

Agenda Independent School District 279 School Board	Regular Business Meeting Adult Basic Education at Northwest Family Service Center Room 304 7051 Brooklyn Boulevard Brooklyn Center, MN 55429 Tuesday, September 13, 2022 5:30 PM
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*Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.*

This regular meeting of the Osseo School Board is being conducted the Board Room of the Educational Service Center, and is open to the public. The meeting can be monitored electronically by streaming online at [district279.org/info-center/school-board](http://district279.org/info-center/school-board) (Watch Livestream). An archived recording will also be available on the district website.

### **Agenda Items**

1. 5:30 p.m. Welcome and purpose  
Kelsey Dawson Walton, Board Chair
2. 5:35 p.m. Check in  
Cory McIntyre, Superintendent
3. 5:40-6:45 p.m. 2021-2022 District Stakeholder Survey Results 2
4. 6:45 p.m. 1-year Board Calendar Review 52  
Cory McIntyre, Superintendent
5. 7:00 p.m. Adjournment  
Kelsey Dawson Walton, Board Chair
6. Listening Session follows Work Session (7:15 p.m.-8:15 p.m.)

*To accommodate individuals with disabilities, this material will be made available in alternative formats upon request. Individuals with disabilities are invited to request reasonable accommodations to participate in or attend a district activity, call your local school or the school district at least seventy-two (72) hours in advance (two-week notice preferred). Members of the public can view and download School Board meeting notices and regular meeting agendas and materials from the district website [www.district279.org](http://www.district279.org), under "Info Center > School Board."*

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# Stakeholder Surveys

## Reset and Reimagine

*Jenna Johnshoy-Aarestad and Tom Watkins*  
*September 13, 2022*

# Outcome of Presentation

**Board Members** will:

- ▶ understand the patterns and trends in the stakeholder surveys at the district level, and
- ▶ understand the connection between the stakeholder survey data and the strategic plan.

*From Street Data: A Next Generation Model for Equity, Pedagogy, and Transformation.*



### Level 1 Satellite Data

Large grain size.

Illuminate patterns of achievement, equity, and teacher quality and retention.

Point us in a general direction for further investigation.



### Level 2 Map Data

Medium grain size.

Help us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions, etc.), or instructional skill gaps for teachers.

Point us in a slightly more focused direction.



### Level 3 Street Data

Fine-grain and ubiquitous.

- Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.
- Require focused listening and observation.
- Inform and shape our next moves.

# **STUDENT STAKEHOLDER SURVEY RESULTS**

# Student Stakeholder Survey

- ▶ All students in grades 3-12 invited to participate November to April, minus those whose parents opted them out
- ▶ 12,483 students in 3-12 (81%) responded in 2021-22
- ▶ K-2 students take the Engagement Survey only
- ▶ Change in percent positive (“yes/always” or “mostly yes”) from 2016-17 to 2021-22 (after scale change)
- ▶ Comparing grade ranges on survey scales and questions
- ▶ School-level results were shared with principals and AP’s

# Change in Student Stakeholder Survey Scales 2017-22

Scale	Grd 3-5	Grd 6-8	Gr 9-12	District
Achieve Dreams	-6%	<b>-11%</b>	-3%	-7%
Contribute to Community	+2%	-3%	+3%	1%
Lifelong Learning	-5%	-9%	-5%	-6%
Classroom Learning	-2%	-2%	0%	-1%
Classroom Respect	-6%	+1%	+4%	+2%
Teaching	+1%	+1%	+3%	+2%
Belonging	0%	-7%	-2%	-2%
Help	-1%	-2%	-2%	-2%
Trusting Adults	-1%	-3%	-1%	-2%
Digital Learning	-3%	-2%	+1%	-2%

# Changes of 5% or More on Student Survey Questions 2017-22

Scale	Question	Grade Range		
		3-5	6-8	9-12
Contribute to Community	In my school, students are treated with respect.	6%	4%	4%
Contribute to Community	Students at my school from different cultures get along well together.	4%	1%	9%
Teaching	My teacher gives us time to explain our ideas.	4%	4%	5%
Digital Learning	I have access to the technology I need for school work.	7%	2%	3%
Digital Learning	My teacher uses technology to help me learn.	0%	4%	5%
Classroom Respect	Students in this class behave the way the teacher wants them to.	-1%	1%	5%
Belong	Students are treated fairly at school.	5%	-5%	3%
Trusting Adults	Adults in my school trust me.	1%	-5%	-2%
Belong	I feel respected at school.	0%	-6%	-1%
Belong	I am comfortable sharing my thoughts and ideas at school.	-1%	-5%	-3%
Achieve Dreams	Someone who works at my school has helped me set goals so I can get closer to achieving my dreams.	-3%	-10%	-1%
Lifelong Learning	When I don't know something at school, I find it easy to ask for more information.	-3%	-8%	-4%
Contribute to Community	This year, I have helped to meet the needs of others through leadership, service, or some other way.	-4%	-7%	-4%
Belong	I feel like I belong at school.	-1%	-10%	-5%
Lifelong Learning	I manage my time well.	-5%	-8%	-6%
Lifelong Learning	Once I have decided I'm going to do something that's hard to do, I always follow through and do it.	-6%	-9%	-5%
Achieve Dreams	Someone who works at my school has helped me identify my dreams.	-8%	-12%	-4%
Achieve Dreams	I have clear dreams or visions for my future.	-9%	-11%	-7%
Digital Learning	I have learned a lot when I have done class work online.	-18%	-14%	-6%

# **STAFF STAKEHOLDER SURVEY RESULTS**

# Staff Stakeholder Survey

- ▶ All staff receive email invitation & reminder if needed, typically in February each year. In all, 1,344 staff responded in 2022, for a 46% response rate
- ▶ Change in percent positive (“strongly agree/always” or “agree/usually”) from 2015 to 2022 (after scale change)
- ▶ Comparing staff groups on survey scales and questions
- ▶ District and school-level results shared with principals and APs in April.

# Reporting Groups for Staff Survey

- ▶ **Site Type:** early childhood, elementary, middle school, high school and special education sites, adult education and district offices.
- ▶ **Race:** American Indian, Asian, Black, Hispanic, White, and Multiracial
- ▶ **Gender:** female, male and non-binary
- ▶ **Staff group:** teacher, ESP and other

# Changes in Staff Stakeholder Survey Scales 2015-22

Scale	<i>District Average Change 2015 to 2022</i>	<i>Staff groups that were 5% higher than district average change</i>	<i>Staff groups that were 5% lower than district average change</i>
School Environment and Communication	3%	Hispanic, Multiracial, Early Childhood, Middle, CBVAT & OEC	High school, Black
Race and Culture	5%	CBVAT & OEC, District office	Black, Hispanic, High school
Achieve Dreams*	-10%	High school	Middle school
Contribute to Community*	-7%	Male	Middle school
Lifelong Learning*	-9%	Male	None
Teaching and Learning	-2%	ABE & OALC, Multiracial	None
Teacher Professional Practice	1%	ABE & OALC, Multiracial	None

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\* Subscales from the "Strategic Outcomes" scale.

# Change on Environment, Race & Culture Staff Survey Questions 2015-22

Scale	Question	Change	5% Higher	5% Lower
<b>School Environment and Communication</b>	Administrators are visible and accessible to me.	9%	Early Childhood, Middle, CBVAT & OEC, Hispanic & Multiracial staff	High school, ESP, non-instructional staff
	My school promotes a safe and secure school environment with a culture that is conducive to teaching and learning.	5%	Multiracial, Hispanic, Elementary	High school, District office, ESP
	My school acknowledges and understands diversity in the school community, creating an environment that supports all students.	7%	Hispanic, Middle school, Black, Multiracial	Asian, Early Childhood, ABE & OALC, Non-school sites
<b>Race and Culture</b>	I believe that participating in training and/or conferences about race and culture helps me to better understand the students I work with.	13%	CBVAT & OEC, Early childhood, Teachers	Non-instructional staff

# Change on Mission-Related Staff Survey Questions 2015-22

Scale	Question	Change	5% Higher	5% Lower
<i>Achieve Dreams</i>	Most students I have gotten to know this year have talked with me about their dreams for the future.	-12%	High school	Middle school, Male
	I am able to help students identify and work toward their dreams.	-5%	High school	Middle school
	Most students I have gotten to know this year have achieved some goals this year and are getting closer to achieving their dreams.	-12%	None	None
<i>Contribute to Community</i>	This year, most students I know have helped to meet the needs of others through leadership, service, or some other way.	-6%	Elementary	Middle school
	At this school, students are treated with respect.	-8%	Elementary	High school
	At this school, students from different cultures get along well together.	-7%	Elementary	Middle school
<i>Lifelong Learning</i>	Most students I have gotten to know demonstrate good time management skills.	-9%	Elementary	None
	Most students I have gotten to know demonstrate a lot of persistence and follow-through.	-5%	Elementary	Female 14
	Most students I have gotten to know are willing to ask questions to get more information when needed.	-14%	Elementary	None

# **FAMILY STAKEHOLDER SURVEY RESULTS**

# Survey Revisions

The Family Stakeholder Survey was revised to bring it into alignment with the district's strategic directions.

The following groups collaborated to develop the survey:

- RISE Committee
- ESC department staff
- Principals



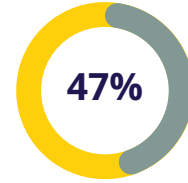


# Method

- Distributed May 16, 2022 - June 11, 2022
- Sent via email and SMS
- Communication and survey translated into:
  - Hmong
  - Somali
  - Spanish
  - Vietnamese
- Sent to a representative sample based on school and district demographics
- A majority of families in each group responded

# Percentages of Responses

Total Responses = 949



Elementary School  
(N=447)



Middle School  
(N=194)



High School  
(N=275)





# Elementary School

Percentage = Respondents selecting "Often" or "Always"

Elementary N = 447



99% of families say, "My scholar's school has a positive relationship with my community"



97% of families say, "My school as a whole is welcoming to my family"



95% of families say, "I feel like I belong at my scholar's school"

# Elementary Summary



73% of families say, "My scholar has opportunities to influence their learning"



70% of families say, "My scholar's cultural history is represented accurately in the curriculum"



63% of families say, "Staff provide regular updates on the progress of my scholar"

**Percentage = Respondents selecting "Often" or "Always"**

**Elementary N = 447**

# Elementary Summary



Top Current Sources of  
Communication\*:

- 70% selected "email"
- 64% selected "phone call"
- 59% selected  
"TalkingPoints/text message"



Top Preferred Sources of  
Communication\*:

- 47% selected "email"
- 40% selected  
"TalkingPoints/text message"
- 32% selected "phone call"

\*Question response format was "select all that apply"  
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# Middle School Summary

Percentage = Respondents selecting "Often" or "Always"

Middle School N = 194



93% of families say, "This school as a whole is welcoming to my family"



93% of families say, "My scholar has access to the supports they need to be successful at school"



92% of families say, "My scholar is provided with the appropriate technology they need to learn"

# Middle School Summary



45% of families say, "Staff create space for me to provide feedback regarding my scholar"



44% of families say, "Staff know my scholar's interests"



42% of families say, "School staff have helped my scholar set goals for their future"

**Percentage = Respondents selecting "Often" or "Always"**

**Middle School N = 194**

# Middle School Summary



## Top Current Sources of Communication\*:

- 73% selected "email"
- 61% selected "phone call"
- 60% selected "Schoology"



## Top Preferred Sources of Communication\*:

- 49% selected "email"
- 38% selected "TalkingPoints/text message"
- 27% selected "phone call"

\*Question response format was "select all that apply"



# High School Summary

Percentage = Respondents selecting "Often" or "Always"

High School N = 275



95% of families say, "Communication from my scholar's school is provided in my preferred language"



94% of families say, "My school as a whole is welcoming to my family"



94% of families say, "My scholar's school has a positive relationship with my community"

# High School Summary



54% of families say, "School staff have helped my scholar set goals for their future"



52% of families say, "Staff provide regular updates on the progress of my scholar"



48% of families say, "Staff know my scholar's interests"

**Percentage = Respondents selecting "Often" or "Always"**

**High School N = 275**

# High School Summary



Top Current Sources of Communication\*:

- 69% selected "email"
- 57% selected "phone call"
- 55% selected "Schoology"



