.11%	2
<b>TOTAL</b>		<b>18</b>

Q5 Please rate your level of satisfaction with the volume of information you receive from Kennett Consolidated School District (KCSD) through each of the channels listed below.

Answered: 18 Skipped: 0

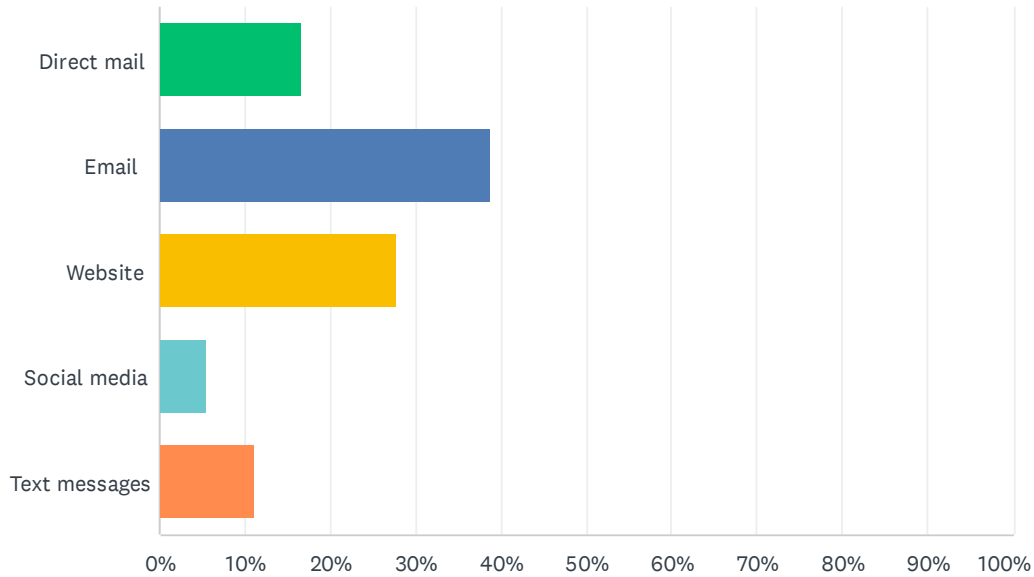


## KCSD Communications Audit Community Survey

	TOO LITTLE	JUST RIGHT	TOO MUCH	N/A	TOTAL
Printed materials	33.33% 6	44.44% 8	0.00% 0	22.22% 4	18
Direct mail	44.44% 8	33.33% 6	0.00% 0	22.22% 4	18
District emails	38.89% 7	33.33% 6	11.11% 2	16.67% 3	18
Newsletters	33.33% 6	44.44% 8	5.56% 1	16.67% 3	18
KCSD website	27.78% 5	61.11% 11	5.56% 1	5.56% 1	18
KCSD social media	33.33% 6	44.44% 8	0.00% 0	22.22% 4	18
KCSD Board of Directors meetings	44.44% 8	38.89% 7	0.00% 0	16.67% 3	18
Community meetings/presentations (in-person or virtual)	33.33% 6	50.00% 9	0.00% 0	16.67% 3	18
Local news and media	55.56% 10	38.89% 7	0.00% 0	5.56% 1	18

## Q6 Which of the following channels is your preferred channel of communication from the district?

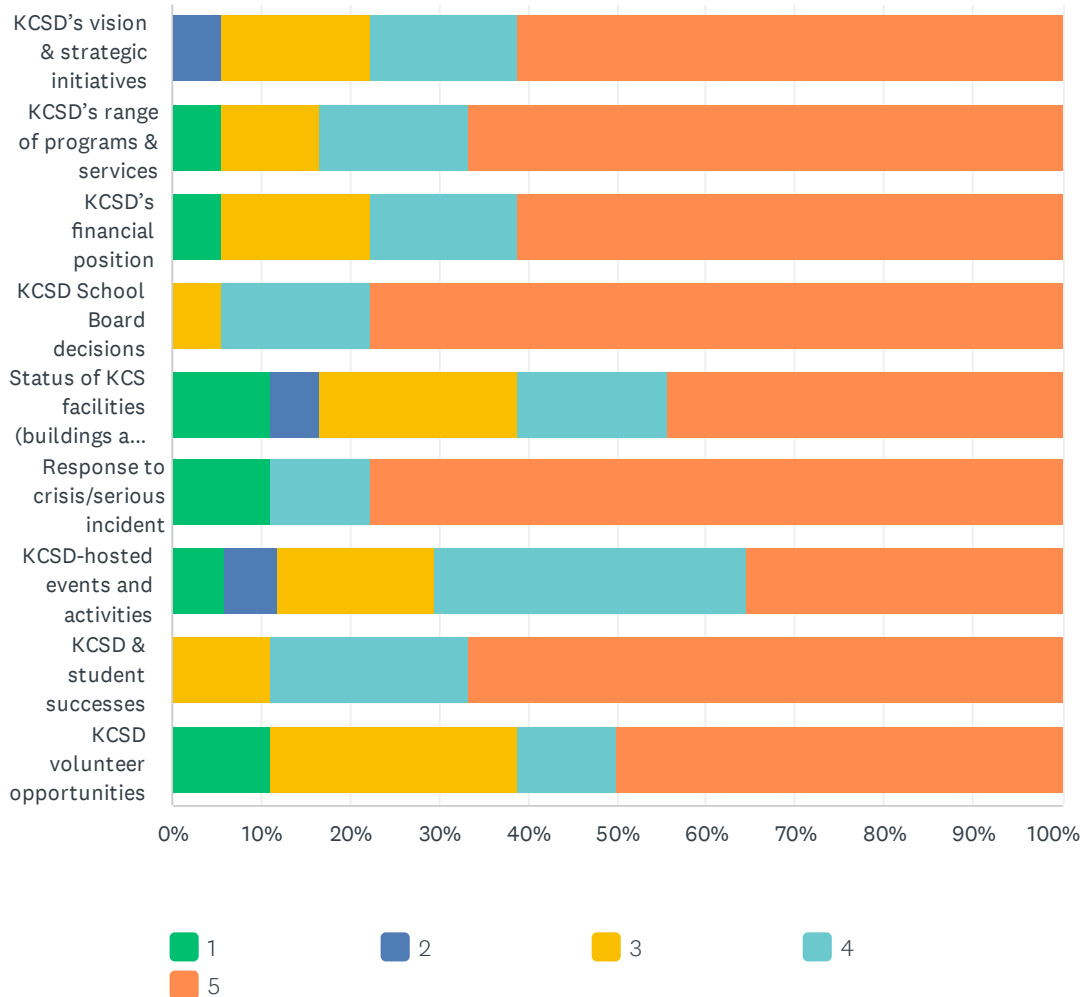
Answered: 18 Skipped: 0



ANSWER CHOICES	RESPONSES	
Direct mail	16.67%	3
Email	38.89%	7
Website	27.78%	5
Social media	5.56%	1
Text messages	11.11%	2
<b>TOTAL</b>		<b>18</b>

Q7 For the topics listed below, please rate your level of interest in the topic from 1 being not at all interested to 5 being very interested.

Answered: 18 Skipped: 0

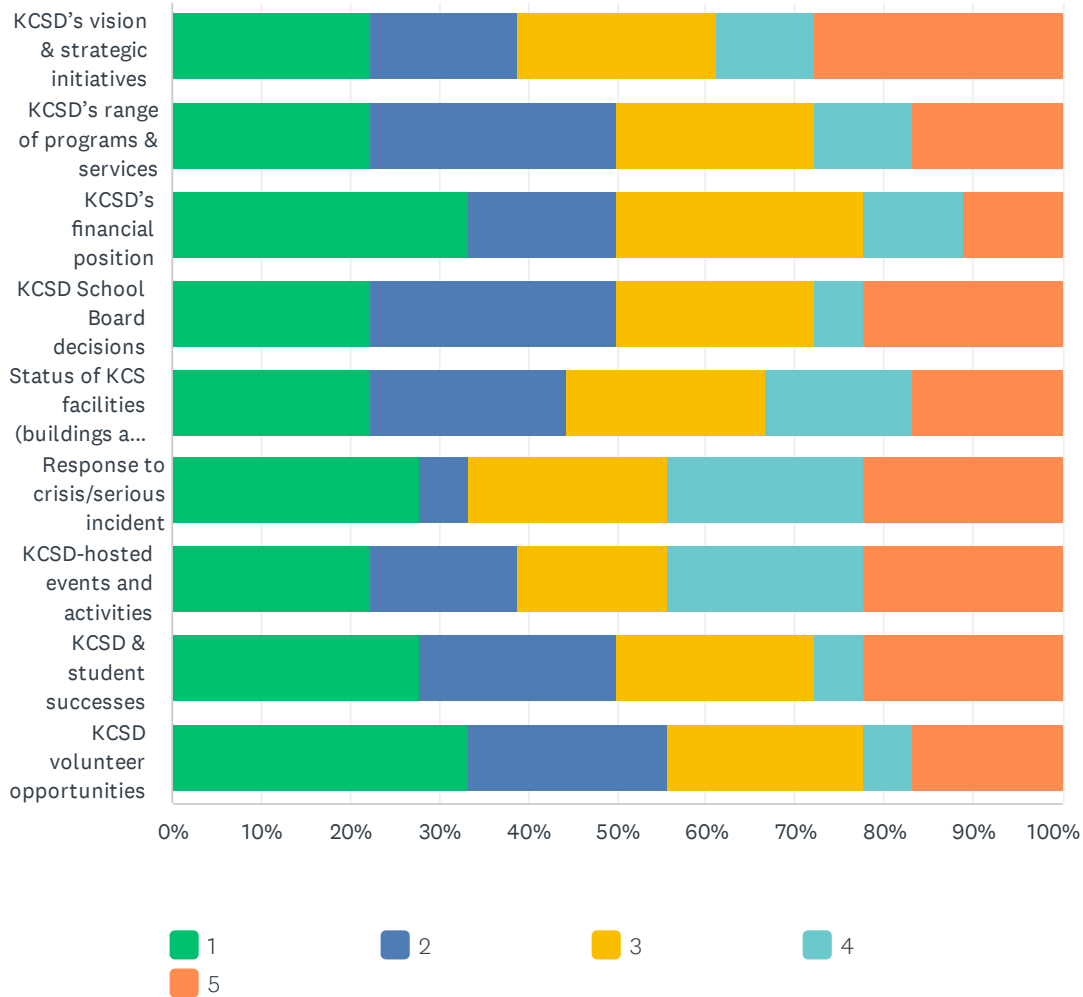


## KCSD Communications Audit Community Survey

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
KCSD's vision & strategic initiatives	0.00% 0	5.56% 1	16.67% 3	16.67% 3	61.11% 11	18	4.33
KCSD's range of programs & services	5.56% 1	0.00% 0	11.11% 2	16.67% 3	66.67% 12	18	4.39
KCSD's financial position	5.56% 1	0.00% 0	16.67% 3	16.67% 3	61.11% 11	18	4.28
KCSD School Board decisions	0.00% 0	0.00% 0	5.56% 1	16.67% 3	77.78% 14	18	4.72
Status of KCSD facilities (buildings and grounds)	11.11% 2	5.56% 1	22.22% 4	16.67% 3	44.44% 8	18	3.78
Response to crisis/serious incident	11.11% 2	0.00% 0	0.00% 0	11.11% 2	77.78% 14	18	4.44
KCSD-hosted events and activities	5.88% 1	5.88% 1	17.65% 3	35.29% 6	35.29% 6	17	3.88
KCSD & student successes	0.00% 0	0.00% 0	11.11% 2	22.22% 4	66.67% 12	18	4.56
KCSD volunteer opportunities	11.11% 2	0.00% 0	27.78% 5	11.11% 2	50.00% 9	18	3.89

Q8 For these same topics listed below, please rate how well KCSD keeps you informed from 1 being not at all informed to 5 being very well informed.

