End-of-Year Stakeholder Survey Results
2021-22 School Year
## Alignment with Board Strategic Priorities

<table>
<thead>
<tr>
<th>Pre-Conditions</th>
<th>Key Strategies</th>
<th>Overarching Commitments</th>
<th>Board Strategic Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Safety</td>
<td>Wellness, School Culture &amp; Climate</td>
<td>Elevating Student Voice</td>
<td><strong>PRIORITY I</strong>: City Schools will ensure effective, relevant, and rigorous instruction is designed to engage and prepare students to be independent, creative, and compassionate leaders.</td>
</tr>
<tr>
<td>Connectivity &amp; Technology</td>
<td>Personalized Learning</td>
<td>Equity</td>
<td><strong>PRIORITY II</strong>: City Schools will actively recruit, retain, and support qualified educators, administrators, and staff who are prepared to accelerate the personal growth and academic excellence of each student.</td>
</tr>
<tr>
<td></td>
<td>Acceleration</td>
<td>Family &amp; Community Engagement</td>
<td><strong>PRIORITY III</strong>: City Schools will have high-quality, modernized facilities and resources that support the success of students, educators, administrators, and staff.</td>
</tr>
<tr>
<td></td>
<td>Reimagined Time for Students</td>
<td>Professional Learning</td>
<td><strong>PRIORITY IV</strong>: City Schools will effectively engage all stakeholders which include parents, families, and caregivers in their child’s education and community partners who can contribute to the student’s success.</td>
</tr>
<tr>
<td></td>
<td>Expanded Enrichment and Academic Opportunities</td>
<td>Overall</td>
<td><strong>PRIORITY V</strong>: City Schools will provide equal access to district services, resources, and facilities to ensure the success of students, staff, and the surrounding community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>PRIORITY VI</strong>: City Schools will increase the number of educational programming of all types and levels throughout the city, while ensuring that all schools, including charters, guarantee a high-quality educational experience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>PRIORITY VII</strong>: City Schools will continuously work toward equity at all levels by implementing policies, practices, and procedures that create a welcoming and inclusive academic and professional environment.</td>
</tr>
</tbody>
</table>
SY2021-22 Timeline of Stakeholder Engagement

**Stakeholder Groups**

- School Leaders
- Teachers and Staff
- Families and Students
- Unions
- Partners (e.g., Community, Advocacy Organizations; Philanthropic & Institution Partners; etc.)
- Board
- Elected Officials

**Engagement Timeline**

- **Beginning of Year**
  - Survey Feedback
- **End of Year**
  - Survey Feedback
- **Sept - Dec**
- **Jan - April**
- **May - August**

**Multiple Touchpoint Engagements**
## Stakeholder Surveys in SY21-22

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>BOY</th>
<th>EOY</th>
<th>GOAL Total</th>
<th>BOY Actual</th>
<th>EOY Actual (SY20-21 noted)</th>
<th>ACTUAL Total</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS</td>
<td>4,000</td>
<td>25,000</td>
<td>29,000</td>
<td>14,025</td>
<td>22,434 (5,445)</td>
<td>36,459</td>
<td>7,459</td>
</tr>
<tr>
<td>SCHOOL-BASED EDUCATORS</td>
<td>2,187</td>
<td>2,400</td>
<td>4,587</td>
<td>2,067</td>
<td>2,563 (1,294)</td>
<td>4,630</td>
<td>43</td>
</tr>
<tr>
<td>SCHOOL LEADERS</td>
<td>139</td>
<td>190</td>
<td>329</td>
<td>143</td>
<td>84 (105)</td>
<td>227</td>
<td>102</td>
</tr>
<tr>
<td>FAMILIES</td>
<td>10,000</td>
<td>15,000</td>
<td>25,000</td>
<td>11,996</td>
<td>8,657 (15,190)</td>
<td>20,653</td>
<td>4,347</td>
</tr>
<tr>
<td>DISTRICT OFFICE STAFF</td>
<td>952</td>
<td>886</td>
<td>1,838</td>
<td>820</td>
<td>866 (1,234)</td>
<td>1,686</td>
<td>152</td>
</tr>
<tr>
<td>SCHOOL-BASED SUPPORT STAFF</td>
<td>546</td>
<td>486</td>
<td>1,032</td>
<td>426</td>
<td>601 (N/A)</td>
<td>1,027</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>17,824</td>
<td>43,962</td>
<td>61,786</td>
<td>29,477</td>
<td>30,045</td>
<td>64,682</td>
<td>2,896</td>
</tr>
</tbody>
</table>
How we are using the Stakeholder input

- Supporting ongoing adjustments and building on our current priorities and R3 Plan

- Input is informing and supporting alignment of our funding with community and stakeholder priorities, specifically:
  - ESSER II & III
  - Title I, II, and IV
  - CPG

- Reflection on current practices and shifts we can make to improve

- Supporting new ideas and expansion of initial approaches
End-of-Year Engagement Results
End of Year Engagement: Student Voices

Survey Window: May 2 – June 15

Participation Goal: 25,000

Responses: 17,274* (up from 14,025 at BOY; 39% of eligible students)

• 5th – 8th: 11,428 (66% - increased from 9,921 responses at BOY)
• 9th – 12th: 5,846 (34% - up from 28% at BOY – 3,972 responses at BOY)
• 94% of schools and programs participated in the survey
• Survey topics
  - Student satisfaction and academic preparedness
  - Wholeness and climate
  - Student plans for the future
  - School feedback
  - Student voice and leadership
  - Health and safety

19 schools administered the 5Essentials survey instead of the district student survey – 5,160 additional responses
Student Survey Topics

- Student satisfaction and academic preparedness
- Wholeness and climate
- Student plans for the future
- Student feedback on opportunities offered at their school
- Student voice and leadership
- Health and safety
Communications and Outreach Strategy

- Administered the survey during advisories or classes using the K12 Insight platform.
- Schools Office promoted the survey during every Stat meeting during the distribution period.
- Streamlined communications through the Schools Office to avoid duplication in survey administration.
- Provided weekly survey response updates to Principals, ILEDs, and Managers.
- In effort to prioritize high response rates, the survey was administered through a public link.
Overall Student Satisfaction

