



Family and Exit Surveys Mahtomedi School Board Study Session October 10, 2019



Exit Survey Process

- We collect feedback from families when they leave the school district via an online survey tool.
- Administrative Assistants from each school building send the survey link to families when they receive a request for records.
- Exit surveys are reviewed by the Superintendent and the Principal for the school building in which the students left.
- District and school practice and program learnings and implementations are influenced by survey input.
- If a family indicates they wish to be contacted regarding the information included in their survey, the Superintendent will email or call the family.

Exit Survey 2018-19

- For 2018-19, 34 surveys were received from September 2018-September 2019.
- The main themes for leaving were student conflict, social emotional/academic stress, and moving.

Exit Survey 2018-19

Opportunities for Growth identified on the Exit Survey:

- Students, staff, and families have more opportunities to learn, grow, and support diversity.
- Students have opportunities to gain global experiences and perspectives.
- Students have opportunities to learn, grow, and be supported around issues of social pressure, stress, competition, relationships, and anxiety.
- Advanced learners are engaged and challenged.
- Behavior expectations including dress code are consistent across grades and buildings.

2019-20 Areas of Learning and Implementation

- Zephyr Wellness
 - Professional Development (adverse childhood experiences and trauma informed classroom)
 - Community Conversations (Connection Night, Mental Health Overview, Success and Emotional Well Being)
 - Co-Located Services
- Middle School: "Making A Difference by Making Connections"
- Staff development for differentiated learning within the classroom to engage and challenge advanced learners.
- District family handbook to make information, policies, and practices consistent across buildings.
- Equity work is focused on capacity building, changing systems and mindset, and professional development.
- Curriculum review process not just based on standards there is also a focus on connecting to the Strategic Plan.

Exit Survey 2018-19

Positive Experiences at Mahtomedi Public Schools

Themes:

- Quality of classes and academic experience
- Extracurricular opportunities/Activities department
- Music and Theatre departments
- Excellent teachers and staff
- Volunteer opportunities
- Resources and academic opportunities

Quotes from Exit Survey

"The curriculum Mahtomedi schools offer is great, they are preparing our students for higher education. There have been staff that really care to understand and that care!"

"Teachers were very dedicated and always ready to see their students improve by setting up time to meet with them and help one on one. There were also a lot of resources videos from Mathematics textbooks, moodle, google classroom notes etc they were very useful for learning."

"We appreciate that Mahtomedi schools provide excellent educational experiences and great service and support to our kids. We had great memories at Mahtomedi schools."



Family Survey Process

- Mahtomedi Public Schools collects feedback annually from families via an online survey tool.
- Surveys are sent to Wildwood Elementary, O.H. Anderson Elementary, Mahtomedi Middle School, and Mahtomedi High School families.
- The 2018-19 survey was revised from previous years to reflect themes from strategic planning.
- The 2018-19 surveys were open from May 28 until June 18.
- Survey response themes are shared with staff and district and school practice and program learnings and implementations are influenced by survey input.

Family Survey 2018-19: Survey Details

Wildwood Elementary School:

- 67 questions, 241 responses, 77% completion rate, and typical time spent on the survey: 7 minutes 10 seconds.

O.H. Anderson Elementary School:

- 67 questions, 203 responses, 80% completion rate, and typical time spent on the survey: 7 minutes 31 seconds.

Mahtomedi Middle School:

- 68 questions, 207 responses, 80% completion rate, and typical time spent on the survey: 9 minutes 4 seconds.

Mahtomedi High School:

- 73 questions, 317 responses, 69% completion rate, and typical time spent on the survey: 9 minutes 20 seconds.

Family Survey 2018-19: Themes of Information

Communication and Connection (overall impression of information sharing and engagement)

School Climate (overall impression of school climate including belonging, the relevance of school, relationships, and stress management)

Areas of Excellence (overall impression of the quality of education, learning programs, and personal excellence)

Educational Experience (overall impression of school and district including areas of strength and opportunities for growth, overall impression during a transitional year, and overall impression about the preparation for the next year)

Family Survey 2018-19

Community and Connection

Overall impression
of information
sharing and
engagement.

Examples of Community and Connection Questions

I feel informed about our district news and events.

Our district social media channels (Facebook, Twitter, Instagram, and YouTube) provide engaging and fun news about our students, staff, and programs.

