PUBLIC SCHOOLS OF BROOKLINE

PSB Family and Staff Feedback Survey Results
School Year 2018-19
September 12, 2019

1. Overview of Surveys – Administration and Use

2. Quantitative Results

3. Qualitative Results

Purpose and Use

- To gather feedback from some of our most important stakeholder groups.

- Reflection (at the school and system level) on areas of strength and areas for improvement.

- Schools can use results when developing their School Improvement Plans for upcoming year.

- Set priorities for work with staff and families.

Survey Types

- School staff: teachers and school based employees

- District staff: Principals, Vice Principals, and district staff (including curriculum coordinators, department staff, and Senior Leadership)

- Families

Administration Details

- Contracted with Panorama Education

- Online survey

- Responses are anonymous

- Translations available for families who request them

- Available during a three week window in the Winter 2019*

*The family and staff survey ran between Tuesday, January 22 and Friday, February 8.

How Survey Responses are Scored

Survey Categories

- Each survey item is linked to a topic area.
  - School staff survey: 9
  - District staff: 2
  - Families: 5-6
- Results are shared by topic area (summary) and by item (individual questions)

Percent Favorable (%)

- Summary and individual item results are reported as % favorable.
- Indicates that percentage of respondents who answered positively to a question (a 4 or 5 on a five-point scale)
- Example: "To what extent does this school have a strong sense of community?"
  - Extremely strong
  - Quite strong
  - Somewhat strong
  - A little bit strong
  - Not at all strong

*Blue text indicates answer choices that are considered favorable

How Principals Share Survey Results

Superintendent shares results with Principals

- Principals receive survey results (aggregate and open response) in late Spring.

- Meet with Superintendent to review results and are given the flexibility to determine how they share the results with their school communities
  - Flexibility in process and deadline

Given this, most school leaders have followed this timeline:

- Share results with school staff in late Spring to identify goals and determine what they want to work on for the school year ahead.

- Share results with school staff in early Fall (two days before school opens) to frame the year ahead.

- Share results with School Council as part of the work put into creating a School Improvement Plan.

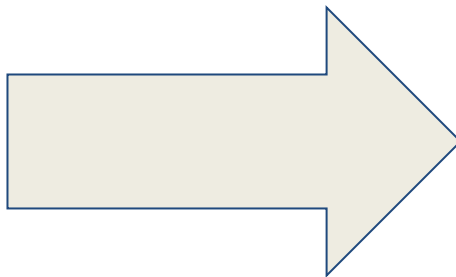# Specific School Example: Coolidge Corner

Reviewed results with school leaders

Reviewed results with staff and parents (2x). Held discussions and answered questions

Listening sessions for staff and families (Spring and Summer)

Determined priorities for the year:

1. Community Building

2. Clear procedures and practices (i.e. staff handbook)

How the District Has Released Results in Prior Years

Spring of Each School Year

- Principals receive Family and Staff Survey Results
- Principals receive Open Response answers

Spring (or Early Fall)
- Principals share survey results with staff, administrators, and school council to assist with planning for new school year

Late Spring or Summer
- Summary of results presented to School Committee with quantitative results

Start of New School Year
- All school quantitative results posted on district website

Response Rates
Family and Staff Survey

Response Rates

	Invited to Participate (#)	Responded (#)	Response Rate (%)	Change from 2018 (%)
Staff	969 school-based 108 central administration	1,077	73% School based range: 46%-96%	+11%
Family	11,730 individuals ~5,199 households	2,878	25% School based range: 17%-42%	+5%

- Response rates for the 2019 staff and family survey are high enough to deem results valid.
- Rates for both the staff survey and family survey increased compared to the 2018 administration.

Staff Survey Topic Level Results

*Quantitative results from multiple choice answers

School Staff: Overall Results by Topic

Results are ordered by percent favorable for K-8 schools.	% Favorable (4 or 5 on five-point scale)			Change from 2018 (% points)		
	BEEP	K-8	BHS	BEEP	K-8	BHS
Educating All Students	86%	72%	75%	+4%	+3%	+1
Staff-Family Relationships	88%	71%	64%	-6%	+3%	+2%
Staff-Leadership Relationships	91%	66%	65%	+14%	+8%	-4%
School Climate	87%	64%	67%	+3%	+4%	-1%
Teaching Efficacy	93%	60%	62%	0%	-1%	-1%
School Leadership	75%	51%	56%	+8%	+8%	-3%
District Climate	73%	46%	54%	+8%	+2%	0%
Professional Learning	61%	37%	33%	+4%	+2%	+2%
Feedback	83%	23%	39%	+12%	+2%	+9%

District Staff: Overall Results by Topic

Results below are responses from staff who work in a District role. This can include Deputy Superintendents, Principals, Vice Principals, PK-8 and PK-12 Curriculum Coordinators, Directors/Managers, Clerks/Secretaries, etc.

	% Favorable (4 or 5 on five-point scale)	Change from 2018 (% points)
District Staff Engagement*	68%	+8%
District Climate**	52%	+13%

*Questions based primarily on engagement, relationship with colleagues, relationship with supervisor, and professional development

**Five questions based on the experiences staff have with district leaders and the overall working environment. Each staff member (regardless of location) receives these questions.

Family Survey Topic Level Results

*Quantitative results from multiple choice answers

Family: Overall Results by Topic

Results are ordered by percent favorable for K-8 schools.

	% Favorable (4 or 5 on five-point scale)			Change from 2018 (% points)		
	BEEP	**K-8**	**BHS**	**BEEP**	**K-8**	**BHS**
School Climate	90%	73%	69%	+1%	+2%	-1%
School Fit	95%	66%	63%	0%	0%	-1%
District Climate	69%	60%	60%	-1%	0%	-3%
Communications	90%	59%	72%	-3%	+2%	0%
School Safety	--	59%	53%	--	+2%	0%
Family Engagement	78%	46%	30%	-2%	+2%	0%

Staff Survey Results

- Follow up from Spring 2018
- Responding to feedback and strengthening practice
- Where do we still need to work?

District Staff – District Climate

- Following Up from 2018

- Based on 108 responses

- Includes Principals, Vice Principals, Curriculum Coordinators, Office of Administration & Finance, Office of Teaching & Learning, Office of Student Services, Office of Strategy & Performance, English Language Education, Student Affairs, Transportation, Food Services, etc.

