



Moving Forward with Strategic Imperatives - Harris Interactive School Poll



DEL MAR
UNION SCHOOL DISTRICT

Presented by

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Director, Youth and Education

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www.harrisinteractive.com

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Workshop Goals

- Share background and gain understanding of the School Poll
- Learn how to use the poll data as a “tool box” for identifying opportunities for improvement
- Provide relevant research findings for stakeholder audiences
- Four framing questions – how to use these in strategy development context
- Align communications messages with stakeholder audiences

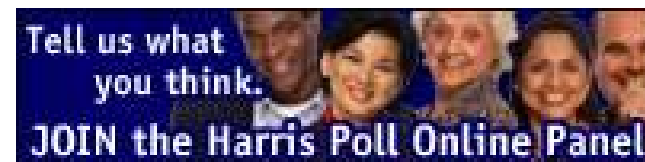


About the Harris Interactive School Poll

Harris Interactive Inc.



- The “Harris Poll”
 - America’s trusted barometer of public opinion for 40+ years
- Online Research & Traditional Capabilities
- Market Pioneer in Online Research:
 - Began in 1997
 - IPO allowed us to invest in panels, technology, and expertise
 - Large, diverse panels of consumers
 - More than 40 research firms use Harris to field their online studies



History of Educational Research at Harris Interactive

- 1975-1993: Conducted dozens of survey projects for local school districts, usually in **reaction** to a crisis!
- 1993: Established **CSMpactSM for Schools**, a quality project to help K-12 educators:
 - Meant to be **proactive** in nature
 - Two years of pilot work:
 - 40 focus groups
 - Extensive pre-testing
 - Educators and stakeholder review of program
 - Now been implemented with more than 1.5 million respondents and hundreds of school districts
- Refinements along the way:
 - Improved questionnaire wording
 - Addition of technology section
 - Reports made more concise and clear
 - Renamed to **Harris Interactive School Poll** in 2005



Harris Interactive School Poll

- **Management information system** for school district leaders/decision makers:
 - Experience-based customer/employee satisfaction measurement
 - Opportunity for every stakeholder to have a role in the improvement process
- Provides **proactive** measures (leading indicators of outcomes) that concentrate on items that leaders can **control**
- Building-specific reporting: correlates of effective schools are unique for every district and every school
- Has been used by hundreds of school districts since 1993



Why Should You Care About Satisfaction?

- Presumption is that...
 - More satisfied students are more able to learn
 - Satisfied employees are more productive
 - Satisfied parents are more involved



Keep in mind...

Perceptions

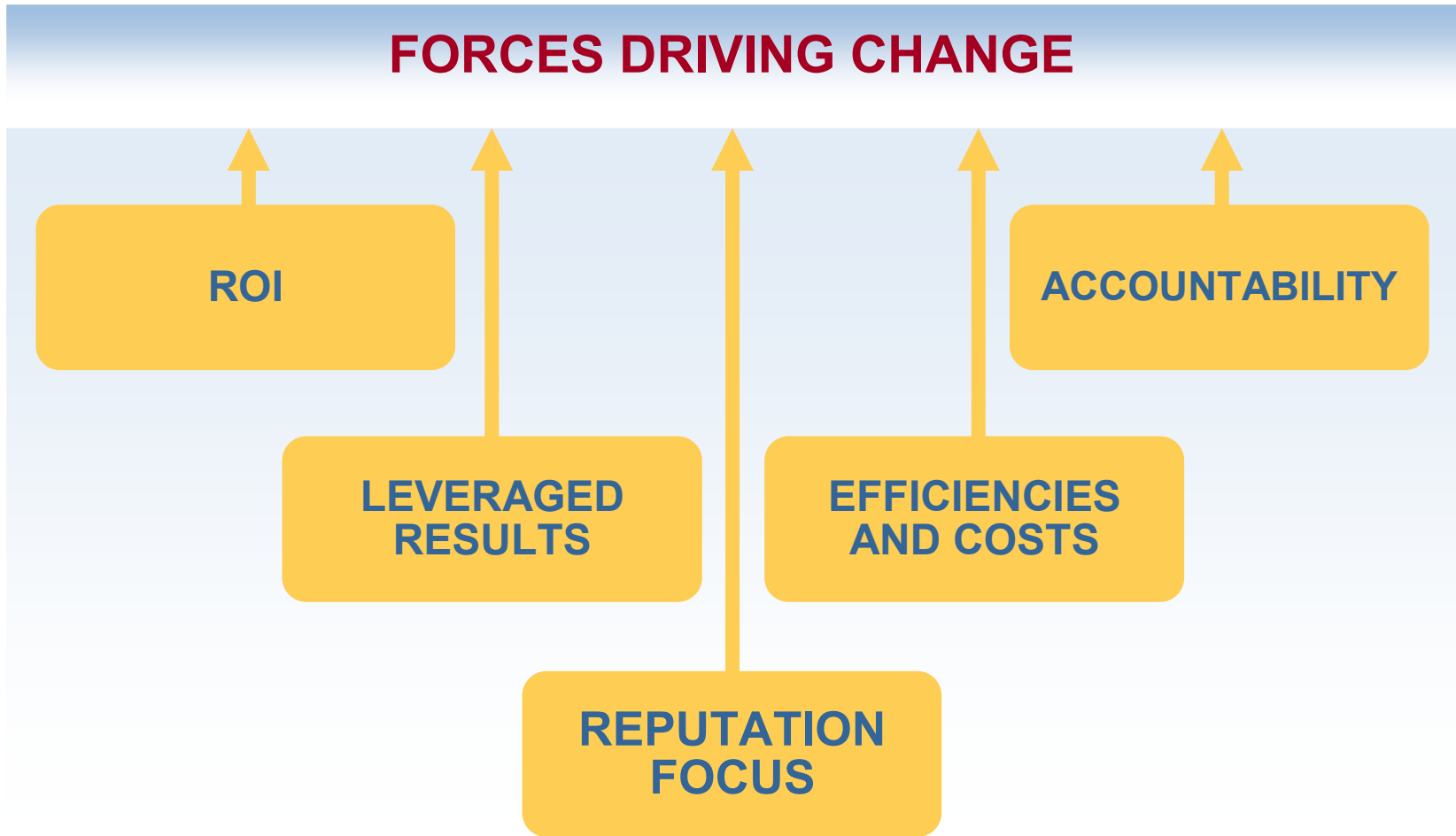
They may not always make sense to you, but they are “real” to those who report them. They provide an opportunity to open dialogue and find out what stakeholders are feeling/thinking.





The Changing Landscape... and Importance of Measurement

The Landscape is Changing



Building Reputation has its Rewards

Top-rated companies in reputation measures are:

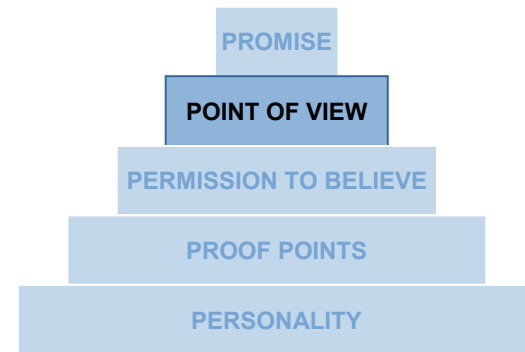
- 7x more likely to have customers buy products/services at a premium price
- 5x more likely to have their stock or bond recommended
- 4x more likely to be recommended as a good place to work
- 3x more likely to be recommended as a good business partner
- 1.5x more likely to receive the benefit of the doubt



Point of View – Managing Equity

The equity of your enterprise is the sum total of the bonds you have with all of your stakeholder groups – stakeholders that support your programs, who fund your efforts, employees and faculty, the public, media, and others.

Enterprise Equity Management is the process of identifying these key stakeholders, measuring the bonds you have with them, and putting into place actions to **establish, grow and strengthen those bonds**, leading to measurable, enduring improvements in the performance of your enterprise.



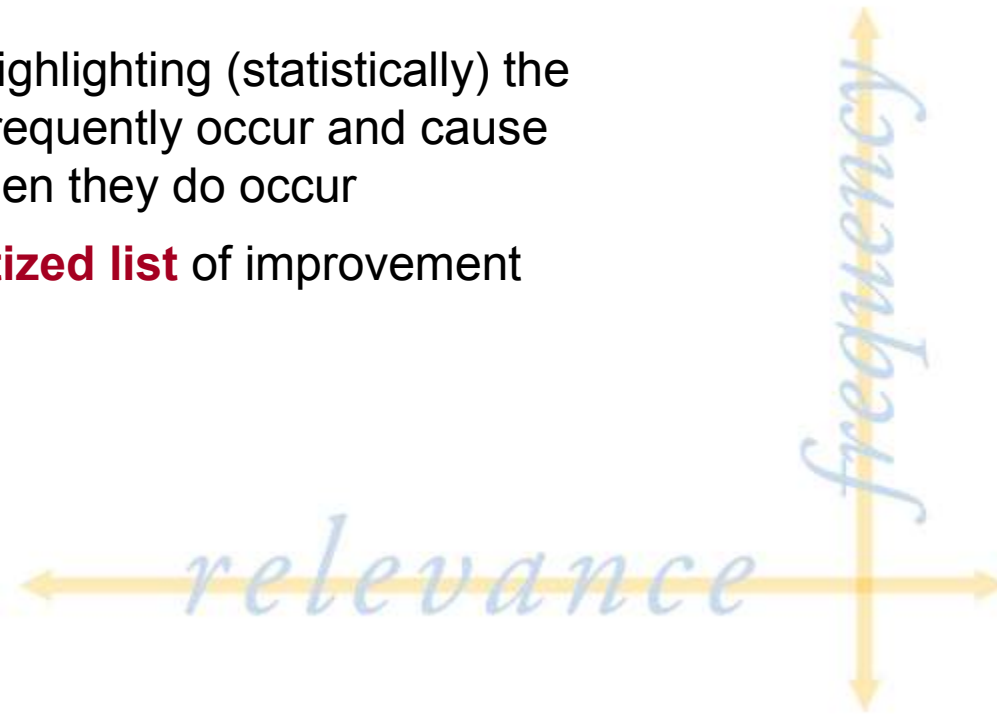
Underlying Theory

- If you do not **measure** it, you will not change it
- If you do not measure it, you will focus on **process** without relating to **outcomes**
- Not all problems are equal. Some have more **IMPACT** than others
- Satisfaction/Motivation are key **attitudes** which are leading indicators of performance
- Measuring **attitudes** alone tells you little about what to do to improve
- Attitudes are formed from **experience**
- Identify experiences that relate most to satisfaction



Two Dimensions of Satisfaction

- **Frequency** of problem—you don't always want to work on the most common problems
- **Relevance** of the problem—is it affecting satisfaction?
 - We prioritize by highlighting (statistically) the problems which frequently occur and cause dissatisfaction when they do occur
 - Result is a **prioritized list** of improvement tasks



Harris Interactive School Poll Objectives

- Measure satisfaction: overall and by specific area
- Identify the **frequency** of specific problems
- Statistically define the **penalty** and **impact** of problems for each stakeholder group
- Establish **priorities** among opportunities for improvement
- Foster data-driven decision making
- Provide benchmark, comparative, and tracking data



Why Focus So Much on the Educational Environment?

- Research studies suggest that...
 - **Context** is about equally as important as personality in determining behavior
 - Individuals tend to greatly **underestimate** the power of context (the environment)
- The educational context is a key determinant to performance, and is also the most **controllable** element for school leaders.



Harris Interactive School Poll Topic Areas

Elementary Students

- School Atmosphere
- Equipment/Facilities
- School Bus
- Computer Technology
- Main Teacher
- Other Staff
- Other Issues

Teachers/Staff

- School Atmosphere
- Equipment/Facilities
- Computer Technology
- School Leadership/ Administration
- Communications/ Involvement
- Parental Support
- Career
- Students
- Other Staff
- Other Issues

Parents

- Equipment/Facilities
- School Bus
- Computer Technology
- School Leadership/ Administration
- Communications/ Involvement
- Child's Teachers
- Curriculum/Training
- Budget
- Other Issues



Elementary Students: School Atmosphere

Yes

No

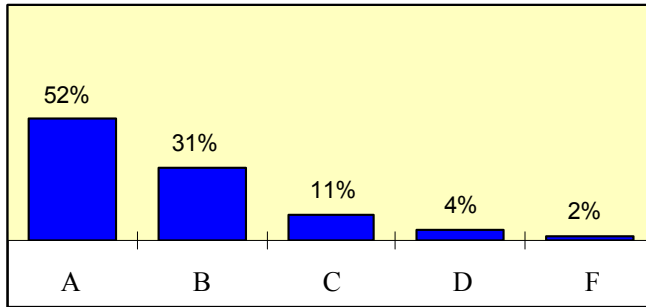
- Are students well-behaved while in school?**
- Do you feel safe walking to and from school?**
- Do you feel safe while in school?**
- Are the rules at your school fair?**
- Are most other students nice to you?**

Please give an overall rating for your **SCHOOL ATMOSPHERE** by filling in one oval on the A to F scale provided?

