

P-CCS Community Survey: Report to Board of Education

June 11, 2019

Results and Analysis

Plymouth-Canton Community Schools

April 8 – 29, 2019



PLYMOUTH-CANTON
COMMUNITY SCHOOLS

GLOBALLY FOCUSED. LOCALLY CONNECTED.

Purpose of the Study

A positive climate is an essential component of a successful and effective school. It is the shared beliefs, values, and attitudes that shape interactions between students, teachers, and administrators, while setting the parameters of acceptable behavior and norms for a school.

In the Community Survey, Plymouth-Canton Community Schools asked parents, community members, and school staff members for feedback on district and school climate. Survey results will be used to identify strengths and opportunities for improvement in schools and the district.

This survey work is connected to various areas of the P-CCS Dynamic Plan, and the feedback collected has been used to guide decision making in the areas of Teaching & Learning, Finance, and Marketing. The survey is directly referenced in the Community Relations area in the Marketing & Communications section of the Dynamic Plan.

The surveys were developed in collaboration between P-CCS and K12 *Insight*. The surveys addressed the following topics:

District governance and leadership, District resources, School purpose and direction, School governance and leadership, Teaching and assessing for learning, Using results for continuous improvement, Safety and behavior, Communication, Professional development, School calendar

Details of the Study

Participants learned about the Plymouth-Canton Community Schools Community Survey via letters to parents and staff, the district newsletter, the district website, phone calls, email, social media, and local media.

The survey was open from April 8-29. Email invitations with unique survey links were sent to parents, community members, and staff members. Parents and community members also could access the survey via a public link on the district's website.

This report summarizes survey results and breaks them down by participant group. **The full comprehensive district report will be available on the P-CCS website starting on June 11, 2019.**

Findings for each item exclude participants who did not answer. In the Comprehensive Report charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding.

Participation

Responding Group	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate	Public Access Link Responses	Total Responses
Parents	19,630	2,825	14.39%	1,430*	4,255
Staff Members	2,646	832	31.44%	199	1,031

*Includes 128 responses from parents who took the school-related questions additional times because they have children enrolled in more than one school.

Note: For the 2017-2018 survey, there were 4,017 parents and 822 staff members. The 2018-19 survey saw a noticeable increase in participation from both parents and staff members; each successive year has seen record high participation numbers for both groups.

KEY INSIGHT: **OVERALL STABILITY IN CLIMATE SCORES**

- Most of the district climate dimension scores for staff members, parents, and community members either remained at or about the same compared to last year.

KEY INSIGHTS (INCREASES): SCHOOL BOARD MEMBER CUSTOMER SERVICE

- Items relative to the customer service provided by school board members saw noticeable gains (3-percentage points or higher) among parents and community members.

KEY INSIGHTS (INCREASES): SCHOOL-LEVEL LEADERSHIP

- The school climate dimension of school leadership (principal and assistant principals) slightly increased for staff members (3.33 in 2018 and 3.40 in 2019).
- There was a 5-percentage point increase compared to last year for two items:
 - *'My school-based administrators are responsive when I have a concern'*
 - *'I receive the instructional practices support I need.'*

KEY INSIGHTS (INCREASES): DISTRICT / SCHOOL LEADERSHIP

- There were 4- and 5-percentage point increases in favorable perception (percentage strongly agree or agree) among staff members in the survey items:
 - *'The district provides sufficient material resources to meet student needs'*
 - *'The district provides adequate support for integrating 1:1 technology'*
 - *'Our school employees use consistent assessment measures across classrooms and courses'*
 - *'Administrators respond to my questions in a timely manner'*

KEY INSIGHTS (DECREASES): DISTRICT LEADERSHIP

- There was a 5-percentage point decrease in favorable perception (percentage strongly agree or agree) among parents and community members in the survey item:
 - *'District leaders' clearly explain reasons behind decisions on key issues'*
- There were 6-percentage point decreases in favorable perception (percentage strongly agree or agree) among staff members in the survey items:
 - *'District leaders' actions are consistent with their words.'*
 - *'District leaders clearly explain the reasons behind decisions on key issues.'*

KEY INSIGHTS (DECREASES): FACILITIES

- There was a 6-percentage point decrease in favorable perception (percentage strongly agree or agree) among staff members in the survey item:
 - *'Our school maintains facilities that contribute to a safe learning environment'.* (See Appendix)
- There was a 4-percentage point decrease in favorable perception (percentage strongly agree or agree) among staff members in the survey item:
 - *'The district maintains facilities that support student learning'* (See Appendix)

CURRENT / FUTURE ACTION STEPS BASED ON KEY INSIGHTS (DECREASES): SCHOOL CLEANLINESS

- The school climate dimension of cleaning services saw the most noticeable decline compared to last year for school staff
 - 2.27 in 2018 and 2.02 in 2019
 - The items that had the greatest decline were all in the area of cleanliness. (See Appendix)
- The perception of school cleanliness fell from 2017-18, when 82% of participating parents and 42% of participating staff members rated overall school cleanliness as excellent or good.
 - In 2018-2019, it fell to 79% for participating parents and 30% for participating staff members.
 - Decreased by 3% for parents, 12% for staff
 - In addition, several open-ended comments emphasized the need to improve the cleanliness of school buildings.