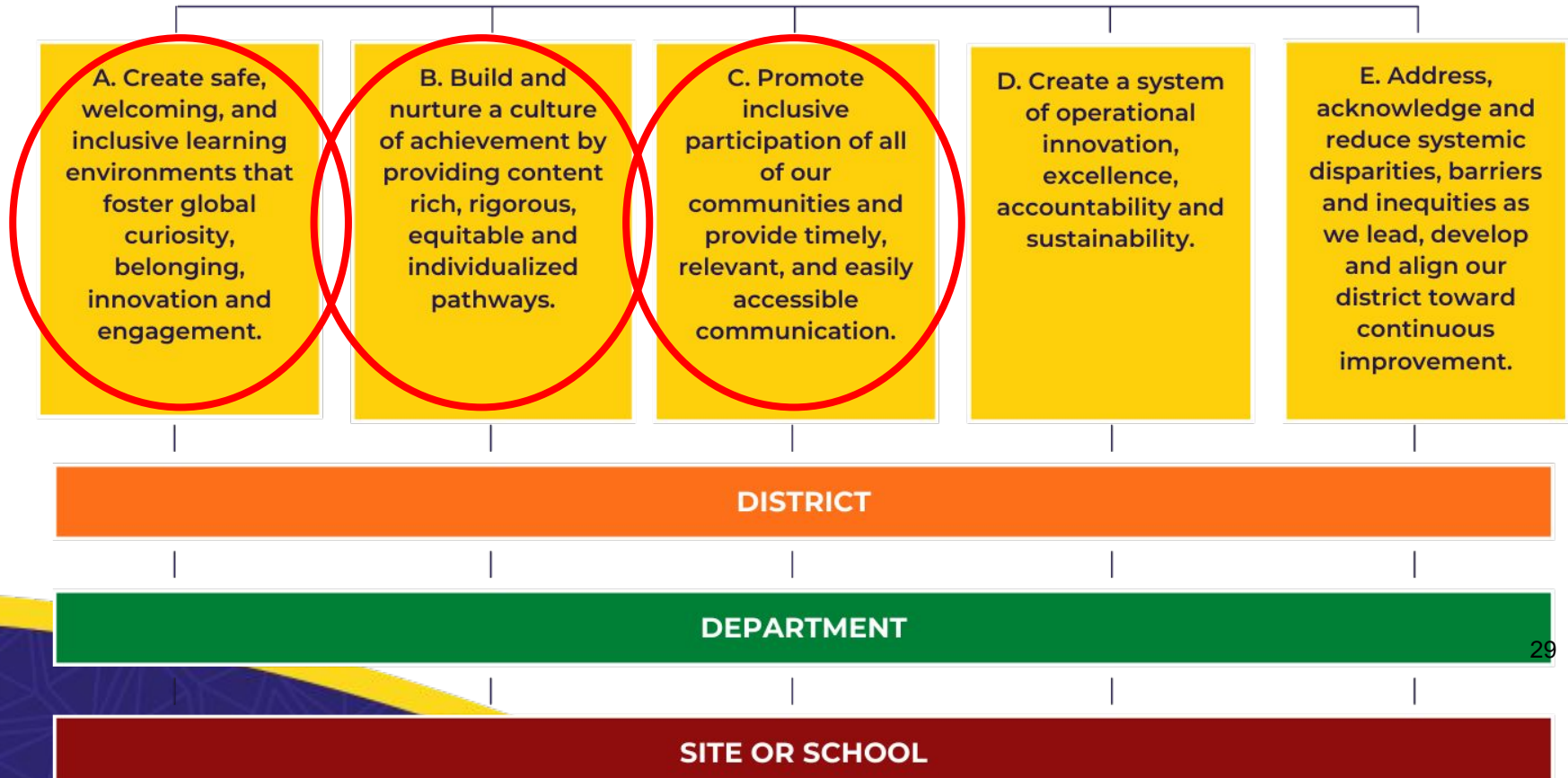
Top Preferred Sources of Communication\*:

- 48% selected "email"
- 35% selected "TalkingPoints/text message"
- 30% selected "phone call"

\*Question response format was "select all that apply"

# NEXT STEPS

# OSSEO AREA SCHOOLS STRATEGIC DIRECTIONS





## MISSION STATEMENT

*Our core purpose*

Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.

## CORE VALUES

*Drivers of our words and actions*

### HONOR AND INTEGRITY

Holding ourselves, each other and our system to the highest standards to create the best conditions for learning.

### BELONGING

Developing meaningful relationships that build trust, understanding and community.

### INCLUSION

Intentionally engaging diverse voices and perspectives equitably and respectfully.

### INNOVATION AND EXCELLENCE

Cultivating creativity, ideas, confidence and transformational growth.

### TRANSPARENCY

Communicating, modeling, and making decisions clearly, equitably and openly.

### INTRINSIC VALUE

Each scholar, staff member and family is valued and respected for their perspective, experience and contributions.

## VISION STATEMENT

*What we commit to create*

Unleash and enhance the brilliance of our scholars to thrive and change the world.

## STRATEGIC DIRECTIONS

*Prioritized focus of our time and resources*

- Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.
- Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.
- Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.
- Create a system of operational innovation, excellence, accountability and sustainability.
- Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.

[district279.org/StrategicPlan](https://district279.org/StrategicPlan)



**Thank You!**



# 2022 Student Stakeholder Survey

Department of Learning & Achievement – Division of Data & Assessment – 5/16/22

## Response Rates (p. 3)


- Over 80% of student groups and schools were at or above a 75% response rate, and the majority were above an 80% response rate.
- The only student groups or schools with less than 50% of students responding were OEC, students speaking the Dari language, and students receiving student services for severe or profound DCD, severe multiply impairment, or in setting 3 or 4.
- Overall student participation was at the lowest level since the survey was started in its present form in 2014-15, down about 1,000 students from before the pandemic.

## Student Stakeholder Survey Trend (p. 4-5)

- Two out of the three Strategic Goals scales were 2% or more below the initial year of the current version of the survey (2014-15): *Achieve Dreams* and *Lifelong Learning*. However, in the *Contribute to Community* scale, students were more positive about being treated with respect, and students from different cultures getting along.
- Results remained stable on *Help* and *Trusting Adults* scales, but since the 2017-18 school year, students have reported lower levels on the *Belonging* scale.
- In terms of school and district improvement (questions also used on the Student Engagement Surveys for teacher reports), student perceptions of *Classroom Respect* were much higher, and perceptions of *Teaching* were higher than in previous years. *Classroom Learning* remained stable.
- Since the 2015-16 school year, perceptions of *Digital Learning* have been much higher than in 2014-15. However, this year, students were much less likely to agree that they learn a lot when they do coursework online.

## Student Stakeholder Survey Scales by Group and Grade Range (p. 6)

- *Achieve Dreams* was below grade range averages for grades 3-5 and 6-8. In grades 9-12, perceptions were above the grade range average for Black students and students receiving multilingual or special education services. Perceptions on this scale were below average at each of the three grade ranges for Asian, Hispanic and female students.
- Perceptions on *Contribute to Community* were in the above average range in grades 9-12 overall and for most groups. For American Indian and Black students, perceptions were in the average or below average range at each grade range reported.
- Students reported below average *Lifelong Learning* at grades 6-8 overall and in all groups except White students. American Indian and Female students reported below average *Lifelong Learning* in each reported grade range.
- *Classroom Learning*, *Classroom Respect* and *Teaching* scales were above average in grades 9-12 overall and for most groups. Black students reported lower levels of *Classroom Learning* in grades 3-8, and American Indian student perceptions of *Classroom Respect* were in the below average range in grades 3-8.

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- *Belonging, Help* and *Trusting Adults* were in the average range at each grade range. Perceptions were most likely to be above average for White students and below average for American Indian and Black students.
  - *Digital Learning* was above average in grades 3-5 and 9-12 and varied by student group in grades 6-8.

#### **Student Engagement Survey Reports by Grade Range (p. 7-12)**

- The percent positive on the Student Engagement scales (used for teacher reports) for grades 3-5 were in the above average range for *Engage*, and in the average range on other scales.
- For grades 6-8 and for grades 9-12, the percent positive was high enough to be in the above average range overall.
- For grades 9-12, scale results were in the above average range on four out of five survey scales as well.

## Student Stakeholder Survey Response Rates

The tables below contain two columns: # = the total number of students enrolled in grades K-12, which are the grades eligible to participate in Student Stakeholder and/or Engagement Surveys, and % = percent of enrolled students responding to at least one survey. **SLIFE** = Multilingual students with limited or interrupted formal education.

Color coding		
Less than 50%	50 to 74%	At or above 75%

<b>Total</b>	<b>#</b>	<b>%</b>
Total	20010	82%
<b>Grade</b>		
KG	1502	80%
Grade 1	1490	86%
Grade 2	1537	86%
Grade 3	1500	89%
Grade 4	1432	86%
Grade 5	1471	89%
Grade 6	1407	84%
Grade 7	1472	83%
Grade 8	1589	83%
Grade 9	1668	81%
Grade 10	1630	78%
Grade 11	1574	74%
Grade 12	1738	62%
<b>School</b>		
279E	341	84%
BG	334	86%
BW	866	93%
CI	419	89%
CV	245	73%
EB	623	86%
EC	498	81%
FB	862	89%
FO	314	86%
GC	277	87%
OAK	473	75%
PB	264	90%
PL	435	76%
RC	771	90%
RL	616	92%
WD	626	88%
WVR	637	90%
ZW	331	82%
279M	223	72%
BMS	1021	80%
MGMS	1583	87%
NVMS	480	80%
OMS	1161	84%
279H	339	60%
MGSH	2263	82%
OSH	2046	78%
PCSH	1747	64%
OALC	155	61%
OEC	60	0%

<b>Race &amp; Osseo Ethnicity</b>	<b>#</b>	<b>%</b>
Amin or Hawaiian PI	492	76%
American Indian	435	74%
Asian	3193	81%
Asian English	885	80%
Hmong	1465	80%
Vietnamese	340	86%
Asian - Other	502	85%
Black	5198	77%
Black English	3865	75%
E. African	750	79%
W. African	677	83%
Hispanic	1940	79%
Hispanic English	390	80%
Spanish	1308	79%
White	7960	86%
White English	7600	86%
White Non English	360	81%
Multiracial	1612	81%
Asian + White	408	86%
Black + White or Asian	968	80%

<b>Economics &amp; Gender</b>		
Free/Reduced Price Meals	7989	77%
Homeless	381	64%
Female	9819	82%
Male	10191	81%

<b>Special Education</b>		
Spec Ed	2559	70%
Autism	566	62%
Deaf / Hard of Hearing	51	76%
DCD - Mild/Moderate	123	50%
DCD - Severe/Profound	34	18%
Developmental Delay	83	63%
Emotional or Behavioral Dis.	124	58%
Other Health Disabilities	385	73%
Physically Impaired	42	64%
Severely Multiply Impaired	41	24%
Specific Learning Disabilities	677	77%
Speech / Language Impaired	541	87%
Visually Impaired	14	86%
Setting 1	1602	83%
Setting 2	629	70%
Setting 3	371	33%
Setting 4	67	4%

<b>Multilingual/EL</b>	<b>#</b>	<b>%</b>
ML/EL	2288	81%
Level 0	26	77%
Level 1	154	78%
Level 2	279	84%
Level 3	574	84%
Level 4	251	90%
Level 5	27	85%
SLIFE	28	86%

<b>Primary Language</b>		
English	14412	82%
Hmong	1498	80%
Spanish	1359	79%
Somali	375	75%
Vietnamese	346	86%
English-Creolized	277	80%
Oromo	213	83%
Lao, Laotian	173	82%
Arabic	137	73%
Russian	124	81%
Yoruba	98	84%
Mandingo	93	81%
Swahili	85	82%
French	69	81%
Chinese, Mandarin	58	84%
Amharic	40	95%
Cambodian, Khmer	40	85%
Ewe	31	84%
Hindi	29	93%
Korean	27	93%
Igbo	26	85%
Bosnian	25	92%
Filipino, Tagalog	25	92%
Gujarati	24	83%
Tamil	23	91%
Bengali	20	100%
Urdu	16	100%
Wolof	15	100%
Telugu	14	79%
Portuguese	12	83%
Dari	11	45%
Nepali	11	100%
French, Creolized	10	90%
Twi	10	100%

## 2015-2022 Student Stakeholder Survey Trend

This survey included most students in grades 3-12 in the district from 2015-2022. The percent positive refers to students who responded "yes/always" or "mostly yes". The Student Stakeholder Survey was not administered during the 2020-21 school year due to the pandemic.