Answered: 18 Skipped: 0



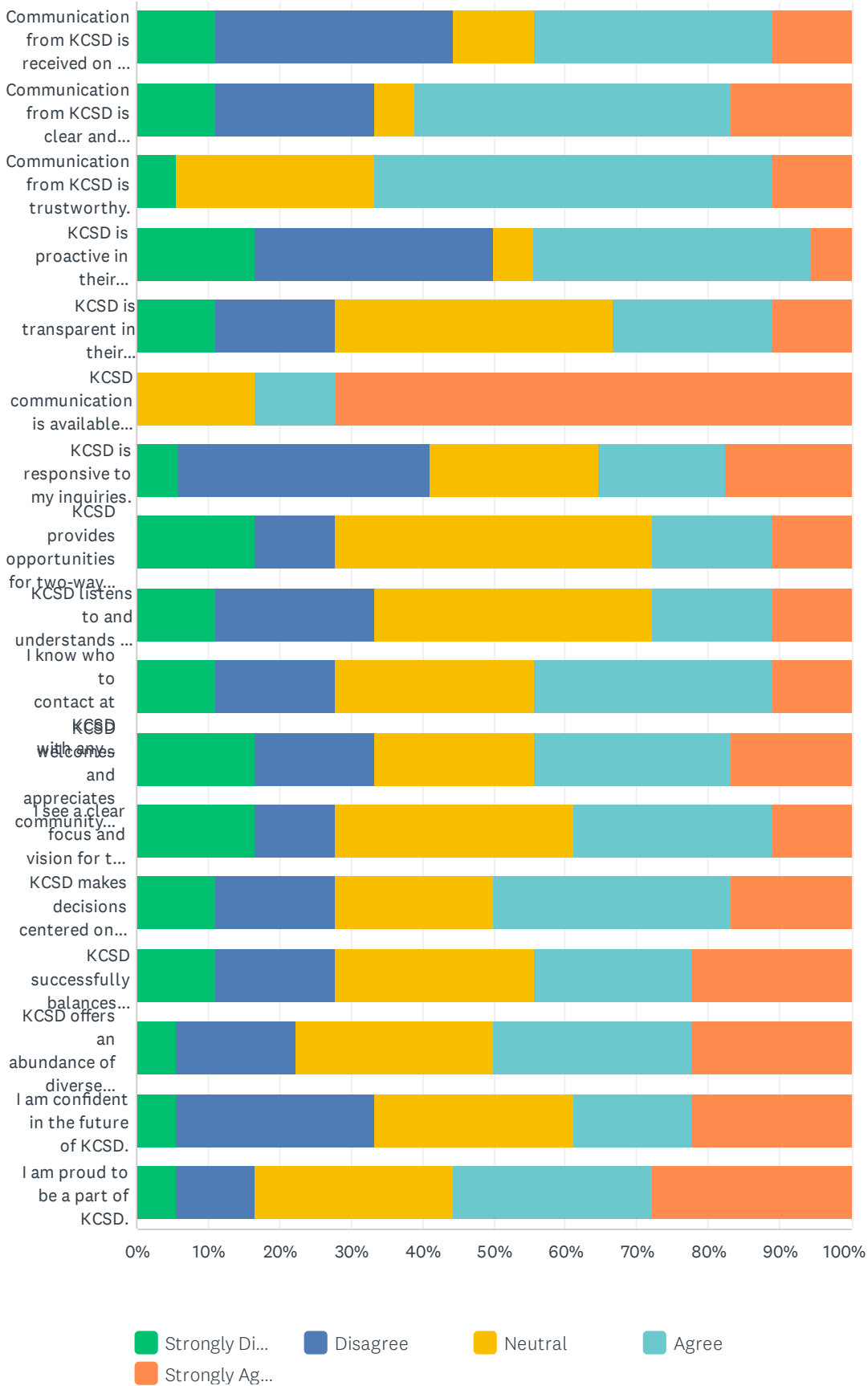
## KCSD Communications Audit Community Survey

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
KCSD's vision & strategic initiatives	22.22% 4	16.67% 3	22.22% 4	11.11% 2	27.78% 5	18	3.06
KCSD's range of programs & services	22.22% 4	27.78% 5	22.22% 4	11.11% 2	16.67% 3	18	2.72
KCSD's financial position	33.33% 6	16.67% 3	27.78% 5	11.11% 2	11.11% 2	18	2.50
KCSD School Board decisions	22.22% 4	27.78% 5	22.22% 4	5.56% 1	22.22% 4	18	2.78
Status of KCSD facilities (buildings and grounds)	22.22% 4	22.22% 4	22.22% 4	16.67% 3	16.67% 3	18	2.83
Response to crisis/serious incident	27.78% 5	5.56% 1	22.22% 4	22.22% 4	22.22% 4	18	3.06
KCSD-hosted events and activities	22.22% 4	16.67% 3	16.67% 3	22.22% 4	22.22% 4	18	3.06
KCSD & student successes	27.78% 5	22.22% 4	22.22% 4	5.56% 1	22.22% 4	18	2.72
KCSD volunteer opportunities	33.33% 6	22.22% 4	22.22% 4	5.56% 1	16.67% 3	18	2.50