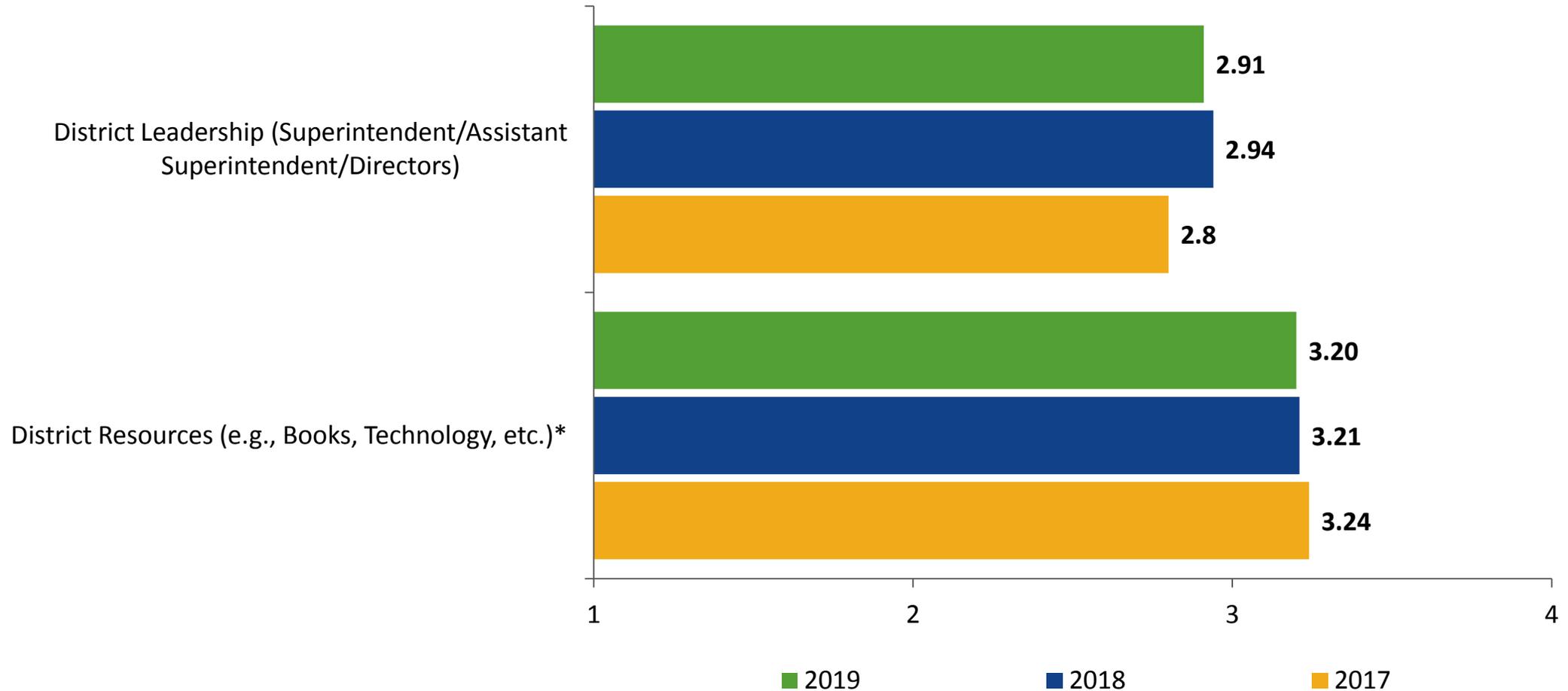
DIMENSION SCORES

Note: The following graphs show the weighted score for each survey dimension. The weighted score is calculated based on how participants responded to each question, with: Strongly Agree receiving 4 points, Agree receiving 3 points, Disagree receiving 2 points, and Strongly Disagree receiving 1 point.

Graphs labeled with * used a quality scale with: Excellent receiving 4 points, Good receiving 3 points, Fair receiving 2 points, and Poor receiving 1 point.

Not Applicable responses have been excluded from this calculation.