Color coding:	2% below initial	Within 2% of initial	2% above	4% above
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### Strategic Goals (Grades 5-12)

	2015	2016	2017	2018	2019	2020	2022
<b>Achieve Dreams</b>	<b>59.5%</b>	<b>59.7%</b>	<b>62.0%</b>	<b>60.3%</b>	<b>57.9%</b>	<b>58.0%</b>	<b>55.2%</b>
I have clear dreams or visions for my future.	74.5%	74.3%	74.9%	73.6%	70.5%	69.9%	66.0%
Someone who works at my school has helped me identify my dreams.	45.2%	46.4%	49.6%	47.3%	45.1%	46.0%	42.0%
Someone who works at my school has helped me set goals so I can get closer to achieving my dreams.	58.9%	58.4%	61.5%	59.9%	58.0%	57.8%	57.0%
<b>Contribute to Community</b>	<b>68.7%</b>	<b>70.0%</b>	<b>68.9%</b>	<b>68.7%</b>	<b>69.9%</b>	<b>70.0%</b>	<b>69.7%</b>
In my school, students are treated with respect.	64.4%	66.7%	65.7%	64.3%	65.6%	65.5%	67.0%
Students at my school from different cultures get along well together.	74.7%	75.6%	72.2%	74.2%	76.6%	76.4%	78.0%
This year, I have helped to meet the needs of others through leadership, service, or some other way.	67.0%	67.5%	68.8%	67.7%	67.5%	66.8%	64.0%
<b>Lifelong Learning</b>	<b>69.3%</b>	<b>70.2%</b>	<b>70.6%</b>	<b>69.7%</b>	<b>67.5%</b>	<b>67.0%</b>	<b>64.5%</b>
I manage my time well.	69.0%	70.3%	69.6%	69.2%	66.5%	66.0%	63.0%
Once I have decided I'm going to do something that's hard to do, I always follow through and do it.	73.0%	73.8%	74.3%	73.3%	71.3%	71.6%	68.0%
When I don't know something at school, I find it easy to ask for more information.	65.8%	66.5%	68.0%	66.6%	64.6%	63.9%	63.0%

### Welcome, Respect and Trust Priority Work (Grades 3-12)

	2015	2016	2017	2018	2019	2020	2022
<b>Belonging</b>	<b>67.0%</b>	<b>68.4%</b>	<b>67.3%</b>	<b>64.4%</b>	<b>65.6%</b>	<b>65.0%</b>	<b>64.9%</b>
I am comfortable sharing my thoughts and ideas at school.	62.9%	63.7%	62.6%	60.0%	60.1%	60.1%	59.0%
I feel like I belong at school.	72.4%	74.6%	73.2%	70.5%	69.2%	68.3%	68.0%
I feel respected at school.	71.0%	71.7%	71.2%	67.7%	69.6%	69.5%	69.0%
Students are treated fairly at school.	61.7%	63.8%	62.3%	59.3%	63.4%	61.8%	63.0%
<b>Help</b>	<b>73.7%</b>	<b>74.3%</b>	<b>74.9%</b>	<b>72.8%</b>	<b>72.4%</b>	<b>72.0%</b>	<b>73.2%</b>
Adults at school act on my concerns when possible.	68.9%	70.2%	71.0%	68.6%	68.0%	67.4%	69.0%
I have at least one adult I can turn to if there is a problem.	81.5%	80.6%	81.5%	79.5%	80.0%	79.3%	79.0%
When I have problems at school, the adults listen to me and help me.	70.6%	72.0%	72.1%	70.2%	69.2%	68.7%	71.0%
<b>Trusting Adults</b>	<b>81.3%</b>	<b>82.3%</b>	<b>82.0%</b>	<b>80.2%</b>	<b>80.1%</b>	<b>80.0%</b>	<b>80.5%</b>
Adults in my school believe I can learn and will be successful.	87.5%	88.0%	87.2%	85.7%	85.9%	85.7%	86.0%
Adults in my school trust me.	79.4%	81.1%	80.5%	78.6%	79.1%	78.8%	79.0%
Adults in this school care about me.	77.4%	78.5%	79.3%	76.9%	76.8%	76.9%	78.0%
Adults treat me with respect.	81.4%	83.2%	82.7%	81.2%	81.8%	81.7%	82.0%
I can count on the adults at my school to help me learn and achieve.	80.7%	80.5%	80.5%	78.5%	77.2%	76.9%	78.0%

## 2015-2022 Student Stakeholder Survey Trend - Other Scales

<b>Color coding for questions</b>	2% below initial	Within 2% of initial	2% above	4% above
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### School and District Improvement (Grades 3-12)

	2015	2016	2017	2018	2019	2020	2022
<b>Classroom Learning</b>	<b>77.6%</b>	<b>79.2%</b>	<b>79.4%</b>	<b>76.3%</b>	<b>77.0%</b>	<b>77.0%</b>	<b>78.3%</b>
I like the way we learn in this class.	74.3%	75.9%	76.8%	73.4%	73.6%	73.4%	74.0%
In this class, we learn a lot almost every day.	85.0%	87.6%	87.6%	85.5%	86.8%	87.2%	88.0%
My teacher makes learning enjoyable. (grades 6-12)	70.9%	70.9%	71.8%	67.7%	68.8%	69.5%	72.0%
This class is a happy place for me to be. (grades 3-5)	78.5%	80.4%	77.8%	74.0%	74.0%	73.9%	75.0%
<b>Classroom Respect</b>	<b>72.9%</b>	<b>74.8%</b>	<b>75.8%</b>	<b>73.9%</b>	<b>75.3%</b>	<b>76.0%</b>	<b>77.6%</b>
My teacher believes I can learn and thinks I will be successful.	87.3%	88.6%	89.0%	87.4%	88.1%	88.1%	89.0%
My teacher listens carefully to me and my ideas. (grades 6-12)	72.8%	73.5%	74.8%	73.1%	74.5%	76.0%	78.0%
My teacher seems to care about me.	78.5%	79.0%	79.7%	78.8%	80.0%	79.4%	82.0%
Students in this class behave the way my teacher wants them to.	53.2%	57.8%	59.3%	55.9%	58.3%	61.1%	62.0%
<b>Teaching</b>	<b>80.6%</b>	<b>81.3%</b>	<b>82.0%</b>	<b>80.6%</b>	<b>81.9%</b>	<b>82.0%</b>	<b>83.9%</b>
My teacher checks to make sure we understand what she/he is teaching us. (grades 3-5)	91.0%	90.8%	90.4%	90.2%	90.5%	89.9%	91.0%
My teacher doesn't let people give up when the work gets hard. (grades 6-12)	81.2%	82.4%	82.9%	81.6%	82.5%	82.9%	84.0%
My teacher gives us time to explain our ideas.	78.2%	79.3%	80.8%	79.9%	82.4%	83.1%	85.0%
My teacher has several good ways to explain each topic we cover in class. (grades 6-12)	75.7%	76.0%	77.4%	74.4%	77.2%	77.7%	79.0%
My teacher makes sure that I do my best. (grades 3-5)	95.0%	94.5%	94.8%	94.3%	94.4%	94.5%	95.0%
My teacher wants us to use our thinking skills, not just memorize things. (grades 6-12)	83.1%	84.3%	84.6%	82.6%	84.6%	84.5%	86.0%
The comments that I get on my work in this class help me improve. (grades 6-12)	73.0%	74.0%	74.3%	72.5%	72.9%	73.4%	76.0%

### Digital Learning Priority Work (Grades 3-12)

	2015	2016	2017	2018	2019	2020	2022
<b>Digital Learning</b>	<b>71.5%</b>	<b>76.2%</b>	<b>78.6%</b>	<b>77.1%</b>	<b>77.2%</b>	<b>77.0%</b>	<b>77.0%</b>
I have access to the technology I need for school work.	80.9%	85.6%	88.3%	86.9%	88.6%	88.5%	92.0%
I learn a lot when I do class work online.	63.6%	66.5%	68.3%	67.6%	65.7%	66.2%	56.0%
My teacher uses technology to help me learn.	70.1%	76.4%	79.2%	76.9%	77.3%	77.8%	83.0%

# 2022 Student Stakeholder Survey Report by Group and Grade Range

This report compares responses from students in 2022 with earlier years on the Stakeholder Survey scales. For each question, students could respond "Yes, Always," "Mostly Yes," "Maybe/Sometimes," "Mostly No," or "No, Never." The percentage of students responding "Yes, Always," or "Mostly Yes," is referred to below as the "percent positive." Percentages are highlighted green if they are in the upper 25% of scores for the school's grade range (3-5). Scores are highlighted yellow if they are in the lower 25%, and left gray if they are in the middle 50%.

	Ethnicity						Gender		Service Group			All
	Am Ind	Asian	Hispanic	Black	White	Multi	F	M	ML	FRL	Spec	
Achieve Dreams Gr 5	N/A	68	70	71	68	69	69	70	65	68	73	70
Achieve Dreams Gr 6-8	47	47	52	55	52	50	49	55	56	53	59	52
Achieve Dreams Gr 9-12	50	49	52	61	53	54	52	57	63	57	61	55
Contribute to Community Gr 5	N/A	80	81	74	86	82	83	79	74	76	71	81
Contribute to Community Gr 6-8	60	66	69	60	70	65	64	69	64	63	66	67
Contribute to Community Gr 9-12	66	68	69	67	71	68	66	72	70	68	70	69
Lifelong Learning Gr 5	N/A	72	77	72	80	78	74	78	72	73	76	76
Lifelong Learning Gr 6-8	44	61	59	61	69	61	60	68	65	60	62	64
Lifelong Learning Gr 9-12	54	59	59	61	63	61	58	65	73	60	61	62
Classroom Learning Gr 3-5	86	81	86	79	86	82	84	82	81	79	79	83
Classroom Learning Gr 6-8	70	75	74	70	76	72	73	75	73	71	71	74
Classroom Learning Gr 9-12	75	80	82	78	77	76	78	78	85	79	75	78
Classroom Respect Gr 3-5	70	74	77	72	80	76	76	77	73	72	76	77
Classroom Respect Gr 6-8	65	73	73	69	77	72	72	75	69	69	70	74
Classroom Respect Gr 9-12	78	80	81	80	83	80	81	82	81	80	80	82
Teaching Gr 3-5	89	92	91	90	93	91	92	91	90	90	90	92
Teaching Gr 6-8	71	82	80	76	82	77	79	81	79	77	76	80
Teaching Gr 9-12	80	83	86	83	83	82	83	83	87	83	82	83
Belonging Gr 3-5	58	66	71	63	79	70	71	71	65	64	67	71
Belonging Gr 6-8	50	57	59	51	63	58	53	65	53	53	57	59
Belonging Gr 9-12	60	63	65	62	68	63	60	70	64	62	63	65
Help Gr 3-5	85	81	86	78	86	82	84	82	78	79	81	83
Help Gr 6-8	60	68	64	62	73	68	66	71	65	63	68	69
Help Gr 9-12	61	66	67	65	73	68	66	72	67	67	71	69
Trusting Adults Gr 3-5	92	89	90	84	92	89	91	87	86	85	87	89
Trusting Adults Gr 6-8	65	80	75	66	81	74	75	77	71	71	74	76
Trusting Adults Gr 9-12	70	76	74	73	80	74	75	78	76	74	77	77
Digital Learning Gr 3-5	70	76	77	73	77	75	75	76	72	72	74	76
Digital Learning Gr 6-8	67	79	73	72	81	79	77	78	71	73	73	78
Digital Learning Gr 9-12	75	77	77	77	79	77	78	78	78	76	76	78

This report summarizes responses from students in your school to Homeroom and Engagement Surveys in grades 3-5. For each question, students could respond "Yes/Always", "No/Never", "Mostly Yes", "Mostly No", or "Maybe/Sometimes". The percentage of students responding "Yes/Always", or "Mostly Yes" is referred to below as the "percent positive".; The first column contains results for your school, and the second column contains the range for the middle 50% for the grades in your school in the district. Scale scores are gray if they are in the middle range, yellow if they are in the lower 25% and green if in the upper 25%. Individual questions are not color coded.