A	A-	B+	B	B-	C+	C-	D+	D	D-	F
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	9	8	7	6	5	4	3	2	1	0

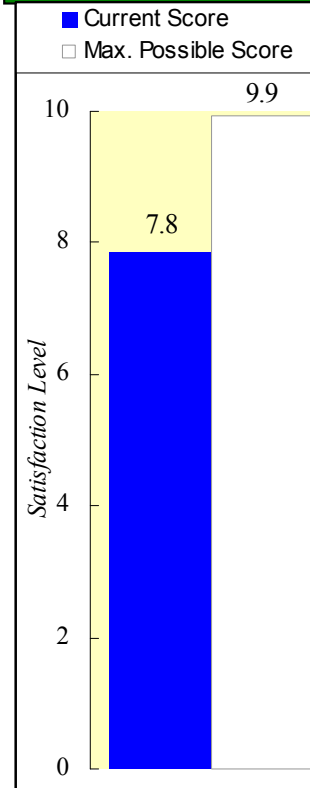
OVERALL SATISFACTION MODEL: ELEMENTARY STUDENTS

Elementary Students Satisfaction Rating Distribution



Sample

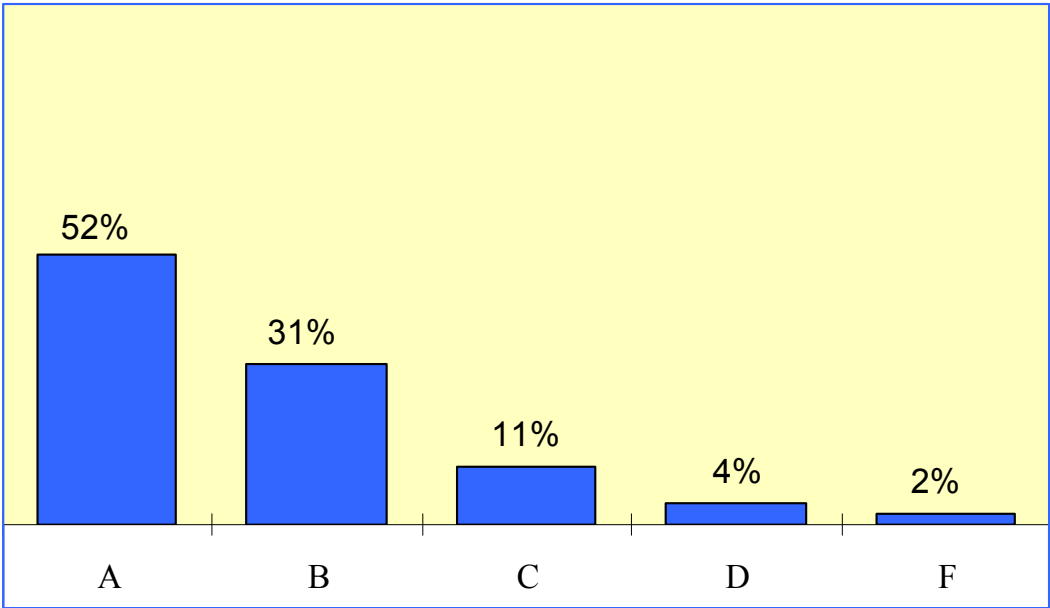
Improvement Possible



ISSUES INFLUENCING OVERALL SATISFACTION	% with		IMPACT INDEX
	Problem	Penalty	
Do you like the food served in the lunch room?	41%	0.8	18%
Do you get extra help when you need it?	24%	1.1	14%
Are school bathrooms clean?	58%	0.4	11%
Are students well-behaved on your bus?	50%	0.4	11%
Is your school too crowded?	39%	0.4	7%
Does the school library meet your needs?	24%	0.5	7%
Are the rules at your school fair?	28%	0.4	6%
Main teacher: Help you want to learn?	11%	1.0	6%
Is the temperature in your classrooms usually comfortable?	21%	0.5	5%
Main teacher: Ask you to answer questions in class?	18%	0.5	5%
Is your classroom teacher prepared to train you on the computer?	16%	0.7	5%
Are you well-behaved at school?	10%	0.5	3%
Do you participate in class?	6%	0.8	2%

Sample

Elementary Students Satisfaction Rating Distribution

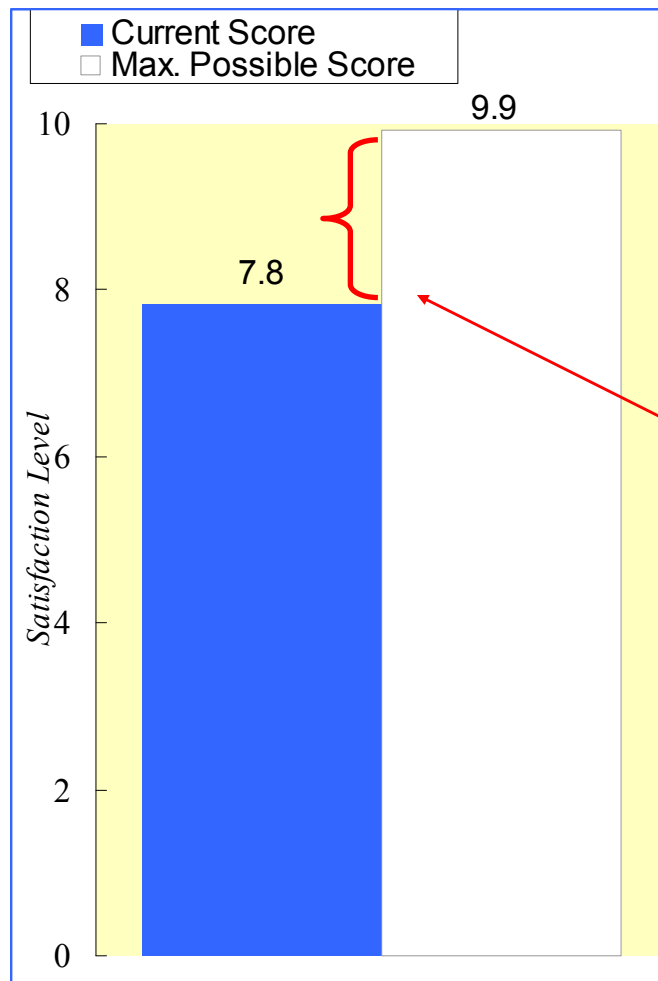


This graph shows the distribution of satisfaction scores elementary students provided for the overall satisfaction question.



Improvement Possible

Sample



This graph shows the **current** overall satisfaction mean rating with the **maximum possible score**. The gap between them is the opportunity for improvement.

Sample

Penalty is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

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Del Mar Union School District: Elementary Student Surveys
School Year 2006-2007

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Q1 School Atmosphere

Base: All Respondents

	Gender			Grade Level Of Student								Most Common Grade (GPA)			Race							
	Total	Boy	Girl	3	4	5	6	7	8	3-5	6-8	A	B	C/D/F	White	Black	Hispanic	Asian/Other	Mixed Race	H/A/O	B/A/O	B/H/A/O/M
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(q)	(r)	(s)	(t)	(u)	(v)
Base	1556	797	757	**	560	508	488	**	**	1058	488	1136	368	33*	869	25**	53*	454	143	507	479	675
Q1A Are students well-behaved while in school? # / % Problem	279 / 17.5%	151 / 18.9%	127 / 16.6%	-	95 / 17.1%	55 / 13.0%	117 / 24.0%	-	-	162 / 15.3%	117 / 24.0%	180 / 15.8%	84 / 22.8%	11 / 33.3%	150 / 17.3%	7 / 28.0%	8 / 15.1%	78 / 17.3%	29 / 20.3%	86 / 17.0%	85 / 17.7%	122 / 18.1%
Q1B Do you feel safe walking to and from school? # / % Problem	79 / 5.1%	35 / 4.4%	43 / 5.7%	-	32 / 5.7%	23 / 4.5%	24 / 4.9%	-	-	55 / 5.1%	24 / 4.9%	49 / 4.2%	22 / 6.0%	8 / 24.2%	33 / 3.8%	2 / 8.0%	7 / 13.2%	31 / 6.8%	5 / 3.5%	38 / 7.5%	33 / 6.9%	45 / 6.7%
Q1C Do you feel safe while in school? # / % Problem	46 / 3.0%	30 / 3.8%	15 / 2.1%	-	17 / 3.0%	10 / 2.0%	15 / 3.0%	-	-	27 / 2.5%	15 / 3.0%	28 / 2.5%	5 / 14.4%	8 / 24.2%	18 / 2.1%	1 / 4.0%	4 / 7.5%	15 / 3.3%	7 / 4.9%	15 / 3.7%	15 / 3.3%	27 / 4.0%
Q1D Is gossip a serious problem at school? # / % Problem	575 / 37.0%	295 / 36.8%	280 / 36.2%	-	199 / 35.5%	139 / 27.4%	237 / 48.6%	-	-	338 / 31.6%	237 / 48.6%	408 / 35.9%	142 / 39.6%	19 / 57.6%	320 / 36.8%	5 / 20.0%	27 / 50.9%	166 / 36.6%	52 / 36.4%	193 / 38.1%	171 / 35.7%	250 / 37.0%
Q1E Do students help each other with school work? # / % Problem	184 / 11.8%	120 / 15.1%	63 / 8.3%	-	68 / 12.1%	53 / 10.4%	63 / 12.9%	-	-	121 / 11.3%	63 / 12.9%	117 / 10.3%	53 / 14.4%	12 / 36.4%	113 / 13.0%	3 / 12.0%	5 / 9.4%	38 / 8.4%	21 / 14.7%	43 / 8.5%	41 / 8.6%	67 / 9.9%
Q1F Are the rules at your school fair? # / % Problem	283 / 18.2%	180 / 22.6%	103 / 13.6%	-	80 / 14.3%	50 / 15.7%	123 / 25.2%	-	-	160 / 15.0%	123 / 25.2%	180 / 15.8%	91 / 24.7%	12 / 36.4%	154 / 18.9%	5 / 20.0%	11 / 20.8%	74 / 16.3%	27 / 16.9%	85 / 16.8%	79 / 16.5%	117 / 17.3%
Q1G Is your school too crowded? # / % Problem	217 / 13.9%	126 / 15.8%	91 / 12.0%	-	89 / 15.9%	67 / 13.2%	61 / 12.5%	-	-	156 / 14.6%	61 / 12.5%	157 / 13.9%	50 / 13.6%	8 / 24.2%	115 / 13.2%	5 / 20.0%	8 / 15.1%	62 / 13.7%	25 / 17.5%	70 / 13.8%	67 / 14.0%	100 / 14.8%
Q1H Are school assemblies usually interesting? # / % Problem	586 / 37.7%	312 / 39.1%	274 / 36.2%	-	146 / 26.1%	183 / 36.0%	257 / 52.7%	-	-	329 / 30.8%	257 / 52.7%	415 / 36.6%	150 / 40.8%	16 / 48.5%	338 / 38.9%	11 / 44.0%	15 / 28.3%	152 / 33.5%	63 / 44.1%	167 / 32.9%	163 / 34.0%	241 / 35.7%

Proportions: Means: Columns Tested (5% risk level) - b/c - d/e/f/g/h/i - j/k - l/m/n - o/p/q/r/s - t/u - v/w - x/y - z/aa
Overlap formulae used. * small base; ** very small base (under 30) ineligible for sig testing

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Del Mar Union School District: Elementary Student Surveys
 School Year 2006-2007

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 Table 3

Q1 School Atmosphere

Base: All Respondents

	Ashley Fair School (a)	Carmel Del Mar School (b)	Del Mar Crest School (c)	Del Mar Hill Academy (d)	Sage Canyon School (e)	Sycamore Ridge School (f)	Tarrey Hill School (g)
Base	248	213	184	167	306	135	303
Q1A Are students well-behaved while in school? # / % Problem	16 7.3%	27 26.8% acg	13 7.1%	56 33.5% acdfg	66 21.6% acfg	26 19.3% ac	43 14.2% ac
Q1B Do you feel safe walking to and from school? # / % Problem	8 3.2%	21 9.9% acdfg	2 1.1%	13 7.8% ac	16 5.2% c	4 3.0%	15 5.0% c
Q1C Do you feel safe while in school? # / % Problem	4 1.6%	13 6.1% acfg	1 0.5%	8 4.8% c	11 3.6% c	2 1.5%	7 2.3%
Q1D Is gossip a serious problem at school? # / % Problem	50 20.3% c	87 40.8% ce	42 22.8%	79 47.3% ace	99 32.4% c	49 36.3% c	129 42.6% ce
Q1E Do students help each other with school work? # / % Problem	25 10.1%	32 15.0% c	15 8.2%	33 19.8% acdfg	30 9.8%	15 11.1%	34 11.2%
Q1F Are the rules at your school fair? # / % Problem	47 19.0% g	54 25.4% cg	30 16.3% g	46 27.5% acdfg	58 19.0% g	26 19.3% g	22 7.3%
Q1G Is your school too crowded? # / % Problem	24 9.7% c	20 9.4% c	6 3.3%	11 6.6%	62 20.3% abcdcf	9 6.7%	95 28.1% abcdcf
Q1H Are school assemblies usually interesting? # / % Problem	80 32.3% f	117 54.9% acdfg	69 37.5%	61 36.5% fg	150 49.0% acdfg	29 21.5%	80 26.4%

Proportions/Mean: All Columns Tested (5% risk level)
 Overlap formulae used.