Overall, how **satisfied** are you with your school?
(N = 17,274)

- 48% of respondents are satisfied with their school (BOY 56%)
- 5th graders are most satisfied with their school (60%)
- Overall satisfaction decreased from BOY for every grade except 12th (increased 12 percentage points to 57%).
- Most grades have less than 50% favorability in overall satisfaction and grades 5, 6, 7, and 9 decreased by more than 10%.
- Challenges related to returning to school in-person may have contributed to the lower satisfaction rate.
• A greater number of students reported that they were asked about their learning needs (BOY 65%; EOY 69%)
• However, 54% of students felt prepared for next school year, an 8 percentage-point decrease in preparedness from BOY.
• 5th graders felt the most prepared (65%), while 9th graders felt the least prepared (46%).
End of Year Student Voices: Wholeness

- The district’s Wholeness Composite Score is comprised of 9 questions exploring students’ sense of belonging, interpersonal relationships, safety, and mental health.
- The overall composite score decreased by 4 percentage points from BOY to EOY.
- Components that remained the same (less than 1 percentage point decrease): trusting adult (76%) and access to mental health and emotional support (51%).
- Components with the largest decreases:

<table>
<thead>
<tr>
<th>How safe do you feel at school?</th>
<th>How valued is your feedback within the school community?</th>
<th>How much do you feel that you belong at your school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOY: 64%</td>
<td>BOY: 48%</td>
<td>BOY: 64%</td>
</tr>
<tr>
<td>EOY: 56%</td>
<td>EOY: 42%</td>
<td>EOY: 59%</td>
</tr>
<tr>
<td>- 8 percentage points</td>
<td>- 6 percentage points</td>
<td>- 5 percentage points</td>
</tr>
</tbody>
</table>

BOY 21-22: N = 13,842
EOY 21-22: N = 17,274
5th-8th graders shared that the most important factors they consider in choosing a high school are **school quality**, **sports offerings**, and **school reputation**.
What is your plan after high school?

- Enroll in a 4-year college: 42%
- I'm not sure yet: 21%
- Start a full-time job: 12%
- Enroll in a 2-year college: 11%
- Take a gap year: 6%
- Join the military: 3%
- Seek an apprenticeship: 3%
- Enroll in a job training program: 2%

High schoolers were most likely to select “enroll in a 4-year college”.

52% of seniors felt prepared for college or career.
Student Feedback on Opportunities

Which student opportunities would you like to see **improved or offered** by your school?

**Grades 5 – 8**
(BOY: N = 9,795; EOY: N = 11,428)

- **The highest levels of interest listed:**
  - World Languages EOY: 36% BOY 40%
  - Athletics  EOY: 36% BOY: 36%

- **The lowest level of interest listed:**
  - Tutoring EOY: 20% BOY: 21%

**Grades 9-12**
(BOY: N = 3,873; EOY: N = 5,846)

- **The highest level of interest listed:**
  - Athletics  EOY: 26% BOY: 28%

- **The lowest level of interest listed:**
  - Advanced Placement classes  EOY: 16% BOY: 18%
41% of respondents were not aware of student voice and leadership opportunities at their school. (BOY 45%)

When you have a concern at your school, how likely is it that your concern will be addressed?

BOY: 48%  
EOY: 41%

How valued is your feedback within your school community?

BOY: 45%  
EOY: 42%
### Health & Safety

<table>
<thead>
<tr>
<th>How important were the following school COVID safety measures to you feeling safe in school?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to COVID testing for students with symptoms</td>
<td>70%</td>
</tr>
<tr>
<td>Cleaning and disinfection</td>
<td>69%</td>
</tr>
<tr>
<td>Quarantine policies after a COVID exposure</td>
<td>66%</td>
</tr>
<tr>
<td>Access to regular COVID testing for students without symptoms</td>
<td>64%</td>
</tr>
<tr>
<td>Mask wearing</td>
<td>61%</td>
</tr>
<tr>
<td>Access to COVID vaccines</td>
<td>54%</td>
</tr>
<tr>
<td>Contact tracing</td>
<td>51%</td>
</tr>
</tbody>
</table>
Student Voices: Actions and Next Steps

• Share survey findings and themes with Cabinet, the board, district offices, and school leaders,

• Replace the BOY survey with focus groups to gather more authentic and constructive input and feedback from students at the end of 1st Quarter.

• Consider providing "pulse check" polls in homeroom/advisory in the fall.

• Replace EOY survey with the 5 Essentials survey in May-June 2023.

• Work with Wholeness and SPED office to support schools with low satisfaction rates around bullying and mental health.
School-Based Educators
EOY Engagement: School-Based Educator Voices

- Survey Window: May 13 - 20
- Participation Goal: 2,400
- Actual Responses: 2,563
- Topics:
  - Implementation of R3 Strategies
  - Wellness, Support, and Professional Development
  - Culture & Climate
  - COVID safety measures

Note not all respondents answered or were given every question on the survey.
Communication Strategy

• Administered the survey using the K-12 Insight platform.
• Provided time during the May 13th Systemic Professional Development day for survey completion and provided and time to complete the survey at the conclusion of morning and afternoon sessions.
• Communicated the survey opportunity through the Chief of Schools All Staff email and through the Inside Scoop.
• Leveraged content area communications such as weekly email blasts and newsletters to invite staff to participate.
EOY Engagement: School-based Educator Voices

The following respondent characteristics were analyzed to understand the needs and feedback across respondent groups.
EOY Engagement: School-based Educator Voices

Respondent Characteristics

Instructional vs. Non-Instructional

- Instructional Staff (e.g., teachers, para-professionals, special ed, ESOL, Literacy Coach) - 88%
- Non-Instructional Staff (e.g., Wholeness specialist, Counselor, RSP, Social worker) - 12%

Role

- Traditional Teacher - 50%
- Special Educator - 10%
- ESOL Educator - 0%
- Para-Educator - 0%
- Literacy Coach - 0%
- Wholeness Specialist - 0%
- Educational Associate - 0%
- School Counselor - 0%
- Social Worker - 0%
- Related Service Provider - 0%
- Other (Please specify) - 0%
EOY Engagement: School-based Educator Voices

Respondent Characteristics

**Tenure**
- This is my first year
- 1 – 2 years
- 3 – 5 years
- 6 – 10 years
- More than 10 years

**Grade Level**
- Pk
- K-5
- 6-8
- 9-12
- All grades
- Other
EOY Engagement: School-based Educator Voices

Respondent Characteristics

Race/Ethnicity

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latinx
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races/ethnicities
- My race/ethnicity is not listed
- I prefer not to identify my race/ethnicity
- Other
EOY Engagement:
School-based Educator

Survey Results
EOY Engagement: School-Educator Voices

Key Findings – What is going well?
Staff felt resourced throughout the year for in-person instruction

78% of staff agreed that they had the necessary resources to support students, including planning time, throughout the year.