	Percent Positive	
	ALSCH	Dist Gr Rng
STUDENT ENGAGEMENT SURVEY (all questions)	82	80-83
Engage	85	81-84
I like the way we learn in this class.	83	82-84
In this class, we learn a lot almost every day.	89	88-90
My teacher asks questions to be sure we are listening.	86	86-87
My teacher gives us time to explain our ideas.	87	81-83
My teacher wants me to explain what I think.	83	74-78
My teacher wants us to share what we are thinking.	83	72-76
Illuminate	87	85-88
I understand what I should be learning in this class.	87	87-88
My teacher asks us if we understand.	87	85-86
My teacher checks to make sure we understand what she/he is teaching us.	91	89-90
My teacher explains difficult things clearly.	85	85-86
My teacher tells us what we are learning and why we are learning it.	84	83-84
Manage	55	45-61
Students in this class behave the way my teacher wants them to.	47	38-52
Students in this class listen to the teacher.	57	49-63
The kids in my class know what they are supposed to be doing and learning.	67	62-69
The way students behave in this class makes it easy to learn.	47	41-52
Relate	86	86-88
I like the way my teacher treats me.	90	88-89
If I am upset, my teacher helps me feel better.	79	76-80

	Percent Positive	
	ALSCH	Dist Gr Rng
My teacher believes I can learn and thinks I will be successful	93	93-94
My teacher in this class knows me very well.	78	83-84
My teacher is nice to me when I ask questions.	93	92-93
My teacher seems to care about me	92	90-92
This class is a happy place for me to be.	76	76-81
Stretch	92	91-94
I work hard to understand my lessons in this class.	91	89-91
In this class, the teacher expects us to work hard.	95	95-98
In this class, we learn how to correct our mistakes.	90	87-88
My teacher encourages students to keep working when the work gets hard.	90	88-90
My teacher makes sure that I do my best.	95	95-96

This report summarizes responses from students in your school to the Engagement scales from the Stakeholder and Engagement Surveys in grades 6-8. For each question, students could respond "Yes/Always", "No/Never", "Mostly Yes", "Mostly No", or "Maybe/Sometimes". The percentage of students responding "Yes/Always", or "Mostly Yes" is referred to below as the "percent positive"; The first column contains results for your school, and the second column contains the range for the middle 50% for the grades in your school in the district. Scale scores are gray if they are in the middle range, yellow if they are in the lower 25% and green if in the upper 25%. Individual questions are not color coded.

	Percent Positive	
	ALSCH	Dist Gr Rng
STUDENT ENGAGEMENT SURVEY (all questions)	75	67-72
Engage	78	69-76
I like the way we learn in this class.	71	68-77
In this class, we learn a lot almost every day.	85	77-83
My teacher gives us time to explain our ideas.	84	74-79
My teacher makes learning enjoyable	71	64-74
The teacher asks questions to be sure we are listening.	82	78-82
The teacher asks us to think first, before answering our questions.	79	71-75
The teacher wants me to explain what I think.	77	66-73
We get to do a lot in this class, not just listen to the teacher.	77	69-77
Illuminate	77	69-75
My teacher has several good ways to explain each topic that we cover in class.	79	73-79
The comments that I get on my work in this class help me understand how to improve.	73	69-74
The teacher checks to make sure we understand what he/she is teaching us.	85	79-83
The teacher explains difficult things clearly.	77	73-78
The teacher knows when the class understands, and when we do not.	74	69-75
The teacher takes the time to summarize what we learn each day.	72	55-62
The teacher tells us what we are learning and why we are learning it.	79	73-78
Manage	68	51-69
Everybody knows what they are expected to learn and do in this class.	80	73-80
Our class stays busy and doesn't waste time.	65	50-63

	Percent Positive	
	ALSCH	Dist Gr Rng
Student behavior in this class is under control.	67	52-67
Students in this class behave the way my teacher wants them to.	59	43-59
Students in this class listen to the teacher.	68	54-68
Students in this class treat the teacher with respect.	71	57-72
<b>Relate</b>	<b>68</b>	<b>61-70</b>
If I am upset, the teacher helps me feel better.	56	46-55
My teacher believes I can learn and thinks I will be successful	87	86-87
My teacher listens carefully to me and my ideas	79	72-78
My teacher seems to care about me	78	72-78
The teacher in this class knows me very well.	55	57-65
The teacher really tries to understand how students feel.	74	62-71
The teacher seems to know if something is bothering me.	47	42-51
<b>Stretch</b>	<b>82</b>	<b>75-82</b>
In this class, the teacher expects us to work hard.	94	92-94
In this class, we learn how to correct our mistakes.	82	76-80
My teacher doesn't let people give up when the work gets hard.	85	82-84
My teacher wants us to use our thinking skills, not just memorize things.	85	81-84
The teacher asks students to explain more about answers they give.	78	71-76
The teacher in this class encourages me to do my best.	87	85-87
This class makes me a better thinker.	65	57-66

This report summarizes responses from students in your school to the Engagement scales from the Stakeholder and Engagement Surveys in grades 9-12. For each question, students could respond "Yes/Always", "No/Never", "Mostly Yes", "Mostly No", or "Maybe/Sometimes". The percentage of students responding "Yes/Always", or "Mostly Yes" is referred to below as the "percent positive"; The first column contains results for your school, and the second column contains the range for the middle 50% for the grades in your school in the district. Scale scores are gray if they are in the middle range, yellow if they are in the lower 25% and green if in the upper 25%. Individual questions are not color coded.

	Percent Positive	
	ALSCH	Dist Gr Rng
STUDENT ENGAGEMENT SURVEY (all questions)	80	66-75
Engage	81	68-78
I like the way we learn in this class.	76	66-77
In this class, we learn a lot almost every day.	87	78-84
My teacher gives us time to explain our ideas.	86	73-80
My teacher makes learning enjoyable	75	63-76
The teacher asks questions to be sure we are listening.	84	79-83
The teacher asks us to think first, before answering our questions.	81	71-77
The teacher wants me to explain what I think.	80	71-77
We get to do a lot in this class, not just listen to the teacher.	81	70-79
Illuminate	81	70-78
My teacher has several good ways to explain each topic that we cover in class.	82	73-81
The comments that I get on my work in this class help me understand how to improve.	81	69-77
The teacher checks to make sure we understand what he/she is teaching us.	86	78-84
The teacher explains difficult things clearly.	82	72-81
The teacher knows when the class understands, and when we do not.	77	69-76
The teacher takes the time to summarize what we learn each day.	74	62-70
The teacher tells us what we are learning and why we are learning it.	84	76-81
Manage	85	69-78
Everybody knows what they are expected to learn and do in this class.	88	76-83
Our class stays busy and doesn't waste time.	78	60-72

	Percent Positive	
	ALSCH	Dist Gr Rng
Student behavior in this class is under control.	87	69-81
Students in this class behave the way my teacher wants them to.	81	57-72
Students in this class listen to the teacher.	85	66-79
Students in this class treat the teacher with respect.	89	69-82
<b>Relate</b>	<b>70</b>	<b>58-70</b>
If I am upset, the teacher helps me feel better.	57	41-53
My teacher believes I can learn and thinks I will be successful	90	84-86
My teacher listens carefully to me and my ideas	82	72-79
My teacher seems to care about me	80	67-76
The teacher in this class knows me very well.	55	51-61
The teacher really tries to understand how students feel.	77	60-71
The teacher seems to know if something is bothering me.	50	39-49
<b>Stretch</b>	<b>85</b>	<b>75-82</b>
In this class, the teacher expects us to work hard.	95	92-95
In this class, we learn how to correct our mistakes.	85	76-83
My teacher doesn't let people give up when the work gets hard.	86	79-83
My teacher wants us to use our thinking skills, not just memorize things.	88	85-87
The teacher asks students to explain more about answers they give.	80	70-77
The teacher in this class encourages me to do my best.	90	83-85
This class makes me a better thinker.	73	62-72

# 2022 Staff Stakeholder Survey

*Department of Learning & Achievement – Division of Data & Assessment – 5/9/22*

## Staff Stakeholder Survey Trend 2015-22 (p. 2-3)

- The *School Environment and Communication* scale has remained stable over the past seven years, with the greatest increases for questions about administrator accessibility, safety, and security, and acknowledging diversity.
- *Race and Culture* has remained significantly above the 2015 average every year since 2017. The greatest gains have been on questions about the value of training in understanding students and working towards equitable student achievement.
- This year, *Strategic Outcomes* is now significantly below the 2015 district average for the first time. Most questions reflect this decrease, but the greatest drop was in students being “willing to ask questions to get more information when needed.”
- *Teaching and Learning* and *Teacher Professional Practice* have changed very little since 2015, with percentages remaining at or above 80% on most questions.

## Staff Stakeholder Survey Results by Group (p. 4-6)

- *School Environment and Communication* perceptions were highest for non-instructional staff and for staff at sites focusing on serving students in early childhood, adulthood or receiving special education services. Results were lower for staff in high schools and for non-binary staff. The questions with the greatest variation between groups were the ones about clear visions for improvement, communications, accessibility of administrators, safety, and security.
- *Race and Culture* perceptions were higher for most groups, but lower for Black staff. Echoing the trend results, most groups had much higher perceptions in 2022 than in 2015 on questions about the value of training in understanding students and in using this information to work towards equitable student achievement. However, Black staff had much lower perceptions on the question: “I have trusted colleagues with whom I am willing to collaborate to learn more about race and culture.”
- *Strategic Outcomes* perceptions were highest for teachers at the elementary level, in adult sites, and sites focusing on students receiving special education services. Perceptions were lowest for middle and high school teachers. Middle level teachers had the lowest perceptions on the “achieve dreams” and “contribute to community” questions (the first six questions). For high school teachers, their lowest perceptions were on the “lifelong learning” questions (the last three questions).
- *Teaching and Learning* perceptions were highest for teachers at adult sites and lowest for high school and non-binary teachers. The greatest variation between groups was on “my school sets high expectations for all students” and “my school uses a system to assess and plan staff development to improve student learning.”
- *Teacher Professional Practice* perceptions were highest at the early childhood and adult sites and among Asian teachers. The greatest variation between groups was on “I regularly inform families about what is happening in my classroom.”

## Staff Stakeholder Survey Trend 2015-22

For each staff survey scale, the scale mean is reported for up to seven years. For each scale, 5 = strongly agree or always, 4 = agree or usually, 3 = neutral or sometimes, 2 = disagree or rarely, and 1 = strongly disagree or never. The percentages reported are the percent positive (responding with a 4 or 5 on the scale). Questions marked with an (#) were added for the 2022 survey, so color coding is based on comparing each group to the overall 2022 results. Questions marked with an (^) were only asked of school staff. Due to the new questions and some dropped questions, *School Environment and Communication* and *Race and Culture* scales for 2022 reflect only the questions used in 2015 and 2022. The color-coding in this report is driven by the margin of error which is based on the sample size for the scale for the two years being compared, and using the actual value – not just the rounded percentage. Because of this, sometimes the same percentage on the same question may be color coded differently in different years.