**Q9 Please select your level of agreement with each statement listed below.**

Answered: 18 Skipped: 0

# KCSD Communications Audit Community Survey

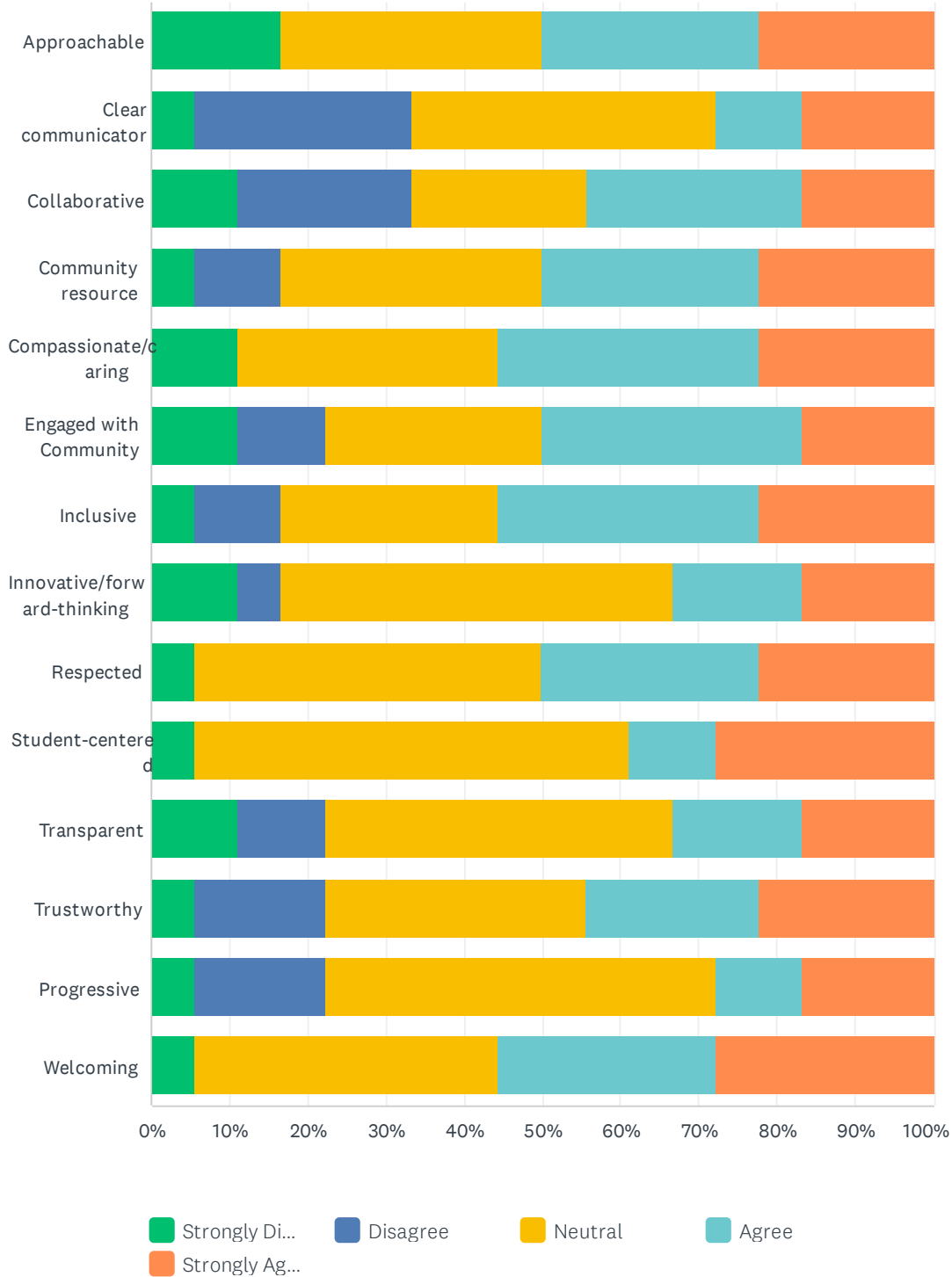


KCSD Communications Audit Community Survey

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
Communication from KCSD is received on a timely basis.	11.11% 2	33.33% 6	11.11% 2	33.33% 6	11.11% 2	18	3.00
Communication from KCSD is clear and consistent.	11.11% 2	22.22% 4	5.56% 1	44.44% 8	16.67% 3	18	3.33
Communication from KCSD is trustworthy.	5.56% 1	0.00% 0	27.78% 5	55.56% 10	11.11% 2	18	3.67
KCSD is proactive in their communication.	16.67% 3	33.33% 6	5.56% 1	38.89% 7	5.56% 1	18	2.83
KCSD is transparent in their communication.	11.11% 2	16.67% 3	38.89% 7	22.22% 4	11.11% 2	18	3.06
KCSD communication is available in my preferred language.	0.00% 0	0.00% 0	16.67% 3	11.11% 2	72.22% 13	18	4.56
KCSD is responsive to my inquiries.	5.88% 1	35.29% 6	23.53% 4	17.65% 3	17.65% 3	17	3.06
KCSD provides opportunities for two-way conversations.	16.67% 3	11.11% 2	44.44% 8	16.67% 3	11.11% 2	18	2.94
KCSD listens to and understands my needs.	11.11% 2	22.22% 4	38.89% 7	16.67% 3	11.11% 2	18	2.94
I know who to contact at KCSD with any questions I may have.	11.11% 2	16.67% 3	27.78% 5	33.33% 6	11.11% 2	18	3.17
KCSD welcomes and appreciates community involvement.	16.67% 3	16.67% 3	22.22% 4	27.78% 5	16.67% 3	18	3.11
I see a clear focus and vision for the future of KCSD.	16.67% 3	11.11% 2	33.33% 6	27.78% 5	11.11% 2	18	3.06
KCSD makes decisions centered on what is best for students.	11.11% 2	16.67% 3	22.22% 4	33.33% 6	16.67% 3	18	3.28
KCSD successfully balances community tradition with student-needed modernization.	11.11% 2	16.67% 3	27.78% 5	22.22% 4	22.22% 4	18	3.28
KCSD offers an abundance of diverse opportunities for students.	5.56% 1	16.67% 3	27.78% 5	27.78% 5	22.22% 4	18	3.44
I am confident in the future of KCSD.	5.56% 1	27.78% 5	27.78% 5	16.67% 3	22.22% 4	18	3.22
I am proud to be a part of KCSD.	5.56% 1	11.11% 2	27.78% 5	27.78% 5	27.78% 5	18	3.61

Q10 For the following, please indicate your level of agreement on how well the word or phrase overall describes KCSD. (This list of words was developed based on district ideals and focus group results.)

Answered: 18 Skipped: 0



KCSD Communications Audit Community Survey

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
Approachable	16.67% 3	0.00% 0	33.33% 6	27.78% 5	22.22% 4	18	3.39
Clear communicator	5.56% 1	27.78% 5	38.89% 7	11.11% 2	16.67% 3	18	3.06
Collaborative	11.11% 2	22.22% 4	22.22% 4	27.78% 5	16.67% 3	18	3.17
Community resource	5.56% 1	11.11% 2	33.33% 6	27.78% 5	22.22% 4	18	3.50
Compassionate/caring	11.11% 2	0.00% 0	33.33% 6	33.33% 6	22.22% 4	18	3.56
Engaged with Community	11.11% 2	11.11% 2	27.78% 5	33.33% 6	16.67% 3	18	3.33
Inclusive	5.56% 1	11.11% 2	27.78% 5	33.33% 6	22.22% 4	18	3.56
Innovative/forward-thinking	11.11% 2	5.56% 1	50.00% 9	16.67% 3	16.67% 3	18	3.22
Respected	5.56% 1	0.00% 0	44.44% 8	27.78% 5	22.22% 4	18	3.61
Student-centered	5.56% 1	0.00% 0	55.56% 10	11.11% 2	27.78% 5	18	3.56
Transparent	11.11% 2	11.11% 2	44.44% 8	16.67% 3	16.67% 3	18	3.17
Trustworthy	5.56% 1	16.67% 3	33.33% 6	22.22% 4	22.22% 4	18	3.39
Progressive	5.56% 1	16.67% 3	50.00% 9	11.11% 2	16.67% 3	18	3.17
Welcoming	5.56% 1	0.00% 0	38.89% 7	27.78% 5	27.78% 5	18	3.72

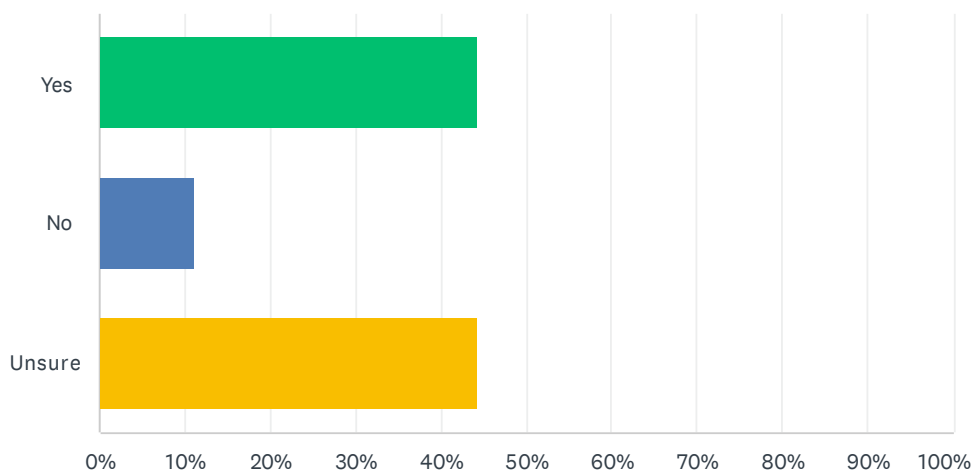
**Q11 If you could choose just one word or phrase to best describe KCSD, what would you choose? NOTE: The word does not have to be listed in the previous question.**

Answered: 18 Skipped: 0

#	RESPONSES	DATE
1	changing	2/12/2025 9:13 AM
2	Diverse	2/11/2025 9:39 PM
3	Evolving	2/5/2025 3:59 PM
4	Secretive	2/5/2025 6:55 AM
5	N/A	2/4/2025 2:19 PM
6	Small-town feel with big dreams	2/3/2025 1:50 PM
7	Reactive	2/3/2025 10:07 AM
8	Diverse	1/31/2025 4:44 PM
9	Progressive	1/31/2025 11:18 AM
10	Accepting	1/30/2025 9:36 PM
11	The Best	1/30/2025 2:29 PM
12	Changed	1/29/2025 7:07 PM
13	Fair	1/29/2025 5:34 PM
14	Trying	1/29/2025 5:23 PM
15	Community	1/29/2025 5:05 PM
16	Transition	1/29/2025 4:45 PM
17	Pushes blame elsewhere when two teachers Aida assaulted my child	1/29/2025 4:41 PM
18	Best	1/29/2025 1:59 PM

## Q12 Would you recommend Kennett Consolidated School District?

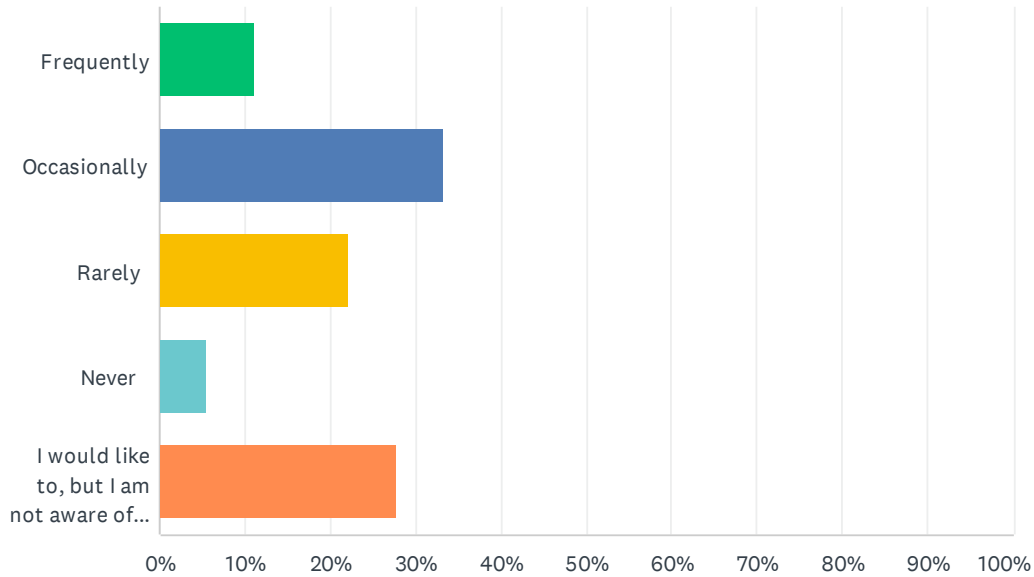
Answered: 18 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	44.44%	8
No	11.11%	2
Unsure	44.44%	8
<b>TOTAL</b>		<b>18</b>

## Q13 How often do you participate in events and activities hosted by KCSD?

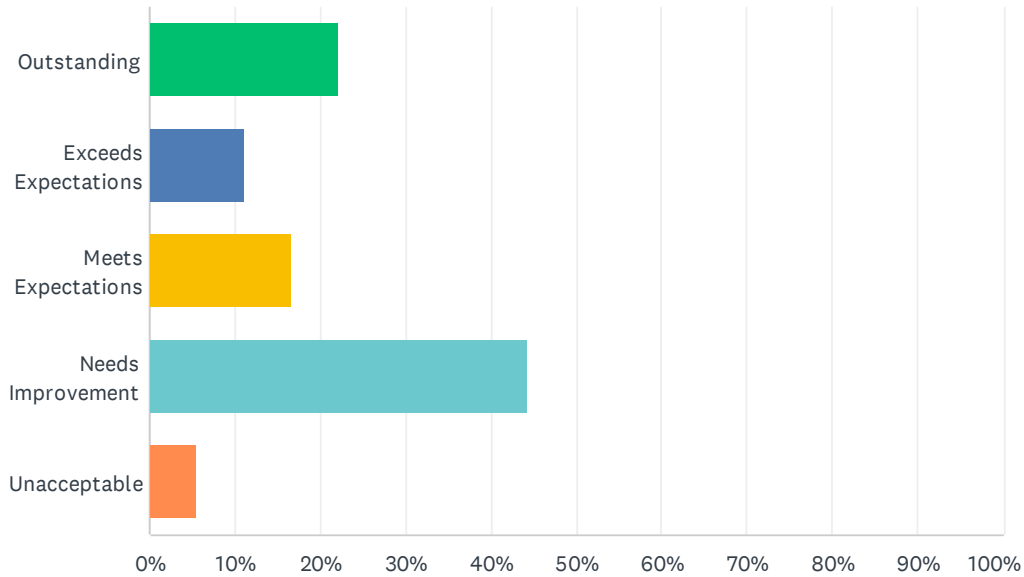
Answered: 18 Skipped: 0



ANSWER CHOICES	RESPONSES	
Frequently	11.11%	2
Occasionally	33.33%	6
Rarely	22.22%	4
Never	5.56%	1
I would like to, but I am not aware of available opportunities.	27.78%	5
<b>TOTAL</b>		<b>18</b>

## Q14 Overall, how would you rate Kennett Consolidated School District as a whole?

Answered: 18 Skipped: 0



ANSWER CHOICES	RESPONSES	
Outstanding	22.22%	4
Exceeds Expectations	11.11%	2
Meets Expectations	16.67%	3
Needs Improvement	44.44%	8
Unacceptable	5.56%	1
<b>TOTAL</b>		<b>18</b>

## Q15 In reflecting on KCSD communication and the topics covered in this survey, do you have any additional comments or suggestions you would like to share?