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Results Binders

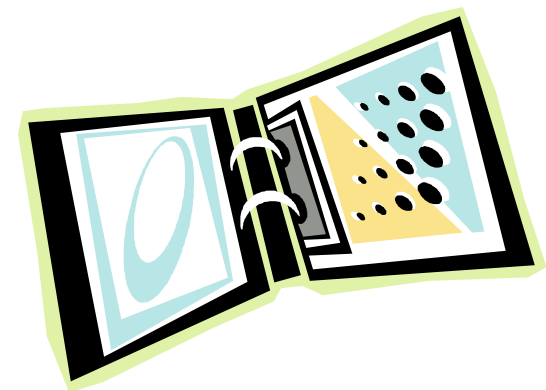
District Report

- **Executive Summary**
 - Provides recommendations for current issues driving overall satisfaction for each stakeholder group
- **Regression Analysis**
 - Identifies issues impacting overall satisfaction and specific areas for each stakeholder group
- **Data Tables**
 - Disaggregates data among subgroups
 - Disaggregates data among school buildings
- **Benchmarking Data**
 - From Harris Interactive School Database

- ✓ Overview of methodology
- ✓ Overall performance measures
- ✓ Performance among key subgroups
- ✓ Overall sat models
- ✓ Area models
- ✓ Other attitudes/behaviors
- ✓ Benchmarking

Building Reports

- Regression Analysis specific to site
- Data Tables specific to site



Del Mar Union School District

Results - Key Overall District Findings

Stakeholder Response Rates in Del Mar

- Surveys were conducted in June 2007.
- Students in **grades 4-6** were asked to complete an online survey
- **All** teachers and staff were asked to complete a paper survey.
- **All** parents of students in **grades K-6** were asked to complete one survey per child.

- Response Rates:

– Elementary Students	92%	(n=1,563)
– Teachers/Staff	85%	(n=340)
– Parents	41%	(n=1,654)

- In total, over **3,500** people responded to the survey!



Keep in mind...

Perceptions

They may not always make sense to you, but they are “real” to those who report them. They provide an opportunity to open dialogue and find out what stakeholders are feeling/thinking.



Rules of Thumb on Ratings

- **Above 9.0:** Exemplary
- **8.0-9.0:** Strong compared to our nationwide database.
- **7.0-8.0:** Average, in need of continuous improvement
- **6.0-7.0:** In need of a defined focus and improvement plan.
- **Under 6.0:** Sign of a serious issue within the district.

It's important to remember that the absolute performance of the District matters much less than knowing **how to improve!**