District Climate: Spring 2018
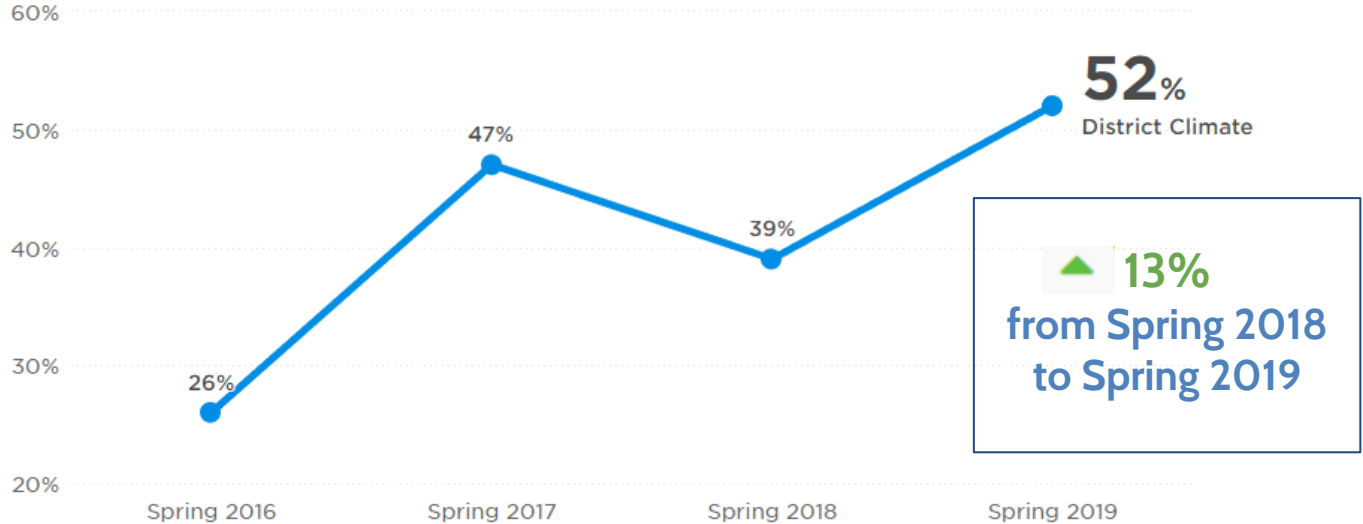
District Staff:
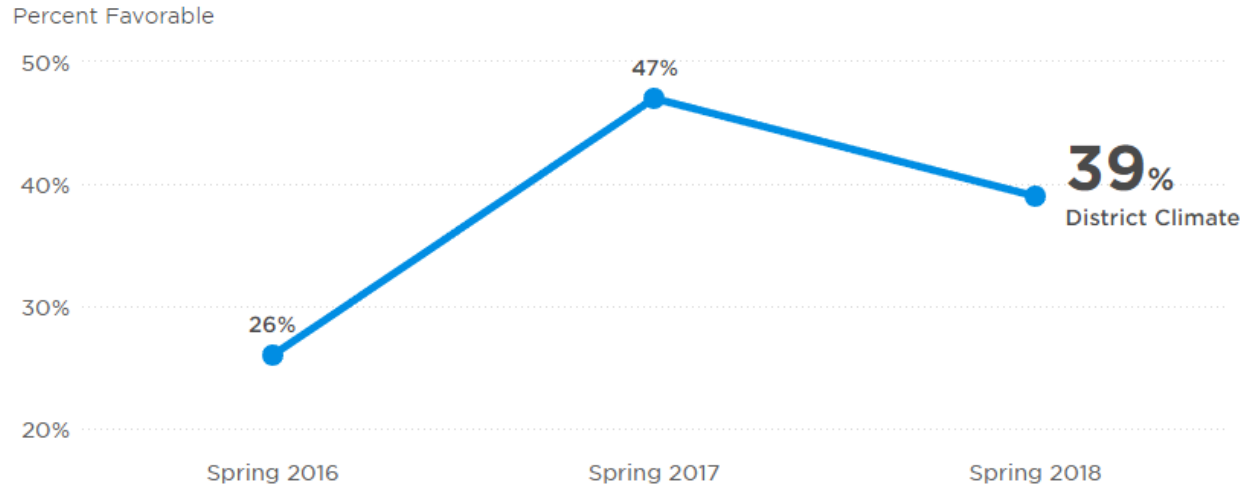
Sample of questions:

- How helpful are district leaders in providing the support you need to do your job well?
- To what extent do you trust the district leaders to do what they say they will do?
- How successful are district leaders in communicating important information to staff?

District Climate: Spring 2019

District Staff:

Percent Favorable

52% District Climate

▲ 13% from Spring 2018 to Spring 2019

Sample of questions:

- How helpful are district leaders in providing the support you need to do your job well?
- To what extent do you trust the district leaders to do what they say they will do?
- How successful are district leaders in communicating important information to staff?

Focus on: Trust in District Leaders

QUESTION: To what extent do you trust the district leaders to do what they say they will do?