Answered: 14 Skipped: 4

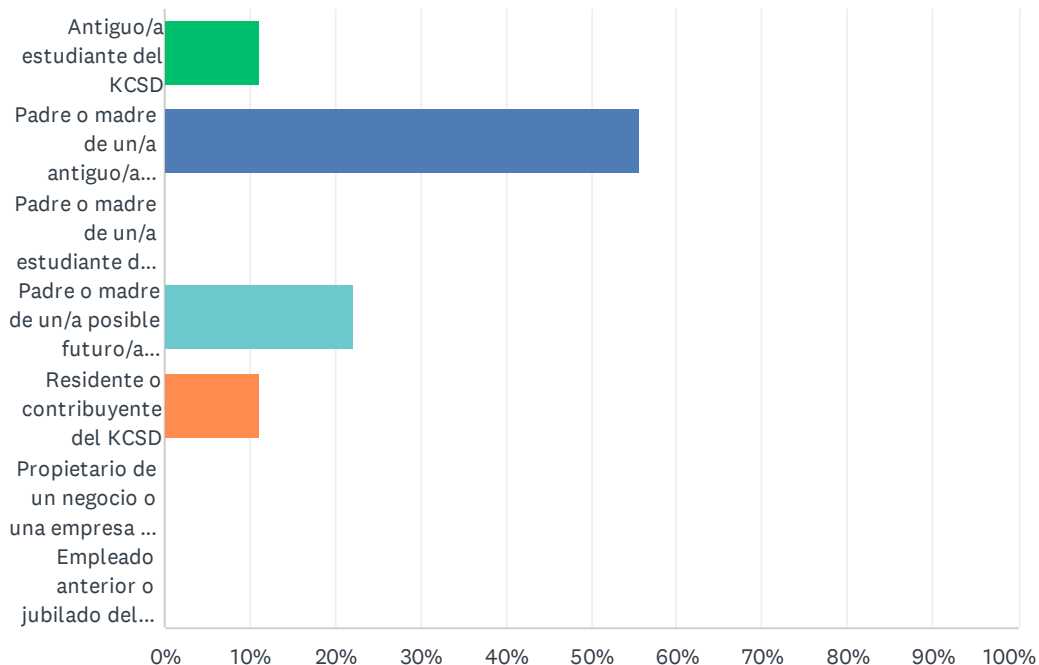
#	RESPONSES	DATE
1	I wish the district would make an improved effort to better communicate with community members who do not have children in school. I have lived in the district for 30+ years. I receive printed newsletters periodically and a tax bill annually. Otherwise there is no communication with residents without children or senior citizens. Even the volunteer opportunities are not identified on the district website, just the clearance procedures. My 35 year background in elementary education would be a great advantage for students who require a helping hand, but nowhere do I see an opportunity listed on your website for elementary schools. On the other hand, I'd like to say that I've seen tremendous improvement in all facets of the district since my move here 30+ years ago. The reputation has moved from adequate to outstanding. Keep up the good work and consider improvements in reaching out to overlooked members of the community.	2/5/2025 4:11 PM
2	Minimal to no communication that I am aware of for those without students in school but live in KCSD. Confirmed with neighbors same situation. KCSD needs to do better with their communication. When I've spoken to administration at the district they seem unwilling to provide updates or information. I'd love to volunteer and help out but no one gives information or cares to help out.	2/5/2025 6:58 AM
3	Decisions on weather I feel need to be communicated earlier for those that need to make arrangements..	2/4/2025 2:21 PM
4	I'm a parent of an elementary student. What's working well in my opinion: - The new smore Parent Communication newsletters, but the format is a little cumbersome to have to click-through rather than just viewing in email. - Bottom of the Bookbag/PTO event comms. These announcements are frequent and varied (i.e. e-newsletter, social, Talking Points, printouts) so it's tough to miss! - Urgent/Emergency communications -- I appreciate the texts, emails, calls when there is a delay, closing or active incident in the district. The quick announcement lessens the worry of the unknown and the various communications mediums ensure the message is not missed. - Talking Points - I've found this to really help with two-way communication with teachers, who are always responsive in my experience. What I'd like to see more of: - Proactive and consistent communications on upcoming school-wide and district events. I'm often sorting through various emails from teachers and the district calendar to track when certain events are happening. And many times, special event dates are not released or communicated well enough in advance. - Along those same lines, a printout of the monthly calendars would be helpful to send home. I usually find the photo on Facebook, save to my phone and print at home. Understand things change when there's a snow day, etc., but it would help to make the calendars a little more accessible.	2/3/2025 2:02 PM
5	There has already been clear progress in areas of concern during the 2024-2025 school year. I hope this momentum picks ups and KCSD continues to develop.	2/3/2025 10:09 AM
6	I am very happy with the education and interaction that my two daughters receive from kcscd as a whole	1/31/2025 11:19 AM
7	I really don't know the best way to get the KCSD message out to the general public. The schools do a great job but people are not aware.	1/30/2025 9:38 PM
8	None	1/30/2025 2:29 PM
9	As the parent of two KCSD alums and grandparent of a current student, I think that KCSD is struggling to balance the needs of a very diverse student population. I would be interested in how they are addressing this.	1/29/2025 7:13 PM
10	No	1/29/2025 5:36 PM

## KCSD Communications Audit Community Survey

11	I think kennett schools are wonderful. I was a student there Andoved it the teachers are supportive and wonderful. I just couldn't wait for my daughter to experience being there like I did. I really looked forward to it. Thank you guys for all you do for our students and the community.	1/29/2025 5:08 PM
12	Yes, I appreciate the 90 day plan and efforts happening now under new leadership; however, I believe survey participants would have given different responses (read less favorable) to this survey only a few short months ago.	1/29/2025 4:47 PM
13	Acquired teachers aids who are qualified and don't abuse children and pay them more to get better quality aids.	1/29/2025 4:42 PM
14	No	1/29/2025 1:59 PM

## Q1 Qué opción describe mejor su relación con el Distrito Escolar Kennett Consolidated (KCSD).

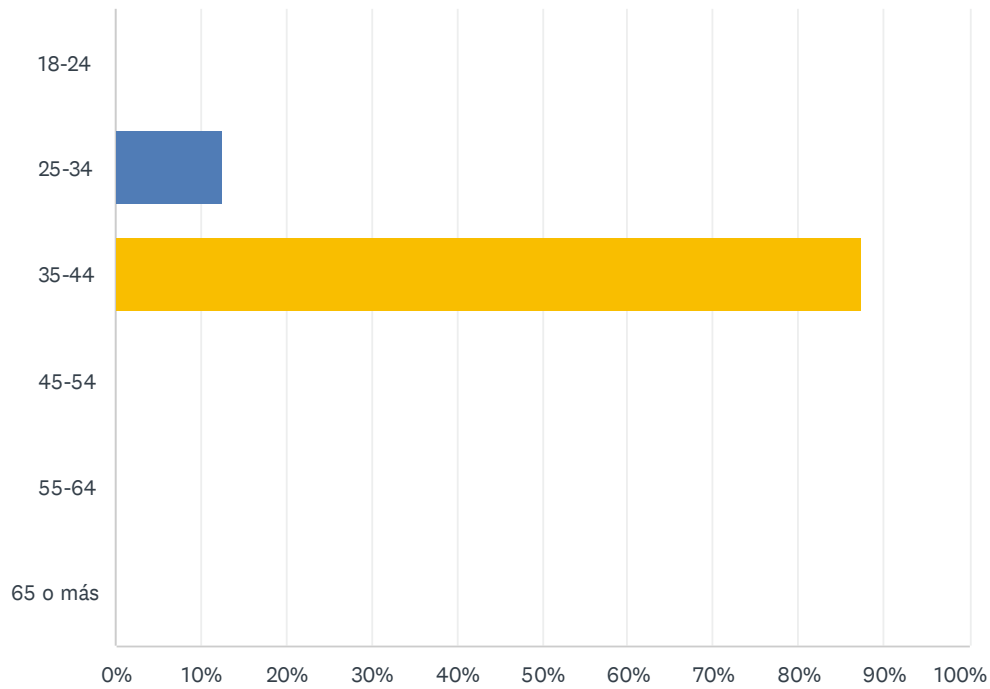
Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Antigo/a estudiante del KCSD	11.11%	1
Padre o madre de un/a antiguo/a estudiante del KCSD	55.56%	5
Padre o madre de un/a estudiante de escuela privada o escuela charter (constituida por convenio)	0.00%	0
Padre o madre de un/a posible futuro/a estudiante del KCSD (edad del niño/a: desde el nacimiento hasta los 5 años)	22.22%	2
Residente o contribuyente del KCSD	11.11%	1
Propietario de un negocio o una empresa en el KCSD	0.00%	0
Empleado anterior o jubilado del KCSD	0.00%	0
<b>TOTAL</b>		<b>9</b>