Color Coding Relative to 2015				
Substantive or statistical significance beyond margin of error				
Well Below	Below	Near	Above	Well Above

	2015	2016	2017	2018	2019	2020	2022
<b>School Environment and Communication</b>	<b>4.0</b>	<b>4.1</b>	<b>4.1</b>	<b>4.0</b>	<b>4.1</b>	<b>4.1</b>	<b>4.1</b>
<i>Number of staff responding (All staff were asked to respond)</i>	1214	1323	1576	1106	1115	1268	1344
<i>Margin of error is +/- this many percentage points (95% confidence level)</i>	2%	2%	1%	2%	2%	2%	2%
Staff at school make me feel welcome.	86%	89%	89%	86%	87%	86%	87%
I feel safe in my work environment.	82%	74%	81%	77%	80%	79%	80%
Staff consistently provides helpful customer service.	81%	85%	86%	82%	88%	84%	84%
I am treated with respect by my colleagues.	84%	87%	88%	86%	87%	84%	87%
A clear vision for our school and strategies for improvement are communicated.	67%	73%	76%	69%	72%	72%	69%
Communications to staff are delivered in a professional and timely manner.	65%	72%	75%	68%	72%	67%	68%
Administrators are visible and accessible to me. ^	66%	74%	77%	73%	77%	76%	75%
My school promotes a safe and secure school environment with a culture that is conducive to teaching and learning. ^	66%	65%	70%	64%	71%	67%	71%
My school acknowledges and understands diversity in the school community, creating an environment that supports all students. ^	74%	76%	79%	77%	81%	79%	81%
My school does a good job of keeping me informed about important news. #							73%
The district does a good job of keeping me informed about important news. #							70%
<b>Race and Culture</b>	<b>3.1</b>	<b>3.2</b>	<b>3.3</b>	<b>3.4</b>	<b>3.4</b>	<b>3.4</b>	<b>3.5</b>
<i>Number of staff responding (All staff were asked to respond)</i>	1208	1306	1495	1066	1082	1261	1345
<i>Margin of error is +/- this many percentage points (95% confidence level)</i>	2%	2%	1%	2%	2%	2%	2%
I have participated in training that has helped me understand how race and culture impact learning.	93%	95%	95%	98%	99%	99%	97%
I have had helpful conversations with my co-workers about race and culture.	92%	93%	95%	97%	96%	95%	95%
I believe that participating in training and/or conferences about race and culture helps me to better understand the students I work with.	62%	68%	76%	75%	77%	74%	76%
I am willing to learn more about how race and culture impact learning.	84%	87%	88%	87%	87%	85%	88%
I have trusted colleagues with whom I am willing to collaborate to learn more about race and culture.	83%	84%	86%	83%	87%	83%	84%
What I have learned about race and culture has helped me work towards equitable student achievement.			68%	74%	78%	74%	80%
I have raised my Consciousness about Equity this year. #							78%

	2015	2016	2017	2018	2019	2020	2022
<b>Strategic Outcomes</b>	<b>3.6</b>	<b>3.5</b>	<b>3.6</b>	<b>3.5</b>	<b>3.6</b>	<b>3.5</b>	<b>3.4</b>
<i>Number of staff responding (Teachers in grades 5-12 were asked to respond)</i>	362	411	443	315	319	326	427
<i>Margin of error is +/- this many percentage points (95% confidence level)</i>	3%	3%	3%	3%	3%	3%	3%
Most students I have gotten to know this year have talked with me about their dreams for the future.	68%	64%	68%	68%	70%	65%	56%
I am able to help students identify and work toward their dreams.	84%	83%	83%	85%	85%	82%	79%
Most students I have gotten to know this year have achieved some goals this year and are getting closer to achieving their dreams.	81%	75%	80%	74%	77%	76%	69%
This year, most students I know have helped to meet the needs of others through leadership, service, or some other way.	46%	43%	45%	40%	48%	45%	40%
At this school, students are treated with respect.	84%	82%	83%	79%	81%	76%	75%
At this school, students from different cultures get along well together.	76%	67%	73%	65%	74%	69%	70%
Most students I have gotten to know demonstrate good time management skills.	34%	32%	35%	32%	36%	30%	25%
Most students I have gotten to know demonstrate a lot of persistence and follow-through.	35%	36%	36%	30%	39%	34%	30%
Most students I have gotten to know are willing to ask questions to get more information when needed.	62%	60%	61%	59%	60%	59%	48%
<b>Teaching and Learning</b>	<b>3.9</b>	<b>4.1</b>	<b>4.1</b>	<b>3.9</b>	<b>4.0</b>	<b>4.0</b>	<b>3.9</b>
<i>Number of staff responding (All teachers were asked to respond)</i>	722	750	840	596	589	654	768
<i>Margin of error is +/- this many percentage points (95% confidence level)</i>	2%	2%	2%	2%	2%	2%	2%
My school sets high expectations for all students.	71%	75%	72%	63%	68%	67%	67%
My school sets high expectations for all staff.	80%	84%	87%	79%	79%	80%	80%
My school uses a system to assess and plan staff development to improve student learning.	70%	73%	75%	69%	71%	68%	68%
I receive useful feedback to improve my teaching.	72%	76%	79%	73%	72%	73%	75%
Our staff members collaborate to review data and improve student learning.	88%	89%	91%	89%	88%	87%	85%
<b>Teacher Professional Practice</b>	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.3</b>	<b>4.4</b>	<b>4.3</b>	<b>4.4</b>
<i>Number of staff responding (All teachers were asked to respond)</i>	725	253	839	596	586	654	767
<i>Margin of error is +/- this many percentage points (95% confidence level)</i>	2%	3%	2%	2%	2%	2%	2%
I maintain high expectations for achievement for all of my students.	99%	99%	98%	99%	99%	98%	98%
I integrate technology into my instruction.	93%	94%	93%	93%	92%	91%	96%
I use data to make informed decisions and to improve my professional practice.	94%	95%	95%	93%	95%	94%	94%
I regularly inform families about what is happening in my classroom.	78%	82%	81%	80%	82%	81%	81%
I engage in ongoing collaborative work with my colleagues to ensure student learning.	93%	95%	94%	92%	95%	92%	91%
Teachers in this school trust each other.	70%	69%	77%	68%	73%	71%	72%

## Staff Stakeholder Survey Results by Group

For each staff survey scale, the scale mean is reported for each group within each of the four categories (sets of columns). For each scale, 5 = strongly agree or always, 4 = agree or usually, 3 = neutral or sometimes, 2 = disagree or rarely, and 1 = strongly disagree or never. Group results are only reported if the number responding is at least five staff. For "Type of Site," EC = Early Childhood, Spec = CBVAT & OEC, Adult = OALC & ABE, and Dist = ESC and other non-school sites. Questions marked with an asterisk (\*) below were modified slightly for non-school staff (e.g., "department" instead of "school" and "people" instead of "students"). Questions marked with an (#) were added for the 2022 survey, so color coding is based on comparing each group to the overall 2022 results. Questions marked with an (^) were only asked of school staff. Due to the new questions and some dropped questions, *School Environment and Communication* and *Race and Culture* scales for 2022 reflect only the questions used in 2015 and 2022. The color-coding in this report is driven by the margin of error which is based on the sample size for the scale for the two years being compared, and using the actual value – not just the rounded percentage. Because of this, sometimes the same percentage on the same question may be color coded differently for different groups.

Color Coding Relative to 2015 District Average				
Reflects substantive and statistical significance beyond margin of error.				
Well Below	Below	Near 2015 Dist Avg	Above	Well Above

	Type of Site							Staff Race						Gender			Work Position			All Staff
	EC	Elem	Mid	HS	Spec	Adult	Dist	Amln	Asian	Black	Hispanic	White	Mult	Female	Male	Non-Binary	Teacher	ESP	Other	All
<b>School Environment and Communication</b>	<b>4.3</b>	<b>4.2</b>	<b>4.0</b>	<b>3.7</b>	<b>4.0</b>	<b>4.5</b>	<b>4.3</b>	<b>4.2</b>	<b>4.0</b>	<b>3.9</b>	<b>4.2</b>	<b>4.1</b>	<b>3.8</b>	<b>4.1</b>	<b>4.0</b>	<b>3.5</b>	<b>4.0</b>	<b>4.0</b>	<b>4.3</b>	<b>4.1</b>
<i>Number of staff responding (All staff were asked to respond)</i>	69	539	218	308	23	37	150	5	52	66	31	1131	59	1050	276	18	794	258	292	1344
<i>Margin of error is +/- this many percentage points (95% confidence level)</i>	7%	2%	4%	3%	12%	9%	5%	26%	8%	7%	9%	2%	7%	2%	3%	13%	2%	3%	3%	2%
Staff at school make me feel welcome. *	93%	90%	86%	80%	83%	95%	90%	100%	83%	69%	90%	89%	73%	88%	87%	72%	86%	87%	90%	87%
I feel safe in my work environment.	91%	87%	68%	68%	78%	89%	87%	80%	75%	74%	77%	81%	68%	81%	77%	61%	76%	81%	88%	80%
Staff consistently provides helpful customer service.	94%	88%	84%	71%	76%	97%	91%	100%	76%	76%	83%	86%	76%	84%	86%	61%	83%	84%	90%	84%
I am treated with respect by my colleagues.	96%	86%	90%	81%	78%	95%	88%	100%	85%	75%	87%	88%	71%	87%	86%	67%	87%	83%	87%	87%
A clear vision for our school and strategies for improvement are communicated. *	83%	72%	70%	50%	57%	97%	80%	60%	71%	63%	84%	69%	61%	70%	67%	28%	67%	64%	76%	69%
Communications to staff are delivered in a professional and timely manner.	72%	71%	74%	49%	61%	89%	77%	60%	69%	67%	81%	67%	62%	67%	69%	59%	64%	69%	78%	68%
Administrators are visible and accessible to me. ^	81%	81%	81%	58%	78%	92%			78%	82%	88%	74%	71%	76%	74%	53%	72%	74%	89%	75%
My school promotes a safe and secure school environment with a culture that is conducive to teaching and learning. ^	90%	82%	56%	55%	74%	95%			78%	77%	80%	71%	59%	72%	68%	56%	68%	73%	81%	71%
My school acknowledges and understands diversity in the school community, creating an environment that supports all students. ^	81%	87%	79%	73%	78%	95%			67%	68%	84%	84%	66%	82%	83%	40%	80%	82%	89%	81%
My school does a good job of keeping me informed about important news. *#	78%	79%	75%	56%	55%	89%	76%	40%	71%	73%	94%	72%	69%	73%	71%	61%	69%	72%	82%	73%
The district does a good job of keeping me informed about important news. *#	85%	78%	65%	56%	35%	73%	80%	40%	62%	78%	81%	71%	58%	72%	68%	33%	66%	75%	79%	70%

	Type of Site							Staff Race						Gender			Work Position			All Staff	
	EC	Elem	Mid	HS	Spec	Adult	Dist	Amln	Asian	Black	Hispanic	White	Mult	Female	Male	Non-Binary	Teacher	ESP	Other	All	
<b>Race and Culture</b>	<b>3.8</b>	<b>3.5</b>	<b>3.6</b>	<b>3.4</b>	<b>3.7</b>	<b>3.6</b>	<b>3.5</b>	<b>3.9</b>	<b>3.4</b>	<b>3.0</b>	<b>3.3</b>	<b>3.6</b>	<b>3.4</b>	<b>3.5</b>	<b>3.4</b>	<b>3.6</b>	<b>3.6</b>	<b>3.2</b>	<b>3.2</b>	<b>3.5</b>	
<i>Number of staff responding (All staff were asked to respond)</i>	69	539	218	308	23	37	151	5	52	66	31	1133	58	1052	276	17	794	258	293	1345	
<i>Margin of error is +/- this many percentage points (95% confidence level)</i>	7%	2%	4%	3%	12%	9%	4%	26%	8%	7%	9%	2%	7%	2%	3%	14%	2%	3%	3%	2%	
I have participated in training that has helped me understand how race and culture impact learning.	97%	96%	98%	97%	100%	97%	95%	100%	94%	87%	87%	97%	100%	97%	94%	100%	99%	91%	94%	97%	
I have had helpful conversations with my co-workers about race and culture.	97%	97%	97%	93%	96%	95%	94%	100%	91%	81%	84%	97%	91%	96%	95%	88%	98%	88%	94%	95%	
I believe that participating in training and/or conferences about race and culture helps me to better understand the students I work with.	88%	77%	76%	71%	91%	81%	70%	100%	80%	65%	80%	77%	60%	77%	68%	82%	80%	73%	67%	76%	
I am willing to learn more about how race and culture impact learning.	96%	86%	87%	87%	100%	94%	88%	100%	94%	83%	87%	88%	81%	88%	85%	82%	90%	85%	82%	88%	
I have trusted colleagues with whom I am willing to collaborate to learn more about race and culture.	88%	85%	87%	79%	87%	94%	81%	100%	82%	61%	71%	86%	72%	85%	81%	65%	87%	78%	80%	84%	
What I have learned about race and culture has helped me work towards equitable student achievement.	88%	82%	81%	76%	91%	91%	73%	100%	85%	71%	68%	82%	71%	82%	75%	82%	85%	74%	74%	80%	
I have raised my Consciousness about Equity this year. #	86%	77%	79%	75%	91%	89%	74%	80%	77%	66%	71%	79%	70%	79%	74%	65%	80%	75%	72%	78%	
<b>Strategic Outcomes</b>		<b>3.9</b>	<b>3.3</b>	<b>3.3</b>	<b>3.9</b>	<b>3.9</b>			<b>3.7</b>	<b>3.6</b>	<b>3.5</b>	<b>3.4</b>	<b>3.3</b>	<b>3.4</b>	<b>3.4</b>		<b>3.4</b>			<b>3.4</b>	
<i>Number of staff responding (Teachers in grades 5-12 were asked to respond)</i>		31	154	216	9	17			9	14	6	380	17	288	135					427	427
<i>Margin of error is +/- this many percentage points (95% confidence level)</i>		9%	4%	4%	19%	14%			19%	14%	0.24	3%	14%	3%	5%					3%	3%
Most students I have gotten to know this year have talked with me about their dreams for the future.		63%	46%	59%	67%	81%			67%	64%	67%	56%	47%	60%	47%		56%			56%	
I am able to help students identify and work toward their dreams.		80%	73%	81%	100%	94%			78%	93%	83%	78%	76%	80%	76%		79%			79%	
Most students I have gotten to know this year have achieved some goals this year and are getting closer to achieving their dreams.		77%	64%	69%	100%	94%			67%	71%	67%	70%	65%	73%	62%		69%			69%	
This year, most students I know have helped to meet the needs of others through leadership, service, or some other way.		77%	31%	38%	78%	67%			56%	50%	33%	40%	29%	39%	43%		40%			40%	
At this school, students are treated with respect.		90%	70%	74%	100%	100%			88%	69%	100%	74%	88%	74%	80%		75%			75%	
At this school, students from different cultures get along well together.		87%	61%	71%	100%	94%			89%	86%	100%	68%	76%	67%	76%		70%			70%	
Most students I have gotten to know demonstrate good time management skills.		55%	28%	17%	22%	35%			33%	14%	17%	24%	29%	25%	24%		25%			25%	
Most students I have gotten to know demonstrate a lot of persistence and follow-through.		65%	30%	23%	44%	47%			56%	29%	17%	29%	41%	30%	30%		30%			30%	
Most students I have gotten to know are willing to ask questions to get more information when needed.		81%	49%	41%	44%	82%			78%	43%	67%	47%	53%	50%	47%		48%			48%	