This is a 13% increase from feelings of resource accessibility at the beginning of the year.
EOY Engagement: School-Educator Voices

Key Findings – What is going well?
Staff felt supported at their school for in-person instruction

Staff agree that their school team and school leadership provide support.

94% shared they were able to foster positive relationships with their peers and co-workers, although 40% of staff also mention needing more time for collaboration.
EOY Engagement: School-Educator Voices

Key Findings – What is going well?
Staff felt more supported by district office than in the past.

At BOY only 48% said they felt supported by district leadership compared to 57% at EOY.

This increase is likely tied to shifts the district made in response to staff needs throughout the year.
Key Findings – What is going well?
Staff appreciated district office responses to their requests and needs.

More Helpful for teaching staff
- Reducing the number of required assessments
- Reducing required modules and lessons in core curriculum/content
- Extending time for SLP submission
- Providing ½ days specifically for Wellness
- Providing ½ days to support completing unfinished work
- Shifting professional learning time to focus on key initiative completion
- Allowing professional learning on systemic days to remain virtual

Helpful for ALL staff
- Not That Helpful
- Helpful/Very Helpful
- I was not impacted by this change
Key Findings – What is going well?
Staff appreciated wellness time, opportunities to complete unfinished work, and virtual PD

**Resources**

“This year I felt like the district really took our mental health and safety into priority”.

**Support**

“By giving us more time to keep up with our professional duties. Most of us can't find the time to complete all of our work. I am constantly behind. The only thing you all did that helped this year was giving us more time to keep up with our other duties”.

**Professional Development**

“Virtual PD is EXTREMELY helpful. I actually participate more virtually than I ever did in person. It's also much less stressful than to have to worry about parking and finding the right room to go to’.
Staff agree that PD was useful, but 25% said it didn’t allow them to go as deeply into their practice as they would like.

This is true whether the PD was offered by their school or by the district.

### Key Findings – What is going well?

**Professional development overall improved practice**

<table>
<thead>
<tr>
<th></th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved my ability to support my students in my classroom</td>
<td>![Bar chart showing improved ability to support students]</td>
</tr>
<tr>
<td>Improved my understanding of how to teach</td>
<td>![Bar chart showing improved understanding of teaching]</td>
</tr>
<tr>
<td>Improved my understanding of my content area</td>
<td>![Bar chart showing improved understanding of content]</td>
</tr>
</tbody>
</table>

**Key Resources and Support**

- **Resources**
  - 33% Professional Development

- **Support**
  - 33% Professional Development
Unpacking the R3 Key Strategies

Wellness, School Culture & Climate
- Mental Health Supports
- Social Emotional Learning
- Home Visits

Acceleration
- High-Quality Instructional Materials
- Prioritized Learning Standards
- Strategic Use of Assessments (Pre & Post)

Personalized Learning
- Platforms
- Small Group Instruction
- Tutoring
- Virtual Learning Program

Reimagined Time
- Expanded Instructional Time
- College & Career Reading Course
- Secondary Pathways & CTE Expansion
- Advisory
- Summer Learning

Expanded Opportunities
- Advance Courses & Dual Enrollment
- Algebra Access
- Dual Language Programming
- Arts Enrichment
- Athletics Expansion

Professional Learning & Wellness

In service of & with alignment to...
EOY Engagement: School-Educator Voices

Key Findings – What is going well?
A focus on classroom culture and climate is supporting relationship building.

95% of respondents said they have been able to build relationships with students
93% indicating they intentionally incorporated opportunities to build relationships in class.
EOY Engagement: School-Educator Voices

Key Findings – What is going well?
School-based educators feel connected with families.

Culture & Climate  Accelerated Learning  Personalized Learning

82% of respondents felt their school is welcoming to families of ALL backgrounds.

71% indicating they felt somewhat/very satisfied with their connection to families.
Key Findings – What is going well?  
We are implementing key strategies in our R3 plan

"By developing greater relationships with my students, they were able to trust me and to take greater risk to become better students".

"Creating a classroom community among students who haven't been among others outside of their own family for 2 years".
EOY Engagement: School-Educator Voices

Key Findings – What is going well?
Staff are clearer on what it means and how to accelerate learning for students.

Over the course of the year, staff have IMPROVED in their ability to accelerate learning.

- My understanding what it means to accelerate learning has improved since the beginning of the school year:
  - Strongly Disagree: 7%
  - Disagree: 23%
  - Agree: 62%
  - Strongly Agree: 69%

- Since the beginning of the school year, I have made the right adjustments in my practice to support acceleration:
  - Strongly Disagree: 4%
  - Disagree: 16%
  - Agree: 69%
  - Strongly Agree: 11%
Key Findings – What is going well?
Teachers are MORE confident in their ability to personalize learning for their students.