Spring 2017

51% responded favorably

▲ **27** from Spring 2016

Spring 2018

30% responded favorably

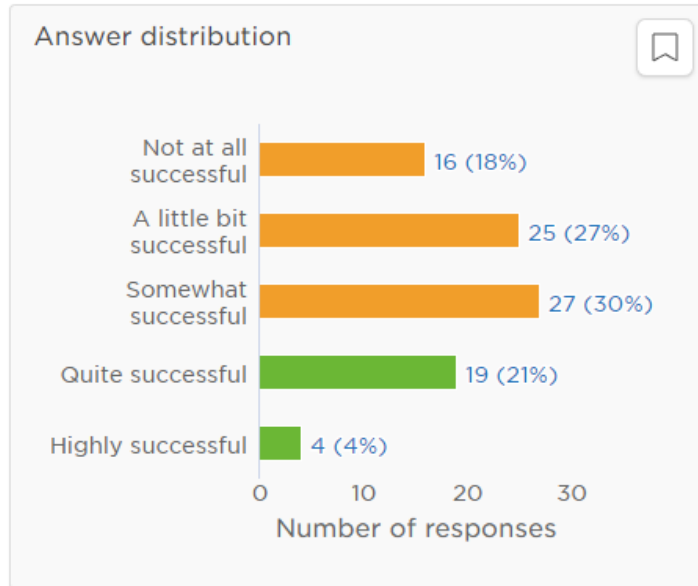▼ **21** from Spring 2017

Spring 2019

55% responded favorably
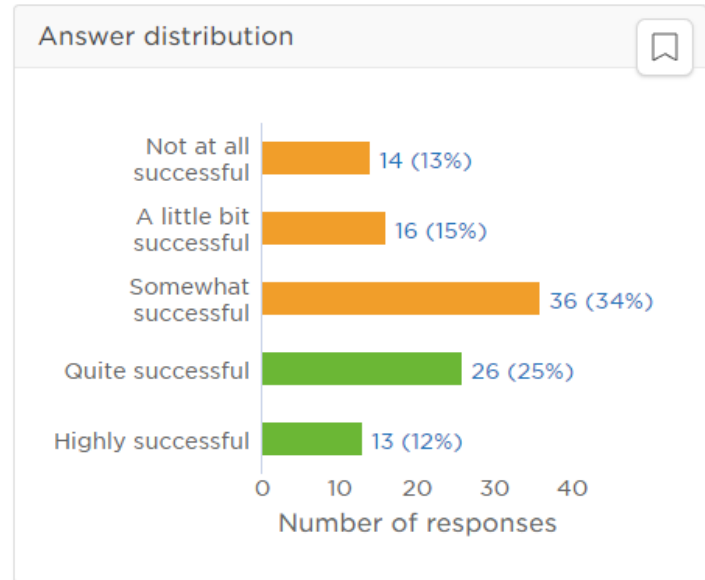
▲ **25** from Spring 2018

Focus on: Communications

QUESTION: How successful are district leaders in communicating important information to staff?

Spring 2018:
25% favorable

Answer distribution

- Not at all successful: 16 (18%)
- A little bit successful: 25 (27%)
- Somewhat successful: 27 (30%)
- Quite successful: 19 (21%)
- Highly successful: 4 (4%)

Number of responses

Spring 2019:
37% favorable

Answer distribution

- Not at all successful: 14 (13%)
- A little bit successful: 16 (15%)
- Somewhat successful: 36 (34%)
- Quite successful: 26 (25%)
- Highly successful: 13 (12%)

Number of responses

Focus on: Support

All District Staff:

QUESTION

∨ How helpful are district leaders in providing the support you need to do your job well?

52 % responded favorably

▲ **16** from Spring 2018

School Leaders (Principals/Vice Principals):

19%
responded favorably

57%
responded favorably

▲ **38%**
from Spring 2018 to Spring 2019

Spring 2018

Spring 2019

% Change

Responding to Feedback and Strengthening Practice

- Professional Learning

School Staff: Overall Results by Topic

Results are ordered by percent favorable for K-8 schools.	% Favorable (4 or 5 on five-point scale)		
	BEEP	**K-8**	**BHS**
Educating All Students	86%	72%	75%
Staff-Family Relationships	88%	71%	64%
Staff-Leadership Relationships	91%	66%	65%
School Climate	87%	64%	67%
Teaching Efficacy	93%	60%	62%
School Leadership	75%	51%	56%
District Climate	73%	46%	54%
Professional Learning	61%	37%	33%
Feedback	83%	23%	39%

Questions:
At this school, to what extent are your ideas and suggestions for improvement encouraged?
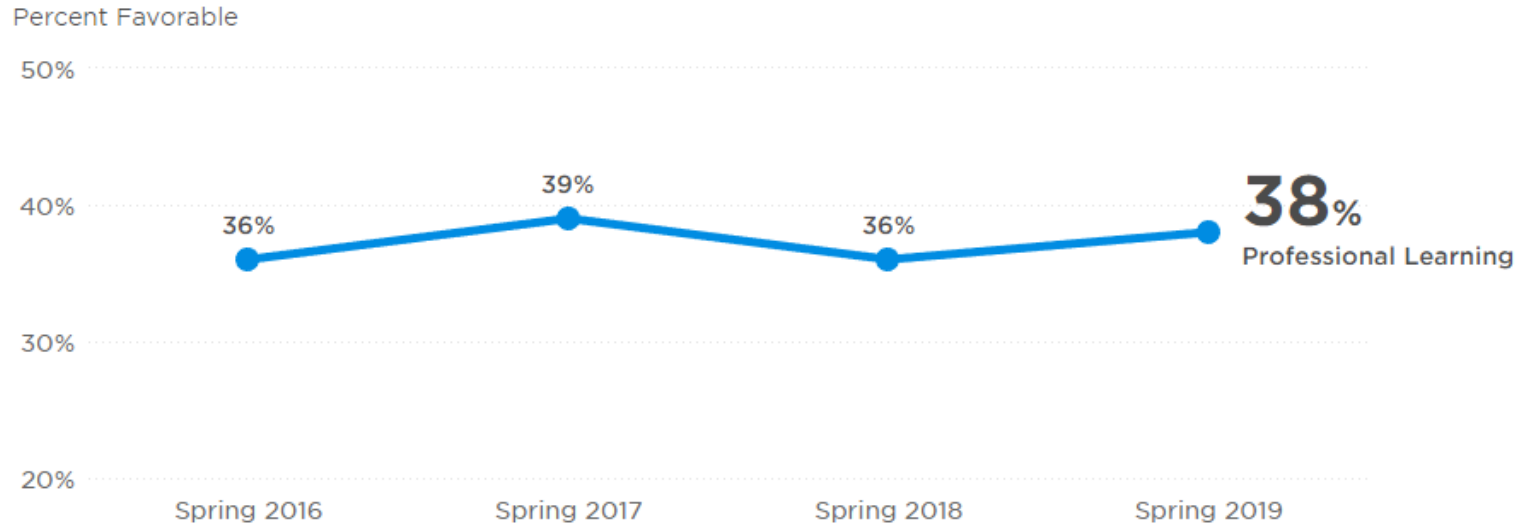
How valuable are the professional development opportunities that are organized by this school (or for BHS teachers, department)?

How valuable are the professional development opportunities that are organized by district staff?