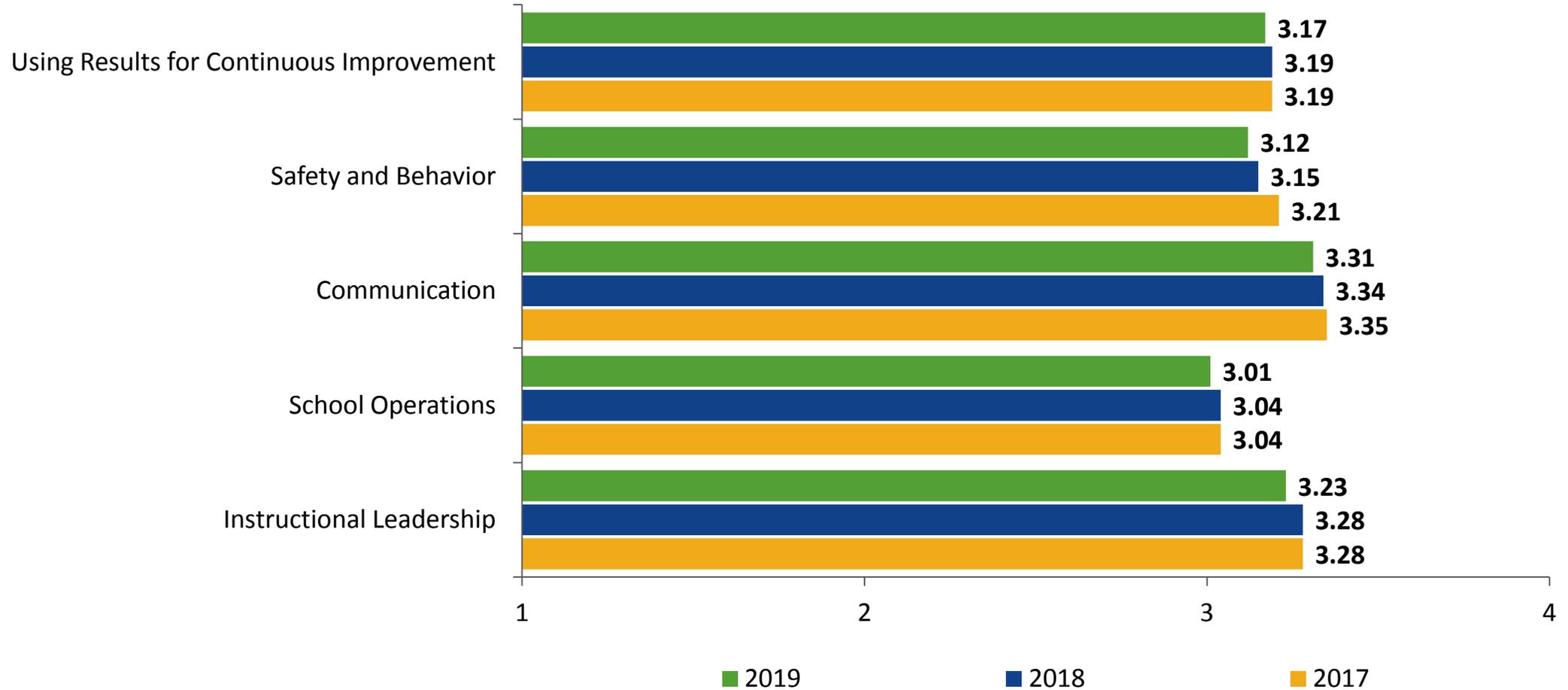
District Climate Dimension Scores – Parents and Community Members



Note: This graph shows the weighted score for each survey dimension. The weighted score is calculated based on how participants responded to each question, with Strongly Agree receiving 4 points, Agree receiving 3 points, Disagree receiving 2 points, and Strongly Disagree receiving 1 point.

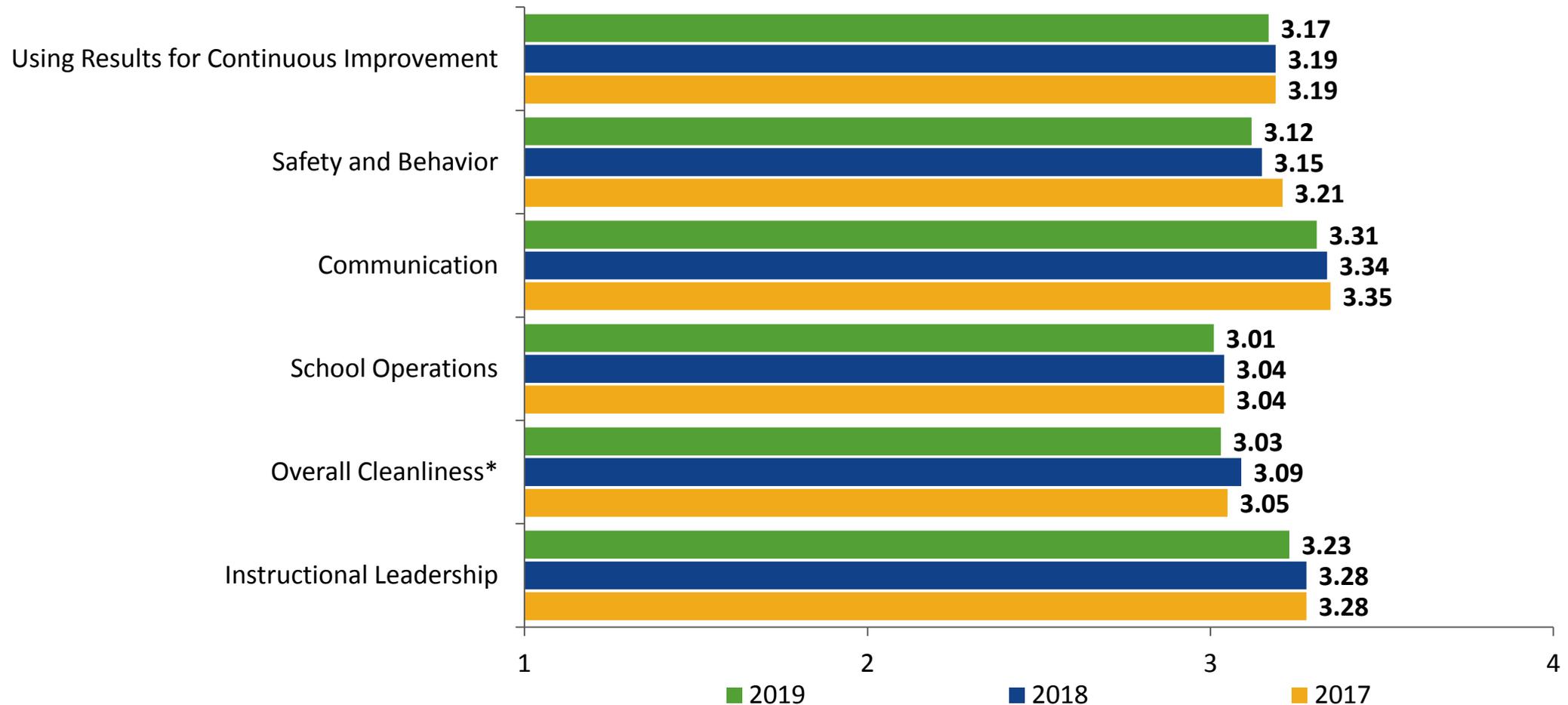
*This dimension used a quality scale with Excellent receiving 4 points, Good receiving 3 points, Fair receiving 2 points, and Poor receiving 1 point. Not Applicable responses have been excluded from this calculation.