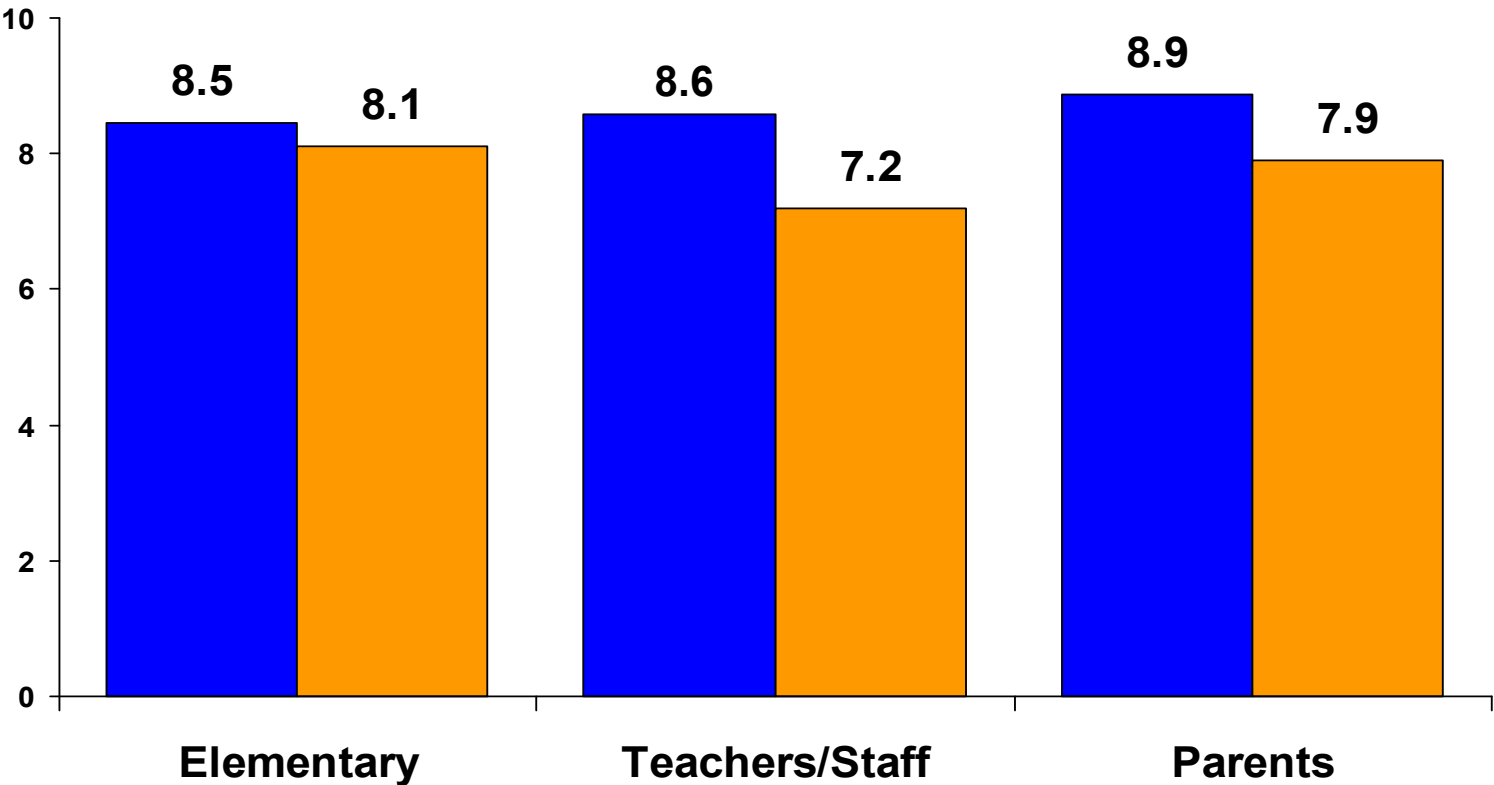


Overall Satisfaction Ratings



■ Del Mar ■ Database

A	=	10
A-	=	9
B+	=	8
B	=	7
B-	=	6
C+	=	5
C	=	4
C-	=	3
D+	=	2
D	=	1
F	=	0

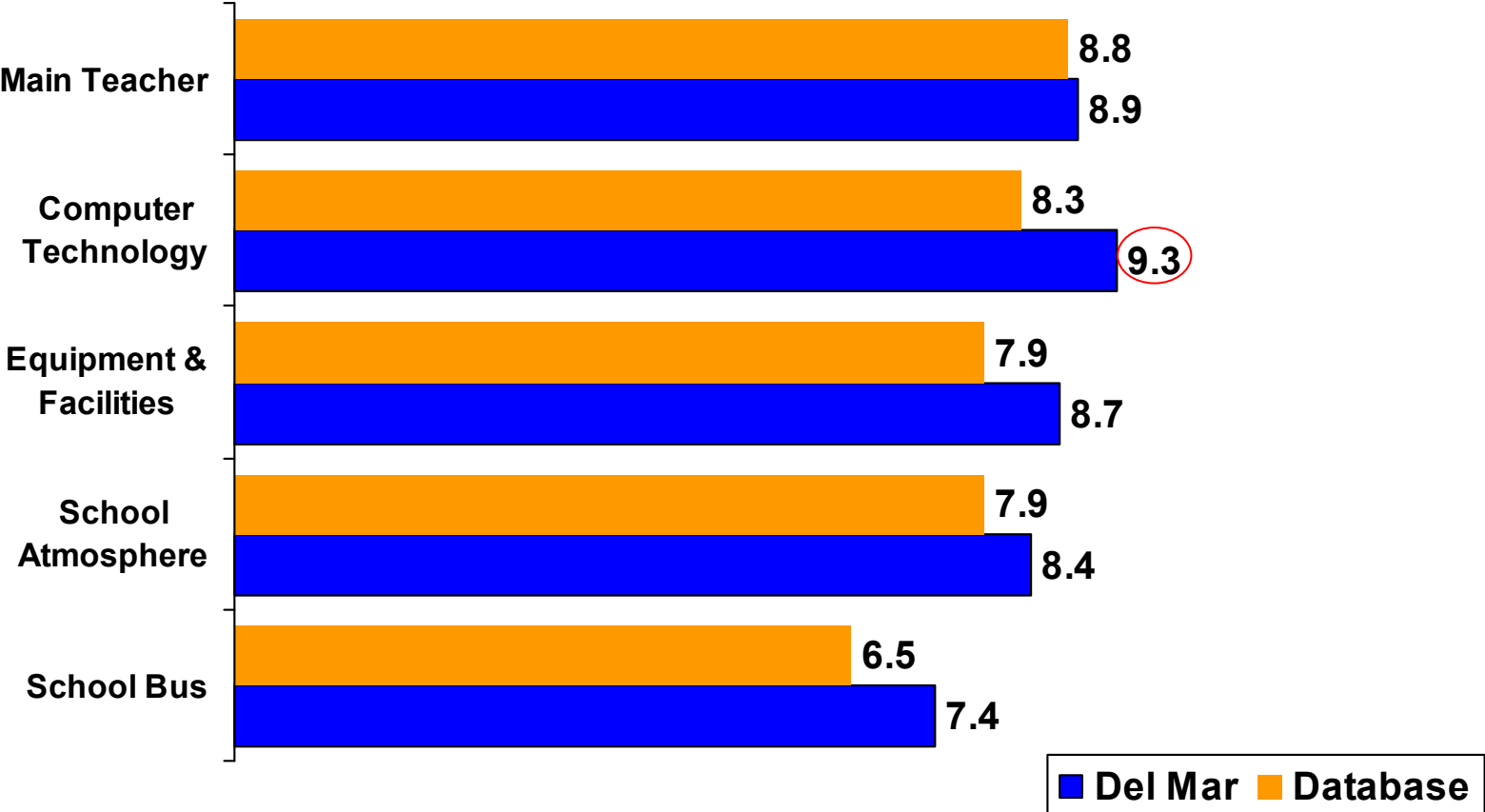




Overall Satisfaction Ratings By School

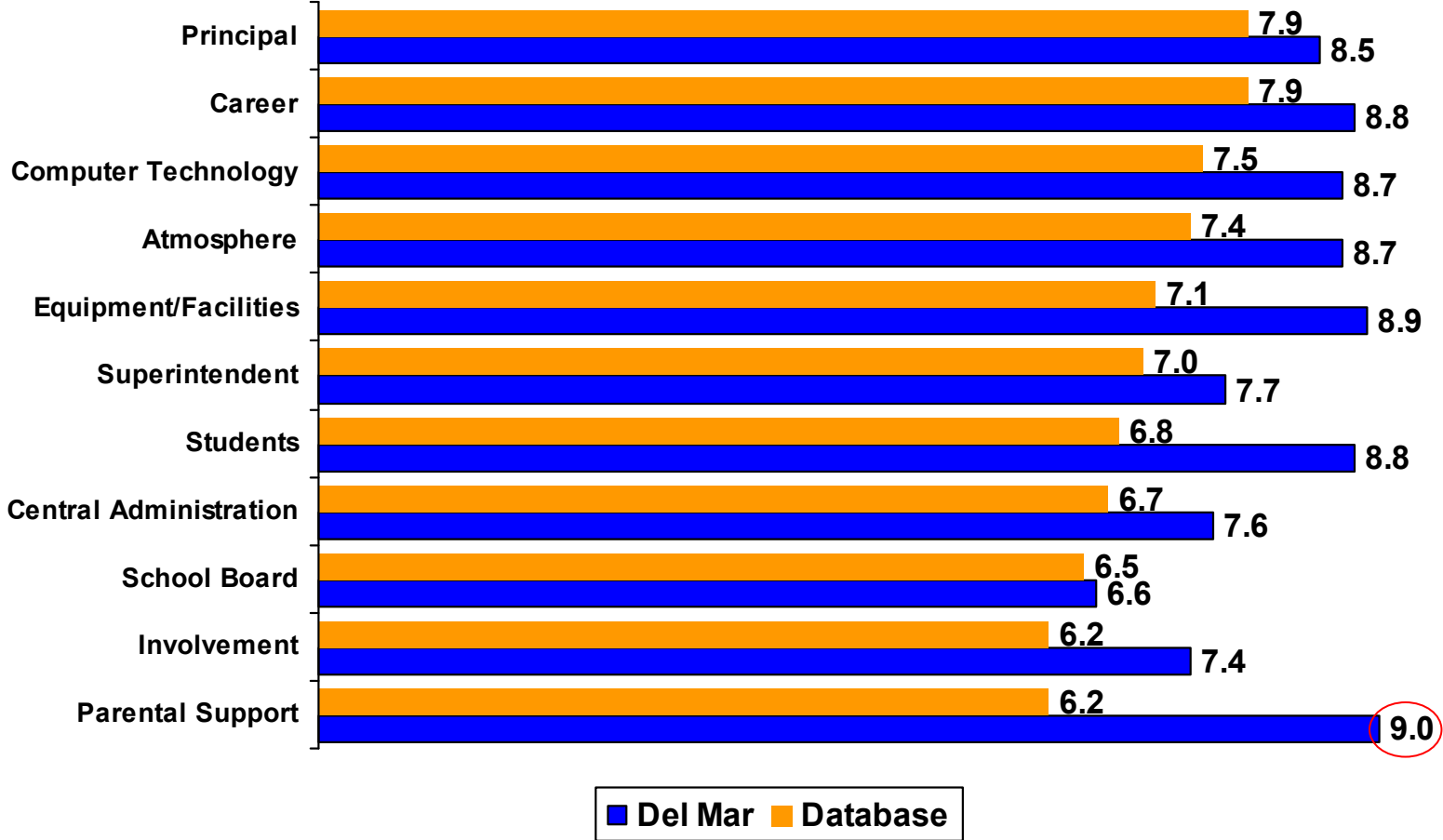
District/Building Name	Elementary		Teacher/Staff		Parents	
	N	O.S. Mean	N	O.S. Mean	N	O.S. Mean
Ashley Falls School	249	8.92	31	8.67	211	9.00
Carmel Del Mar School	213	8.00	30	8.17	231	8.53
Del Mar Heights School	184	8.62	14	8.29	207	8.85
Del Mar Hills Academy	167	8.08	25	8.08	181	8.75
Sage Canyon School	308	8.42	42	8.22	298	9.05
Sycamore Ridge School	136	8.39	44	8.68	171	8.96
Torrey Hills School	306	8.58	60	9.12	335	8.95
Del Mar Union School District	1563	8.46	340	8.58	1654	8.88

Elementary Students are Usually Most Satisfied with their Main Teacher; Most Critical of Bus



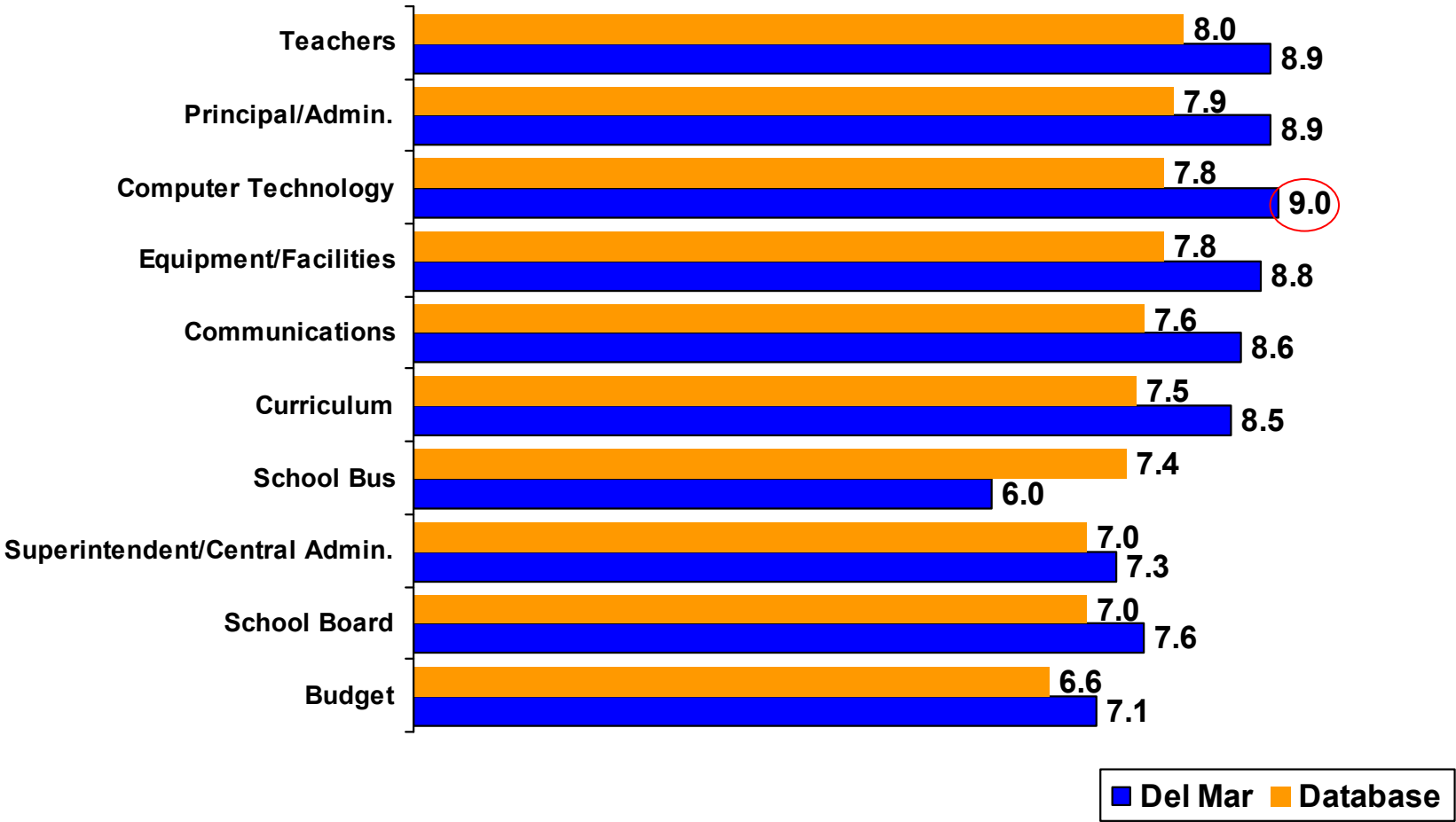
Source: Harris Interactive School Poll Database: Spring 2004 through Spring 2006 and Del Mar 2007 School Poll Data

Employees Tend to be Most Critical of Parental Support; Rate Upper Levels of Administration Lower



Source: Harris Interactive School Poll Database: Spring 2004 through Spring 2006 and Del Mar 2007 School Poll Data

Parents Typically Supportive of Teachers and Building Administrators; Most Critical of District's Budget Process



Source: Harris Interactive School Poll Database: Spring 2004 through Spring 2006 and Del Mar 2007 School Poll Data



Detailed Findings: Elementary Students

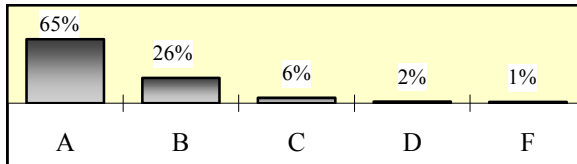
Observations of Elementary Student Satisfaction



- **Much more satisfied** than those in our database in all functional areas
- General areas of concern:
 - Main Teacher (44% impact)
 - Lunch (12% impact)
 - Student Behavior (16% impact)

OVERALL SATISFACTION MODEL: ELEMENTARY STUDENTS

Elementary Students' Satisfaction Rating Distribution

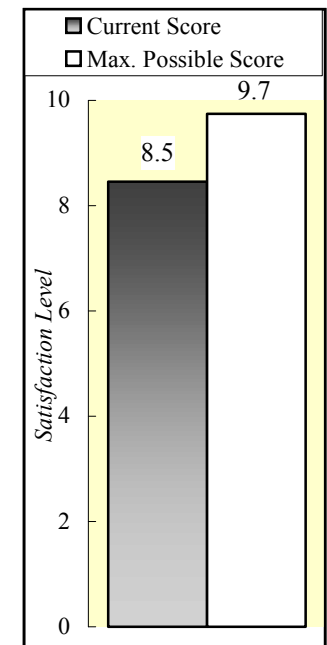


This graph shows the distribution of satisfaction scores elementary students provided for the overall satisfaction question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement**, from the current score to the maximum possible score, that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

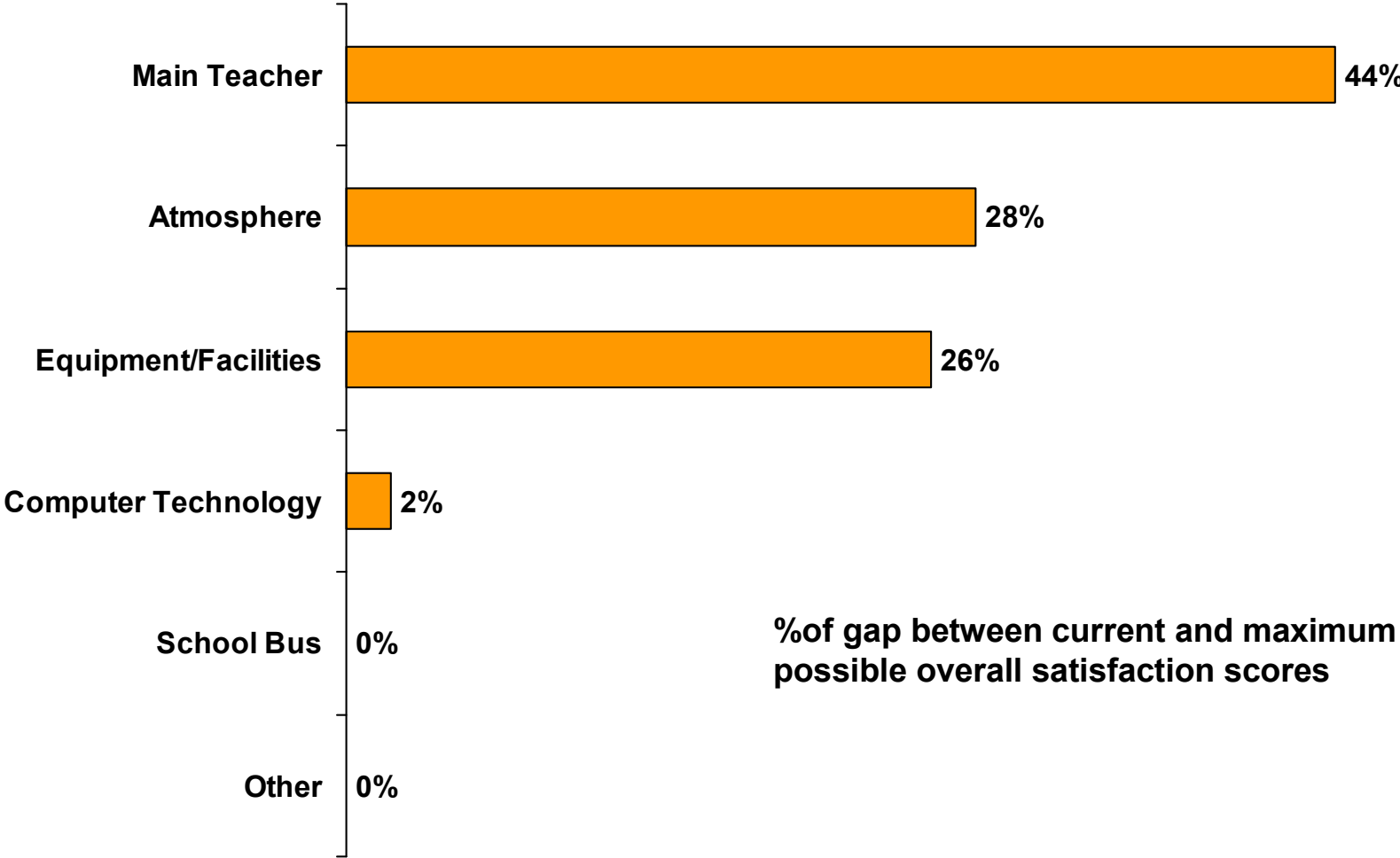
Improvement Possible



This graph shows the current overall satisfaction mean rating with the **maximum possible score**.