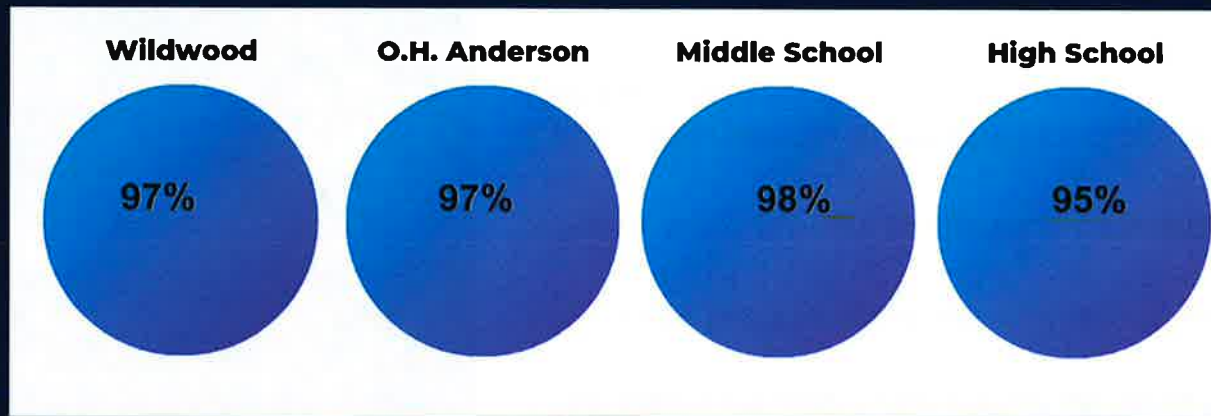
I feel informed about our school building news and events.

My child's teacher provides consistent, timely, and helpful communication.

What is the best way to communicate with you and your family?

I have volunteered at my child's school or at school-related activities this school year.

% parents who strongly agree or agree that they feel informed about our district news and events.



The best way to communicate with families?
#1 Email
#2 SMS Text



87% of Wildwood Elementary School parents identified that they have volunteered at least once during the 2018-19 school year. 38% volunteered 4 or more times during the 2018-19 school year.

Family Survey 2018-19

School Climate

Overall impression
of school climate
including
belonging, the
relevance of
school,
relationships, and
stress
management.

Examples of School Climate Questions

My child feels like they belong at school.

My child feels safe at school.

I feel welcomed at my child's school.

Students trust staff at this school.

Students have opportunities for movement during the day.

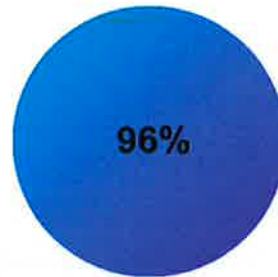
Students have opportunities to release stress and nurture their mental wellness during the school day.

% parents who strongly agree or agree that their child feels like they belong at school.

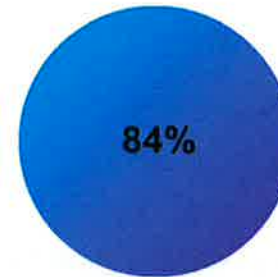
Wildwood



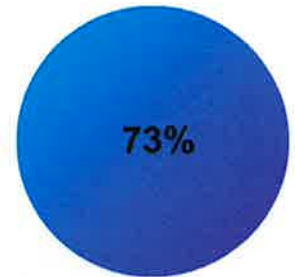
O.H. Anderson



Middle School



High School

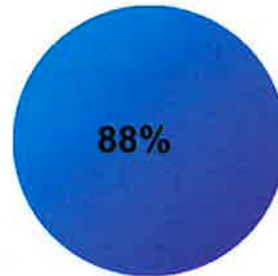


% parents who strongly agree or agree that they (parents) feel welcome at school.

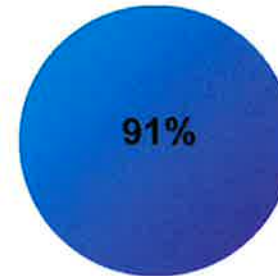
Wildwood



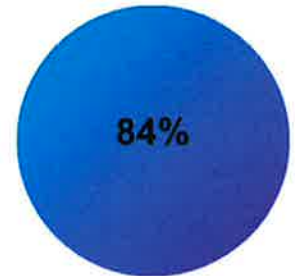
O.H. Anderson



Middle School



High School



Family Survey 2018-19

Areas of Excellence

Overall impression
of the quality of
education, learning
programs, and
personal
excellence.