	Type of Site							Staff Race						Gender			Work Position			All Staff
	EC	Elem	Mid	HS	Spec	Adult	Dist	Amln	Asian	Black	Hispanic	White	Mult	Female	Male	Non-Binary	Teacher	ESP	Other	All
<b>Teaching and Learning</b>	<b>4.3</b>	<b>4.1</b>	<b>3.9</b>	<b>3.6</b>	<b>4.0</b>	<b>4.4</b>			<b>4.0</b>	<b>3.8</b>	<b>3.7</b>	<b>4.0</b>	<b>3.9</b>	<b>4.0</b>	<b>3.9</b>	<b>3.4</b>	<b>3.9</b>			<b>3.9</b>
<i>Number of staff responding (All teachers in schools were asked to respond)</i>	40	319	153	217	11	28			16	20	9	691	31	591	169	8	768			768
<i>Margin of error is +/- this many percentage points (95% confidence level)</i>	9%	3%	4%	4%	17%	11%			14%	13%	19%	2%	9%	2%	4%	20%	2%			2%
My school sets high expectations for all students.	92%	79%	61%	46%	73%	100%			75%	55%	56%	68%	65%	69%	62%	50%	67%			67%
My school sets high expectations for all staff.	88%	81%	86%	71%	91%	89%			81%	75%	78%	80%	74%	80%	82%	50%	80%			80%
My school uses a system to assess and plan staff development to improve student learning.	70%	73%	67%	56%	80%	93%			63%	65%	33%	68%	71%	68%	69%	38%	68%			68%
I receive useful feedback to improve my teaching.	83%	77%	78%	64%	73%	93%			81%	85%	67%	74%	71%	74%	78%	38%	75%			75%
Our staff members collaborate to review data and improve student learning.	82%	89%	74%	86%	73%	89%			81%	65%	89%	86%	81%	85%	85%	75%	85%			85%
<b>Teacher Professional Practice</b>	<b>4.5</b>	<b>4.5</b>	<b>4.3</b>	<b>4.3</b>	<b>4.1</b>	<b>4.6</b>			<b>4.6</b>	<b>4.3</b>	<b>4.1</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.3</b>	<b>4.3</b>	<b>4.4</b>			<b>4.4</b>
<i>Number of staff responding (All teachers in schools were asked to respond)</i>	39	319	153	217	11	28			16	20	9	690	31	591	168	8	767			767
<i>Margin of error is +/- this many percentage points (95% confidence level)</i>	9%	3%	4%	4%	17%	11%			14%	13%	19%	2%	9%	2%	4%	20%	2%			2%
I maintain high expectations for achievement for all of my students.	100%	99%	96%	97%	100%	100%			100%	95%	100%	98%	100%	99%	95%	100%	98%			98%
I integrate technology into my instruction.	89%	96%	99%	97%	80%	100%			100%	100%	100%	96%	100%	96%	96%	100%	96%			96%
I use data to make informed decisions and to improve my professional practice.	100%	96%	88%	93%	100%	100%			100%	100%	100%	94%	93%	95%	90%	100%	94%			94%
I regularly inform families about what is happening in my classroom.	96%	90%	70%	75%	44%	74%			85%	55%	67%	81%	93%	85%	66%	88%	81%			81%
I engage in ongoing collaborative work with my colleagues to ensure student learning.	100%	93%	83%	93%	91%	96%			100%	85%	78%	92%	84%	92%	89%	75%	91%			91%
Teachers in this school trust each other.	76%	76%	73%	64%	55%	93%			63%	50%	38%	74%	70%	71%	77%	50%	72%			72%

# 2022 District Summary of Family Stakeholder Survey Results

The top portion of this summary reports the number of families responding and margin of error for each group based on demographics. The third and subsequent rows report the percent of families who responded "Often," or "Always" to each of the questions in the following sections: Safe, Welcoming, and Inclusive Learning Environments; Culture of Achievement; Inclusive Communication with Communities; and Innovation, Excellence Accountability, and Sustainability.

Within the Inclusive Communication with Communities section, the survey item "Please indicate how you receive communication related to your scholar: (select all that apply)" asked families to select their current and preferred sources of communication. These lines of the report show the percentage of families selecting that source of communication. The final section of the survey, Continuous Improvement in Reducing Disparities, Barriers, and Inequities, reports the percent of families who responded "Yes" to each of the questions. **Note:** Because this survey was revised to align with the recently adopted strategic plan, previous year results are not reported.

		RACE and ETHNICITY														Overall
		Asian					Black			Hispanic		White		Mult		
Category	Am Ind	Al/Hi	Eng	Hmg	Viet	Oth	Eng	E. Af	W. Af	Eng	Spa	Eng	Non-Eng	B+W/A	A+W	
Group	Number of family members responding (from representative sample)															
	27	40	60	8	27	157	26	44	26	53	400	10	49	22	949	
	Margin of error is +/- this many percentage points (95% confidence level)															
	11%	9%	7%	20%	11%	4%	11%	8%	11%	8%	3%	18%	8%	12%	2%	
<b>Safe, Welcoming, and Inclusive Learning Environments</b>																
	81%	92%	77%	71%	96%	79%	85%	86%	81%	74%	78%	100%	76%	91%	80%	
My scholar feels emotionally safe in the school environment.	81%	90%	77%	75%	96%	84%	81%	89%	88%	77%	81%	90%	77%	86%	82%	
My scholar feels physically safe in the school environment.	93%	90%	90%	100%	96%	88%	92%	89%	85%	89%	88%	100%	90%	91%	89%	
School staff treat my scholar with respect.	81%	85%	75%	75%	85%	74%	84%	81%	81%	79%	88%	90%	84%	91%	83%	
My scholar experiences positive representation of their identity in their school environment.	67%	77%	70%	100%	85%	62%	84%	73%	69%	77%	85%	70%	80%	59%	77%	
My scholar experiences positive representation of their culture in their school environment. (Examples: authentic artifacts, displays, music, etc.)	59%	56%	65%	75%	58%	43%	58%	68%	48%	62%	79%	50%	67%	50%	65%	
My scholar's cultural history is represented accurately in the curriculum.	52%	74%	73%	88%	81%	67%	84%	73%	64%	79%	61%	80%	63%	59%	66%	
My scholar has opportunities to influence their learning experience.	56%	69%	73%	88%	78%	68%	84%	73%	65%	72%	59%	70%	57%	73%	65%	
My scholar sees how their learning connects to the real world.	15%	7%	9%	18%	27%	31%	23%	19%	15%	17%	13%	27%	25%	20%	23%	
What else would you like to share related to the questions above? (% responding) (See qualitative data report for themes)																
<b>Culture of Achievement</b>																
At my scholar's school:	85%	89%	84%	88%	92%	82%	87%	93%	92%	88%	75%	100%	80%	85%	81%	
Staff effectively communicate with my scholar.	69%	61%	53%	75%	77%	60%	61%	80%	56%	80%	59%	90%	78%	58%	63%	
Staff know my scholar's interests.	77%	78%	72%	88%	73%	72%	74%	93%	72%	84%	68%	90%	67%	75%	72%	
Staff address the needs (i.e. behavior, special education, language, social-emotional) of my scholar.	73%	72%	72%	88%	88%	72%	87%	89%	76%	82%	67%	80%	69%	65%	72%	
My scholar has been able to use their strengths.	96%	83%	84%	100%	92%	85%	87%	98%	96%	86%	85%	80%	87%	95%	87%	
Staff believe my scholar can succeed.	77%	75%	82%	75%	81%	77%	87%	89%	80%	81%	70%	90%	76%	85%	76%	
Staff provide an appropriate level of challenge for my scholar	7%	4%	9%	13%	14%	15%	12%	8%	10%	13%	0%	18%	18%	10%	15%	
What else would you like to share related to the questions above? (% responding) (See qualitative data report for themes)																
<b>Inclusive Communication with Communities</b>																
	71%	75%	69%	83%	83%	80%	85%	83%	65%	64%	73%	100%	67%	63%	74%	
I understand how to access the various communication tools from my scholar's school.	79%	94%	85%	83%	88%	88%	90%	100%	91%	87%	84%	89%	91%	95%	87%	
My scholar's school communicates with me in my preferred method (i.e. email, text, etc.).	Please indicate how you receive communication related to your scholar: (select all that apply)															
Current source of communication:	78%	48%	72%	75%	70%	68%	65%	80%	88%	58%	71%	60%	71%	82%	70%	
Email	30%	43%	65%	63%	37%	42%	50%	61%	50%	51%	39%	50%	47%	32%	44%	
Social Media	48%	60%	67%	63%	78%	54%	58%	64%	65%	57%	54%	50%	55%	68%	57%	
TalkingPoints/Text message	41%	53%	62%	63%	56%	48%	54%	66%	62%	55%	38%	30%	53%	55%	47%	
Seesaw	52%	58%	60%	63%	63%	52%	58%	70%	58%	45%	45%	30%	43%	36%	50%	
Schoolology	63%	58%	75%	75%	67%	60%	73%	77%	65%	57%	59%	50%	57%	55%	61%	
Phone call	44%	43%	68%	63%	63%	52%	62%	68%	58%	51%	36%	40%	45%	41%	47%	
Postal mail	56%	50%	58%	63%	70%	51%	58%	66%	65%	45%	49%	40%	47%	50%	52%	
Peachjar e-flyers	52%	48%	63%	75%	52%	52%	62%	68%	58%	45%	47%	20%	53%	59%	51%	
School newsletter	59%	50%	58%	75%	63%	57%	62%	75%	58%	53%	50%	50%	51%	64%	55%	
District's 279Connect e-newsletter	44%	50%	65%	75%	63%	51%	65%	73%	65%	53%	44%	50%	53%	64%	52%	
School or district staff	48%	50%	63%	63%	56%	42%	58%	61%	46%	55%	37%	20%	49%	41%	44%	
Word of mouth	48%	68%	35%	13%	37%	40%	19%	34%	35%	42%	58%	40%	43%	59%	48%	
Email	19%	25%	28%	0%	37%	20%	23%	36%	15%	28%	15%	20%	14%	14%	20%	
Social Media	56%	45%	33%	25%	33%	31%	31%	50%	27%	32%	40%	20%	49%	59%	38%	
TalkingPoints/Text message	15%	25%	22%	0%	33%	22%	31%	36%	15%	17%	12%	40%	12%	27%	18%	
Seesaw	19%	28%	25%	25%	33%	20%	23%	41%	12%	32%	16%	30%	10%	18%	20%	
Schoolology	41%	30%	22%	13%	33%	36%	38%	39%	31%	38%	26%	30%	33%	36%	30%	
Phone call	11%	25%	25%	25%	11%	19%	19%	41%	15%	28%	10%	10%	8%	18%	16%	
Postal mail	15%	20%	22%	13%	11%	17%	31%	34%	12%	34%	13%	30%	12%	14%	17%	
Peachjar e-flyers	15%	25%	22%	13%	30%	14%	19%	30%	15%	38%	16%	30%	10%	18%	19%	
School newsletter	15%	23%	27%	13%	22%	15%	23%	30%	19%	25%	14%	10%	10%	14%	17%	
District's 279Connect e-newsletter	30%	30%	23%	13%	26%	17%	23%	34%	15%	26%	26%	30%	20%	18%	24%	
School or district staff	11%	15%	20%	0%	26%	14%	23%	39%	12%	28%	10%	30%	8%	18%	15%	
Word of mouth	96%	81%	79%	83%	79%	96%	85%	90%	95%	81%	99%	89%	98%	95%	94%	
Communication from my scholar's school is provided in my preferred language.	42%	52%	73%	83%	79%	70%	85%	95%	52%	59%	44%	78%	53%	63%	57%	
Staff provide regular updates on the progress of my scholar.	58%	65%	75%	83%	75%	74%	85%	89%	55%	76%	53%	89%	65%	58%	64%	
Staff create space for me to provide feedback regarding my scholar.	63%	58%	72%	100%	83%	74%	80%	92%	67%	76%	52%	78%	70%	53%	64%	
Staff use my feedback to support my scholar.	15%	4%	0%	10%	10%	10%	19%	0%	7%	11%	0%	5%	19%	10%	13%	
What else would you like to share related to the questions above? (% responding) (See qualitative data report for themes)	<b>Innovation, Excellence, Accountability, and Sustainability</b>															
	88%	83%	86%	83%	96%	92%	100%	94%	86%	86%	87%	100%	90%	95%	89%	
My scholar is provided with the appropriate materials (i.e. books, handouts) they need to learn.	96%	93%	92%	83%	88%	98%	100%	95%	95%	100%	89%	100%	93%	100%	93%	
My scholar is provided with the appropriate technology they need to learn.	74%	57%	76%	80%	83%	73%	85%	83%	55%	76%	51%	67%	56%	53%	62%	
School staff have helped my scholar set goals for their future.	75%	73%	84%	100%	79%	75%	95%	92%	64%	84%	64%	56%	69%	79%	72%	
My scholar's school works to prepare them for their future.	4%	7%	9%	5%	8%	8%	19%	4%	3%	8%	0%	5%	15%	10%	10%	
What else would you like to share related to the questions above? (% responding) (See qualitative data report for themes)	<b>Continuous Improvement in Reducing Disparities, Barriers, and Inequities</b>															
	100%	100%	95%	100%	100%	96%	94%	96%	100%	86%	94%	100%	100%	93%	95%	
My scholar's school has a positive relationship with my community.	96%	96%	97%	100%	100%	95%	100%	97%	95%	93%	95%	100%	94%	94%	96%	
This school as a whole is welcoming to my family.	100%	95%	92%	100%	100%	88%	95%	97%	89%	96%	89%	100%	94%	87%	91%	
I feel like I belong at my scholar's school.	63%	37%	86%	100%	65%	40%	71%	83%	73%	65%	98%	71%	67%	64%	80%	
My scholar attends a school where the teaching staff look like them.	55%	67%	90%	100%	53%	59%	57%	65%	83%	80%	43%	33%	59%	25%	56%	
My scholar's school has practices that benefit one group of scholars over another.	100%	88%	100%	100%	95%	94%	100%	97%	83%	94%	93%	100%	90%	95%	94%	
My scholar has access to the supports they need to be successful at school.	88%	91%	95%	100%	100%	88%	94%	96%	88%	91%	83%	100%	79%	83%	87%	
The quality of my scholar's experience is as good as scholars in other schools in our district.	81%	100%	97%	100%	100%	83%	94%	96%	82%	88%	76%	83%	74%	73%	82%	
The quality of my scholar's experience is as good as scholars in neighboring districts.	24%	18%	21%	33%	25%	28%	54%	27%	38%	45%	19%	0%	23%	0%	23%	
Would you like to participate in a conversation with other stakeholders to explore ways to improve our district?	0%	0%	9%	5%	16%	4%	12%	4%	3%	4%	0%	0%	12%	10%	8%	
What else would you like to share related to the questions above? (% responding) (See qualitative data report for themes)	50															