- I feel confident in my ability to effectively support the personalized learning needs of my students
- I feel confident identifying the personalized learning needs of my students
- I feel confident in building in small group instruction time into my lessons
- I feel confident creating effective small groups

<table>
<thead>
<tr>
<th>BOY</th>
<th>EOY</th>
<th>BOY</th>
<th>EOY</th>
<th>BOY</th>
<th>EOY</th>
<th>BOY</th>
<th>EOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>3%</td>
<td>53%</td>
<td>1%</td>
<td>27%</td>
<td>2%</td>
<td>63%</td>
<td>1%</td>
<td>8%</td>
</tr>
<tr>
<td>15%</td>
<td>13%</td>
<td>9%</td>
<td>15%</td>
<td>1%</td>
<td>64%</td>
<td>5%</td>
<td>30%</td>
</tr>
<tr>
<td>I feel confident...</td>
<td>I feel confident...</td>
<td>I feel confident...</td>
<td>I feel confident...</td>
<td>I feel confident...</td>
<td>I feel confident...</td>
<td>I feel confident...</td>
<td>I feel confident...</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

EOY Engagement: School-Educator Voices
**EOY Engagement: School-Educator Voices**

**Key Findings – What is going well?**
Teachers are MORE confident in their ability to personalize learning for their students.

---

**Culture & Climate**

I think I grew as a teacher and being able to better adjust based on data. I also got better at designing small group curriculum and honestly better at teaching Wit and Wisdom.

---

**Accelerated Learning**

I believe having a full hour of small group "power hour" really supported and helped my students’ data and learning grow.
BIG PICTURE: We are on the right track in our recovery work.

Culture & Climate
The inclusion of additional supports and interventions (Reading Interventionist, Literacy Lab, Innovations) and the full-scaled implementation of small groups and TAP plans allowed for the school and our students to be successful this year.

Accelerated Learning
I think my iReady platform usage went well because my students enjoyed using the platform and I saw big growth as a result.

Personalized Learning
“My students' mathematical confidence has grown so much! They are eagerly diving into problems and persevering--there is a palpable atmosphere/culture of learning every day. Autonomy and flexibility in our curriculum has given me space to teach DEEPLY and for students make conceptual connections. Students who tested more than three grade levels below are learning on-grade-level content every day and mastering concepts”!
BIG PICTURE: We are on the right track in our recovery work.

Students grew an incredible amount this year, not only academically (which data bears out), but also socio-emotionally. Kids were so happy to be back in school, and made tremendous gains after 2 years of chaos and uncertainty.

Review prerequisite skills before grade level lessons to support in bridging students’ learning gaps and make content accessible.

I focused on SEL practices and although I have always had good classroom management this year it was phenomenal. I really connected with the students in my class and even did a great deal of climate and culture around the school.
Key Findings – What could we improve?
We need further differentiation in our professional development offerings.

- Teachers need additional professional development to support differentiated learning and time for peer collaboration.
Key Findings – What could we improve?
Professional development needs to provide explicit examples and model effective implementation.

School-based Educators are looking for PD that...
• Provides actionable takeaways, not just theory.
• Shares effective strategies to promote high student engagement
• Provides content teaching strategies and classroom management
• Provides ways to help teachers who fall behind on curriculum.
• Is differentiated for new vs. veteran teachers
• Is differentiated to focus on student subgroups
• Provides time to work with and learn from peers
66% (n=1700) of respondents contributed to the development of SLPs.

Key Findings – What could we improve? The purpose and promise of the SLP are unclear.

Professional Development

Student Learning Plans

- The purpose and promise of the SLP are unclear.
- The trainings I attended on the SLP were/were useful.
- The SLP template was easy to complete.
- The purpose of the SLP was clear.
- I had ample time to complete SLPs.
EOY Engagement: School-Based Educator Voices

Key Findings – What could we improve?
The value of Student Learning Plans has yet to be realized.

Professional Development

- The SLP has been a meaningful tool for me as a teacher
  - Strongly Disagree: 45%
  - Disagree: 27%
  - Agree: 25%
  - Strongly Agree: 2%

- The SLP has been a meaningful tool for the student
  - Strongly Disagree: 46%
  - Disagree: 29%
  - Agree: 23%
  - Strongly Agree: 2%

- The SLP has been a meaningful tool for families
  - Strongly Disagree: 46%
  - Disagree: 29%
  - Agree: 23%
  - Strongly Agree: 2%

38% of teachers at the beginning of the year believed that the SLP would be useful....

75% at the end of the year have suggested they are not.
EOY Engagement: School-Based Educator Voices

Key Findings – What could we improve?
The value of Student Learning Plans has yet to be realized.

71% said they were not better able to support student needs as a result of completing SLPs.

The majority indicating very limited engagement with students and families in developing and discussing the plan.
EOY Engagement: School-Based Educator Voices

Key Findings – What could we improve?
SLPs are not seen as valuable to staff, students, or families.

The value of Student Learning Plans has yet to be realized.

SLPs were seen as a compliance activity and paperwork.

Nothing about the SLP was useful. It took away from planning time and should have been introduced to the summer. The design of the SLP was not teacher friendly, especially when having students still arriving in the middle of the year without any previous testing. It should have been more streamlined and available as a link for parents to fill out. How can a teacher fill out 30 SLP’s while doing testing, monitoring engagement, and teaching all on 225 minutes of planning time a week?
Key Findings – What could we improve?
There are opportunities for improvement with the SLP.

It is a good idea to get children to take ownership of their goals, but this SLP document is not user friendly and takes way too much time to complete.

<table>
<thead>
<tr>
<th>Suggested Change</th>
<th>Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do away with the SLP</td>
<td>376</td>
<td>28%</td>
</tr>
<tr>
<td>Revise format</td>
<td>199</td>
<td>15%</td>
</tr>
<tr>
<td>Provide more time to complete</td>
<td>128</td>
<td>10%</td>
</tr>
<tr>
<td>Eliminate redundancies</td>
<td>76</td>
<td>6%</td>
</tr>
<tr>
<td>Ensure age-appropriate questions are used</td>
<td>68</td>
<td>5%</td>
</tr>
</tbody>
</table>

N=1345
EOY Engagement: School-Based Educator Voices

COVID Health & Safety feedback
We are doing well in addressing what is necessary for supporting COVID health and safety in our schools.