Examples of Areas of Excellence Questions

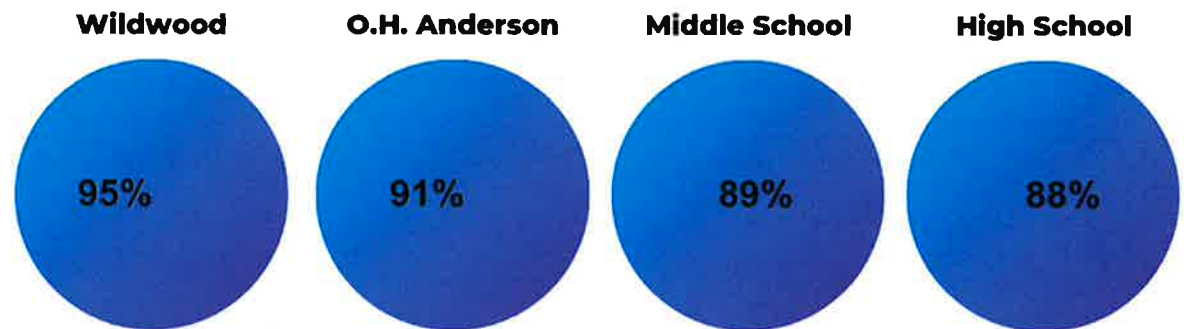
Students are appropriately challenged at this school.

The school has ____ expectations for my child.

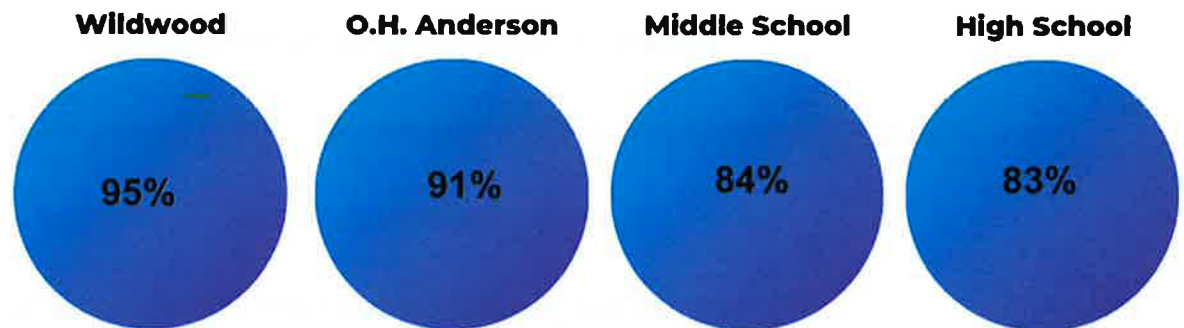
Please rate the education provided by Mahtomedi Public Schools.

Please rate the education provided by your school.

% parents who rate the education provided by Mahtomedi Public Schools as Excellent or Good.



% parents who rate the education provided by their child's school as Excellent or Good.



Family Survey 2018-19

Educational Experience

Overall impression of school and district including areas of strength and opportunities for growth, overall impression during a transitional year, and overall impression about the preparation for the next year.

Examples of Areas of Educational Experience Questions

Would you recommend Mahtomedi Public Schools to other families?

Would you recommend your child's school to other families?

How well do you feel your child's school is preparing your student for the next academic year?

Kindergarten families only: My child's transition to Kindergarten went well this year.

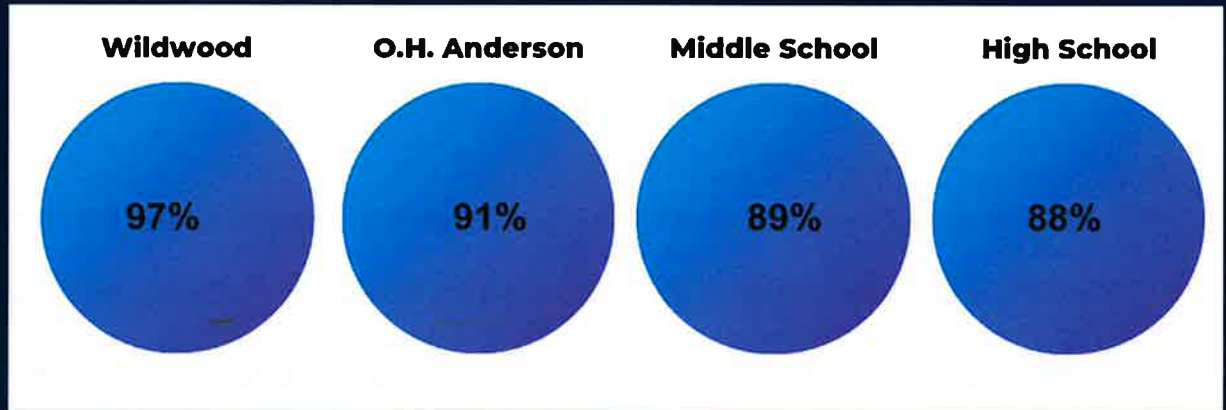
Third-grade families only: My child's transition to the third grade went well this year.