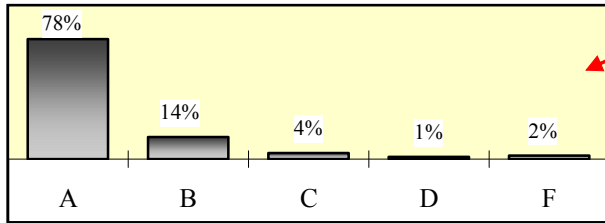
ISSUES INFLUENCING OVERALL SATISFACTION	% with Problem	Penalty	IMPACT INDEX
Main teacher: Give interesting homework?	45%	0.5	17%
Main teacher: Make class fun?	15%	0.8	9%
Do you like the food served in the lunch room?	36%	0.3	8%
Are most other students nice to you?	14%	0.7	8%
Main teacher: Help you outside of class time?	33%	0.3	7%
Are the rules at your school fair?	18%	0.5	7%
Are school buildings and grounds clean and in good condition?	14%	0.6	6%
Main teacher: Like you?	9%	0.8	6%
Is your classroom teacher prepared to train you on the computer?	27%	0.3	5%
Are students well-behaved while in school?	18%	0.4	5%
Is the temperature in your classrooms usually comfortable?	16%	0.4	5%
Is there enough seating in the lunch room?	16%	0.3	4%
Other than temperature, are classrooms comfortable?	8%	0.5	3%
Are you well-behaved at school?	5%	0.7	3%
Do you feel safe while in school?	3%	1.1	3%
Do students help each other with school work?	12%	0.3	2%
Do school computers meet your needs?	6%	0.5	2%

Elementary Student Issues Categorized



YOUR MAIN TEACHER: ELEMENTARY STUDENTS

Elementary Students Satisfaction Rating Distribution



This graph shows the distribution of satisfaction scores elementary students provided for the overall teacher rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

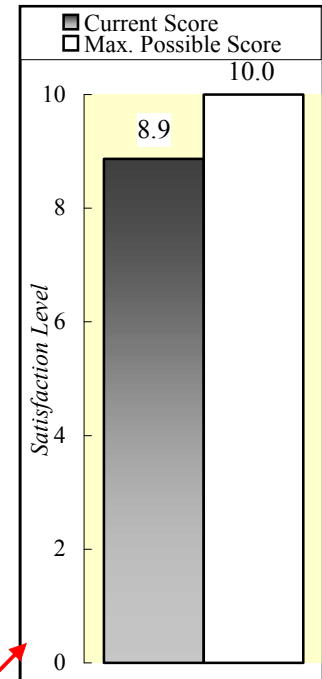
Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

TEACHER ISSUES

Does the teacher who you spend the most time with...?

	% with Problem	Penalty	IMPACT INDEX
Main teacher: Make class fun?	15%	2.0	26%
Main teacher: Like you?	9%	2.2	17%
Main teacher: Give interesting homework?	45%	0.4	15%
Main teacher: Like some kids more than others?	35%	0.4	12%
Main teacher: Help you outside of class time?	33%	0.3	9%
Main teacher: Tell you how you are doing?	15%	0.4	6%
Main teacher: Help you want to learn?	10%	0.7	6%
Main teacher: Miss too many days of school?	7%	0.9	5%
Main teacher: Write comments on your papers?	10%	0.5	4%
Main teacher: Ask you to answer questions in class?	9%	0.0	0%
Main teacher: Do your parents know your main teacher?	1%	0.0	0%

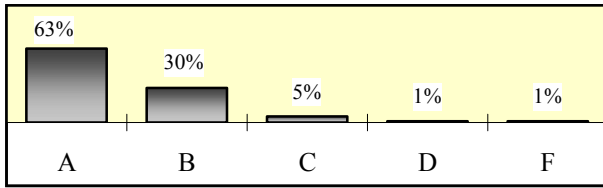
Improvement Possible



This graph shows the current elementary student mean rating for their main teacher along with the **maximum possible score**.

SCHOOL ATMOSPHERE: ELEMENTARY STUDENTS

Elementary Students Satisfaction Rating Distribution



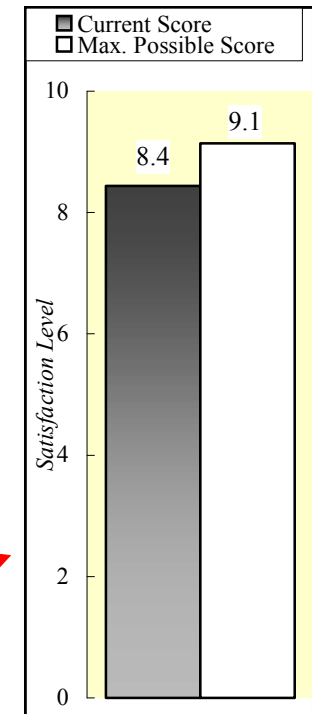
This graph shows the distribution of satisfaction scores elementary students provided for the overall atmosphere rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

SCHOOL ATMOSPHERE ISSUES	% with Problem	Penalty	IMPACT INDEX
Are the rules at your school fair?	18%	0.9	23%
Are most other students nice to you?	14%	1.0	21%
Are students well-behaved while in school?	18%	0.6	15%
Is gossip a serious problem at school?	37%	0.2	13%
Is your school too crowded?	14%	0.4	9%
Do you feel safe walking to and from school?	5%	1.0	7%
Do you feel safe while in school?	3%	1.7	7%
Do students help each other with school work?	12%	0.3	5%
Are school assemblies usually interesting?	38%	0.0	0%

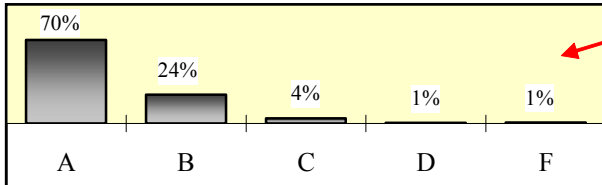
Improvement Possible



This graph shows the current elementary student mean rating for school atmosphere, along with the **maximum possible score**.

EQUIPMENT AND FACILITIES: ELEMENTARY STUDENTS

Elementary Students Satisfaction Rating Distribution

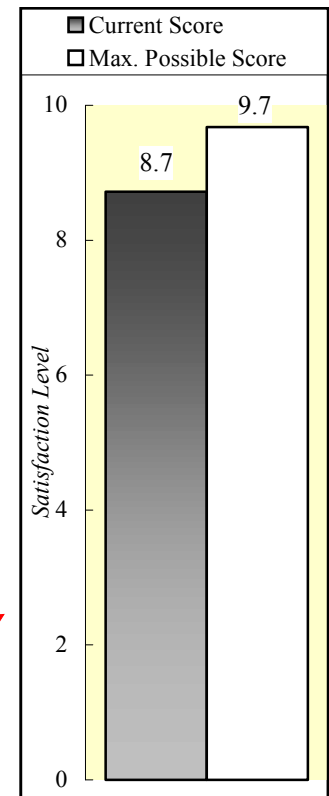


This graph shows the distribution of satisfaction scores elementary students provided for the overall equipment and facilities rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

Improvement Possible



EQUIPMENT AND FACILITIES ISSUES	% with Problem	Penalty	IMPACT INDEX
Are school bathrooms clean?	50%	0.5	28%
Are school buildings and grounds clean and in good condition?	14%	1.2	17%
Do you like the food served in the lunch room?	36%	0.4	16%
Does the school library meet your needs?	21%	0.6	14%
Is the temperature in your classrooms usually comfortable?	16%	0.6	10%
Other than temperature, are classrooms comfortable?	9%	1.0	10%
Is there enough seating in the lunch room?	16%	0.3	5%
Are there enough textbooks for students?	9%	0.0	0%

This graph shows the current elementary student mean rating for equipment and facilities, along with the **maximum possible score**.



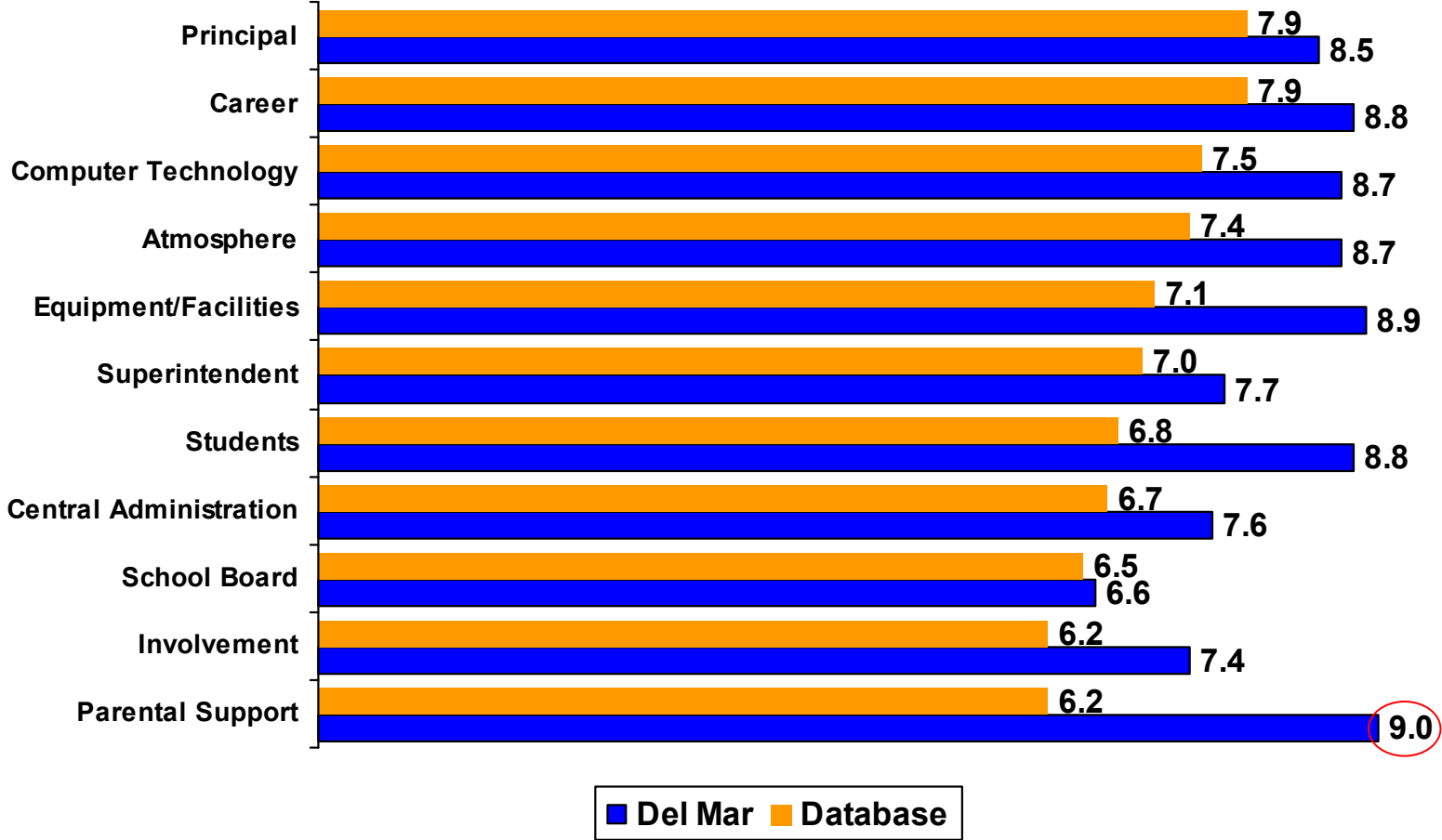
Detailed Findings: Teachers and Staff

Observations of Teachers/Staff Satisfaction

- **Very high scores** for
 - Parental support
 - Rating of students
 - Equipment and Facilities
 - Career
- Several issues identified as having a negative effect on satisfaction
 - Gossip
 - Team building for teachers
 - Communications with superiors



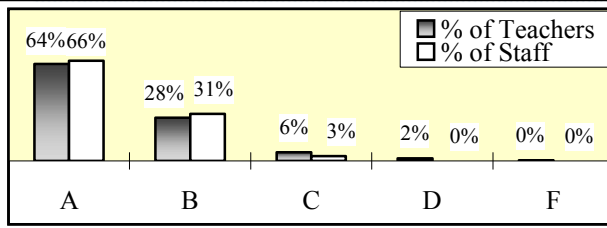
Employees Tend to be Most Critical of Parental Support; Rate Upper Levels of Administration Lower



Source: Harris Interactive School Poll Database: Spring 2004 through Spring 2006 and Del Mar 2007 School Poll Data

OVERALL SATISFACTION MODEL: TEACHERS/STAFF

Teachers'/Staff's Satisfaction Rating Distribution



This graph shows the distribution of satisfaction scores teachers and staff provided for the overall satisfaction question.