Not only have our protocols been “just right”, but the majority of staff did not perceive our protocols as difficult or disruptive.
COVID Health & Safety feedback
Cleaning & disinfecting and access to testing are critical

Access to weekly, school-based COVID testing for students and staff without symptoms
- Not at all important: 3%
- Somewhat important: 8%
- Very important: 39%
- The MOST important: 48%

Access to school-based COVID testing for students with symptoms
- Not at all important: 16%
- Somewhat important: 38%
- Very important: 54%

Quarantine policies after a COVID exposure
- Not at all important: 10%
- Somewhat important: 39%
- Very important: 50%

Contact tracing
- Not at all important: 3%
- Somewhat important: 14%
- Very important: 41%
- The MOST important: 39%

Mask wearing
- Not at all important: 6%
- Somewhat important: 15%
- Very important: 36%
- The MOST important: 41%

Cleaning and disinfection
- Not at all important: 2%
- Somewhat important: 8%
- Very important: 33%
- The MOST important: 55%

Access to COVID-19 vaccinations
- Not at all important: 4%
- Somewhat important: 11%
- Very important: 37%
- The MOST important: 46%
City Schools has heard teacher & school-based staff voice...

- Built in intentional time for wellness and planning time for teachers in the SY 22-23 calendar
- Committed to meaningful reductions in curriculum scope, for example to only 3 modules in Wit + Wisdom
- Revised our approach to professional learning to support a coherent model of PD inclusive of opportunities for foundational skill building, teaching & learning best practice, and exploring curriculum and pedagogy with peers.
- Refined the SLP tool and to ensure the intent, purpose, and best practice around SLPs are clear. In addition, ensuring format, structure, questions, and systems are more streamlined.
Next Steps for School-based Educator Engagement in SY 22-23

Beginning of Year and End of Year Survey:
• November and May Systemic PD Days
• 5 Essentials Survey for teachers at EOY

Educator Consultants:
• Corps of school-based educators to provide input and expertise through feedback opportunities or engagement in projects across academic offices.
School Leader
End of Year Engagement: School-Administrator Voices

Survey administration: June 8 - July 15
Participation Goal: 190
Actual Participation: 84

Topics:
- Quality Instruction
- R3 (Reconnect, Restore, Re-imagine)
- Health and Safety
- School Leadership
- Wellness
- Career Growth and Training Opportunities
- Partnerships and Volunteer Teams
- Reflections on current working experiences
- District office support
- General Questions
End of Year Engagement: School-Administrator Voices

Communication Strategy

Survey window and flyer shared in Chief’s Daily Updates

Network managers worked to engage school leaders during CLN meetings

Network managers emphasized the importance of completing surveys in order to have all voices heard

School Stat meetings were used to remind school leaders of survey
End of Year Engagement: School Administrator Voices

Key Findings - What are we doing well?

How strongly do you disagree or agree with the following statements?: The district is moving in a direction that reflects the needs of those we serve.

85% of the survey respondents felt the district is moving in a direction that reflects the needs of those we serve.
Key Findings - What are we doing well?

Health & Safety

How clear was communication from the district office about COVID-related safety measures and protocols?

82% of the survey respondents stated that the communication about COVID-related safety measures and protocols were mostly clear or extremely clear.
Key Findings - What are we doing well?

Health & Safety

How important were the following COVID safety measures to you feeling safe in your school? Access to regular COVID testing for students without symptoms? 65% of the respondents stated that it was extremely important.
End of Year Engagement: School Administrator Voices

Key Findings - What are we doing well?

This school year, have you spent too little or too much time focused on the following activities?: Student interactions including counseling and conversations outside structured learning activities, discipline.

51% of the survey respondents stated the right amount of time was dedicated to student interactions including counseling and conversations outside of structured learning activities and discipline.
End of Year Engagement: School Administrator Voices

Key Findings - What are we doing well?

Quality Instruction

Has your school’s capacity to provide quality instruction been impacted by the following?: Shortage of instructional materials. **61% of the respondents stated not at all.** Schools were still able to provide quality instruction to their students.
End of Year Engagement: School Administrator Voices

Key Findings - What are we doing well?

Partnerships and Volunteer Teams

Overall, our school partnerships are aligned to an expressed school goal or need (e.g., as identified in the school performance plan, community school action plan, needs assessment, etc.).

89% of the survey respondents stated that their school's partnerships are aligned to the school's goals and areas of need.
End of Year Engagement: School Administrator Voices

Key Findings - What are we doing well?

My supervisor supports me to be successful in my role and take care of my health and well-being. (select one option)

76% of the survey respondents either strongly agreed or agreed that their supervisor supports them in being successful in their role and encourage them to take care of their health and well-being.
Key Findings - Where can we grow?

This school year, have you spent too little or too much time focused on the following activities?: Preparing district-mandated plans. 55% of the survey respondents stated that they spent too much time on preparing district-mandated plans.
End of Year Engagement: School Administrator Voices

Key Findings - Where can we grow?

Building Condition

Please rate the physical condition of your school building. **59% of the respondents stated that their building conditions were poor-to-fair.**
End of Year Engagement: School Administrator Voices

Key Findings - Where can we grow?

Arriving Late

Quality Instruction

Student Absenteeism

The majority of the survey respondents stated that students arriving late and student absenteeism made a large impact on providing quality instruction.
End of Year Engagement: School Administrator Voices

Key Findings - Where can we grow?

Partnerships and Volunteer Teams

My school is able to utilize the Partners in Education (PIE) Portal to locate partner resources and opportunities to support students and families.

43% of the survey respondents were either unsure about what the PIE portal is or unsure of how to utilize it.
End of Year Engagement: School Administrator Voices

Key Findings – Open Ended Responses

Additional Professional Development Areas

"Trauma informed care. How to manage violent parents."

"There is a need to include APs in more PD on curriculum, budgeting, etc."

"New principals training and mentorships."
"City Schools must make a concerted effort to create viable systems and structures that provide opportunities for school leaders to improve their knowledge base, participate in conferences and professional growth opportunities internally and external to the district. An authentic talent development and expansion program for school leaders in CRITICAL to developing and retaining current and future school leaders."

"Recruitment and retention of talented staff; establishing culture of professional support, healthy relationships and self-care."