School Climate Dimension Scores – P-CCS Parents (Continued)



Note: This graph shows the weighted score for each survey dimension. The weighted score is calculated based on how participants responded to each question, with Strongly Agree receiving 4 points, Agree receiving 3 points, Disagree receiving 2 points, and Strongly Disagree receiving 1 point.

School Climate Dimension Scores – P-CCS Parents (Continued)



Note: This graph shows the weighted score for each survey dimension. The weighted score is calculated based on how participants responded to each question, with Strongly Agree receiving 4 points, Agree receiving 3 points, Disagree receiving 2 points, and Strongly Disagree receiving 1 point. *This dimension used a quality scale with Excellent receiving 4 points, Good receiving 3 points, Fair receiving 2 points, and Poor receiving 1 point. Not Applicable responses have been excluded from this calculation.

Areas of Greatest Improvement – Community Members and Parents

Item	2018	2019	Percentage Point Change
	Percentage Agree or Strongly Agree/Excellent or Good		
During the school year, when I needed to speak with a school board member, he or she responded to my concerns in a professional manner, whether or not he or she agreed with me.	71%	77%	6
During this school year, when I needed to speak with a school board member, he or she was available to talk with me.	71%	75%	4
During this school year, when I needed to speak with a school board member, he or she was courteous and listened to my concerns.	72%	75%	3
During this school year, when I needed to speak with a school board member, he or she welcomed my feedback and point of view.	66%	69%	3

¹⁶ Note: *Items used a quality scale of Excellent, Good, Fair, Poor, and Not Applicable. Not applicable responses have been excluded from calculations.

Areas of Greatest Decline – Parents and Community Members

Item	2018	2019	Percentage Point Change
	Percentage Agree or Strongly Agree/Excellent or Good		
District leaders' clearly explain the reasons behind decisions on key issues.	51%	46%	-5
District leaders' actions are consistent with their words.	51%	47%	-4
School-based administrators' actions are consistent with school and district policies.	74%	71%	-3
* Please rate the overall school cleanliness.	82%	79%	-3

¹⁷ Note: *Items used a quality scale of Excellent, Good, Fair, Poor, and Not Applicable. Not applicable responses have been excluded from calculations.

Theme Analysis

K12 *Insight* researchers reviewed 10 percent of randomly selected comments using the constant comparative analysis (CCA) method. CCA is an analytical approach where all units of data are compared with other units to discover properties and dimensions in the data.

How can the district improve? (N=2,143)

The highest percentage of parent responses were related to safety. Several participating parents said that student behavior needs to be addressed more often. They also said that more efforts need to be undertaken to ensure school grounds are safe (e.g., monitoring parking lots during drop-off and pickup and clearing walking paths, especially during the winter).