Sixth-grade families only: My child's transition to the sixth grade went well this year.

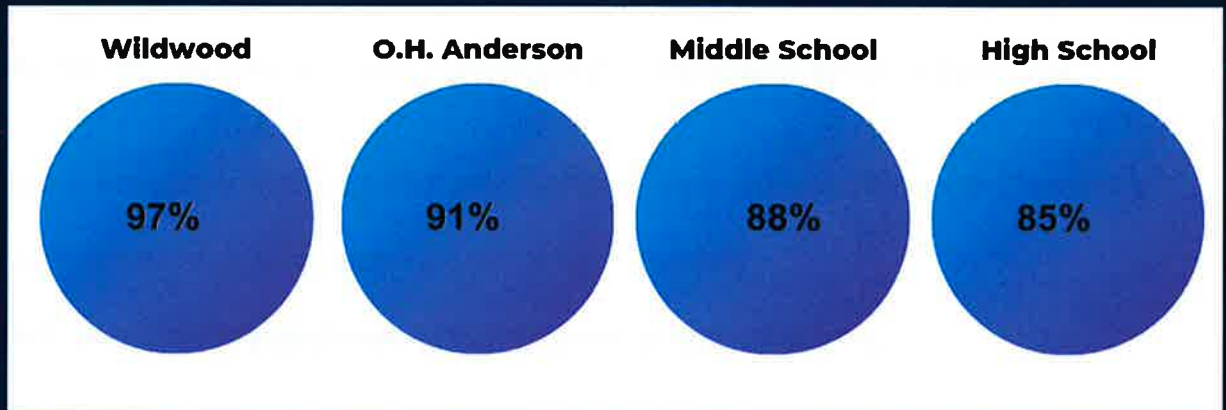
Ninth-grade families only: My child's transition to the ninth grade went well this year.

For new to the district families only: My child's transition to this school went well this year.

% parents who would recommend Mahtomedi Public Schools to other families.



% parents who would recommend their child's school to other families.



Wildwood Elementary

Positive Experiences at Wildwood Elementary School

Themes:

- Excellence in Teachers and Staff
- Community
- Strong Support for Students
- Welcoming and Positive Environment
- Good Communication and Connection
- Engagement
- Belonging
- Seeing Students as Individuals

Quotes from Survey

"I can't pick just one thing I love about Wildwood. We love the teachers, specialists, outdoor classroom and play opportunities, and parent engagement."

"It is hard to put into words, but I walk into Wildwood and I can just feel that it is a nurturing, welcoming, well cared for school. I love that teachers genuinely seem happy to be there doing what they do."

The teachers value building a community in the classrooms that foster kindness, respect, and positive social learning. It is so important. I love that emotional tools are taught to the kids at a young age so that they can use them throughout their academic careers.

Wildwood Elementary

Opportunities for Growth
Identified at Wildwood
Elementary School (written
as result statements)

Themes: Movement,
Wellness, Communication,
Engagement for Advanced
Learners, Opportunities for
Global Experiences and
Perspectives, Socialization
Outside of Homeroom,
Opportunities to
experience and talk about
diversity, Consistent
Behavior Expectations,
and Varied Opportunities
for Parent Engagement.

Students have adequate time for lunch, recess, regular movement opportunities, and outdoor time that are age-appropriate and allow students time to decompress and nurture their mental wellness.

Communication in the school building is aligned by grade and families receive the same, consistent information via weekly messages and across teacher web pages.

Students have opportunities to gain global experiences, perspectives, and language skills.

Consistent use of behavior expectations, Fix-It plans, and Responsive Classroom techniques.