"Reduce or eliminate weekly STAT meetings and daily emails."
End of Year Engagement: School-Administrator Voices

Next Steps

- Share feedback with Cabinet members
- Communication team delivers results via district website
- Share trends with the various district departments included in survey questions
- Highlight changes made based on survey responses during principal meetings
Families
EOY Engagement: Family Voices

- Survey Window: May 4, 2022 – June 30, 2022
- Participation Goal: 15,000
- Responses: 8,657
- Topics:
  - Overall Satisfaction
  - Academic/Career Preparation
  - District Office
  - Family Engagement
  - Health & Safety
  - School Climate
  - Teacher/School Communication
  - Family Composite Score (NEW)
### Family Voices: Family Survey Composite Score

<table>
<thead>
<tr>
<th>Question</th>
<th>Percent Favorable</th>
<th>Comparison to BOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, how satisfied are you with your child’s school?</td>
<td>80%</td>
<td>+2</td>
</tr>
<tr>
<td>Does your child’s school communicate clear expectations for learning?</td>
<td>87%</td>
<td>0</td>
</tr>
<tr>
<td>How helpful is communication regarding academic progress from your child’s teachers?</td>
<td>83%</td>
<td>+6</td>
</tr>
<tr>
<td>How welcoming is your child’s school community to you and your family?</td>
<td>84%</td>
<td>+3</td>
</tr>
<tr>
<td>Does your child’s school believe that all its students have the ability meet high expectations?</td>
<td>96%</td>
<td>-1</td>
</tr>
<tr>
<td>How connected is your family to teachers or other staff at your child’s school?</td>
<td>63%</td>
<td>+11</td>
</tr>
<tr>
<td>How well do you feel your child’s school is preparing them for their next academic year or college or career?</td>
<td>76%</td>
<td>n/a</td>
</tr>
<tr>
<td>How helpful is the extra academic support your child’s school provides to students?</td>
<td>81%</td>
<td>n/a</td>
</tr>
<tr>
<td>Did anyone at your child’s school ask about your child’s learning needs this year?</td>
<td>62%</td>
<td>n/a</td>
</tr>
<tr>
<td>Does your child’s school provide opportunities for decision-making and advocacy?</td>
<td>74%</td>
<td>+5</td>
</tr>
</tbody>
</table>

This year key indicators that reflect how families experience City Schools were summarized in a composite score. The overall score for the district is **78%**.
## Family Voices: Health & Safety

<table>
<thead>
<tr>
<th>How important were the following COVID safety measures to your family feeling safe in school?</th>
<th>Percent Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to regular COVID testing for students without symptoms</td>
<td>90%</td>
</tr>
<tr>
<td>Access to individual COVID testing as needed for students with symptoms</td>
<td>92%</td>
</tr>
<tr>
<td>Contact tracing</td>
<td>87%</td>
</tr>
<tr>
<td>Mask wearing</td>
<td>87%</td>
</tr>
<tr>
<td>Cleaning and disinfection</td>
<td>91%</td>
</tr>
<tr>
<td>Access to COVID-19 vaccines</td>
<td>81%</td>
</tr>
</tbody>
</table>
## How much did each of the following COVID safety measures interrupt your child's learning?

<table>
<thead>
<tr>
<th>Measure</th>
<th>Percent that say it did not interrupt learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular COVID testing for students without symptoms</td>
<td>78%</td>
</tr>
<tr>
<td>Individual COVID testing for students with symptoms</td>
<td>79%</td>
</tr>
<tr>
<td>Quarantine policies after a COVID exposure</td>
<td>58%</td>
</tr>
<tr>
<td>Mask wearing</td>
<td>86%</td>
</tr>
</tbody>
</table>
80% of families are satisfied with their child’s school [compared to 48% for students]

84% of families say their child’s school is welcoming to families

- Extremely satisfied (40%)
- Mostly satisfied (40%)
- Somewhat satisfied (16%)
- Not at all satisfied (4%)

- Extremely welcoming (47%)
- Mostly welcoming (37%)
- Somewhat welcoming (13%)
- Not at all welcoming (3%)
76% of families agree their school is preparing their child well for the next academic year or college and career [compared to 54% for students]

62% of families say someone at the school asked them about their child’s learning needs this year compared to 69% for students (e.g. in a student learning plan, or a parent/teacher conference)
Opportunities for decision-making and advocacy increased by 5 percentage points from the fall to the spring family survey.

Parent/teacher organizations or associations, were the most frequently identified opportunity for decision-making and advocacy at schools in both the fall and spring surveys.
Family Voices: Resources for Next Fall

- In 2022 the most frequently requested resources were:
  - Afterschool offerings (58%)
  - Arts and music programming (53%)
  - Tutoring (45%)
  - Athletics (44%)
- In 2022 & 2021 afterschool programs were the most frequently requested resource by families
End of Year Engagement: Family Input – POSSIP Survey Results

- POSSIP was used to poll families to collect input on specific questions to inform district planning throughout the year.

- POSSIP polls text families using information in Infinite Campus.

- Topics:
  - FY23 School Budget (5,255 responses)
  - FY23 School Calendar (6,544 responses)
POSSIP QUESTION:
We are seeking input on school priorities for next year’s budget. List your TOP TWO priorities. (5,255 responses)

HOW WE USED THE INFORMATION:
Guidance to school leaders on the development of school-level budgets for 2022-23 included all of these items as allowable expenses.
End of Year Engagement: Family Input – POSSIP Survey Results – School Calendar

POSSIP QUESTION:
What is most important to you for next year’s school calendar?  
(6,544 responses)

HOW WE USED THE INFORMATION:

In the 2021-22 school year there were 13 early release days; this was decreased to 9 early release days in 2022-23 in alignment with family input.
Family Voices: Next Steps for 2022-2023

Sharing Family Survey Results
Information from the family survey will be shared with schools, relevant district offices, and survey data from schools which received the minimum number of responses are publicly available on our Reconnect, Restore, Reimagine webpage and at: https://secure.panoramaed.com/baltimorecity/understand

Provide Training to Schools & Communities on Using Family Survey Data
Schools will be able to sign-up for individual coaching from our partners at Panorama to review and use their family survey data in school planning.