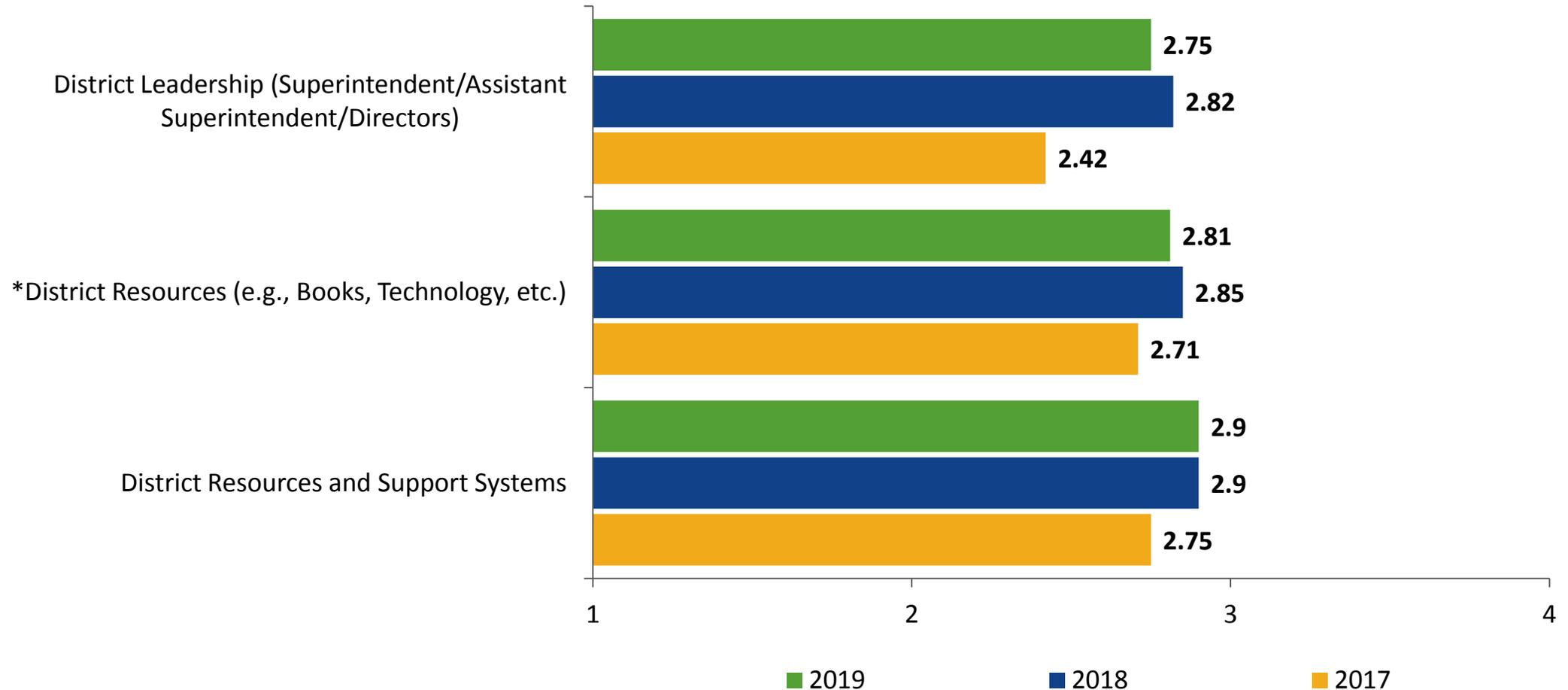
Several participating parents said that smaller class sizes would be beneficial, providing teachers with more opportunities to work individually with students.

Participating parents asked for timely feedback from teachers and more access to school leaders, such as principals and counselors. They also requested that MISTAR be updated more frequently and student grades provided sooner.

Several participating parents said that sports facilities need to be updated and the physical condition of schools needs to be addressed.

Many participating parents said they want modifications to the school calendar and changes to school start times, especially for high school.

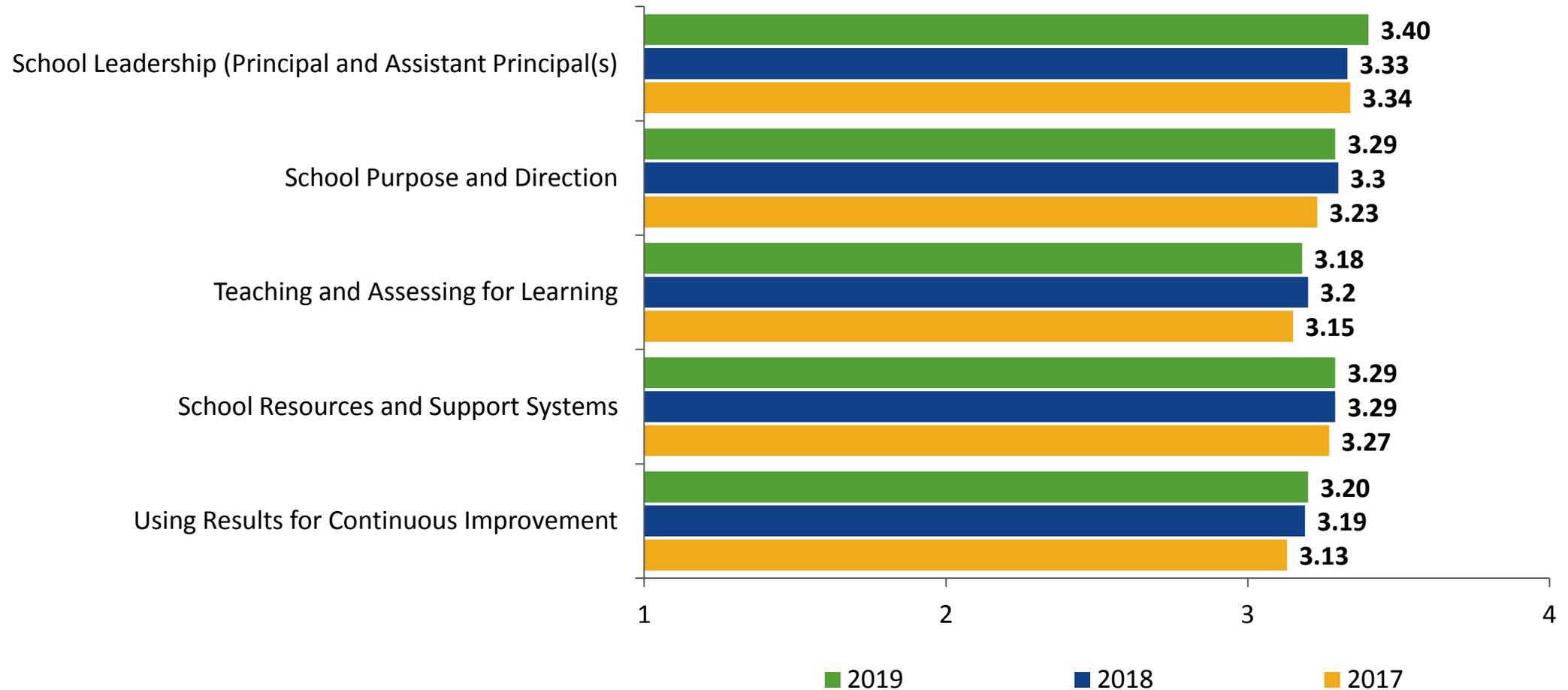
District Climate Dimension Scores –Staff Members