How often do your professional development opportunities help you explore new ideas?

How relevant have your professional development opportunities been to the content that you teach?

Professional Learning: Topic Level Results Over Time

Percent Favorable

50%

40%   36%   39%   36%   **38**%
                                                  Professional Learning

30%

20%
      Spring 2016   Spring 2017   Spring 2018   Spring 2019

Strengthening Professional Learning

Prior to 2016-17
- Release days for K-8 teachers varied from 4 to more than 12
- Included four curriculum days where each teacher had ½ day with each of the four primary academic subject coordinators

Approach to Professional Learning has changed each year
- 2016-17 - Principals managed professional development and release days/Literacy Collaborative continued.
- 2017-18 - Principals and coordinators collaborated in some schools. Principals managed release days in others. Literacy Collaborative continued.
- 2018-19 - Coordinators organized release day professional development. Literacy Collaborative continued.

Challenges
- Focus and structure have been changing year to year.
- Difficult to create a progression where teachers, principals, and schools know what to expect year to year.
- Rare that something new is seen all the way to completion.

Strengthening Professional Learning

Building a Better Approach for Professional Learning
- Principals, Coordinators, OTL, and Senior Leadership worked together to create a better approach. Based on input from staff at the building level and from staff surveys.
- Aim is to balance school autonomy and district-wide coherence
- Realization that we can't "do it all." Must identify limited number of priorities so focus is on depth and building collaboration within and across schools
- Allows schools to continue what they've already started and determine best timing for their staff to engage with district-wide priorities
- Focused on supporting all students (Cultural Proficiency and Restorative Justice) and K-8 math professional development
- Multi-year plan so schools, staff, principals, and coordinators are clear about what professional learning will happen
- Limit the number of release days so teachers are out of class for professional development a consistent and equitable number of days.
- Will need to allow for "catching up" new staff who join part way through a one, two, or three year progression
- Includes special education teachers, guidance, VPs, ETFs and other staff who are often left out

Where Do We Need to Continue to Make Progress?

- Decision Making
- Communication

School Leadership

School Staff:

School Leadership

How did teachers & staff respond to each question?

Sorted by   Survey order ▾   First to last ▾

QUESTION

❯ How clearly do school leaders communicate and reinforce their goals for this school?

56 % responded favorably

▲ **3** from Spring 2018

QUESTION

❯ How effectively do school leaders communicate important information to staff?

59 % responded favorably

▲ **6** from Spring 2018

QUESTION

❯ How positive is the culture of this school?

61 % responded favorably

▲ **8** from Spring 2018

QUESTION

❯ When the school (or, for BHS teachers, department) makes important decisions, how much input do staff members have?

39 % responded favorably
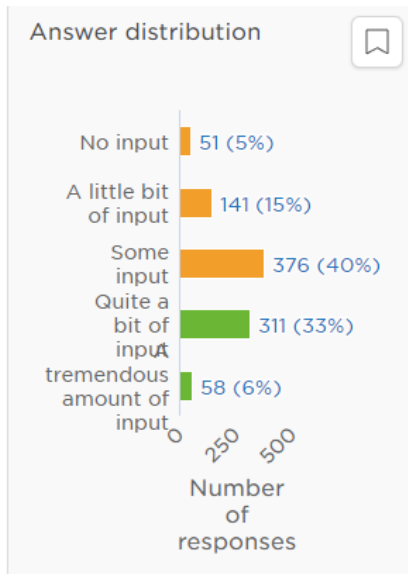
▲ **4** from Spring 2018

Focus on: Decision Making

QUESTION

∨ When the school (or, for BHS teachers, department) makes important decisions, how much input do staff members have?

39 %
responded
favorably

▲ **4**
from Spring
2018

Answer distribution 🔖

No input — 51 (5%)

A little bit of input — 141 (15%)

Some input — 376 (40%)

Quite a bit of input — 311 (33%)

A tremendous amount of input — 58 (6%)

Number of responses

- Based on 937 responses
- 39% of school staff report that they have input on important decision at school and/or in departments (BHS)
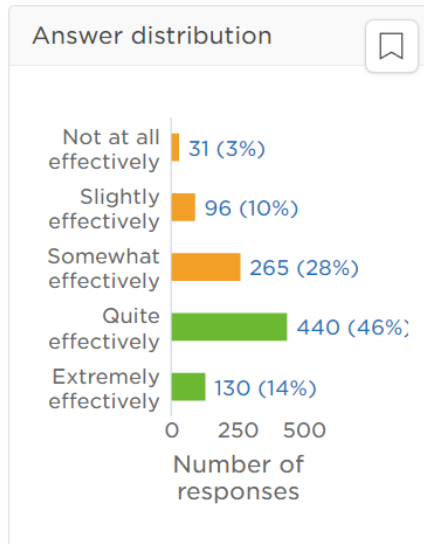- Increase of 4 percentage points since 2018 (35%), and 2 percentage points since 2017 (37%)

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Focus on: Communication

> How effectively do school leaders communicate important information to staff?

59 %
responded favorably

▲ **6**
from Spring 2018

Answer distribution

Response	Number
Not at all effectively	31 (3%)
Slightly effectively	96 (10%)
Somewhat effectively	265 (28%)
Quite effectively	440 (46%)
Extremely effectively	130 (14%)

Number of responses

- Based on 962 responses
- 59% of school staff report that school leaders are quite or extremely effective when communicating important information to staff.
- Increase of 6 percentage points since 2018 (53%), and 4 percentage points since 2017 (55%)

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School-based Leadership Teams

Collaborative Leadership and Decision Making

- A team of staff members, the principal and the vice principal that represents the many perspectives on a school staff

- Collaborates on decisions that impact the entire school, students, and staff

- Provides an ongoing and consistent structure and process that everyone knows about to address important issues on a timely basis