Increase the Number of Survey Responses
In 2022-23 we will decrease the number of surveys we collect and we will only collect the spring family survey. We will continue to use POSSIP polls to collect feedback and input from families on specific topics.

If you have a recommendation for how we can improve the family survey, or questions about the results, you can email the Engagement Department at engagement@bcps.k12.md.us.
District Office Staff
End of Year Engagement: District Office Staff Voices

• Survey Window: May 31–July 1
• Participation Goal: 63% (n = 886)
• Actual Responses: 62% (n = 866)
• Topics:
  • Health and safety protocols
  • Staff wellness
  • Current working experience
  • Access to information
  • Staff retention
  • Telecommuting
End of Year Engagement: District Office Staff Voices

Communication Strategy

- Administered the survey using the K12 Insight platform
- Sent weekly email (7-total) reminders emails to the full participation list to complete the survey
- Leveraged Chief and Special Assistants’ support to encourage participation in their respective offices
- Announced in quarterly all staff office meetings and Blueprint award ceremony
Health and Safety Protocols

Majority (77%) of survey respondents stated that the district’s current health and safety protocols related to COVID-19 are “just about” or “more than” necessary.

This remains unchanged from SY21-22 BOY survey and one of the highest rated positive results sections.
Key Findings - What are we doing well?

Supervisor Support

Almost 78% of respondents had positive responses when asked if their supervisor supports them to be successful in their role and take care of their health and well-being.

(+2% from BOY)

**“Positive” responses here are defined any staff who responded “strongly agree” or “agree” to the question about supervisor support.**
Key Findings - What are we doing well?

Work Expectations

On average 74% of survey respondents rated their progress towards achieving their work goals and their work expectations positively.

(+1% from BOY)
Key Findings – Where can we grow?

Staff Wellness

Questions pertaining to work/life balance and managing stress and anxiety maintained the same positive response rate.

This is the lowest average positive response rate across both surveys.
End of Year Engagement: District Office Staff Voices

Key Findings - Where can we grow?

Staff Wellness
Access to Information
Workload / Capacity

Access to Information
On average, questions about access to information had a 58% positive response rate (same as BOY)
End of Year Engagement: District Office Staff Voices

Key Findings – Where can we grow?

Staff Wellness

Access to Information

Workload / Capacity

Workload / Capacity

Roughly half (51%) of survey respondents stated that they feel overextended "sometimes" or "often" with respect to their workload/capacity.

This represents a 6% increase from BOY (45%)
Slightly more than 37% of respondents stated that they had decided to leave or considered leaving their role “occasionally” or “often” in the last six months.

In comparison, 41% of respondents stated that they have not considered leaving their role at all.
Connecting to R3.

Feedback from central staff members calls for frequent, transparent, and timely communication, particularly about return to in-person work environments and health and safety. [Managing workload]

Feedback highlights the increased need for staff flexibility to support wellness, work-life balance, and ability to support virtual and in-person working.
District Office Staff Voices: Actions and Next Steps

- Share survey findings and themes with district office staff
- Conduct ONE formal End of Year survey (May/June 2023)
- Quarterly polls/mini-surveys (as needed) leveraging district office staff meetings
- Mirror aggressive communication outreach from SY21-22 EOY survey to drive participation
- Compare all data to SY2021-22 EOY results to gauge shifts in perceptions and possible trends
- May-June 2023 – District Office Staff EOY survey
School-Based Support Staff
End of Year Engagement: School-Based Support Staff Voices

School-Based Support Staff Voices

Roles include:
- Food service workers
- Office assistants & secretaries
- Cafeteria managers
- Custodial workers
- Hall monitors & school resource specialists
- Other (e.g., business managers and non-instructional assistants)

- Survey Window: May 31 – June 15
- Responses: 55% (601 responses); n = 1,091
- Topics:
  - Health and safety protocols
  - Supervisor support and work expectations
  - Staff wellness
  - Access to information
  - Staff retention
End of Year Engagement: Demographics
School-Based Support Staff Voices

<table>
<thead>
<tr>
<th>ROLE</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Service Worker</td>
<td>32%</td>
</tr>
<tr>
<td>Custodian</td>
<td>8%</td>
</tr>
<tr>
<td>Secretary</td>
<td>11%</td>
</tr>
<tr>
<td>Office Assistant</td>
<td>3%</td>
</tr>
<tr>
<td>Cafeteria Manager</td>
<td>21%</td>
</tr>
<tr>
<td>Hall Monitor</td>
<td>3%</td>
</tr>
<tr>
<td>Non-Instructional Assistant</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>18%</td>
</tr>
<tr>
<td>Did not answer</td>
<td>1%</td>
</tr>
</tbody>
</table>

Years of Service

- Less than 1-year: 6%
- 1-2 Years: 4%
- 3-5 Years: 11%
- 6-10 Years: 19%
- More than 10-years: 60%
End of Year Engagement: School-Based Support Staff Voices

### Key Findings - What are we doing well?

<table>
<thead>
<tr>
<th>Health and Safety Protocols</th>
<th>Supervisor Support</th>
<th>Work Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 82% agreed current health and safety protocols related to COVID-19 are “just about” or “more than” or “much more than” necessary. <em>(76% BOY)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 86% responded positively about knowing the district’s protocols and procedures to follow if tested positive COVID <em>(same as BOY)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 87% have reviewed the health and safety procedures and protocols on City Schools’ website <em>(same as BOY)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions about **health and safety** received the **highest positive response rate** across the survey.
School-based support staff had a **positive response rate of 81%** when asked to rate their clarity of **work expectations**.

*(77% BOY)*
End of Year Engagement: School-Based Support Staff Voices

Key Findings - What are we doing well?

When asked about supervisor support, school-based support staff had a positive response rate of 72%.

(69% BOY)
Questions pertaining to **work/life balance**, **caring for loved ones**, and **managing stress/anxiety** received an average of **9% higher positive response rate** on this survey compared to the Beginning of Year survey.
End of Year Engagement: School-Based Support Staff Voices

Key Findings – Where can we grow?