Note: This graph shows the weighted score for each survey dimension. The weighted score is calculated based on how participants responded to each question, with Strongly Agree receiving 4 points, Agree receiving 3 points, Disagree receiving 2 points, and Strongly Disagree receiving 1 point.

*This dimension used a quality scale with Excellent receiving 4 points, Good receiving 3 points, Fair receiving 2 points, and Poor receiving 1 point. Not Applicable responses have been excluded from this calculation.

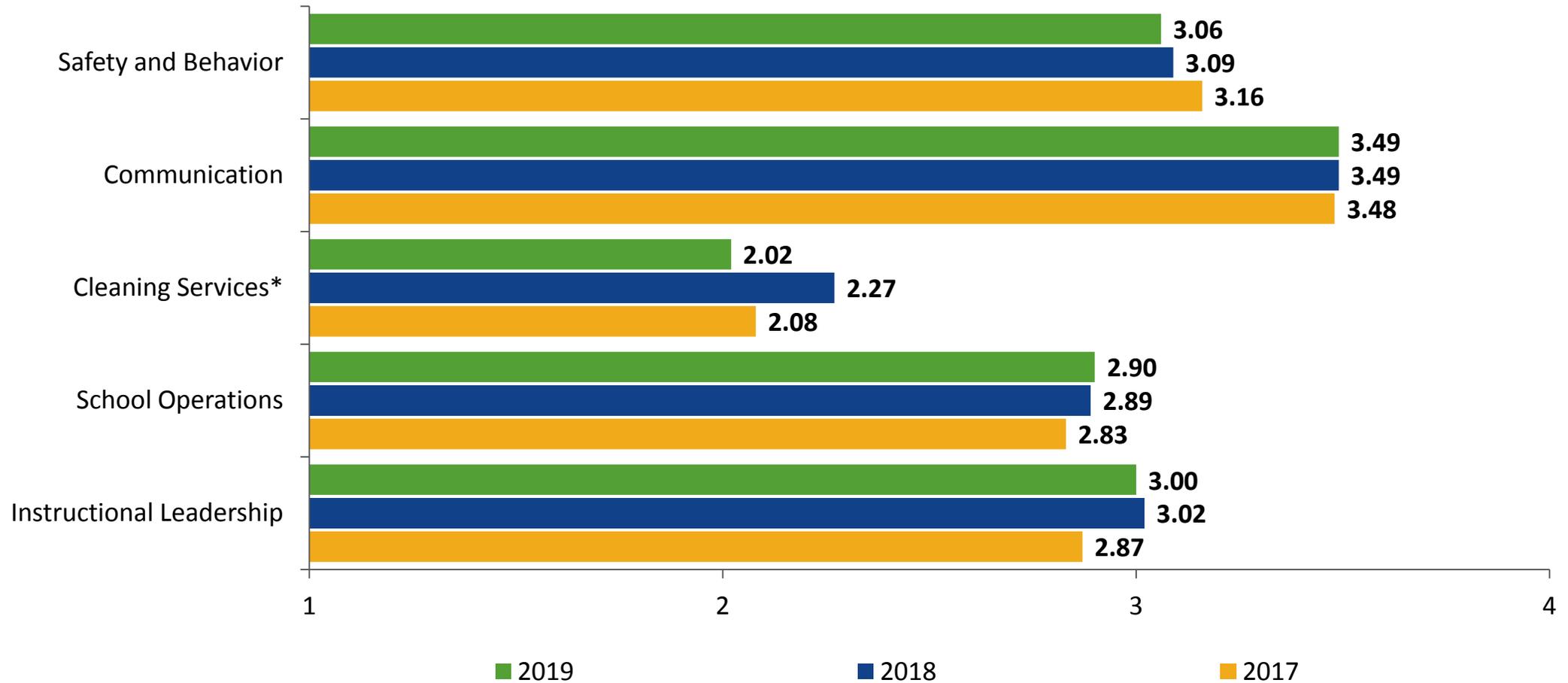
School Climate Dimension Scores – School Staff



Note: This graph shows the weighted score for each survey dimension. The weighted score is calculated based on how participants responded to each question, with Strongly Agree receiving 4 points, Agree receiving 3 points, Disagree receiving 2 points, and Strongly Disagree receiving 1 point.

*This dimension used a quality scale with Excellent receiving 4 points, Good receiving 3 points, Fair receiving 2 points, and Poor receiving 1 point. Not Applicable responses have been excluded from this calculation.