Communication

- Helps get staff input on important issues/topics facing the school

- Helps communicate important issues and topics
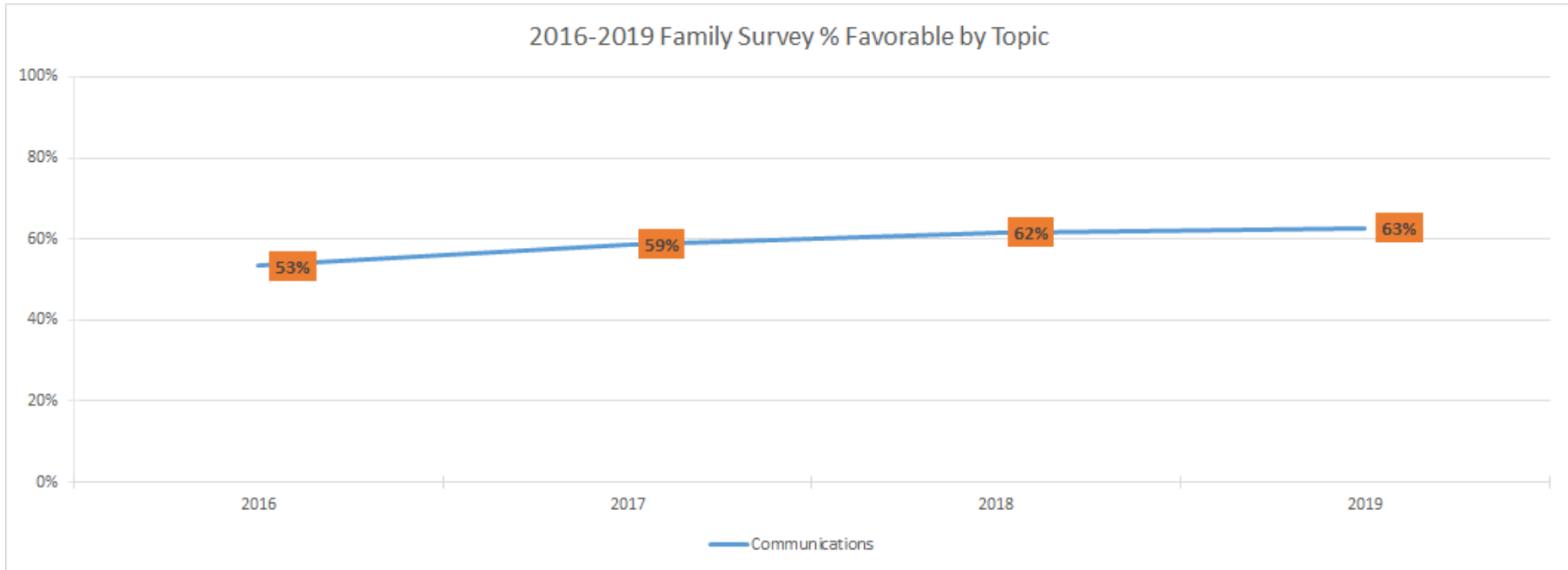
33

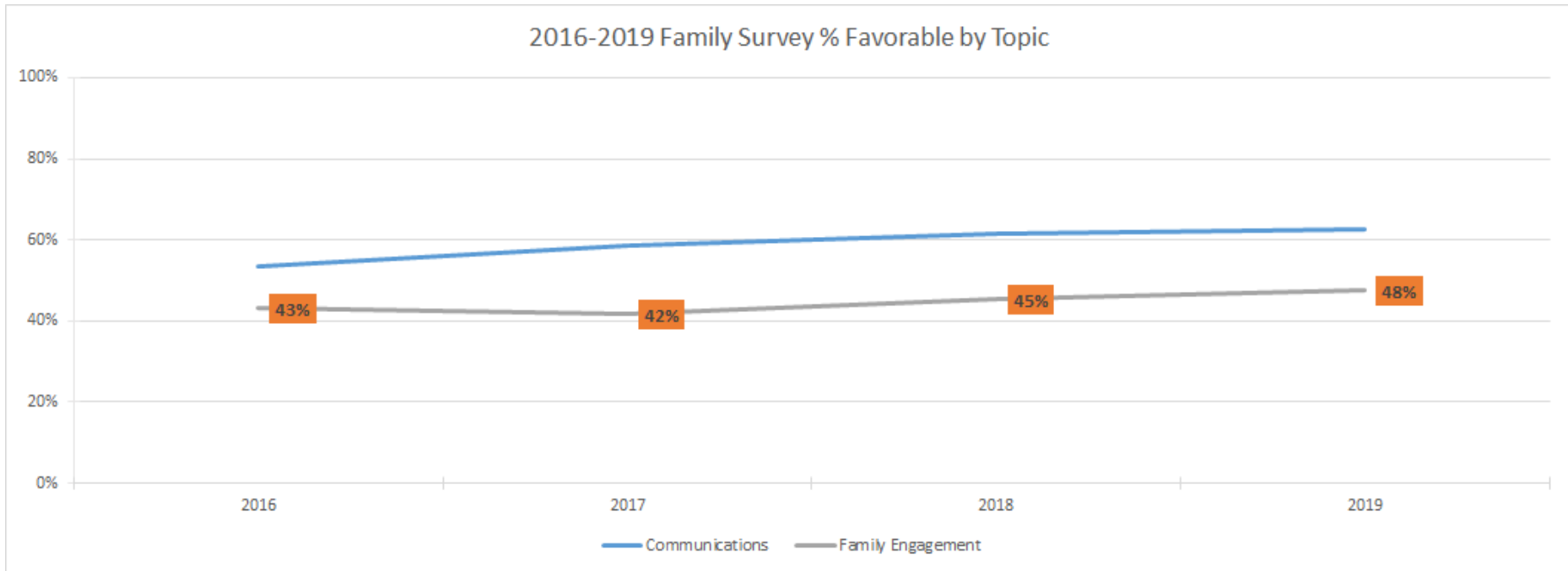# Family Survey Results

Family: Overall Results by Topic

Results are ordered by percent favorable for K-8 schools.