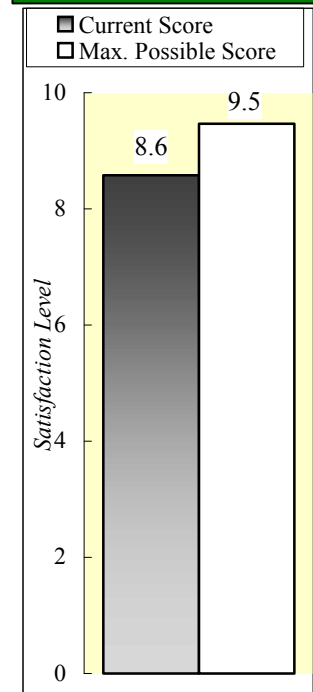
Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement**, from the current score to the maximum possible score, that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

ISSUES INFLUENCING OVERALL SATISFACTION

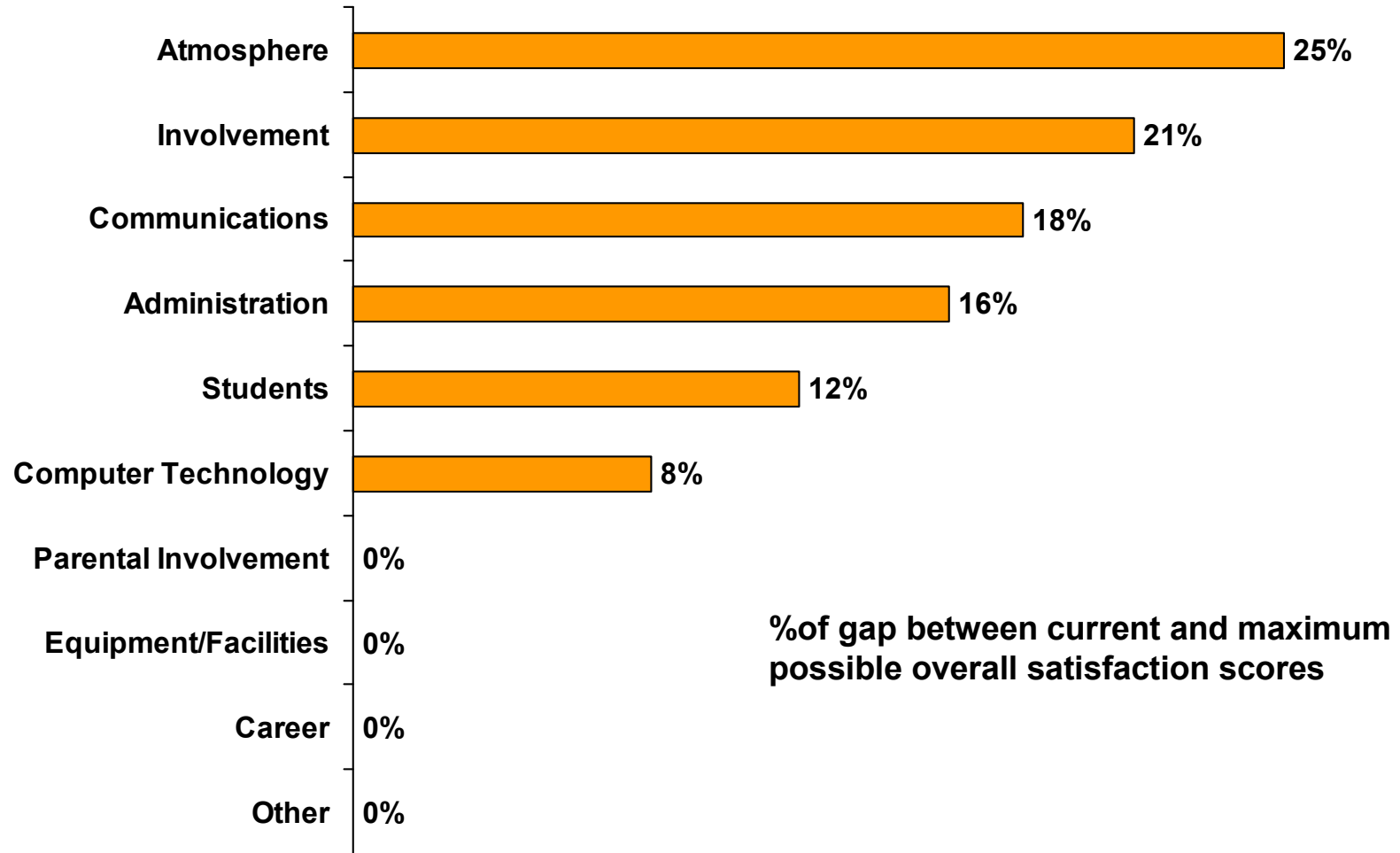
	% with Problem	Penalty	IMPACT INDEX
Do you have enough time for helping individual students?	34%	0.5	22%
Team building and problem solving?	12%	1.4	21%
Communications with your Direct Supervisor.	8%	1.8	18%
(Principal) Treat your conversations as confidential?	19%	0.7	16%
Student apathy that affects learning?	13%	0.8	12%
Do computers support and extend the learning process?	8%	0.8	8%
Do you feel safe while in school?	1%	2.1	3%

Improvement Possible



This graph shows the current overall satisfaction mean rating with the maximum possible score.

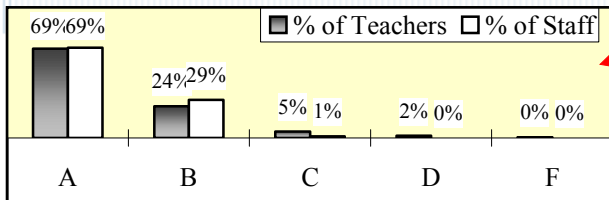
Teacher/Staff Issues Categorized



% of gap between current and maximum possible overall satisfaction scores

SCHOOL ATMOSPHERE: TEACHERS/STAFF

Teachers/Staff Satisfaction Rating Distribution



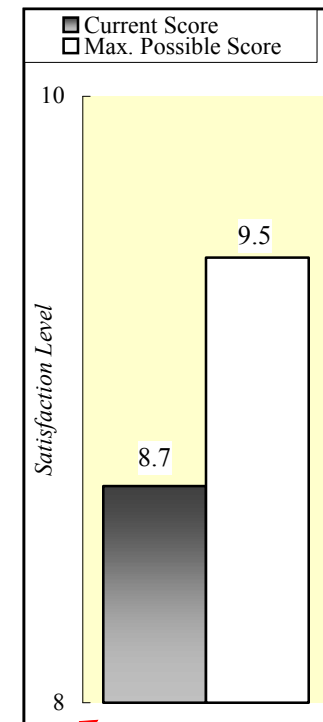
This graph shows the distribution of satisfaction scores teachers and staff provided for the overall school atmosphere rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

SCHOOL ATMOSPHERE ISSUES	% with Problem	Penalty	IMPACT INDEX
Do you have enough time for helping individual students?	38%	0.7	35%
Is gossip among teachers/staff a serious problem?	18%	1.3	31%
Do you have adequate time for classroom instruction?	16%	0.8	17%
Does your school expect academic excellence from all students?	6%	1.2	10%
Do you feel safe while in school?	2%	2.4	7%
Is your workload too high?	35%	0.0	0%
Do you have enough time for planning and grading?	34%	0.0	0%
Is student learning time protected from disruptions in your class?	29%	0.0	0%
Is vandalism a problem at school?	19%	0.0	0%
Is your school too crowded?	14%	0.0	0%
Do other teachers/staff go out of their way for you?	13%	0.0	0%
Is there enough time between classes?	9%	0.0	0%
Are there too many students in any of your classes?	8%	0.0	0%
Are rules for teachers/staff at your school fair?	7%	0.0	0%
Have you been assigned to classes you do not feel qualified to teach?	0%	0.0	0%

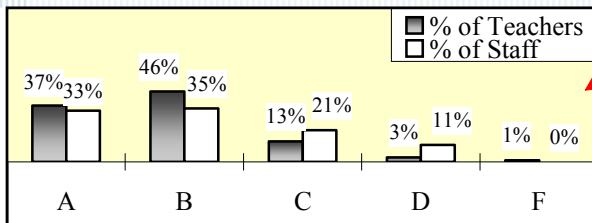
Improvement Possible



This graph shows the current teachers/staff mean rating for atmosphere, along with the **maximum possible score**.

INVOLVEMENT IN DECISION MAKING: TEACHERS/STAFF

Teachers/Staff Satisfaction Rating Distribution



This graph shows the distribution of satisfaction scores teachers and staff provided for the overall involvement in decision making rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

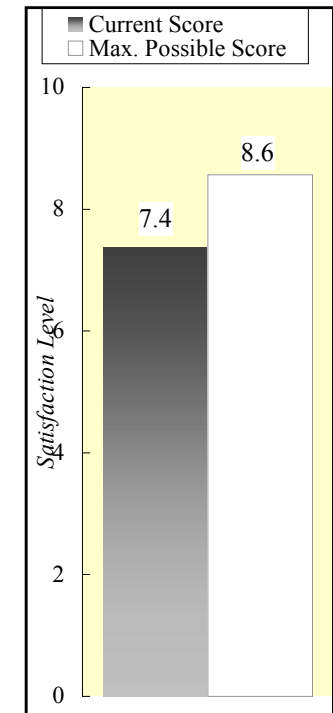
Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

INVOLVEMENT IN DECISION MAKING ISSUES

How would you rate your level of involvement in ...?

How would you rate your level of involvement in ...?	% with Problem	Penalty	IMPACT INDEX
Policies that affect you?	35%	1.1	34%
Team building and problem solving?	14%	1.9	24%
The training you receive?	28%	0.9	23%
Shaping the school curriculum?	16%	1.3	19%
The budget development process?	44%	0.0	0%
Hiring decisions?	33%	0.0	0%
Evaluating your peers?	28%	0.0	0%
Policies that affect students?	25%	0.0	0%
Establishing grading procedures?	13%	0.0	0%
Student promotion/retention?	10%	0.0	0%
Establishing student activities?	9%	0.0	0%
Your own performance appraisal?	8%	0.0	0%
The subjects/grades you teach?	6%	0.0	0%

Improvement Possible



This graph shows the current teachers/staff mean rating for involvement in decision making along with the **maximum possible score**.



Detailed Findings: Parents

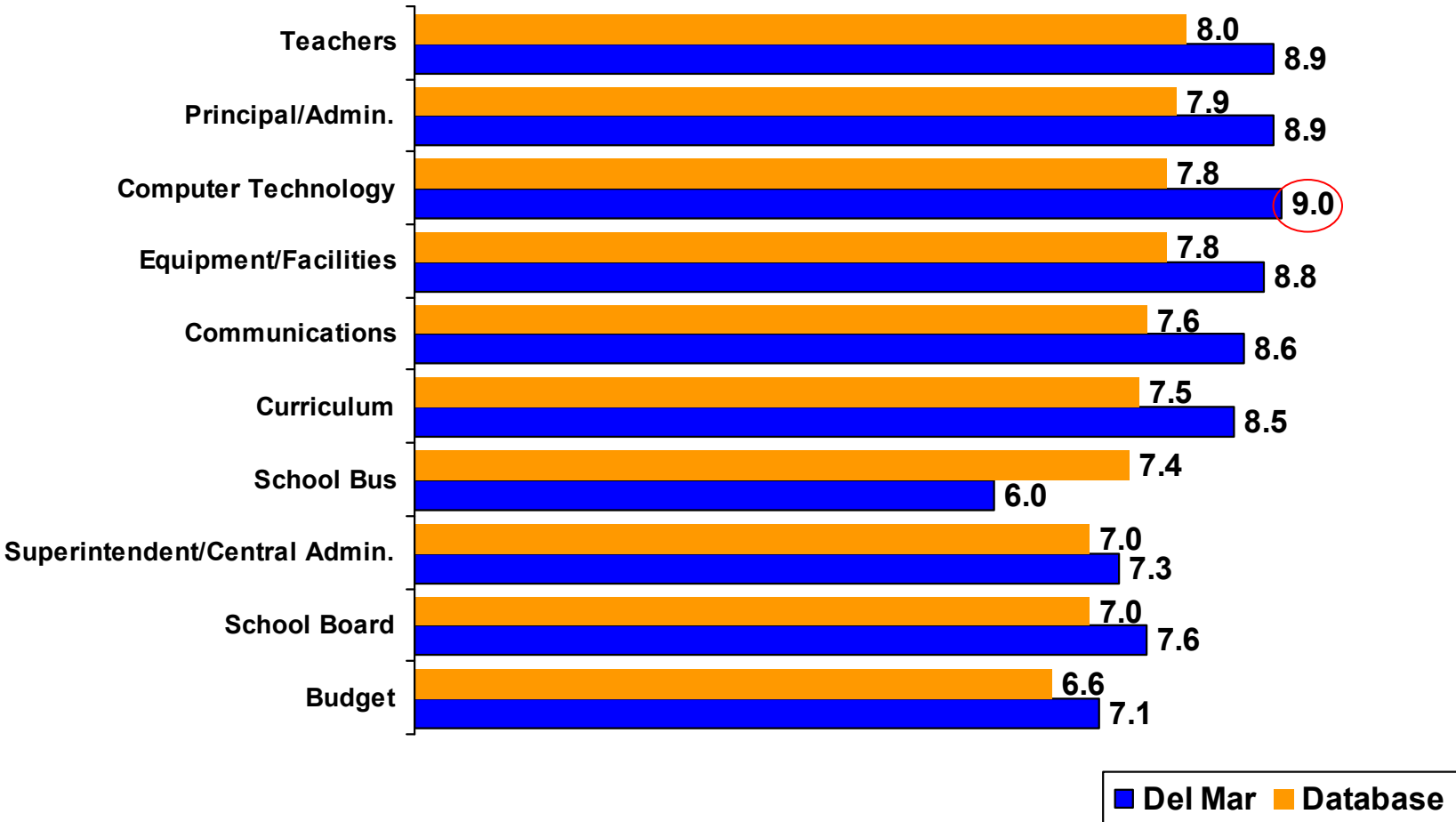
Observations of Parent Satisfaction



- 97% of parents rate their child's school and A or B
- Significantly higher scores versus our data base in all areas except the school bus
- Must be sensitive to parents' need to be kept in the loop, treated with respect and ensuring that their child is special