School Climate Dimension Scores – School Staff (Continued)



Note: This graph shows the weighted score for each survey dimension. The weighted score is calculated based on how participants responded to each question, with Strongly Agree receiving 4 points, Agree receiving 3 points, Disagree receiving 2 points, and Strongly Disagree receiving 1 point.

*This dimension used a quality scale with Excellent receiving 4 points, Good receiving 3 points, Fair receiving 2 points, and Poor receiving 1 point. Not Applicable responses have been excluded from this calculation.

Areas of Greatest Improvement – Staff Members

Item	2018	2019	Percentage Point Change
	Percentage Agree or Strongly Agree/Excellent or Good		
My school-based administrators are responsive when I have a concern.	80%	85%	5
I receive the instructional practices support I need.	70%	75%	5
The district provides sufficient material resources to meet student needs.	65%	69%	4
The district provides adequate support for integrating 1:1 technology.	66%	70%	4
Our school employees consistent assessment measures across classrooms and courses.	67%	71%	4
Administrators respond to my questions in a timely manner.	83%	87%	4
* Instructional Coach Support	68%	71%	3
I trust my school-based administrators to make good decisions.	79%	82%	3
My school administrators trust me to make good decisions.	86%	89%	3

²² Note: *Items used a quality scale of Excellent, Good, Fair, Poor, and Not Applicable. Not applicable responses have been excluded from calculations.

Areas of Greatest Improvement – Staff Members

Item	2018	2019	Percentage Point Change
	Percentage Agree or Strongly Agree/Excellent or Good		
In our school, all staff members use student data to address the unique learning needs of all students.	70%	73%	3
School staff members know how to use and interpret evaluation data.	69%	72%	3
My school-based administrators are courteous when I have a concern.	88%	91%	3
I have the materials I need, such as textbooks, technology, and visual aids, to effectively teach my classes.	63%	66%	3
Students have access to reliable Internet at school for learning purposes.	81%	84%	3
My school-based administrators' actions are consistent with their words.	77%	80%	3
In our school, related learning support services are provided for all students based on their needs.	71%	74%	3

²³ Note: *Items used a quality scale of Excellent, Good, Fair, Poor, and Not Applicable. Not applicable responses have been excluded from calculations.

Areas of Greatest Decline – Staff Members

Item	2018	2019	Percentage Point Change
	Percentage Agree or Strongly Agree/Excellent or Good		
* Offices	64%	50%	-14
* Please rate the overall school cleanliness.	42%	30%	-12
* Hallway Floors	45%	33%	-12
* Grounds	60%	50%	-10
* Classroom Countertops	32%	22%	-10
* School buildings and facilities	55%	46%	-9
* Bathrooms	27%	20%	-7
* Classroom Floors	25%	19%	-6
District leaders' actions are consistent with their words.	77%	71%	-6
Our school maintains facilities that contribute to a safe learning environment.	84%	78%	-6
District leaders clearly explain the reasons behind decisions on key issues.	64%	58%	-6

²⁴ Note: *Items used a quality scale of Excellent, Good, Fair, Poor, and Not Applicable. Not applicable responses have been excluded from calculations.

Areas of Greatest Decline – Staff Members (Continued)

Item	2018	2019	Percentage Point Change
	Percentage Agree or Strongly Agree/Excellent or Good		
Students treat staff members with respect.	74%	69%	-5
* Support for my students' specific learning needs (e.g., special education, ELL)	70%	65%	-5
The district maintains facilities that support student learning.	80%	76%	-4
The information shared by district leaders is clear and easy to understand.	77%	73%	-4
The school is well-maintained, with working air conditioning and heat, adequate lighting, and well-kept grounds.	72%	68%	-4
Students treat one another with respect.	68%	64%	-4
* Central office's support of schools	61%	58%	-3
Our district ensures the effective use of financial resources.	44%	41%	-3
I trust district leaders to make good decisions.	73%	70%	-3

²⁵ Note: *Items used a quality scale of Excellent, Good, Fair, Poor, and Not Applicable. Not applicable responses have been excluded from calculations.

Theme Analysis

K12 Insight researchers reviewed 10 percent of randomly selected comments using the constant comparative analysis (CCA) method. CCA is an analytical approach where all units of data are compared with other units to discover properties and dimensions in the data.

How can the district improve? (N=641)

The highest percentage of staff responses were about the need to improve the cleanliness of buildings and update facilities. Participating staff members said that the floors in their classrooms are not being cleaned, ceilings are moldy, and that they have to place a service request to get their office vacuumed once per month.

Many participating staff members said they need salary increases. They said teacher negotiations should begin earlier to allow for discourse.

Another common theme was the need to empower teachers by eliciting input from them prior to making decisions on curriculum. Some of these comments also said it is important to provide teachers with more support, particularly when it comes to curriculum implementation.

There were a few comments related to professional development. Participating staff members said that they need more support and training to implement new initiatives.

Other recommendations included the need to hire more diverse teachers; improve communication; ensure consistent implementation of curriculum and policies (such as attendance, discipline) across campuses; and ensure equity of support staff, materials, and planning time across grade levels.