## Q2 OPCIONAL: Sírvase indicar su rango de edad actual.

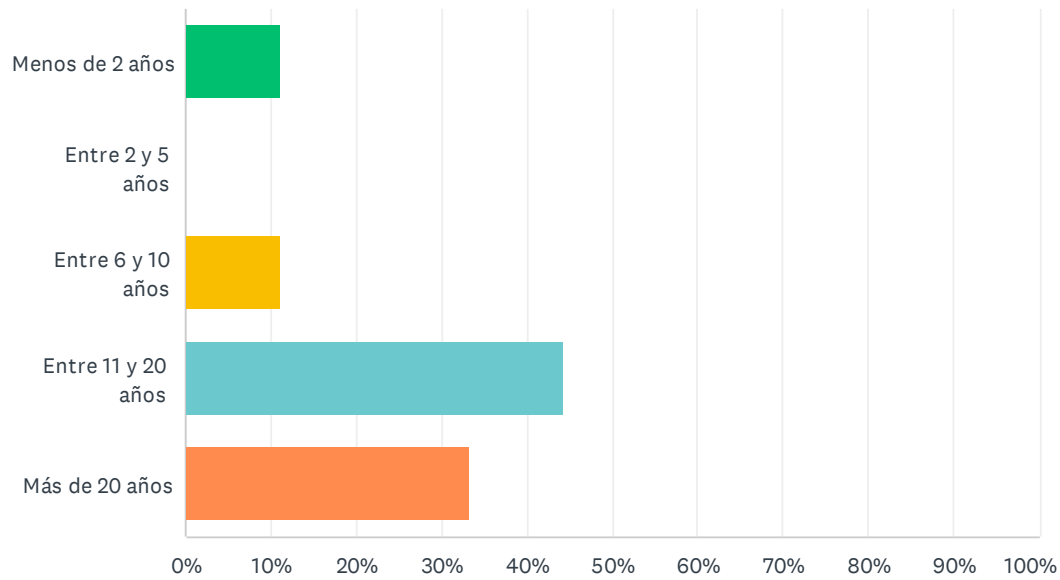
Answered: 8 Skipped: 1



ANSWER CHOICES	RESPONSES	
18-24	0.00%	0
25-34	12.50%	1
35-44	87.50%	7
45-54	0.00%	0
55-64	0.00%	0
65 o más	0.00%	0
<b>TOTAL</b>		<b>8</b>

### Q3 ¿Desde hace cuánto tiempo vive en el KCSD?

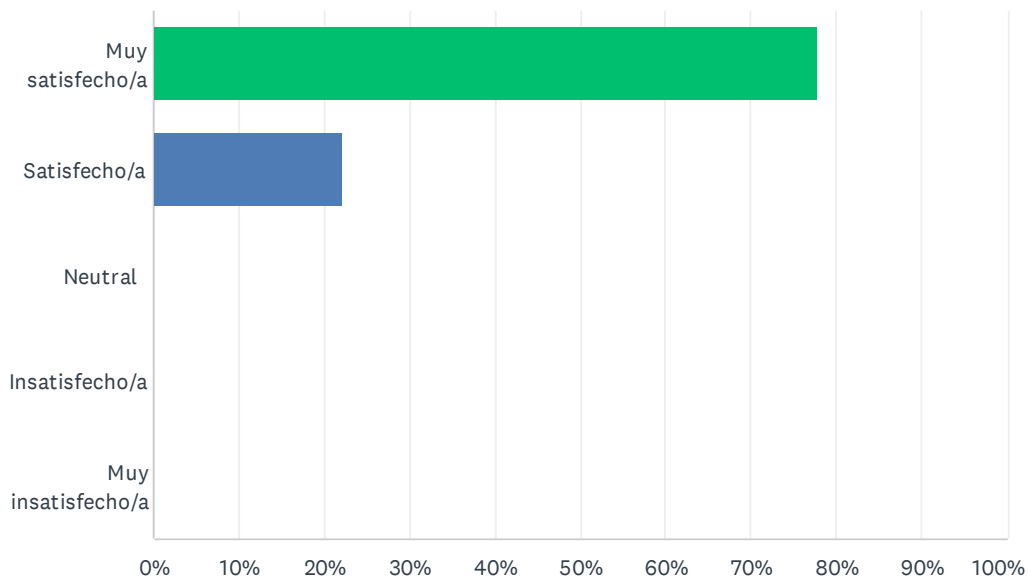
Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Menos de 2 años	11.11%	1
Entre 2 y 5 años	0.00%	0
Entre 6 y 10 años	11.11%	1
Entre 11 y 20 años	44.44%	4
Más de 20 años	33.33%	3
<b>TOTAL</b>		<b>9</b>

## Q4 En general, ¿cuán satisfecho/a está con la comunicación desde el KCSD?

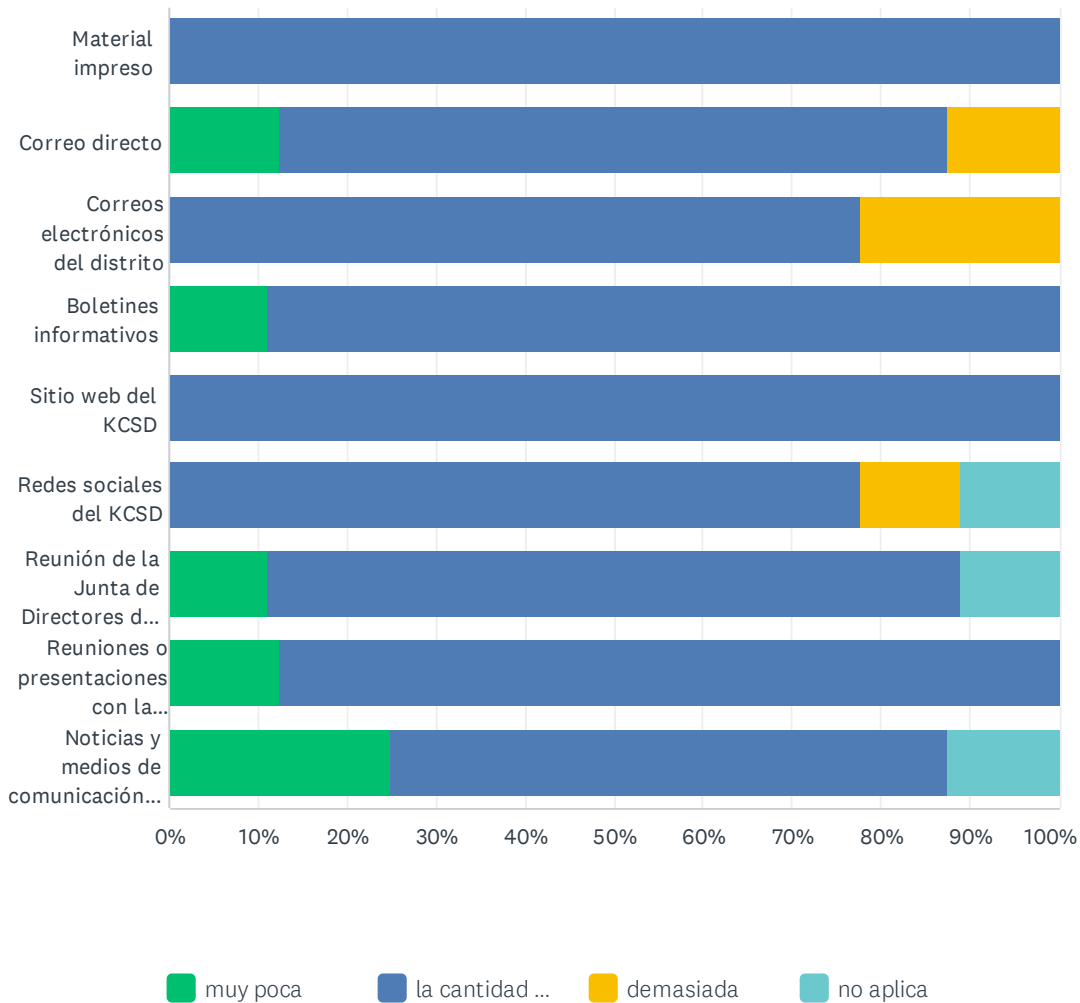
Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Muy satisfecho/a	77.78%	7
Satisfecho/a	22.22%	2
Neutral	0.00%	0
Insatisfecho/a	0.00%	0
Muy insatisfecho/a	0.00%	0
<b>TOTAL</b>		<b>9</b>

### Q5 Sírvase calificar su nivel de satisfacción con el volumen de información que recibe del Distrito Escolar Kennett Consolidated (KCSD) a través de cada uno de los canales que se enumeran a continuación.

Answered: 9 Skipped: 0

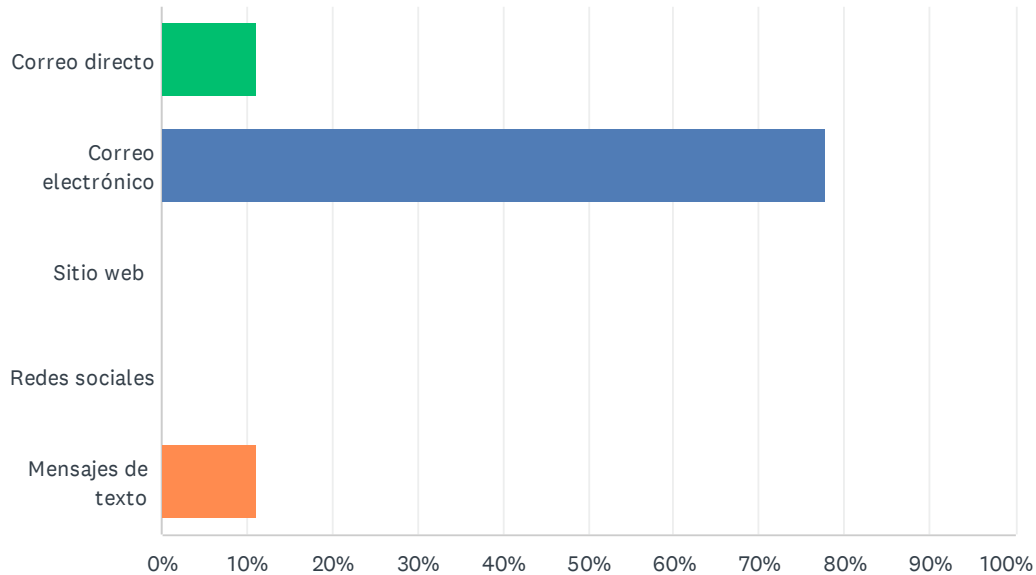


Auditoría de comunicación del Distrito Escolar Kennett Consolidated: Preguntas de la encuesta para la comunidad

	MUY POCA	LA CANTIDAD ADECUAD	DEMASIADA	NO APLICA	TOTAL
Material impreso	0.00% 0	100.00% 9	0.00% 0	0.00% 0	9
Correo directo	12.50% 1	75.00% 6	12.50% 1	0.00% 0	8
Correos electrónicos del distrito	0.00% 0	77.78% 7	22.22% 2	0.00% 0	9
Boletines informativos	11.11% 1	88.89% 8	0.00% 0	0.00% 0	9
Sitio web del KCSD	0.00% 0	100.00% 9	0.00% 0	0.00% 0	9
Redes sociales del KCSD	0.00% 0	77.78% 7	11.11% 1	11.11% 1	9
Reunión de la Junta de Directores del KCSD	11.11% 1	77.78% 7	0.00% 0	11.11% 1	9
Reuniones o presentaciones con la comunidad (en persona o virtuales)	12.50% 1	87.50% 7	0.00% 0	0.00% 0	8
Noticias y medios de comunicación locales	25.00% 2	62.50% 5	0.00% 0	12.50% 1	8