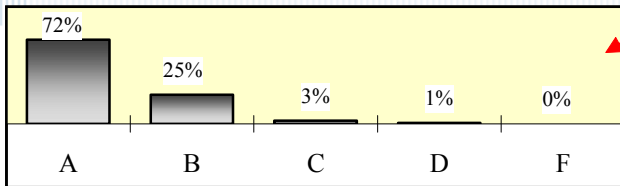
Parents Typically Supportive of Teachers and Building Administrators; Most Critical of District's Budget Process



Source: Harris Interactive School Poll Database: Spring 2004 through Spring 2006 and Del Mar 2007 School Poll Data

OVERALL SATISFACTION MODEL: PARENTS

Parents' Satisfaction Rating Distribution



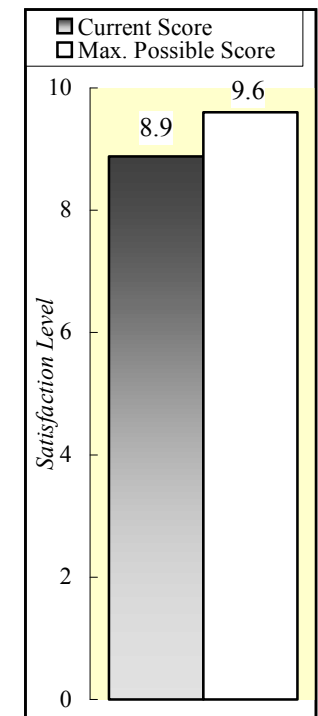
This graph shows the distribution of satisfaction scores parents provided for the overall satisfaction question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement**, from the current score to the maximum possible score, that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

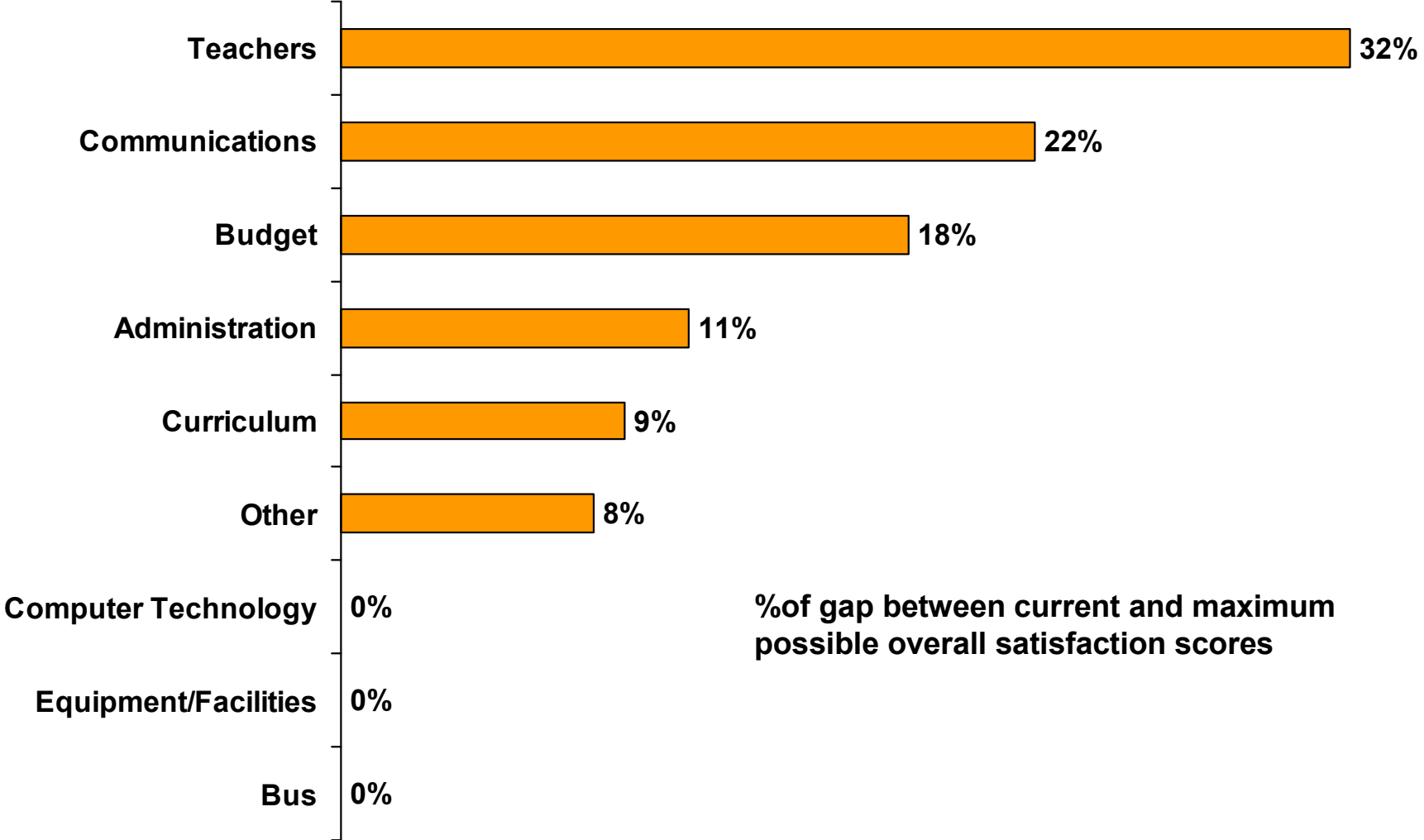
ISSUES INFLUENCING OVERALL SATISFACTION	% with Problem	Penalty	IMPACT INDEX
Are you getting enough feedback on your child's performance?	18%	0.6	17%
Have budget restrictions affected your child's education?	29%	0.3	13%
Extracurricular opportunities?	14%	0.4	9%
Does your child receive enough individual attention from teachers?	13%	0.4	8%
Is the homework assigned appropriate?	13%	0.4	8%
Do teachers communicate to you when your child has a problem?	7%	0.7	8%
Does school provide a safe environment for your child?	4%	1.2	8%
Were you satisfied with the administration's support given to your child?	4%	1.0	6%
Are administrators responsible in their handling of district finances?	10%	0.3	5%
Was the problem you took to the administration resolved satisfactorily?	7%	0.5	5%
Allowing you to be involved with your child's education?	5%	0.6	5%
Do you have a serious problem with any of your child's teachers?	5%	0.6	5%
Do teachers treat you with respect?	2%	0.8	3%

Improvement Possible



This graph shows the current overall satisfaction mean rating with the **maximum possible score**.

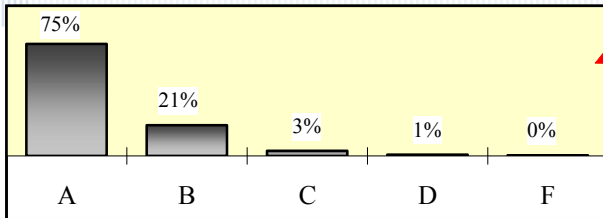
Parent Issues Categorized



%of gap between current and maximum possible overall satisfaction scores

YOUR CHILD'S TEACHERS: PARENTS

Parent Satisfaction Rating Distribution



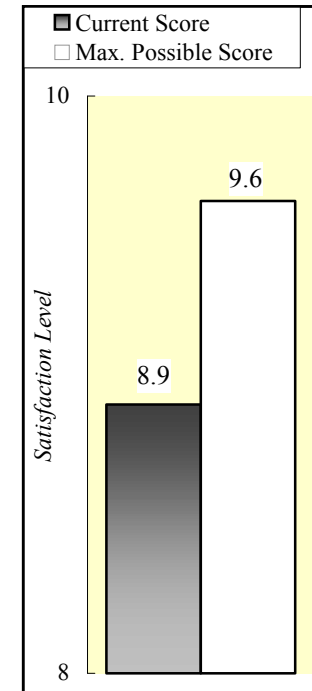
This graph shows the distribution of satisfaction scores parents provided for the overall teacher rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

TEACHER ISSUES	% with Problem	Penalty	IMPACT INDEX
Do teachers communicate to you when your child does something well?	21%	0.6	16%
Are you getting enough feedback on your child's performance?	19%	0.6	15%
Does your child receive enough individual attention from teachers?	14%	0.6	12%
Do teachers challenge your child to learn?	10%	0.7	10%
Do teachers communicate to you when your child has a problem?	8%	0.9	10%
Do you have a serious problem with any of your child's teachers?	6%	1.0	9%
Do teachers treat you with respect?	3%	1.7	7%
Is the homework assigned appropriate?	14%	0.3	6%
Do you communicate enough with your child's teachers?	13%	0.3	6%
Are teachers available when you need to speak with them?	4%	1.0	6%
Do teachers provide opportunities for parental involvement?	5%	0.5	3%
Are teacher salaries too low for the work they do?	54%	0.0	0%
Do you know most of your child's teachers?	7%	0.0	0%
Have you ever tried to have your child assigned to a different teacher?	6%	0.0	0%
Are teacher salaries too high for the work they do?	3%	0.0	0%

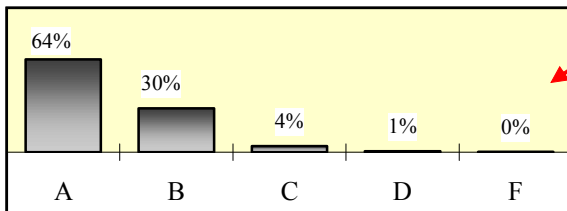
Improvement Possible



This graph shows the current parent mean rating for their child's teachers along with the **maximum possible score**.

COMMUNICATIONS/INVOLVEMENT: PARENTS

Parents Satisfaction Rating Distribution



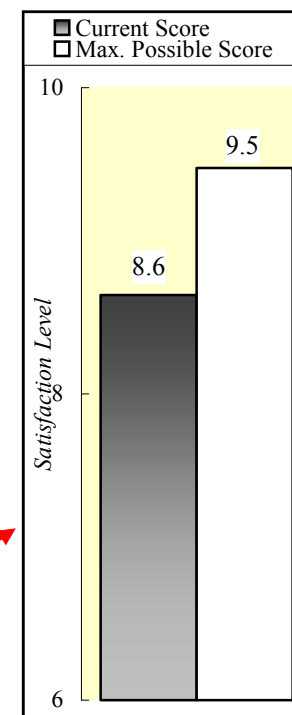
This graph shows the distribution of satisfaction scores parents provided for the overall communications and involvement rating question.

Impact Index is a combination of the penalty and the % reporting the problem. It represents the percent of **potential improvement** that can be realized if the occurrence of the problem is reduced to zero.

Penalty represents the effect of the problem on satisfaction for those people who experienced the issue. In other words, it is the rise in satisfaction that would occur if the incidence of the problem is reduced to zero.