Advanced learners are engaged and challenged.

Wildwood Elementary

How is the information shared and used?

The principal reviewed the results from the survey and during workshop week discussed with the Wildwood staff. We took some time as a staff and analyzed Clayton Cook's work creating positive and predictable learning environments in our classrooms. Our instructional data team analyzed our data and created academic and social emotional goals and action steps for the upcoming year.

Supporting Social and Emotional Needs of Our Students

- Our teachers are incorporating more movement breaks and opportunities for students to interact with peers during the day.
- We also worked on creating a positive, consistent PK-5 behavior system.
 - Wildwood and OHA worked together to define expectations in all areas of the school.
 - We also developed ways to teach these explicitly to our students with common posters, interactive modeling, videos, and providing practice and feedback during September.
 - There is a clear process when students make a mistake with logical consequences.
 - We spent time training all teachers, staff, paras, lunchroom/ recess teachers, bus drivers, students, and families about our system.

Ensuring Students Who Excel in Literacy and Math are Challenged

- Increased staff development for small group instruction.
- Training and use of Balanced Literacy and Guided Math.
- Teaching differentiated skills that translate into other academic areas.

O.H. Anderson Elementary

Positive Experiences at O.H. Anderson Elementary School

Themes:

- Excellence in Teachers and Staff
- Seeing Students as Individuals
- Engagement
- Belonging
- Relevance of School
- Positive Climate
- Connection

Quotes from Survey

"The teaching staff really care about the students and are very serious about high quality learning."

"The Growth Mindset message that is integrated into school. We also appreciate how lessons are linked through other classes, for example, the states and capital song in Music and learning states and capitals in Social Studies."

"Media, Music, and Gym have had a significant impact on my child's experience. Grateful for the passion of these teachers because they are changing lives."

O.H. Anderson

Opportunities for Growth
Identified at O.H.
Anderson Elementary
School (written as result
statements)

Themes: Movement,
Wellness, Communication,
Engagement for Advanced
Learners, Socialization
Outside of Homeroom,
Community and Culture,
Consistent Behavior
Expectations, and
Opportunities for Parent
Engagement.

Consistent use of behavior expectations, Fix-It plans, and Responsive Classroom techniques.

The school has school spirit, personality, and positivity.

Students have adequate time for lunch, recess, regular movement opportunities, and outdoor time that are age-appropriate and allow students time to decompress and nurture their mental wellness.

Advanced learners are engaged and challenged.

Communication in the school building is aligned by grade and families receive the same, consistent information via weekly messages and across teacher web pages.

O.H. Anderson Elementary

How is the information shared and used?

At O.H. Anderson the principal reviewed the information from the 2018-19 Family Survey and shared themes from the survey with staff this Fall. We divided up themes to address with our different committees to continually improve.

Strong Connection with Students and Supportive Culture with Adults at School

- Our Counselor and SEL Specialist will be having minute meetings in which they spend one minute with each student asking about connections with adults and peers at school.
- Good News Phone Calls
- Morning Announcement "Shout Outs"
- eNews Celebrations

Creating a Positive, Consistent PK-5 Behavior System

- Wildwood and OHA worked together to define expectations in all areas of the school.
 - OHA also added extra supervision on the playground to support our students proactively.

Drop Off and Pick Up Lane

- We have 5 consistent adults outside keeping kids safe and keeping the cars moving. We are celebrating our record in which all students are picked up in twelve minutes from the end of the school day.

Student Voice

- Our students are active in improving our school. They are making suggestions to improve the Gaga Pit, Football, and have added visual timers during lunch and recess. Our theme #howfarwewillgo shows the power of all stakeholders working together to support our children.

Mahtomedi Middle School

Positive Experiences at Mahtomedi Middle School

Themes:

- Excellence in Teachers and Staff
- Connection
- Caring Staff
- Academic Opportunities

Quotes from Survey

"The teachers clearly got to know my child and could interact on a personal level with my child at conferences. I know that if there were areas of concern for my child's academic progress and success we would be notified, and I also believe that if there were concerns on a social level the staff would be aware and would also raise those concerns with us. I appreciate the level of engagement of the teachers with my child."

"I love when a teacher goes above and beyond what is necessary to connect with my child. My daughter would say that she made at least one deep connection with a teacher each of her three years."

"The faculty encourages self-responsibility in students. There are high academic expectations."