## Q6 ¿Cuál de los canales a continuación es su método preferido de comunicación por parte del distrito?

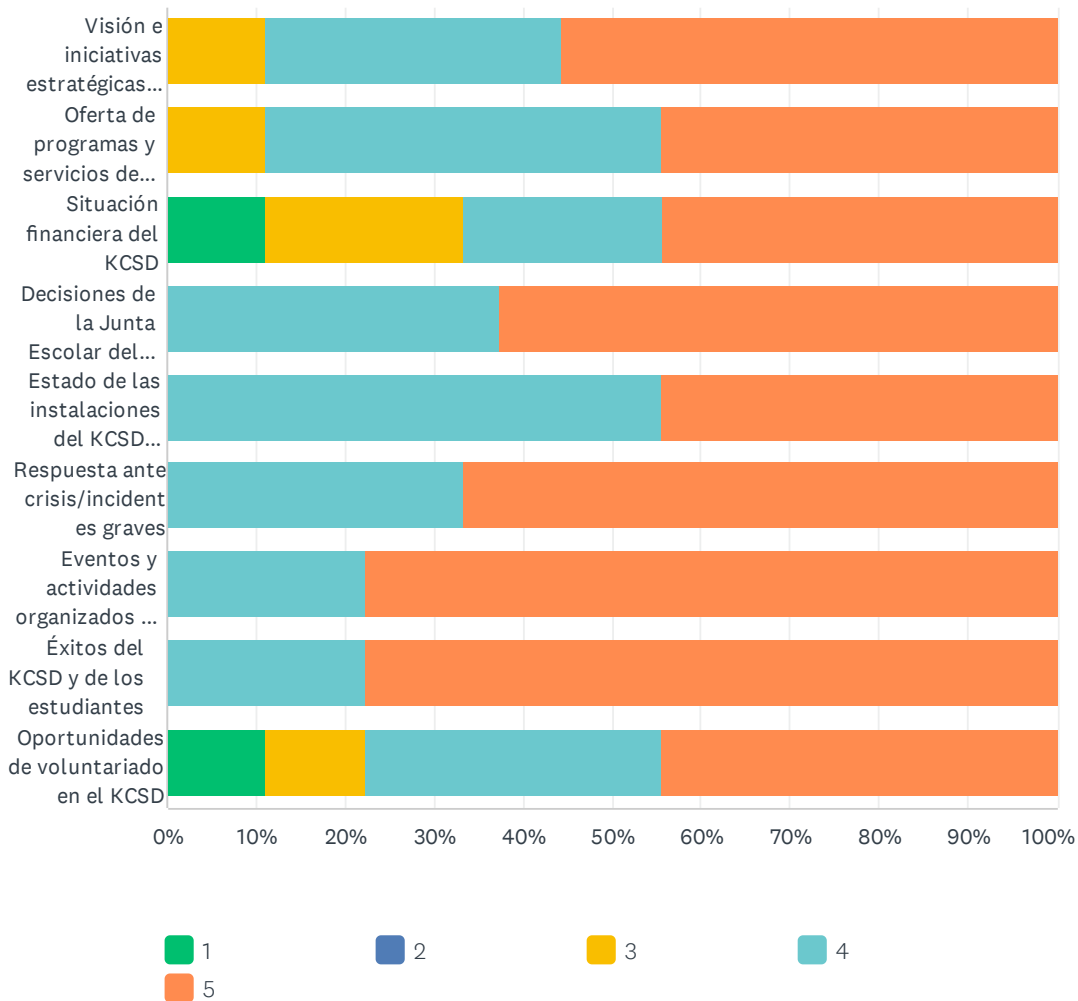
Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Correo directo	11.11%	1
Correo electrónico	77.78%	7
Sitio web	0.00%	0
Redes sociales	0.00%	0
Mensajes de texto	11.11%	1
<b>TOTAL</b>		<b>9</b>

Q7 Para los temas que se enumeran a continuación, sírvase calificar su nivel de interés en el tema, siendo 1 no me interesa en absoluto y 5 me interesa mucho.

Answered: 9 Skipped: 0

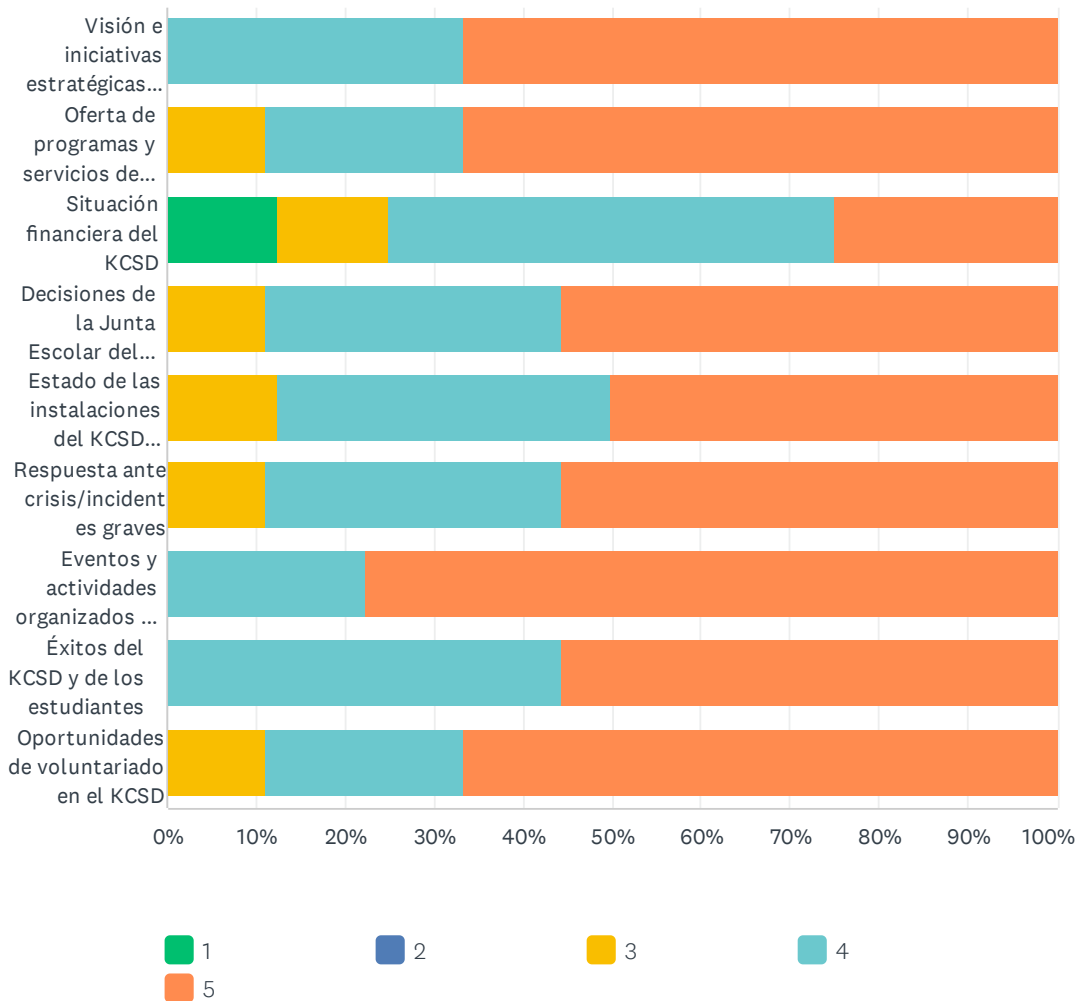


Auditoría de comunicación del Distrito Escolar Kennett Consolidated: Preguntas de la encuesta para la comunidad

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Visión e iniciativas estratégicas del KCSD	0.00% 0	0.00% 0	11.11% 1	33.33% 3	55.56% 5	9	4.44
Oferta de programas y servicios del KCSD	0.00% 0	0.00% 0	11.11% 1	44.44% 4	44.44% 4	9	4.33
Situación financiera del KCSD	11.11% 1	0.00% 0	22.22% 2	22.22% 2	44.44% 4	9	3.89
Decisiones de la Junta Escolar del KCSD	0.00% 0	0.00% 0	0.00% 0	37.50% 3	62.50% 5	8	4.63
Estado de las instalaciones del KCSD (edificios y terrenos)	0.00% 0	0.00% 0	0.00% 0	55.56% 5	44.44% 4	9	4.44
Respuesta ante crisis/incidentes graves	0.00% 0	0.00% 0	0.00% 0	33.33% 3	66.67% 6	9	4.67
Eventos y actividades organizados por el KCSD	0.00% 0	0.00% 0	0.00% 0	22.22% 2	77.78% 7	9	4.78
Éxitos del KCSD y de los estudiantes	0.00% 0	0.00% 0	0.00% 0	22.22% 2	77.78% 7	9	4.78
Oportunidades de voluntariado en el KCSD	11.11% 1	0.00% 0	11.11% 1	33.33% 3	44.44% 4	9	4.00

**Q8 Para estos mismos temas, sírvase calificar cuán bien el KCSD lo/la mantiene informado/a, siendo 1 nada informado/a y 5 muy bien informado/a.**