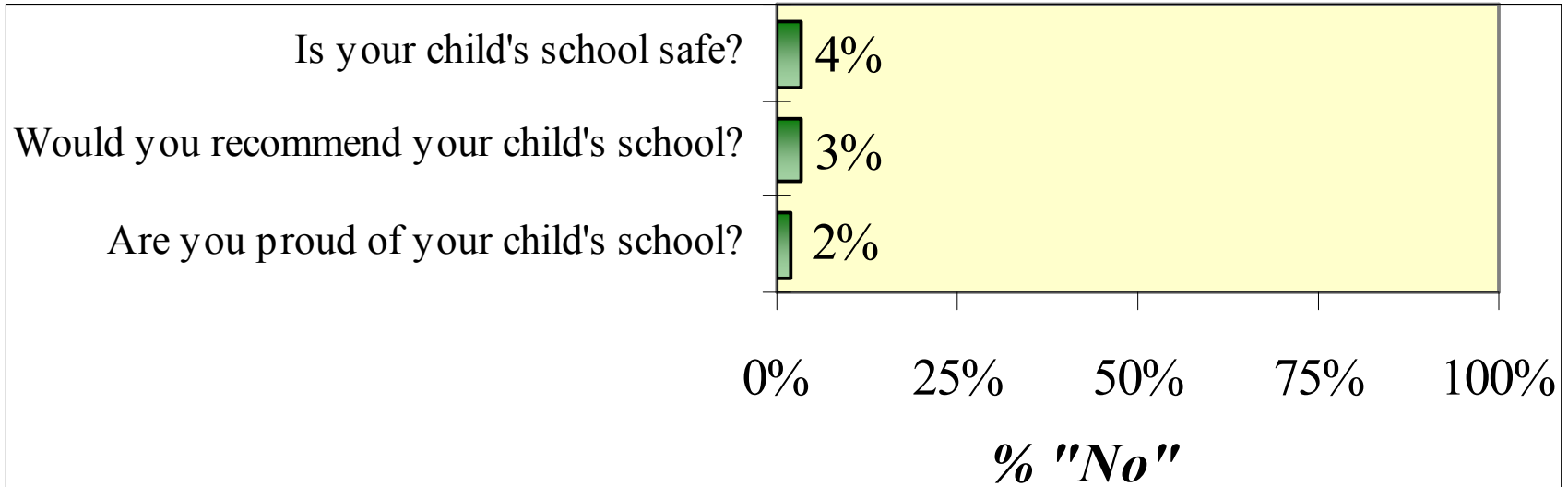
COMMUNICATIONS/INVOLVEMENT ISSUES	% with Problem	Penalty	IMPACT INDEX
Allowing your input into the selection of your child's teachers?	38%	0.6	27%
Including parents' views when making decisions?	21%	0.7	18%
Keeping you informed about your child's academic progress?	12%	0.9	12%
Communicating when your child has a problem?	11%	0.9	12%
Working with you to meet the special needs of your child?	11%	0.8	11%
Keeping you informed about school activities?	8%	0.8	8%
Providing enough parent-teacher conferences/open houses?	8%	0.7	7%
Allowing you to be involved with your child's education?	5%	0.9	5%
Providing volunteer opportunities?	2%	0.0	0%

Improvement Possible



This graph shows the current parent mean rating for communications and involvement, along with the **maximum possible score**.

Other Parent Attitudes



Enterprise Equity Management and Action Planning

Keep in mind...

Perceptions

They may not always make sense to you, but they are “real” to those who report them. They provide an opportunity to open dialogue and find out what stakeholders are feeling/thinking.



Moving Forward with the Data



- Survey questions identify the **symptoms** of the problems
- Statistical analysis (Impact Analysis) calculates the relative **IMPACT** of the symptoms
- Focus groups and other techniques translate the symptom into a **defined problem**
- Task teams define **solutions**
- Measurement tracks and documents **success**
 - Do not wait for the next survey
 - Develop metrics for success in your own building
 - Communicate improvements to your stakeholders

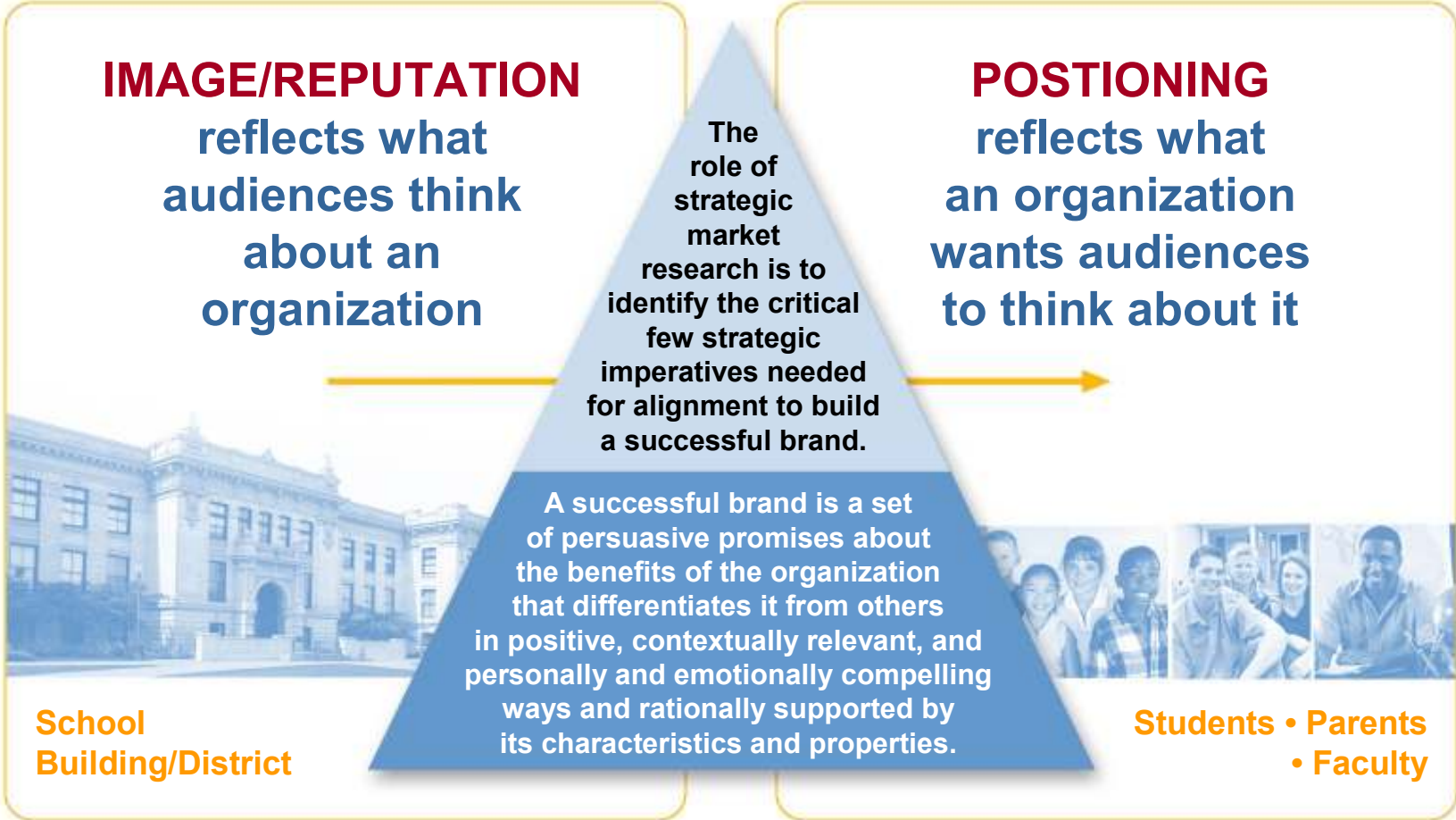


Survey Results

- The survey results point out “specific areas” where improvement would lead to increased satisfaction.
- There are other areas identified as concerns (high % of respondents reporting problems) that do not impact satisfaction.
- It is **critical** that a building focus on the concerns that will make a difference.
- The following steps can be taken to process the data and select high priority areas for improvement...



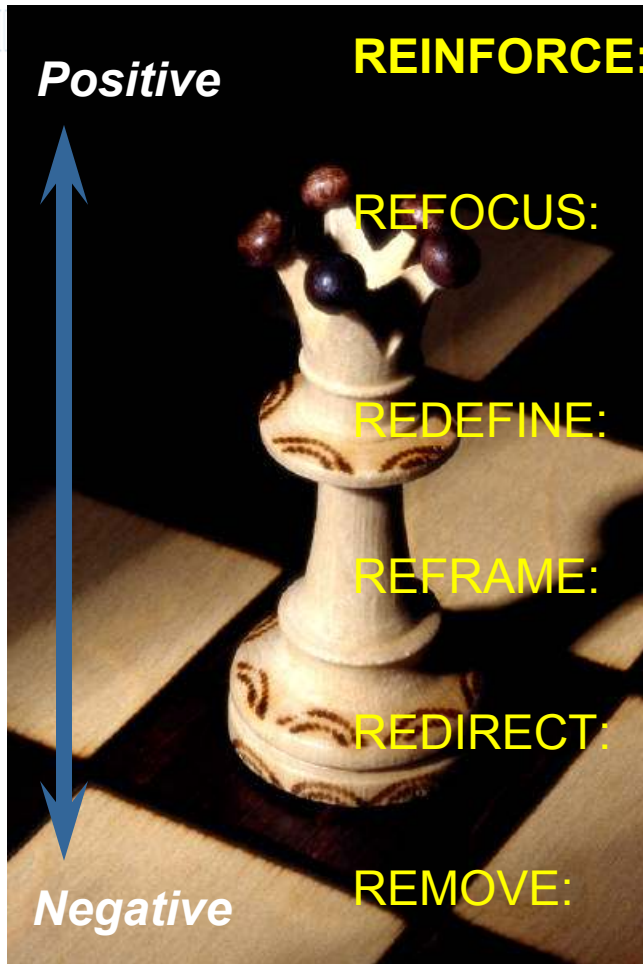
Stakeholder Management



Building Blocks of Positioning

- Your School provides a particular experience – what is it?
- Identifying Your School's core equities upon which a positioning is built
 - Unique and differentiating
 - Built on heritage
 - Leadership role in the industry
 - Rings true internally... and externally
- Identify facilitators and barriers to successful relationship with Stakeholder audiences
- Broad enough to appeal to all targets while still making unique connections
- Emotionally compelling – persuade by reason, motivate through emotion
- Clearly communicating to the target audience what we want them to do – **become a committed member**

Six Strategic Thinking Tools



Strengthen the network of positive attributes, consequences, and values.

Add linkages between attributes and consequences or introduce new attributes and/or consequences.

Express a potential weakness so that it is perceived as a strength.

Express a competitor's strength so that it is perceived as a weakness.

Divert attention away from a competitor's strength to their weakness.

Undermine a competitor's strength by showing that the strength doesn't exist.

Four Framing Questions

1. Who is the key audience(s)?

Who is the primary target?

Who do you want to hear your message?

2. What do I want them to do?

What behavior/ decisions do we want to influence?

What do we want people to start doing?

What do we want them to stop doing?

3. What is the relevant context?

What is the current situation?

What position are the target audiences in?

4. Who or what is the competition?

Who or what do you have to defeat to get your message across?



Developing a Plan

Looking at Your Data

As you review your school's data...

Identify issues of concern

Group like ideas together – issues that could be solved in tandem

Surprises? Confirmation?

Look for areas where your school's "percent of problem" is most different than the overall district "percent of problem"

Look for common issues across your stakeholders... solving a problem may impact more than one group

Refer to your data tables to look at differences among subgroups

Develop a Plan

Identify your top 3 issues to tackle

- Low hanging fruit – an easy problem to solve
- Longer term problem/solution

Describe what your school will be like when the problem is solved

Write down the answers to each of the issues above on your easel pads and prepare to present these ideas to the group

Think about other schools/experiences where others have solved this problem to help develop a set of **best practices**

Planning Next Steps

- **Document areas of improvement**
 - Are the areas more commonly received from a particular audience (staff, parents, elementary students, or secondary students)?
 - Are there trends in the types of categories that are consistently lower (i.e. leadership, facilities, etc.)?
- **Document areas of strength** and consider whether or not aspects related to those strengths are changing
- **Pay closer attention to the "Overall Satisfaction"** indicators to gauge how important these individual issues are to stakeholder's general sense of satisfaction
- Document areas where the satisfaction ratings are going **against expected norms** (i.e. gender differences, ethnicity differences, grade trends)
- **Relate subgroup ratings to survey counts** to ensure accurate interpretations
- **Examine subgroup trends** for possible changes for next year (ex. Turnover of staff and effect on demographics)

Planning Next Steps

- **Tackle each section** one at a time
 - For each section, examine the list of issues and determine which one(s) can be addressed for the coming year
 - Prioritize the list based on whichever factor your site deems as most important for that issue (percentage of stakeholder affected, magnitude of dissatisfaction, or portion of potential improvement)
- **Identify trends** within individual sections, or more broadly (ex. Is there a discipline issue at the school? A facility issue? A communication issue?)
- **Prioritize sections** in order of importance – is Equipment & Facilities anywhere near as important a section as Curriculum/Training?
- **Determine how next steps fit** into other school improvement plan initiatives
- In the back of the binder will be the **results by question** separated by Students, Teachers/Staff, & Parents
- The hard data references the **sample size** for each individual question, as well as the count responding to entire survey
- **Use the hard data to add context** to issues that were raised to this point



Presenting Your School



Questions/Discussion