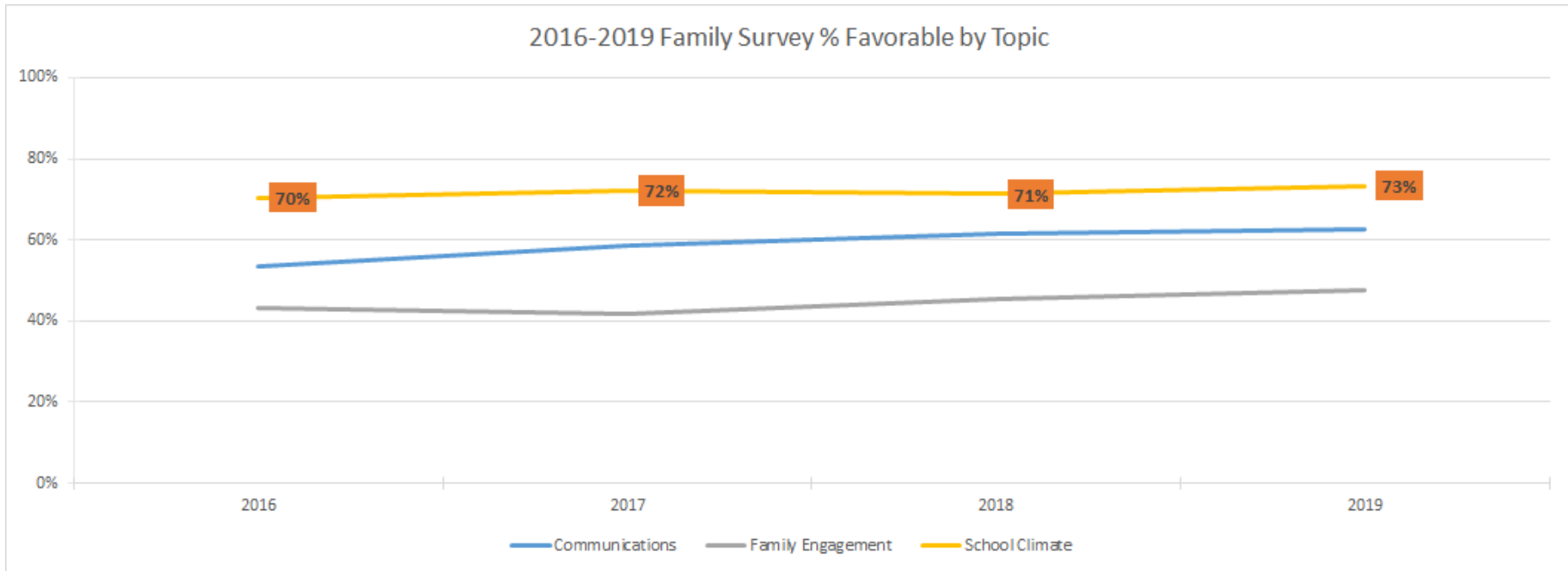|	% Favorable (4 or 5 on five-point scale)			Change from 2018 (% points)		
	BEEP	**K-8**	**BHS**	**BEEP**	**K-8**	**BHS**
School Climate	90%	73%	69%	+1%	+2%	-1%
School Fit	95%	66%	63%	0%	0%	-1%
District Climate	69%	60%	60%	-1%	0%	-3%
Communications	90%	59%	72%	-3%	+2%	0%
School Safety	--	59%	53%	--	+2%	0%
Family Engagement	78%	46%	30%	-2%	+2%	0%

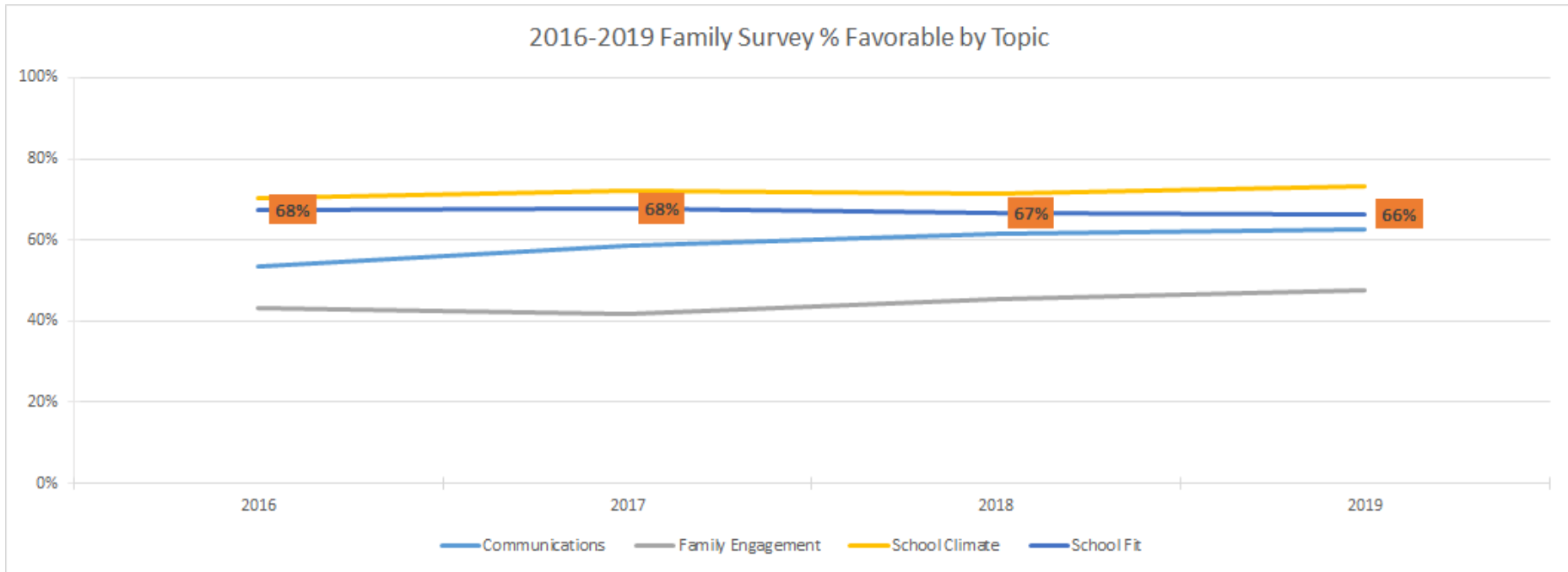# Topic Area Results Over Time: Communications