Answered: 9 Skipped: 0



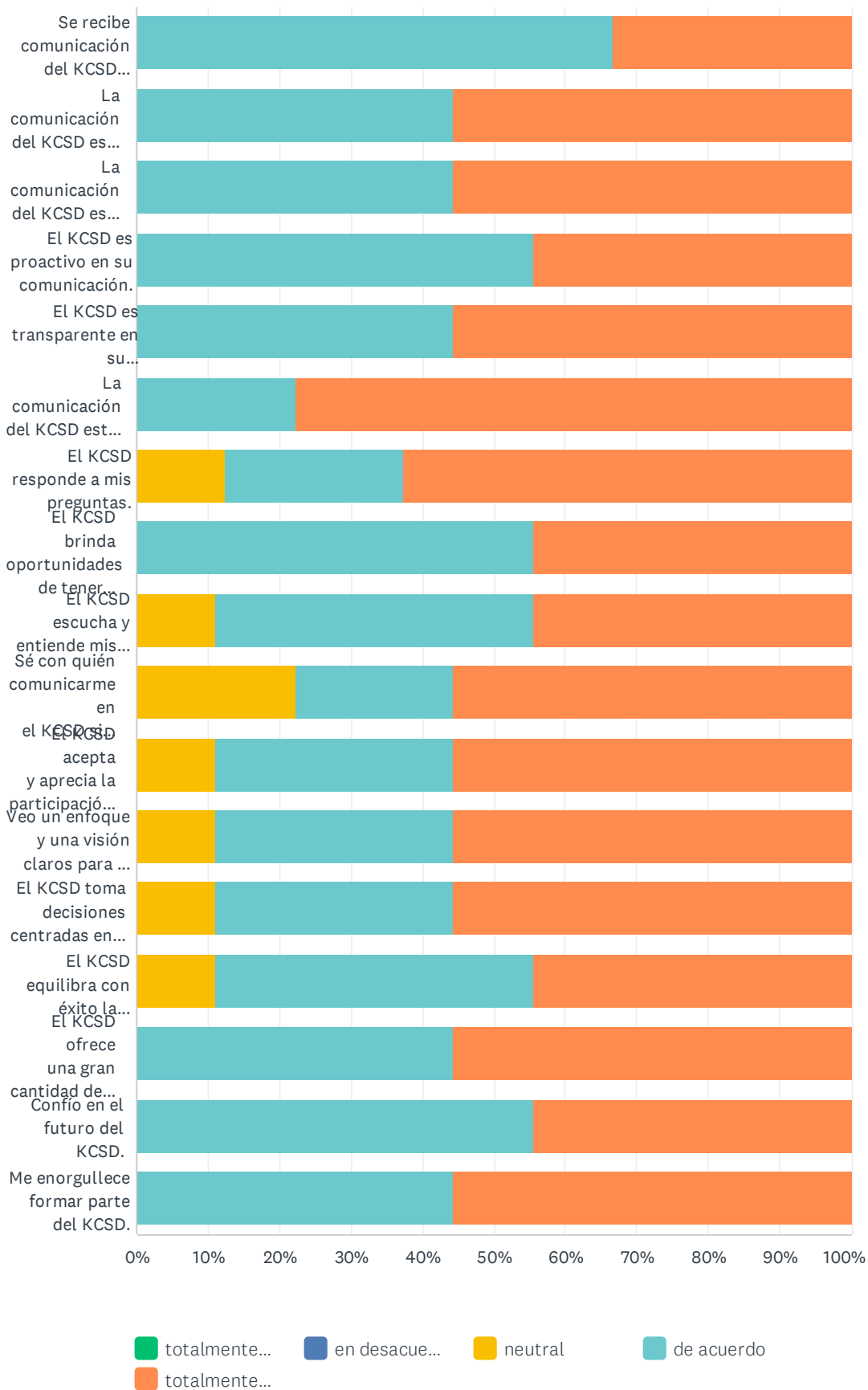
Auditoría de comunicación del Distrito Escolar Kennett Consolidated: Preguntas de la encuesta para la comunidad

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Visión e iniciativas estratégicas del KCSD	0.00% 0	0.00% 0	0.00% 0	33.33% 3	66.67% 6	9	4.67
Oferta de programas y servicios del KCSD	0.00% 0	0.00% 0	11.11% 1	22.22% 2	66.67% 6	9	4.56
Situación financiera del KCSD	12.50% 1	0.00% 0	12.50% 1	50.00% 4	25.00% 2	8	3.75
Decisiones de la Junta Escolar del KCSD	0.00% 0	0.00% 0	11.11% 1	33.33% 3	55.56% 5	9	4.44
Estado de las instalaciones del KCSD (edificios y terrenos)	0.00% 0	0.00% 0	12.50% 1	37.50% 3	50.00% 4	8	4.38
Respuesta ante crisis/incidentes graves	0.00% 0	0.00% 0	11.11% 1	33.33% 3	55.56% 5	9	4.44
Eventos y actividades organizados por el KCSD	0.00% 0	0.00% 0	0.00% 0	22.22% 2	77.78% 7	9	4.78
Éxitos del KCSD y de los estudiantes	0.00% 0	0.00% 0	0.00% 0	44.44% 4	55.56% 5	9	4.56
Oportunidades de voluntariado en el KCSD	0.00% 0	0.00% 0	11.11% 1	22.22% 2	66.67% 6	9	4.56

**Q9** Sírvase seleccionar en qué medida está de acuerdo con cada una de las afirmaciones que se indican a continuación.

Answered: 9 Skipped: 0

# Auditoría de comunicación del Distrito Escolar Kennett Consolidated: Preguntas de la encuesta para la comunidad



Auditoría de comunicación del Distrito Escolar Kennett Consolidated: Preguntas de la encuesta para la comunidad

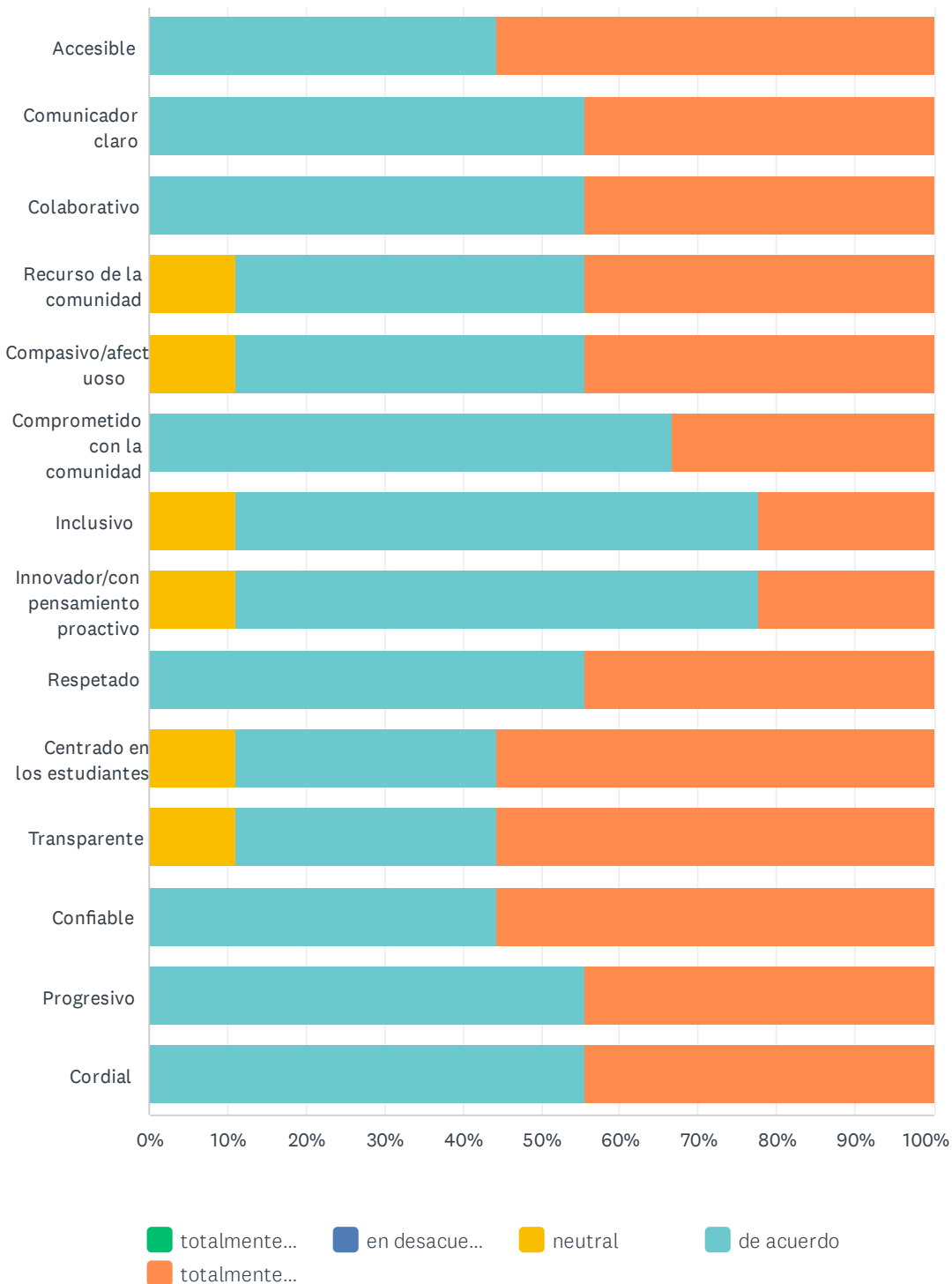
	TOTALMENTE EN DESACUERDO	EN DESACUERDO	NEUTRAL	DE ACUERDO	TOTALMENTE DE ACUERDO	TOTAL	WEIGHTED AVERAGE
Se recibe comunicación del KCSD puntualmente.	0.00% 0	0.00% 0	0.00% 0	66.67% 6	33.33% 3	9	4.33
La comunicación del KCSD es clara y coherente.	0.00% 0	0.00% 0	0.00% 0	44.44% 4	55.56% 5	9	4.56
La comunicación del KCSD es confiable.	0.00% 0	0.00% 0	0.00% 0	44.44% 4	55.56% 5	9	4.56
El KCSD es proactivo en su comunicación.	0.00% 0	0.00% 0	0.00% 0	55.56% 5	44.44% 4	9	4.44
El KCSD es transparente en su comunicación.	0.00% 0	0.00% 0	0.00% 0	44.44% 4	55.56% 5	9	4.56
La comunicación del KCSD está disponible en el idioma de mi preferencia.	0.00% 0	0.00% 0	0.00% 0	22.22% 2	77.78% 7	9	4.78
El KCSD responde a mis preguntas.	0.00% 0	0.00% 0	12.50% 1	25.00% 2	62.50% 5	8	4.50
El KCSD brinda oportunidades de tener conversaciones bidireccionales.	0.00% 0	0.00% 0	0.00% 0	55.56% 5	44.44% 4	9	4.44
El KCSD escucha y entiende mis necesidades.	0.00% 0	0.00% 0	11.11% 1	44.44% 4	44.44% 4	9	4.33
Sé con quién comunicarme en el KCSD si tengo preguntas.	0.00% 0	0.00% 0	22.22% 2	22.22% 2	55.56% 5	9	4.33
El KCSD acepta y aprecia la participación de la comunidad.	0.00% 0	0.00% 0	11.11% 1	33.33% 3	55.56% 5	9	4.44
Veo un enfoque y una visión claros para el futuro del KCSD.	0.00% 0	0.00% 0	11.11% 1	33.33% 3	55.56% 5	9	4.44
El KCSD toma decisiones centradas en lo que es mejor para los estudiantes.	0.00% 0	0.00% 0	11.11% 1	33.33% 3	55.56% 5	9	4.44
El KCSD equilibra con éxito la tradición de la comunidad con la modernización que necesitan los estudiantes.	0.00% 0	0.00% 0	11.11% 1	44.44% 4	44.44% 4	9	4.33
El KCSD ofrece una gran cantidad de oportunidades diversas para los estudiantes.	0.00% 0	0.00% 0	0.00% 0	44.44% 4	55.56% 5	9	4.56

Auditoría de comunicación del Distrito Escolar Kennett Consolidated: Preguntas de la encuesta para la comunidad

Confío en el futuro del KCSD.	0.00% 0	0.00% 0	0.00% 0	55.56% 5	44.44% 4	9	4.44
Me enorgullece formar parte del KCSD.	0.00% 0	0.00% 0	0.00% 0	44.44% 4	55.56% 5	9	4.56

### Q10 A continuación, sírvase indicar en qué medida está de acuerdo sobre cuán bien la palabra o frase describe al KCSD.