Category Group	SERVICES				GENDER		GRADE RANGE				Overall	
	FRL	EL	SPED	HmIs	Fem	Male	EC	Elem	MS	HS		
Number of family members responding (from representative sample)											949	
Margin of error is +/- this many percentage points (95% confidence level)											2%	
<b>Safe, Welcoming, and Inclusive Learning Environments</b>												
	My scholar feels emotionally safe in the school environment.	76%	82%	74%	69%	80%	80%	88%	86%	67%	79%	80%
	My scholar feels physically safe in the school environment.	81%	84%	82%	85%	82%	82%	97%	90%	65%	80%	82%
	School staff treat my scholar with respect.	87%	93%	85%	92%	89%	89%	100%	94%	82%	85%	89%
	My scholar experiences positive representation of their identity in their school environment.	78%	80%	80%	85%	83%	83%	94%	88%	78%	78%	83%
	My scholar experiences positive representation of their culture in their school environment. (Examples: authentic artifacts, displays, music, etc.)	71%	77%	75%	69%	76%	78%	76%	80%	72%	75%	77%
	My scholar's cultural history is represented accurately in the curriculum.	57%	64%	56%	31%	63%	68%	69%	70%	59%	63%	65%
	My scholar has opportunities to influence their learning experience.	68%	77%	56%	67%	69%	65%	90%	73%	48%	66%	66%
	My scholar sees how their learning connects to the real world.	68%	79%	56%	62%	68%	63%	84%	74%	46%	61%	65%
	What else would you like to share related to the questions above? (% responding) ( See qualitative data report for themes)	23%	24%	24%	31%	24%	23%	30%	23%	25%	22%	23%
<b>Culture of Achievement</b>												
At my scholar's school:	Staff effectively communicate with my scholar.	82%	90%	79%	82%	83%	79%	100%	90%	67%	75%	81%
	Staff know my scholar's interests.	62%	74%	69%	64%	63%	63%	93%	78%	44%	48%	63%
	Staff address the needs (i.e. behavior, special education, language, social-emotional) of my scholar.	74%	83%	72%	73%	73%	72%	97%	81%	57%	65%	72%
	My scholar has been able to use their strengths.	73%	79%	68%	64%	75%	70%	90%	79%	58%	68%	72%
	Staff believe my scholar can succeed.	85%	89%	82%	91%	88%	85%	93%	91%	83%	82%	87%
	Staff provide an appropriate level of challenge for my scholar	77%	86%	78%	83%	76%	76%	90%	83%	62%	73%	76%
	What else would you like to share related to the questions above? (% responding) ( See qualitative data report for themes)	14%	18%	19%	15%	15%	14%	15%	15%	14%	13%	15%
<b>Inclusive Communication with Communities</b>												
	I understand how to access the various communication tools from my scholar's school.	72%	74%	72%	80%	72%	76%	77%	79%	70%	68%	74%
	My scholar's school communicates with me in my preferred method (i.e. email, text, etc.).	85%	88%	86%	90%	86%	88%	96%	90%	82%	85%	87%
Please indicate how you receive communication related to your scholar: (select all that apply)												
Current source of communication	Email	68%	71%	62%	77%	70%	70%	61%	70%	73%	69%	70%
	Social Media	52%	61%	39%	54%	43%	44%	36%	44%	44%	44%	44%
	TalkingPoints/Text message	58%	70%	48%	54%	58%	56%	58%	59%	56%	54%	57%
	Seesaw	55%	65%	45%	54%	46%	48%	52%	57%	40%	35%	47%
	Schoology	54%	61%	41%	46%	49%	51%	30%	44%	60%	55%	50%
	Phone call	63%	74%	56%	62%	61%	64%	64%	61%	61%	57%	61%
	Postal mail	56%	71%	45%	54%	45%	48%	39%	48%	47%	45%	47%
	Peachjar e-flyers	54%	62%	44%	54%	50%	53%	36%	57%	56%	43%	52%
	School newsletter	54%	60%	44%	54%	51%	51%	39%	52%	60%	44%	51%
	District's 279Connect e-newsletter	57%	64%	51%	62%	53%	56%	55%	57%	59%	49%	55%
School or district staff	57%	66%	53%	62%	50%	53%	61%	56%	52%	44%	52%	
Preferred source of communication	Word of mouth	53%	63%	43%	54%	44%	44%	45%	47%	42%	42%	44%
	Email	35%	40%	40%	8%	49%	47%	45%	47%	49%	48%	48%
	Social Media	25%	31%	22%	15%	21%	19%	27%	21%	14%	21%	20%
	TalkingPoints/Text message	37%	44%	36%	15%	39%	37%	45%	40%	38%	35%	38%
	Seesaw	22%	29%	22%	8%	18%	18%	33%	20%	11%	17%	18%
	Schoology	25%	37%	21%	15%	21%	19%	18%	16%	21%	28%	20%
	Phone call	35%	38%	29%	8%	30%	30%	27%	32%	27%	30%	30%
	Postal mail	22%	33%	18%	8%	17%	16%	24%	17%	14%	16%	16%
	Peachjar e-flyers	21%	33%	18%	8%	18%	16%	24%	19%	14%	16%	17%
	School newsletter	23%	37%	18%	8%	18%	19%	18%	20%	16%	19%	19%
District's 279Connect e-newsletter	22%	30%	18%	8%	17%	17%	21%	16%	15%	19%	17%	
School or district staff	23%	33%	25%	15%	23%	25%	30%	24%	21%	25%	24%	
Word of mouth	20%	33%	17%	8%	14%	15%	24%	16%	11%	15%	15%	
Communication from my scholar's school is provided in my preferred language.	Staff provide regular updates on the progress of my scholar.	88%	84%	94%	100%	95%	93%	96%	94%	92%	95%	94%
	Staff create space for me to provide feedback regarding my scholar.	72%	79%	56%	60%	55%	59%	70%	63%	48%	52%	57%
	Staff use my feedback to support my scholar.	71%	83%	66%	50%	62%	65%	85%	75%	45%	56%	64%
	Staff create space for me to provide feedback regarding my scholar.	73%	82%	69%	70%	62%	66%	93%	74%	47%	56%	64%
	What else would you like to share related to the questions above? (% responding) ( See qualitative data report for themes)	10%	12%	13%	0%	14%	12%	6%	12%	15%	13%	13%
<b>Innovation, Excellence, Accountability, and Sustainability</b>												
	My scholar is provided with the appropriate materials (i.e. books, handouts) they need to learn.	87%	87%	80%	70%	90%	88%	96%	93%	84%	84%	89%
	My scholar is provided with the appropriate technology they need to learn.	94%	94%	87%	80%	93%	92%	96%	95%	92%	89%	93%
	School staff have helped my scholar set goals for their future.	74%	85%	71%	78%	63%	61%	91%	74%	42%	54%	62%
	My scholar's school works to prepare them for their future.	77%	87%	72%	80%	74%	70%	96%	82%	56%	66%	72%
	What else would you like to share related to the questions above? (% responding) ( See qualitative data report for themes)	7%	11%	10%	0%	11%	9%	3%	9%	15%	10%	10%
<b>Continuous Improvement in Reducing Disparities, Barriers, and Inequities</b>												
	My scholar's school has a positive relationship with my community.	95%	93%	96%	100%	98%	93%	93%	99%	86%	94%	95%
	This school as a whole is welcoming to my family.	94%	97%	93%	75%	96%	95%	100%	97%	93%	94%	96%
	I feel like I belong at my scholar's school.	89%	96%	88%	67%	90%	91%	100%	95%	81%	90%	91%
	My scholar attends a school where the teaching staff look like them.	68%	79%	86%	67%	80%	81%	94%	79%	79%	83%	80%
	My scholar's school has practices that benefit one group of scholars over another.	73%	75%	72%	83%	56%	56%	67%	56%	48%	59%	56%
	My scholar has access to the supports they need to be successful at school.	92%	96%	91%	75%	95%	93%	100%	95%	93%	93%	94%
	The quality of my scholar's experience is as good as scholars in other schools in our district.	89%	95%	84%	60%	88%	86%	100%	93%	74%	84%	87%
	The quality of my scholar's experience is as good as scholars in neighboring districts.	88%	92%	77%	33%	86%	79%	100%	87%	69%	82%	82%
	Would you like to participate in a conversation with other stakeholders to explore ways to improve our district?	32%	44%	28%	67%	24%	22%	33%	26%	19%	20%	23%
	What else would you like to share related to the questions above? (% responding) ( See qualitative data report for themes)	6%	7%	8%	0%	10%	7%	6%	9%	8%	7%	8%