2016-2019 Family Survey % Favorable by Topic

- 2016: 53%
- 2017: 59%
- 2018: 62%
- 2019: 63%

Communications

Topic Area Results Over Time: Family Engagement

2016-2019 Family Survey % Favorable by Topic

Topic Area Results Over Time: School Climate

2016-2019 Family Survey % Favorable by Topic

Topic Area Results Over Time: School Fit

2016-2019 Family Survey % Favorable by Topic

Communications — Family Engagement — School Climate — School Fit

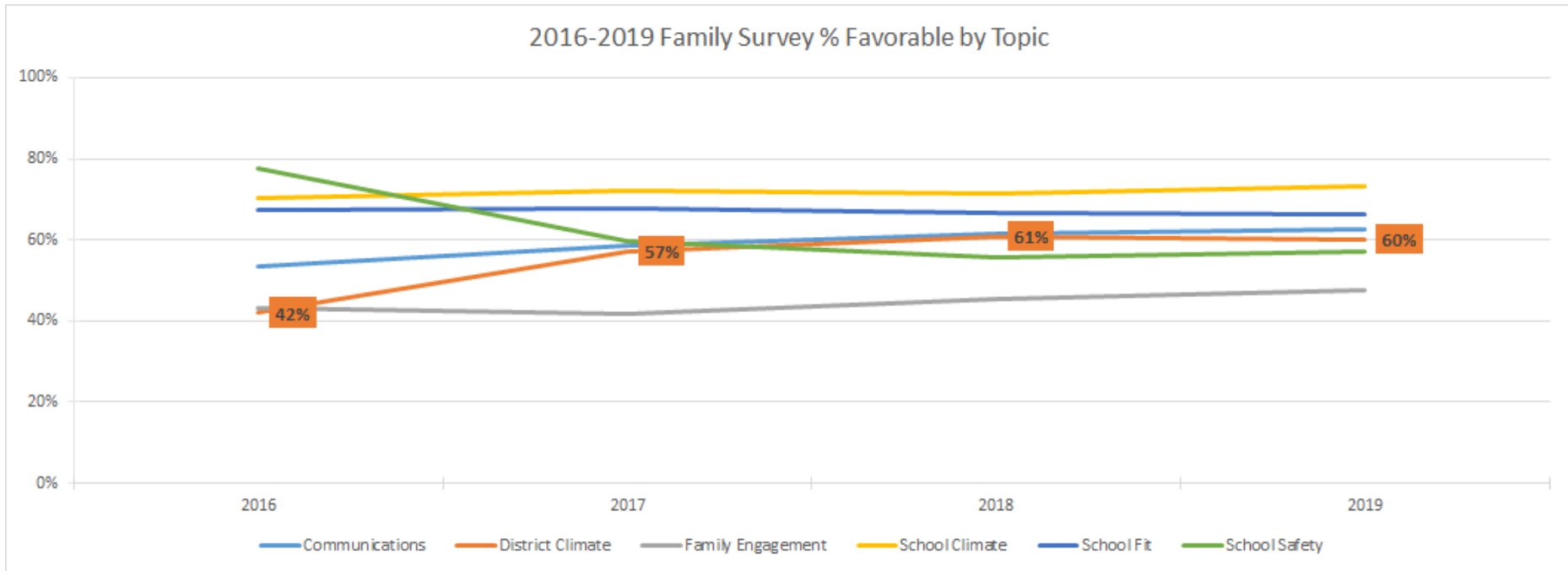2016-2019 Family Survey % Favorable by Topic

Legend: Communications, Family Engagement, School Climate, School Fit, School Safety
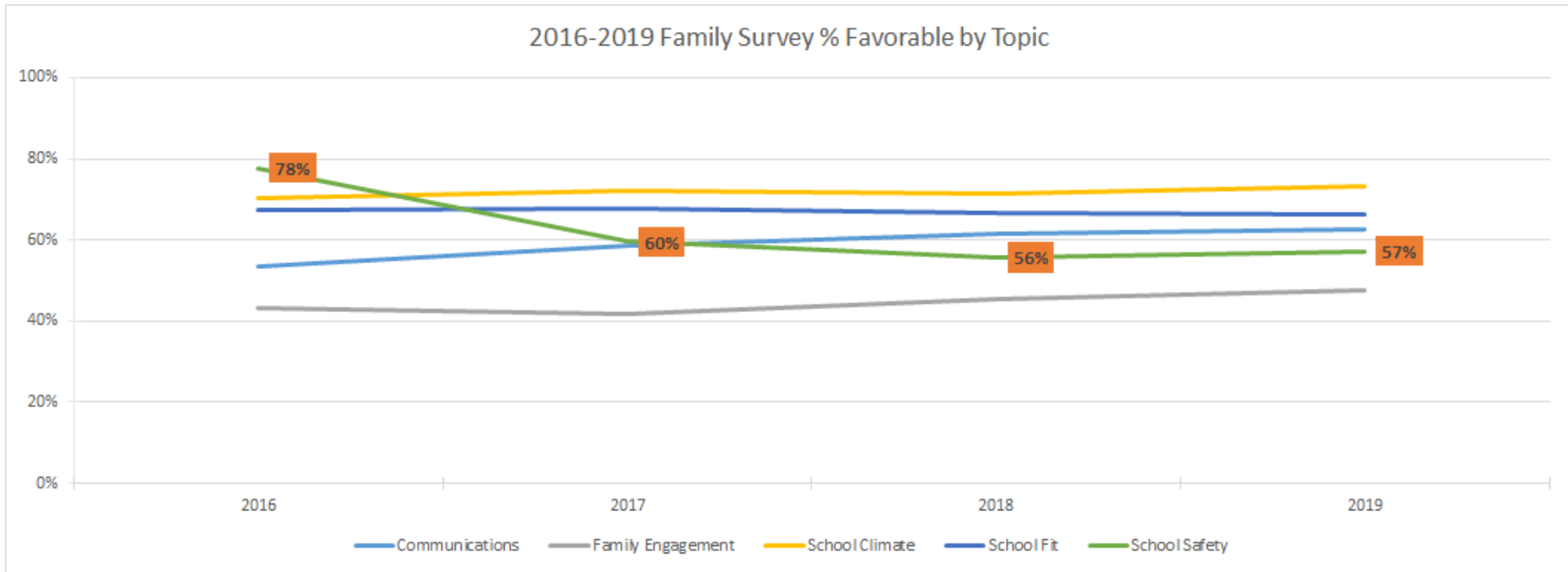
*Note: The school safety topic area only asks two questions. Both questions are related to bullying.