Mahtomedi Middle School

Opportunities for Growth
Identified at Mahtomedi
Middle School (written as
result statements)

Themes: Consistent
Behavior Expectations,
Opportunities to
experience and talk about
diversity, Wellness and
Opportunities to Move and
Decompress, Culture and
Climate of Staff and
Building, Consistent
Communication,
Welcoming and Nurturing
Environment.

Students, staff, and families have more opportunities to learn, grow, and support diversity and wellness issues.

Students have opportunities to eat, socialize, and decompress without cell phones. Students also have opportunities for being outside or using the gym during lunch.

Open-Enrolled and new families and students feel welcome, belong to our school community, and have accessible information about joining the school.

The school atmosphere is full of joy, excitement, and enthusiasm for learning. There is a culture of celebration, school spirit, and opportunities to bond as a school. Positive relationships are cultivated by staff with students.

Information is updated and consistent on online resources (teacher web pages, email, and Parent Vue).

Mahtomedi Middle School

How is the information shared and used?

The Middle School Administration reviewed the 2018-19 Family survey information and used the information with the teacher leaders on the Instructional Leadership Team.

Caring and Nurturing Environment

From the results, the team decided to focus on a continued effort toward creating a caring and nurturing environment that is safe for students while promoting positive mental health. Our school theme this year is "Making a Difference By Making Connections." We have spoke at all staff gatherings about how we, as a staff, are making connections with students, families, and the community.

- We have found ways to highlight more student activities on our TV announcements, talked to students about how to care for one another by helping others succeed, and discussed social/emotional situations and social media use through our Zephyr Time and the Second Step Program.
- We conducted an all-school kickball game for homecoming and will be having an afterschool activity/dance event this week.
- Our challenge for each teacher on staff is to have a child discuss their class as a positive dinner conversation once per quarter.
- Our staff development this year will be on the topic of "How do we care and nurture our students in the classroom and understand student outside lives' to help them succeed and as well as have them help each other succeed.

Mahtomedi High School

Positive Experiences at Mahtomedi High School

Themes:

- Excellence in Teachers and Staff
- Academic Excellence
- Academic and Extracurricular Opportunities
- Staff Engagement
- Course Offerings and Rigor
- Seeing Students as Individuals

Quotes from Survey

"The respect and care many of the teachers show toward their students, the variety of activities available, the size of the community that allows for involvement in multiple things."

"Quality of education is the #1 reason my children were enrolled there."

"So many opportunities for growth and development of my child's talents. Overall I would highly recommend MHS to others."

Mahtomedi High School

Opportunities for Growth
Identified at Mahtomedi
High School (written as
result statements)

Themes: Welcoming
Environment, Course
Information and Pathways,
Culture and Climate,
Consistent Information,
Opportunities to
experience and talk about
diversity, Development
and celebration of career
interests, whole person,
and passions.

Open-Enrolled and new families and students feel welcome, belong to our school community, and have accessible information about joining the school. There are opportunities for students to socialize, make new friends, and feel welcome with other students at school.

Course selection and registration is clear and accessible. Parents and students are supported with guidance and direction on course selection and college and career pathways.

Information is updated and consistent on online resources (teacher web pages, email, and Parent Vue).

Students, staff, and families have more opportunities to learn, grow, and support diversity.

Students have opportunities to develop and celebrate career interests, whole person, and passions.

Mahtomedi High School

How is the information shared and used?

Principal Nickleby shared with all staff during workshop week general results of the MHS Survey.

Consistent Communications

To improve communications, MHS staff will improve the timeliness of our communications to families and work to clarify staff expectations and align access to classroom information (i.e. Google Classroom, Moodle, Webpages, emails).

Development of Passions

Supporting students to start new clubs based on student interests and passions. MHS students are encouraged to start clubs that allow them to seek out and explore topics that interest them. High School staff members have been intentional about supporting student-led clubs with their expertise, time, and classrooms.

Clear Academic Eligibility Expectations

Coaches and teachers worked with the Activities Director to make academic eligibility procedure more transparent and developed prevention tactics for working with students. The new procedure is less punitive and provides the student-athlete an opportunity to grow academically with guidance. The new procedure is still above the MSHSL's minimum academic requirements.

Building Wide Expectations

Staff and administration are working together to align grading practices, implement tier 1 academic supports, and building a restorative practices framework for student behavior. This work is being done to benefit all students by providing research-based best practices across all content areas and support students with negative behaviors.