On average, questions about access to information had a 62% positive response rate. (same for BOY)
20% of respondents stated that they had either decided to leave or considered leaving their role “occasionally” or “often” in the last six months. (35% BOY)

In comparison, 50% of respondents stated that they have not considered leaving their role at all. (48% BOY)
School-Based Support Staff Voices: Actions and Next Steps

• Share results with stakeholder group in collaboration with scheduled meetings/professional development sessions hosted by Food and Nutrition
• Administer polls, for key areas of interest, at quarterly meetings/professional development sessions (as needed)
• Mirror aggressive communication outreach from SY21-22 EOY survey to drive participation
• Administer one formal survey at the end of the year (May/June 2023)
Overarching Themes: Battling the Pandemic

Regular COVID testing

(even if symptoms are not apparent)

<table>
<thead>
<tr>
<th>Role</th>
<th>Extremely/Most Important</th>
<th>A Little/Some/Not At All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>62%</td>
<td>39%</td>
</tr>
<tr>
<td>School-Based Educators</td>
<td>87%</td>
<td>60%</td>
</tr>
<tr>
<td>School Leaders</td>
<td>65%</td>
<td>42%</td>
</tr>
<tr>
<td>School-Based Support Staff</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>Families</td>
<td>90%</td>
<td>75%</td>
</tr>
</tbody>
</table>

*Families response is the average percentage for four questions asked in the survey; COVID testing for students without symptoms, COVID testing for students with symptoms, quarantine protocols, and mask wearing.
FAMILIES & STUDENTS

• 80% of families are satisfied with their child’s school compared to 48% of students

• 76% of families agree their school is preparing their child well for the next academic year or college and career compared to 54% of students.

FAMILIES & TEACHERS

24% of families noted that they would like fewer early release days while 82% of teachers found early release days very helpful, particularly for Wellness.
Students and Families: Opportunities in Schools

Most Frequently Requested Resources Offered by Schools

**STUDENTS**

**Grades 5-8**
- World Languages (36%)
- Athletics (36%)

In 2022 & 2021, world languages and athletics were the most frequently requested resources by middle school students.

**Grades 9-12**
- Athletics (26%)

In 2022 & 2021, athletics was the most frequently requested resource by high school students.

**FAMILIES**

- Afterschool offerings (58%)
- Arts and music programming (53%)
- Tutoring (45%)
- Athletics (44%)

In 2022 & 2021, afterschool programs were the most frequently requested resource by families.
Chief Leads:
• Theresa Jones, Chief Achievement & Accountability Officer
• Tina Hike-Hubbard, Chief of Communications, Engagement & Enrollment

Supporting Staff:
• Mark Kennedy, Achievement & Accountability
• Corryne Deliberto, Communications, Engagement & Enrollment
• Brittany Thompson, Aaron Searson, Maria Barros, Liepa Boberiene, Chris Wohn

• Stakeholder Workgroup members
  • Students (Anthony Pena, Corryne Deliberto)
  • Families (Shana McIver, Jessica Lawrence, Holly Gonzales)
  • School Leaders (Tadem Daniels, Kimberly Sollers)
  • School-based Staff (Kasey Mengel, John Neubauer)
  • Central Office Staff (Joel Madrid, Mark Kennedy)
  • School-Based Support Staff (Joel Madrid, Mark Kennedy)
BOARD OF SCHOOL COMMISSIONERS

Johnnette A. Richardson, Chair
Ronald S. McFadden, Vice-Chair
Dr. Michelle Harris Bondima
Dr. Durryle Brooks
Linda M. Chinnia
Ateira Griffin
Vernon A. Reid, Jr.
Shantell L. Roberts
Robert Salley
Ezra Horwitz, Student Commissioner
Christian Gant, Esq., Board Executive Officer

SENIOR MANAGEMENT TEAM

Dr. Sonja Brookins Santelises, Chief Executive Officer
Angela D. Alvarez, Executive Director-Office of New Initiatives
Joshua I. Cive, Chief Legal Officer
Dr. Joan Dabrowski, Chief Academic Officer
John L. Davis, Jr., Chief of Schools
Sarah Diehl, Interim Chief Human Capital Officer
Christopher Doherty, Chief Financial Officer
Dr. Tracey L. Durant, Executive Director-Equity
Tina Hike-Hubbard, Chief of Communications, Engagement, and Enrollment
Theresa D. Jones, Chief Achievement and Accountability Officer
Thomas T. Jones, Chief Information Technology Officer
Alison Perkins-Cohen, Chief of Staff
Dr. Lynette Washington, Chief Operating Officer
Dr. Jennie Wu, Executive Director-Strategy & Continuous Improvement
APPENDIX
In addition to surveys, additional stakeholder engagement included:

**Students**
CEOs' conversations with students, CEO Youth Leadership Advisory Council, Youth Board Forum, student feedback sessions on several district policies, Youth Budget Engagement Session

**School-Based Educators**
Professional development sessions, teacher advisory, CEO Teacher Advisory, Educator Consultancy Group

**School Leaders**
Weekly academic stat and operational stat meetings

**Families**
Family festivals, parent cafe, school family community council meetings, regular district office town halls for information sharing on current policies and practices

**District Office Staff**
Monthly district office staff meetings, townhall meetings for all staff for updates to district policies and practices

**School-Based Support Staff**
Professional development sessions, supervisor outreach

---

**Public Updates: Board of School Commissioners Meetings**

- **September 28, 2021**: Public Meeting; R3 Update
- **October 5, 2021**: Teaching & Learning Committee; Secondary Innovation Update
- **November 2, 2021**: Teaching & Learning Committee; Wholeness Update
- **December 7, 2021**: Teaching & Learning Committee; R3 ELA and Math Updates
- **January 4, 2022**: Teaching & Learning Committee; R3 Virtual Learning Update
- **February 8, 2022**: Public Meeting; R3 Update
- **April 5, 2022**: Teaching & Learning Committee; R3 Wholeness
- **May 3, 2022**: Teaching & Learning Committee; R3 ELA and math
- **May 10, 2022**: Public Meeting; R3 Update
- **June 7, 2022**: Teaching & Learning Committee; R3 Dual Language/EL Strategy