Topic Area Results Over Time: District Climate

2016-2019 Family Survey % Favorable by Topic

How do we move the needle?

Good news:

- 4 out of the 6 topic areas are over 60% favorable for families
- District Climate has increased significantly since 4 years ago (42% to 60%)

Bad news:

- Each topic area for the last three years has been stagnant/flat (including District Climate)

Questions to discuss:

- What do we focus on?
  - How do we move the needle in that area?

Discussion & Questions

Open Response Analysis

*Qualitative results from open response questions

How Principals Review Open Response Results

- Principals receive open response survey results in late Spring.

- Can view results on Panorama platform and given an file from District.

- Meet with Superintendent to review results

  - Worked with Superintendent to identify comments that consistently came up in either school staff or family survey
  - Obtained support from Superintendent on how to respond and learn from consistent comments
  - Reflected with Superintendent on own practice and procedures

How the results were analyzed

Two open response questions on each survey type (District staff, School Staff, Families)

- Each response was coded into 1-3 categories based on the response

- Categories were aggregated up at the District level

- Results show number and percent of respondents whose response fell into a certain category

Example

Survey type: School staff

Question: What is one thing you value most about this school?

Sample Responses	Category
Collaboration among staff.	Collaboration
Community and solid leadership.	Community; School leaders
I love our students!	Students

Limitations to Qualitative Analysis

- Caution against coming to definite conclusions based on individual responses.

- The response rates for open response items are lower than the total response rate for each survey (some respondents leave those questions blank).
    - As an example:
        - Of 2,878 family members who completed the survey, 1961 individuals gave some form of open response feedback (68% of total)

- Important for schools to dig deeper to understand the data and input.

School Staff

- Teachers, paraprofessionals, building secretaries, etc.

By the Numbers:
- 969 total responses to School Staff Survey
  - 837 provided some form of open response feedback (86%)

*Qualitative results from open response questions

What do School Staff Value?

School Staff: Value	Count	Percent
Colleagues	159	14%
Community	138	12%
Collaboration	131	12%
School leaders	75	7%
Supportive	74	7%
Relationships	72	6%
Commitment	62	6%

Sample responses:
- Colleagues from all ends of the building are always willing to help other colleagues and support each other.
- Even though our school continues to grow, I think the sense of community continues to be strong.
- The supportive environment.
- The one thing I value most is collaboration between my grade level staff and specialists/the support we give each other each day.
- A serious commitment to working hard for children.

- 120 different categories based on responses
  - 1128 responses within those categories

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What do School Staff want to see Changed/Improved?

School Staff: Change/Improved	Count	Percent
Discipline	108	11%
Communication	84	9%
Building facilities	57	6%
Collaboration	49	5%
Paraprofessionals	37	4%
Special education	32	3%
Schedule	29	3%
Student inequities	26	3%

- 136 different categories based on responses
  - 964 responses within those categories

Sample responses:

- A clear code for behavior so that the message students get is clear and consistent, instead of confusing.
- Communication between administration and staff.
- The building is in very poor condition, has not been truly updated in over 20 years.
- I would like to see an improved connection between elementary and middle school.
- More professional development opportunities for paraprofessionals.
- Meaningful support/instruction for students on IEPs.
- Scheduling that better supports student learning.
- Folks taking responsibility and accountability for how they address or don't address issues of race/racism in the class and school.

Families

By the Numbers:
- 2878 total responses to School Staff Survey
  - 1961 provided some form of open response feedback (68%)

*Qualitative results from open response questions

What do Families Value?

Family: Value	Count	Percent
Teachers and staff	543	22%
Community	373	15%
Diversity	254	10%
Quality and rigor of education	150	6%
School leaders	87	3%

- 170 different categories based on responses
  - 2519 responses within those categories

Sample responses:

- I value the teachers' hard work. I think that teachers here are invested and care about the students.
- I love the small tightly knit community. All kids know each other. They stay after school and play together on the playground and go to after school activities together.
- Encourage children and everybody to embrace cultural diversity.
- The school seems to provide a high quality education.
- The leadership of the school is positive and always responsive.

What do Families want to see Changed/Improved?

Family: Change/Improve	Count	Percent
Curriculum and instruction	150	7%
Building facilities	149	7%
Communication	121	6%
Extracurricular opportunities	69	3%
Homework	65	3%
More challenging academics	56	3%
Diversity	52	3%

- 198 different categories based on responses
  - 2032 responses within those categories

Sample responses:

- The material each teacher covers differ considerably class to class. It is sometimes unfair for students.
- More space!
- Because the principals are overwhelmed and the school is so large, there is not enough communication with parents.
- More opportunities for school sponsored extracurriculars for younger kids.
- The homework load creates significant stress for my child and their friends.
- More academic rigor for the students who are ready for challenge.
- Diversity in student population and staff.

District Staff

- Principals, Vice Principals, Curriculum Coordinators, Department Staff, Senior Leadership

By the Numbers:
- 108 total responses to School Staff Survey
  - 83 provided some form of open response feedback (77%)

*Qualitative results from open response questions

What do District Staff Value?

District Staff: Value	Count	Percent
Colleagues	25	24%
Commitment of staff	10	10%
Autonomy	6	6%
Collaboration	5	5%
Diversity	5	5%
Focus on Equity	4	4%
Supervisor support	4	4%

- 40 different categories based on responses
  - 105 responses within those categories

Sample responses:

- I value working with passionate and professional colleagues.
- Level of commitment to students
- I enjoy the fact that I'm allowed to do my work without undue interference.
- People seem to really want to work together and collaborate.
- The diversity in the school.
- I really like the district's commitment to equity and justice.
- [My Supervisor] is supportive of the decisions made. She communicates well and maintains a positive office atmosphere.

What do District Staff want to see Changed/Improved?

District Staff: Change	Count	Percent
Better communication	17	16%
New policies/initiatives without any training	7	6%
Evaluation process	3	3%
Place more value in institutional knowledge	3	3%

Sample responses:

- Better communication from district management to their staff and the district.
- Improved communication from the upper levels of administration to the schools.
- A better evaluation process for teachers.
- The opinions of long serving staff are not sought, and if offered are discounted.

- 75 different categories based on responses
  - 109 responses within those categories

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Discussion & Questions