CURRENT / FUTURE ACTION STEPS BASED ON KEY INSIGHTS:

OVERALL STABILITY IN CLIMATE SCORES

- Most of the district climate dimension scores for staff members, parents, and community members either remained at or about the same compared to last year.
- **Improve communication about new initiatives, program ideas, decisions.**
 - **“Elevate: Every Student, Every Day”**
 - **Eliminate achievement gap for students from all subgroups.**
 - **Continued focus on implementation of five-year Curriculum Cycle.**
 - **Addition of Specialized Social Emotional Learning Team to support identified individual student behavior needs.**
- **Fix cleanliness.**

CURRENT / FUTURE ACTION STEPS BASED ON KEY INSIGHTS:

SCHOOL BOARD MEMBER CUSTOMER SERVICE

- Items relative to the customer service provided by school board members saw noticeable gains (3-percentage points or higher) among parents and community members.
 - **School Board High-Impact School Governance / training with Wayne RESA.**
 - **Relationship between Board Members and Superintendent.**
 - **Availability and responsiveness of Board Members.**
 - **Board Member visibility at district and community events.**

CURRENT / FUTURE ACTION STEPS BASED ON KEY INSIGHTS:

SCHOOL-LEVEL LEADERSHIP

- The school climate dimension of school leadership (principal and assistant principals) slightly increased for staff members (3.33 in 2018 and 3.40 in 2019). Supporting this, there was a 5-percentage point increase compared to last year for two items:
 - *‘My school-based administrators are responsive when I have a concern’*
 - *‘I receive the instructional practices support I need.’*
- **Investment in building-level support positions (Student Support Coordinators, Behavior Specialists, etc.) have allowed for principals to focus more time on instructional leadership, staff communications, relationship building.**

CURRENT / FUTURE ACTION STEPS BASED ON KEY INSIGHTS:

DISTRICT / SCHOOL LEADERSHIP

- There were 4- and 5-percentage point increases in favorable perception (percentage strongly agree or agree) among staff members in the survey items:
 - *'The district provides sufficient material resources to meet student needs'*
 - *'The district provides adequate support for integrating 1:1 technology'*
 - *'Our school employees use consistent assessment measures across classrooms and courses'*
 - *'Administrators respond to my questions in a timely manner'*
- **Investment in 'level leaders' (Directors of Early Childhood, Elementary, Middle, and High Schools) have created strong chains of coherence, communication, and support district-wide.**
- **Continued support of 1:1 Program with access to devices, support readying and collection of devices, and allocation of resources the i3 Conference.**

CURRENT / FUTURE ACTION STEPS BASED ON KEY INSIGHTS:

DISTRICT LEADERSHIP

- There was a 5-percentage point decrease in favorable perception (percentage strongly agree or agree) among **parents and community members** in the survey item:
 - *'District leaders' clearly explain reasons behind decisions on key issues'*
- There were 6-percentage point decreases in favorable perception (percentage strongly agree or agree) among **staff members** in the survey items:
 - *'District leaders' actions are consistent with their words.'*
 - *'District leaders clearly explain the reasons behind decisions on key issues.'*
 - **Curriculum Cycle design and implementation.**
 - **The Curriculum and Instruction team is working with all teachers to ensure curriculum is aligned to the Michigan Academic Standards.**
 - **The team will be providing support to all teachers as we go through the process of realignment.**

CURRENT / FUTURE ACTION STEPS BASED ON KEY INSIGHTS:

FACILITIES

- There was a 6-percentage point decrease in favorable perception (percentage strongly agree or agree) among staff members in the survey item:
 - *‘Our school maintains facilities that contribute to a safe learning environment’* (See Appendix)
 - **District-wide Security Cameras and Access Controls upgrades.**
 - **Sally Port entrance Installations in a majority of our schools.**
 - **Enhanced 911 room signage coming in 2019-20**
 - **Exploring grant opportunities for environmental safety improvements and upgrades district-wide.**
- There was a 4-percentage point decrease in favorable perception (percentage strongly agree or agree) among staff members in the survey item:
 - *‘The district maintains facilities that support student learning’* (See Appendix)
 - **Facility & Boundary Study / Facility Subcommittee.**

CURRENT / FUTURE ACTION STEPS BASED ON KEY INSIGHTS:

SCHOOL CLEANLINESS

- The school climate dimension of cleaning services saw the most noticeable decline compared to last year for school staff
 - The items that had the greatest decline were all in the area of cleanliness. (See Appendix)
- The perception of school cleanliness fell from 2017-18, when 82% of participating parents and 42% of participating staff members rated overall school cleanliness as excellent or good.
 - In 2018-2019, it fell to 79% for participating parents and 30% for participating staff members.
 - Decreased by 3% for parents, 12% for staff
 - In addition, several open-ended comments emphasized the need to improve the cleanliness of school buildings.
- **Strategic reorganization of leadership.**
 - **Ensures that there is both a trainer and supervisor over second shift.**
 - **Other enhancements to the cleaning program.**
- **Redeveloping benchmarks.**
- **Further enhance communication between staff and contractor.**

NEXT STEPS

- Comprehensive district report posted to P-CCS website (www.pccsk12.com) on Tuesday, June 11.
- Meet with each building principal / program leader / department leaders to review building-and program level reports and verbatim responses
 - Look at two-year comparisons as well as three- and four-year trends from previous reports
 - Discuss comparisons to district-wide and level-wide results
 - Collaborate on next steps for presentation of data to staff, school community, etc.

QUESTIONS?