Answered: 9 Skipped: 0



Auditoría de comunicación del Distrito Escolar Kennett Consolidated: Preguntas de la encuesta para la comunidad

	TOTALMENTE EN DESACUERDO	EN DESACUERDO	NEUTRAL	DE ACUERDO	TOTALMENTE DE ACUERDO	TOTAL	WEIGHTED AVERAGE
Accesible	0.00% 0	0.00% 0	0.00% 0	44.44% 4	55.56% 5	9	4.56
Comunicador claro	0.00% 0	0.00% 0	0.00% 0	55.56% 5	44.44% 4	9	4.44
Colaborativo	0.00% 0	0.00% 0	0.00% 0	55.56% 5	44.44% 4	9	4.44
Recurso de la comunidad	0.00% 0	0.00% 0	11.11% 1	44.44% 4	44.44% 4	9	4.33
Compasivo/afectuoso	0.00% 0	0.00% 0	11.11% 1	44.44% 4	44.44% 4	9	4.33
Comprometido con la comunidad	0.00% 0	0.00% 0	0.00% 0	66.67% 6	33.33% 3	9	4.33
Inclusivo	0.00% 0	0.00% 0	11.11% 1	66.67% 6	22.22% 2	9	4.11
Innovador/con pensamiento proactivo	0.00% 0	0.00% 0	11.11% 1	66.67% 6	22.22% 2	9	4.11
Respetado	0.00% 0	0.00% 0	0.00% 0	55.56% 5	44.44% 4	9	4.44
Centrado en los estudiantes	0.00% 0	0.00% 0	11.11% 1	33.33% 3	55.56% 5	9	4.44
Transparente	0.00% 0	0.00% 0	11.11% 1	33.33% 3	55.56% 5	9	4.44
Confiable	0.00% 0	0.00% 0	0.00% 0	44.44% 4	55.56% 5	9	4.56
Progresivo	0.00% 0	0.00% 0	0.00% 0	55.56% 5	44.44% 4	9	4.44
Cordial	0.00% 0	0.00% 0	0.00% 0	55.56% 5	44.44% 4	9	4.44

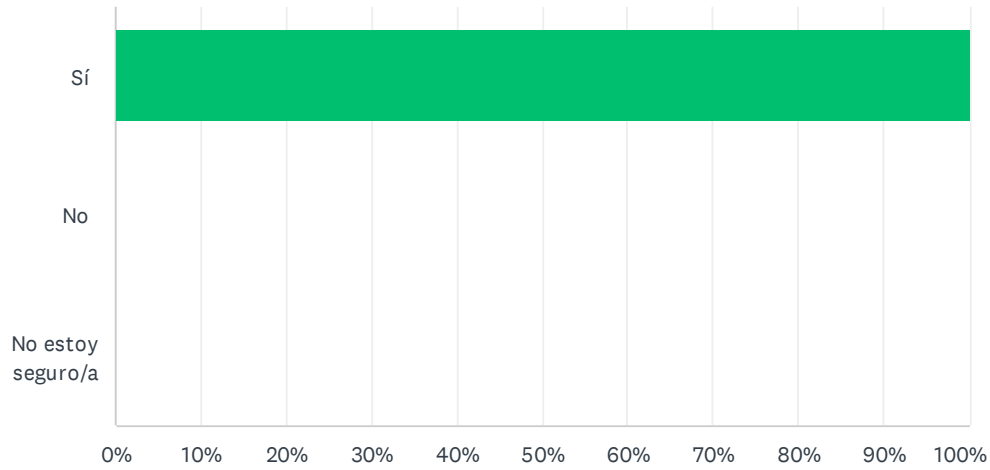
**Q11 Si pudiera elegir una sola palabra o frase para describir mejor al KCSD, ¿cuál elegiría? NOTA: No es necesario que sea una de las palabras incluidas en la pregunta anterior.**

Answered: 9 Skipped: 0

#	RESPONSES	DATE
1	La mejor	2/4/2025 8:05 PM
2	Cordial	2/2/2025 9:22 PM
3	Todo está bien	1/29/2025 8:25 PM
4	KCSD es la mejor escuela que mis hijas an tenido, todo el personal es amigable, respetuoso. Siempre nos mantienen informados. Gracias a KCSD por formar parte de la educación de nuestros hijos y hacer de ellos el futuro de esta gran nación!	1/29/2025 6:59 PM
5	Lo mejor para nuestros niños es que tengan un buen aprendizaje y una buena atención porque ellos es el futuro de nuestro país gracias	1/29/2025 6:43 PM
6	Sustentable.	1/29/2025 5:26 PM
7	Son las mejores escuelas para my	1/29/2025 4:49 PM
8	Friendly	1/29/2025 4:24 PM
9	Bueno	1/29/2025 4:16 PM

## Q12 ¿Recomendaría el Distrito Escolar Kennett Consolidated?

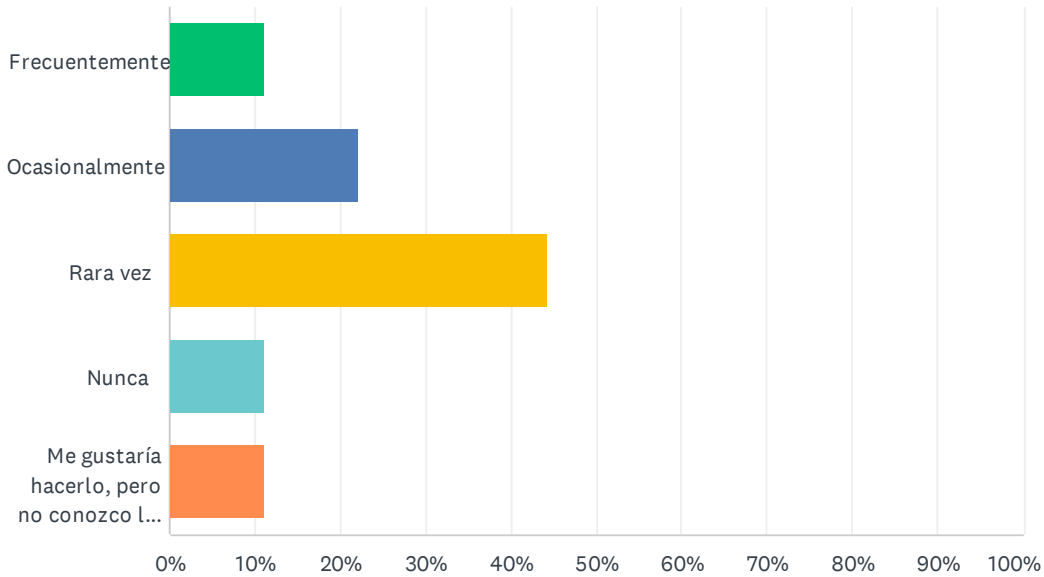
Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Sí	100.00%	9
No	0.00%	0
No estoy seguro/a	0.00%	0
<b>TOTAL</b>		<b>9</b>

### Q13 ¿Con qué frecuencia participa en eventos y actividades organizados por el KCSD?

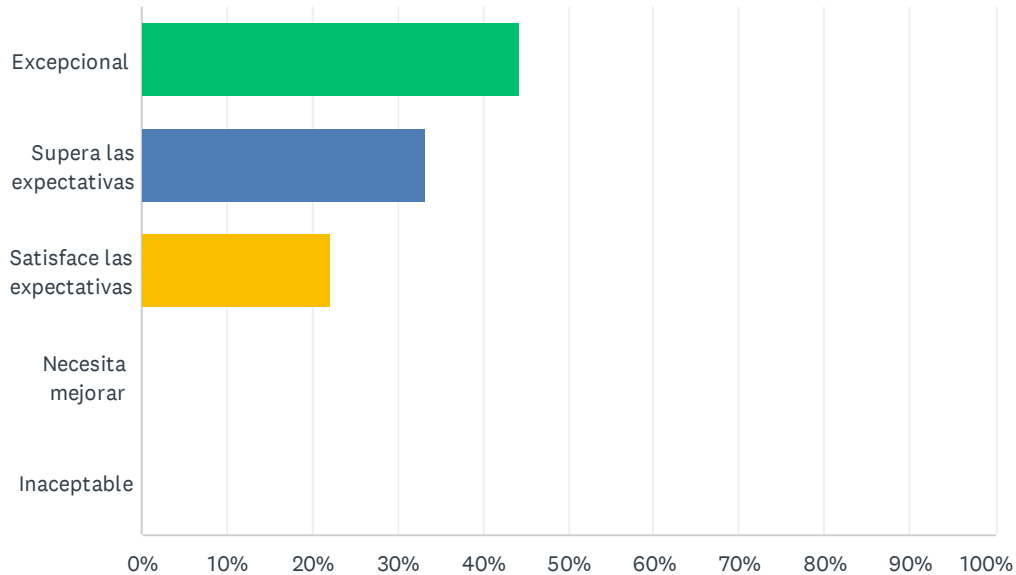
Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Frecuentemente	11.11%	1
Ocasionalmente	22.22%	2
Rara vez	44.44%	4
Nunca	11.11%	1
Me gustaría hacerlo, pero no conozco las oportunidades disponibles.	11.11%	1
<b>TOTAL</b>		<b>9</b>

## Q14 En general, ¿cómo calificaría al Distrito Escolar Kennett Consolidated en su conjunto?

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Excepcional	44.44%	4
Supera las expectativas	33.33%	3
Satisface las expectativas	22.22%	2
Necesita mejorar	0.00%	0
Inaceptable	0.00%	0
<b>TOTAL</b>		<b>9</b>

## Q15 Al reflexionar sobre la comunicación del KCSD y los temas abordados en esta encuesta, ¿tiene comentarios o sugerencias adicionales que quisiera compartir?

Answered: 5 Skipped: 4

#	RESPONSES	DATE
1	Sin comentarios	2/4/2025 8:06 PM
2	Todo está excelente	1/29/2025 8:27 PM
3	Todo muy bien porque nuestros hijos reciben apollo adicional	1/29/2025 6:45 PM
4	Gracias, por la comunicación por incluirnos y dejarnos saber el gran trabajó que ustedes realizan en la comunidad educativa de nuestros hijos.	1/29/2025 5:29 PM
5	For me everything is fine	1/29/2025 4:25 PM