# OSSEO AREA SCHOOLS

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ISD  279

## **Osseo Area Schools 1 Yr Board Calendar *REVISED DRAFT***

Revised September 13, 2022

**Reference Key:** WS = Work session item    RM = Regular meeting item    PCM = Policy Committee Meeting    AR = Action Requested/Required    IO = Information only  
 CA = Consent Agenda    MR = Monitoring Report    LS = Listening Session    SR= Superintendent Report    PD = Professional Development    SM = Special Meeting

Osseo Area Schools						
Proposed Board of Education July-December 2022 Agenda/Calendar						
	July	August	September	October	November	December
<b>District Policy</b>		<ul style="list-style-type: none"> <li>● Policy Committee: 500 Series Policies Review Completion</li> </ul>		<ul style="list-style-type: none"> <li>● Policy Committee Meeting</li> </ul>		<ul style="list-style-type: none"> <li>● Policy Committee Meeting</li> </ul>
<b>Operational Oversight</b>	<p><b>Regular Meeting:</b></p> <ul style="list-style-type: none"> <li>● 10-Year LTFM Plan (RM/AR) RM</li> <li>● Strategic Plan/Roadmap Update (RM) - CM/BB</li> <li>● LTFM Professional Contracts (RM/CA) - RM</li> <li>● Contract Ratification (AR) - LA</li> <li>● Negotiations Strategy meeting:- (SM/Closed session) LC/LA</li> </ul>	<p><b>Work Session:</b></p> <ul style="list-style-type: none"> <li>● District 3 Yr Operational Plan (WS)</li> </ul> <p><b>Special Meeting</b></p> <ul style="list-style-type: none"> <li>● Resolution calling special election (referendum) (action item)</li> </ul> <p><b>Regular Meeting:</b></p> <ul style="list-style-type: none"> <li>● Superintendent's Report - CM</li> <li>● Non-public contracts for Student Services (RM/CA)</li> <li>● LTFM Bond Approval (RM)</li> <li>● Non-public contracts for Student Services (RM/CA)</li> <li>● Negotiations Strategy Meeting (SM/closed session) - LC/LA</li> </ul>	<p><b>Work Session:</b></p> <ul style="list-style-type: none"> <li>● 2021-2022 District Stakeholder Survey Results</li> </ul> <p><b>Regular Meeting:</b></p> <ul style="list-style-type: none"> <li>● Introduction of Student Board Representatives - AJ</li> <li>● Superintendent's Report - CM</li> <li>● Preliminary Levy (RM/AR) JM</li> <li>● Preliminary FY 2022 Financial Report; JM</li> <li>● General liability insurance renewal (RM/CA)</li> <li>● Contract ratifications (RM/AR) – LA</li> <li>● Negotiations Strategy Meeting (SM/closed session) - LC/LA</li> </ul>	<p><b>Work Session:</b></p> <ul style="list-style-type: none"> <li>● 2022-2023 Start Of School Update</li> <li>● Monitoring Report: Strategic Direction E Initiatives - Supt/Cabinet</li> <li>● BBF Phase II Study Group Final Report - JM</li> </ul> <p><b>Regular Meeting:</b></p> <ul style="list-style-type: none"> <li>● Superintendent's Report - CM</li> <li>● Monitoring Report: Strategic Direction E Initiatives - Supt/Cabinet</li> <li>● Contract ratifications (RM/AR) – LA</li> <li>● Negotiations Strategy Meeting (SM/closed session) - LC/LA</li> <li>● Lobbyist Contract Approval (RM/CA)</li> </ul>	<p><b>Special Meeting:</b> (prior to work session): Election Canvassing</p> <p><b>Work Session:</b></p> <ul style="list-style-type: none"> <li>● World's Best WorkForce Results (WS) - BB/RG/TW</li> <li>● LRF Budget Parameters (WS) - JM</li> <li>● LTFM Update (WS) - JM</li> </ul> <p><b>Regular Meeting:</b></p> <ul style="list-style-type: none"> <li>● Superintendent's Report - CM</li> <li>● FY21 Financial Audit Results Presentation by MMKR - JM</li> <li>● Building a Better Future referendum results and communication plan summary</li> <li>● Contract ratifications (RM/AR) – LA</li> <li>● Negotiations Strategy Meeting (SM/closed session) - LC/LA</li> </ul>	<p><b>Work Session:</b></p> <ul style="list-style-type: none"> <li>● Legislative Platform (WS) - JM</li> <li>● Monitoring Report: Strategic Direction D Initiatives - Supt/Cabinet</li> <li>● Enrollment Update (WS) - JM</li> </ul> <p><b>Regular Meeting:</b></p> <ul style="list-style-type: none"> <li>● Retiree Recognition</li> <li>● Superintendent's Report - CM</li> <li>● Monitoring Report: Strategic Direction D Initiatives - Supt/Cabinet</li> <li>● Building a Better Future Phase II Recommendations</li> <li>● LTFM Bid Awards – (RM/CA)</li> <li>● Legislative Platform (WS/RM/AR) - JM</li> <li>● Final Levy/Truth in Taxation - (AR/RM) - JM</li> <li>● Contract ratifications (RM/AR) – LA</li> <li>● Negotiations Strategy Meeting (SM/closed session) - LC/LA</li> </ul>

<b>Board Gov./ Self Gov.</b>		<b>Work Session:</b> ● Standing item: Board calendar review (15 min)	● Standing item: Board calendar review ● Board PD Session TBD	<b>Work Session:</b> ● Standing item: Board calendar review (15 min)	<b>Work Session:</b> ● Standing item: Board calendar review (15 min)	<b>Work Session:</b> ● Standing item: Board calendar review (15 min)
<b>Sup Relations</b>	● Sup Eval - WS (SM, closed) ● Statement on Sup Evaluation (RM)					
<b>Public Engagement</b>		● Community Informational Meeting on Safety and Risk Management	● Community Informational Meeting on Referendum ● Listening Session	● Community Informational Meeting on Referendum		

<b>Osseo Area Schools</b>						
<b>DRAFT Proposed Board of Education January-June 2023 Agenda/Calendar</b>						
	January	February	March	April	May	June
<b>District Policy</b>			<ul style="list-style-type: none"> <li>● Policy Committee Meeting</li> </ul>			<ul style="list-style-type: none"> <li>● Policy Committee Meeting (</li> </ul>
<b>Operational Oversight</b>	<p><b>Work Session:</b></p> <ul style="list-style-type: none"> <li>● Building a Better Future Phase II Recommendations - JM</li> </ul> <p><b>Regular Meeting:</b></p> <ul style="list-style-type: none"> <li>● Superintendent's Report - CM</li> <li>● LTFM Bid Awards (RM/CA)</li> <li>● Property Insurance (RM/CA) - JM</li> <li>● Contract ratifications (RM/AR) - LA</li> <li>● Negotiations Strategy Meeting (SM/closed session) - LC/LA</li> </ul>	<p><b>Work Session:</b></p> <ul style="list-style-type: none"> <li>● Monitoring Report: Strategic Direction C Initiatives - Supt/Cabinet</li> <li>● Monitoring Report: LRF Budget Update (WS) - JM</li> <li>● Concurrence with AIPEC/AI Budget Review (WS)</li> <li>● Building a Better Future next steps</li> </ul> <p><b>Regular Meeting:</b></p> <ul style="list-style-type: none"> <li>● Superintendent's Report - CM</li> <li>● Monitoring Report: Strategic Direction C Initiatives - Supt/Cabinet</li> <li>● FY 2023 Mid-Year Budget Update (WS &amp; RM) -JM</li> <li>● LTFM Awards (RM/CA) -JM</li> <li>● FY2024 Capital Budget Approval (RM/AR) - JM</li> <li>● Contract ratifications (RM/AR) - LA</li> <li>● Negotiations Strategy Meeting (SM/closed session) - LC/LA</li> </ul>	<p><b>Work Session:</b></p> <ul style="list-style-type: none"> <li>● Brooklyn Bridge Alliance Update (WS) - CM</li> <li>● District Communication Plan Update (WS) - KV</li> <li>● Building a Better Future proposed resolution - JM</li> </ul> <p><b>Regular Meeting:</b></p> <ul style="list-style-type: none"> <li>● Superintendent's Report - CM</li> <li>● Building a Better Future proposed resolution - JM</li> <li>● Three-year Capital Lease (RM/CA)</li> <li>● LTFM Awards (RM/CA) -JM</li> <li>● Contract ratifications (RM/AR) - LA</li> <li>● Negotiations Strategy Meeting (SM/closed session) LC/LA</li> </ul>	<p><b>Work Session:</b></p> <ul style="list-style-type: none"> <li>● Monitoring Report: Strategic Direction B Initiatives - Supt/Cabinet</li> </ul> <p><b>Regular Meeting:</b></p> <ul style="list-style-type: none"> <li>● Superintendent's Report - CM</li> <li>● Monitoring Report: Strategic Direction B Initiatives - Supt/Cabinet</li> <li>● Insurance renewals (RM/AR)-JM</li> <li>● Radon Testing Memo (RM/CA)</li> <li>● ECMAC Report/Recommendations - JM</li> <li>● LTFM Awards (RM/CA) -JM</li> <li>● Contract ratifications (RM/AR) - LA</li> <li>● Negotiations Strategy Meeting (SM/closed session) - LC/LA</li> </ul>	<p><b>Work Session:</b></p> <ul style="list-style-type: none"> <li>● George Floyd Resolution Update (WS) - BB</li> <li>● RISE Committee Update - CM/BB</li> </ul> <p><b>Regular Meeting:</b></p> <ul style="list-style-type: none"> <li>● Retiree recognition</li> <li>● Superintendent's Report - CM</li> <li>● Recognition of Student School Board Representatives - Board Members</li> <li>● District Planning Advisory Council (DPAC) Recs (RM/IO) - BB/RG</li> <li>● Districtwide Communication Plan update</li> <li>● Contract ratifications (AR) - LA</li> <li>● Termination of probationary teachers (RM/CA)</li> <li>● Policy Revisions - TP</li> <li>● Negotiations Strategy Meeting (SM/closed session) - LC/LA</li> </ul>	<p><b>Work Session:</b></p> <ul style="list-style-type: none"> <li>● 2022-23 Preliminary Budget (WS) - JM</li> <li>● Monitoring Report: Strategic Direction A Initiatives - Supt/Cabinet</li> </ul> <p><b>Regular Meeting:</b></p> <ul style="list-style-type: none"> <li>● Superintendent's Report - CM</li> <li>● Monitoring Report: Strategic Direction A Initiatives - Supt/Cabinet</li> <li>● Legislative Update (WS/IO) - JM</li> <li>● 2022-23 Budget (RM/AR) - JM</li> <li>● 10-Year LTFM Plan (RM/AR) - JM</li> <li>● Contract ratifications - LA</li> <li>● Negotiations Strategy Meeting (SM/closed session) - LC/LA</li> </ul>
<b>Board Gov./ Self Gov.</b>	<p><b>Annual Meeting:</b></p> <ul style="list-style-type: none"> <li>● Election of board officers/annual meeting/board protocols review (AR)</li> <li>● Board PD Session TBD</li> </ul>	<p><b>Work Session:</b></p> <ul style="list-style-type: none"> <li>● Standing item: Board calendar review (15 min)</li> </ul>	<p><b>Work Session:</b></p> <ul style="list-style-type: none"> <li>● Standing item: Board calendar review (15 min)</li> </ul>	<p><b>Work Session:</b></p> <ul style="list-style-type: none"> <li>● Standing item: Board calendar review (15 min)</li> <li>● Board PD Session TBD</li> </ul>	<p><b>Work Session:</b></p> <ul style="list-style-type: none"> <li>● Standing item: Board calendar review (15 min)</li> </ul>	<p><b>Work Session:</b></p> <ul style="list-style-type: none"> <li>● Standing item: Board calendar review (15 min)</li> </ul>

	<b>Work Session:</b> <ul style="list-style-type: none"><li>● Standing item: Board calendar review (15 min)</li></ul>					
<b>Supt Relations</b>						
<b>Public Engagement</b>						